EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PRODUCTIVITY IN KENYA'S PUBLIC SECTOR: A CASE STUDY OF THE OFFICE OF THE DIRECTOR OF PUBLIC PROSECUTIONS

BY

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DECLARATION

I hereby declare that this is my original work and has not been presented elsewhere for the award of a degree or any purpose whatsoever.

Signature ....Date ....23ʳᵈ   November   2015

James MungaiWarui

C50/70360/2011

This work has been submitted for examination with my approval as a university supervisor. To the best of my knowledge this work has never been presented by any other student from this or any other university.

Signature................................ Date...24/11/15.................................

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DEDICATION

I dedicate this work to my family and friends. Thank you for your prayers and moral support throughout the entire period I was doing the project. You have taught me how to be a courageous person and to believe in myself.

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ABBREVIATIONS AND ACRONYMS

ASTD   American Society for Training and Development

DPM   Directorate of Personnel Management

GOK   Government of Kenya

ODPP   Office of the Director of Public Prosecutions

ODPPTC   Office of the Director of Public Prosecutions Training Committee

PPID   Performance Based Instructional Design

PSC   Public Service Commission of Kenya

SPSS   Statistical Package for Social Sciences

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ABSTRACT

Employee training and development has been pragmatically regarded as a contributor towards better productivity, motivation and general workforce skills development. Studies have shown that employees who receive regular training and development are capable of giving their organizations competitive advantages. However, this depends on how much emphasis and resources the organizations devote to the training and development process itself. This study aimed at examining the effect of training and development on employee productivity in Kenya's public sector taking the Office of the Director of Public Prosecutions as a case study. Literature review discussed the following based on other scholars contribution to the subject, overview of training and development, training and development benefits, the training process, methods and types of training and development and evaluation of the training and development. The study adopted a case study approach where data was collected across a population through sampling. Six cadres of members of staff at the Office of the Director of Public Prosecutions head office were used in which the target population was 117 employees who included management level, supervisory level and operations and support level. Primary data was collected by use of a structured questionnaire containingboth open and close-ended questions across the strata and secondary data was gathered from various sources such as the ODPP strategic plan, human resource manual, prosecutor's training manual, industry magazines, reports on training, books and journals on human resource management, training and development and other relevant reports and websites. The responses to the questionnaire once received were edited for completeness and consistency before processing. The data was then analysed using SPSS software and presented using descriptive statistics like distribution tables and pie charts. The results showed that ODPP has both on-the-job and off-the-job training programmes and majority of the employees, regardless of their educational background or level within the organisation had benefitted from a training and development programme. At the end of the study, it was observed that training and development has a positive effect on worker performance and productivity.

CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Background of the study

Many organizations recognize that a large part of their true value depends on intangible assets namely a skilled workforce, patents and know-how, software, strong customer relationships, brands, unique organizational designs and processes, and the like (Nissar, 2006). In fact, these 'soft' assets give modern corporations their hard competitive edge (Ulrich and Smallwood, 2004). As Ulrich and Smallwood (2004) argue, the organizational capabilities which entail the collective skills, abilities, and expertise of an organization are the outcome of investments in staffing, training and development, compensation, communication and other human resource areas, they represent the ways that people and resources are brought together to accomplish work. In many companies, the most significant long-term investment in intangible assets is in training and development (Nissar, 2006).

The ability of any organization to channel its organization's talent and obtain the best from its resources is of paramount importance to its optimum performance and continued success. Empirical evidence has shown that leading-edge organizations are those which appreciate that people are the organization's most important resource and that when you maximize their potential, you also maximize productivity of the organization (Black and Lynch, 2006). Such organizations have realized that "people really do make a difference where it really matters" (Wachira, 2010). With the rapid pace of globalization and technological change taking place today, all organizations have to continually train and develop their workforce so as to keep pace with their competitors.

The training and development of civil sector employees is vital to any country; it affects the quality of its bureaucracy and policy making, as well as the effectiveness of its administrative Systems (Maor and Stevens, 2007). Just as training is a core function in private sector organizations, it is also central to the civil sector, whose employees need to be trained to face the new challenges and pressures for innovation created by the current atmosphere of increased globalization. According to Kee and Black (2005) training and development are even more important in the civil sector as they tend to produce mostly intangible services that defy calculation. Therefore, training and development of employees is essential for organizations to develop a talented, motivated and engaged workforce if they are to respond to today's business challenges.

Normally, training and development strategies aim to upgrade employees' knowledge and raise the level of their performance (Emmanuel, 2007). Establishing a sound training and development strategy and policy is vital and must also involve all the stakeholders of the organization. Moreover, the training and development strategy and policies must be seen primarily as means of assessing and addressing skill deficiencies in the organization (Mabey and Salaman, 2007; Maor, 2010).

Over the years, the Public Service Commission of Kenya (PSC) has been allocating huge sums of money in its budgetary allocation towards training of civil staff to build the capacity of the staff enabling them to perform their job functions effectively (GoK, 2012). In spite of that, PSC is still confronted with challenges in the area of effective performance of civil staff in the provision of civil services.

The Kenyan government policy on training grants that the training objectives must be linked to the organizational goals and national growth. The policy further states that training as a means of capacity building in the public service should be based on ample training need evaluations that should be conducted on an annual basis in every organization (GoK, 2012). Capacity building is a concept that has different meanings for different people, but in general relates to enhancing or strengthening a person's or organization's capacity to achieve their goals (Lusthaus, Adrien&perstinger, 1999), Capacity building also increases the abilities and resources of persons, communities and organizations to manage change (Couttes, Roberts, Frost & Coutts, 2005).

PSC is currently aiming on impacting knowledge to the public officers to ensure they are prepared to moving the economy forward and offering better services as it tries to achieve Vision 2030. Currently, government policies in Kenya ensure that the advancement of public servants' core competencies, skills, knowledge and attitude to incorporate technology for economic growth, social growth, and individual growth is met.

1.1 Statement of the Problem

An organization exists and grows because it provides a community with good services. To do this effectively, the organization must function at an optimum level of productivity. This level is a direct result of the performance of employees. When there is gap between actual performance and what is needed, the productivity suffers. Training and development can reduce if not eliminate this gap. Training does this by changing behaviour of individuals and by giving them additional knowledge and skills to enable them perform up to the required

standards (Nzuve, 2010). Employees need broad professional training and education if they are to carry out their duties effectively and efficiently. This cannot be achieved without fully developing employees at all levels of the organization.

The operations of the Office of the Director of Public Prosecutions (ODPP) are of a highly specialized nature, characterized by high precision skills and technical knowledge among the professional, technical and supportive employees. There is need not only to recruit the right calibre of personnel but also to train the incumbents for necessary skills. In its Human Resource Manual, ODPP recognizes the role of training and development as a management tool in improved productivity, efficiency and employee career development. Despite the efforts of the government on capacity building and recognition by ODPP on the importance of training and development, there are still some challenges on productivity like poor performance of daily tasks, concentration on promotions instead of knowledge acquisition, stagnation, lack of up to date knowledge and skills and failure of meeting set goals and objectives especially in achieving Vision 2030 that necessitates the need for this study to investigate the effect of training and development on employee productivity in the civil sector in Kenya with specific reference to the Office of the Director of Public Prosecutions.

Although there are some local studies that have been done on training, none has focused on the relationship between training and productivity in the office of the Director of Public Prosecutions in Kenya. For instance there have been studies on: Training methods and techniques (Ghebrecristo, 2003), training needs of agricultural project managers in the Ministry of Agriculture (Opondo, 2001), the relationship between training and development programs and job satisfaction in micro finance institutions in Nairobi (Agalamulwa, (2002). It is against this background that this study was undertaken to establish the relationship between training and employee productivity.

1.2 Research questions
This study sought to answer the following research questions:

i. What is the effect of training and development on employee productivity at the ODPP?

ii. Which are the main methods used in the training and development of employees at the ODPP?

iii. What are the common problems encountered with regard to the employee training and development program at the ODPP?

1.3 Research objectives

The main objective of this study was to establish the effect of training and development on employee productivity at the ODPP whereas the specific objectives were:

i. To establish whether there is a training and development policy in place at the ODPP.

ii. To determine the methods used in the training and development of employees at the ODPP.

iii. To identify the common problems encountered by the employees with regard to the training and development program at the ODPP.

1.4 Justification of the study

The purpose of this study was to find out the effect of training and development on employee productivity. The research endeavoured to bring out the importance of training and development and thus encourage organizations to invest more in these functions. This is because with the development of technologies and the whole business environment, employees are required to be more skilled and qualified. The findings of this study will also assist the line managers to understand how staff training and development enhances the capabilities of employees and strengthens their competitive advantage.

The results of this study will be quite useful to other researchers and the government (especially those involved in the implementation of Vision 2030) as well as academicians who will find it useful in assessing the best route towards growth and development of the country. Thus it will enable them make good and relevant polices. It is well known that any country intending to achieve national goals has to help its civil servants gain the necessary training to enhance their productivity.

The study also fills the existing literature gap by contributing to the body of knowledge since it focuses on the effect of training on the productivity of employees at the ODPP, an area where no similar study has been undertaken.

1.5 Scope and limitations of the study

The study was carried out to establish the effect of employee training and development on productivity in Kenya's public sector with specific reference to the ODPP. Since ODPP

initially existed as an autonomous Department within the State Law Office until August 2010 when it assumed an independent status after the promulgation of the Constitution of Kenya, 2010, the study was limited to a period of ten years from 2004 to-date. One major limitation faced by the researcher in conducting the study entailed a difficulty in the collection of data owing to the bureaucracy and confidentiality common in public offices. Some of the information needed to make the study successful was not readily available and it took time for it to be availed since the respondents had to consult their superiors before releasing the information.The study involved all cadres of employees including managers. supervisors and operations and support staff.

The researcher developed a rapport with the respondents by clearly explaining to them the importance of the study and the need to give the correct information. The researcher carried an introduction letter from the university and assured the respondents of confidentiality of the information provided and that it was purely for educational purposes. The researcher also undertook to avail to the Office of the Director of Public Prosecutions a copy of the completed study.

1.6 Definitions of Terms

1.6.1 Training
Gordon (2002) defined training as the planned and systematic modification through learning events, activities and programs that results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively. Pheesey (1971) defines training as the systematic process of altering the behaviour and or attitudes ofemployees in a direction to increase the achievement of organizational goals. For this study, training will be understood as a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviours to enhance the performance of employees.

1.6.2 Development
Development examines the current environment, the present state and helps people in a team, in a department and as part of an institution to identify effective strategies for improving performance through systematic use of scientific and technical knowledge gained (Kee and Black, 2005).Development is a process that attempts to form the ability to realize and bear a new anticipated custom that profits the society or community and the domain around

(Garavan, Costine, and Heraty, 2005). Development in this study will be understood as any learning activity which is directed towards future needs, and which is concerned more with career growth than immediate performance.

1.6.3 Employee Productivity

This is a measure of the quantity and quality and work done considering the cost of theresource it took to do the work (Mathis and Jackson, 2000).Sumanth (1990) describes productivity as a family of ratios of output to input. In this study the term productivity is defined as the ability to produce work according to the expected standards or beyond the expected standards of the employer

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature of studies related to the training and development and productivity. It helps the researcher to understand and identify the problems being studied more appropriately.

2.1 The Concept of Training and Development

Training and development in the field of Human Resource Management is an organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names including employee development, human resource development and learning and development (Harrison, 2005). According to Cole (2002), training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Gordon (2002) defined training as the planned and systematic modification through leaning events, activities and programs that results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively. Pheesey (1971) defines training as the systematic process of altering the behaviour and or attitudes of employees in a direction to increase the achievement or organizational goals. This means that for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity.

Employee development, on the other hand, is a system for assisting employees to develop within their current jobs or advance to fulfil their goals for the future. Development is process that attempts to form the ability to realize and bear a new anticipated custom that profits the society or community and the domain around (Garavan, Costine and Hearty, (2005). Development perspective examines the current environment, the present state and helps people in a team, in a department and as part of an institution to identify effective strategies for improving performance. In some situations, there may not be anything "wrong" at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance. In other situations, there may be an identifiable issue or problem that needs to be addressed; the development process aims to find ideas and solutions that can effectively return the group to a state of high performance. Development implies creating and sustaining change (Marmer, (2009).

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According to Kim, (1997), training and development describes the formal, on-going efforts that are made within organizations to improve the performance and self-fulfilment of their employees through a variety of educational methods and programmes. In the modern workplace, these efforts have taken on a broad range of applications from instruction in highly specific job skills to long-term professional development (Cole, (2002). Cole (2002) further notes that in recent years training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual leaning" and other aspects of training and development (Kim, (1997).

Adeniyi, (2005) is of the opinion that for every employee to perform well there is the need for constant training and development. The right employee training, development and education provide big payoffs for the employer in increased productivity, knowledge, loyalty and contribution to general growth of the firm. The reasons behind employee training and development cannot be overemphasized. These reasons include when needs arise as a result of findings from the outcome of performance appraisal as part of professional development plan, as part of succession planning to help an employee be eligible for a planned change in role in the organization, to imbibe and inculcate a new technology in the system and because of the dynamic nature of the business world and changing technologies.

Jacob, (2003) explains that the terms "training" and "development" are used together to describe the overall improvement and education of an organizations employees. However, while closely related, there are important differences between the terms that centre on the scope of the application. In general, training programs have very specific and quantifiable goals, like operating a particular piece of machinery, understanding a specific process, or performing certain procedures with great precision. Development programs, on the other hand, concentrate on broader skills that are applicable to a wider variety of situations, such as decision-making, leadership skills and goal setting.

2.2 Benefits of training and development

The Purpose of training and development is to improve knowledge and skills, and to change attitudes or behaviour. It is one of the most important potential motivators which can lead to many possible benefits for both the individuals and the organization. Derek and Laura (2000) looked at the training environment and the structure of organizations, and emphasized on the effects of internal political and cultural factors on training and development. New employees

can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure effective contribution to the organization. A majority however, will require some type of training at one time or another to maintain effective level of job performance.

According to Krietner (2005), no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. An organization that desires to gain a competitive edge in its respective industry needs, among other things, extensive and effective training besides development of its employees. Training and development are therefore key elements for improved organizational performance; it increases the level of individual and organizational competences. It helps to reconcile the gap between what should happen and what is happening, that is, between desired targets or standards and actual levels of work performance. Although some employers have reservations about the cost and extent of tangible business returns from training, the development of skills has been identified as a key factor in sharpening competiveness. According to Cascio (2009), the economic and technological trends, the pace of innovation, the fact that change and development are growing faster year-by-year provides clear signals that training and development are so relevant that both organization and individual stakeholders must give a serious attention to.

2.3 The training process

Training in an organization involves systematic approach which generally follows a sequence of activities involving the establishment of a training policy, followed by training needs identification, training plans and program designs and implementation, evaluation and training feedback for further action (Armstrong, 1996; Kenney, 2002).

2.3.1 Training policy

Kenney (2002) emphasizes that organizations should have different policies for training and development depending on the class or level of employment or level of employees to be trained. He points out that training policies are necessary to: provide guidelines for those responsible for planning and implementing training; ensure that an organization's training resources are allocated to pre-determined requirements; provide for equality of opportunity for training throughout the organization; and inform employees of training and development opportunities. According to Armstrong (1996), training policies are expressions of the training philosophy of the organization. It is a set of guidelines issued by an organization

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regarding the training and development activities that target enhancement of individual capabilities.

Srinivas R. Kandula (2004), postulate that a training policy helps clarify the position and intentions of an organization especially on training and development. It shows the degree of commitment of the organization to training and development. The training policy ensures fair play and avoids discontent among employees by providing guidelines for appropriate implementation and use of resources. By acting as a guide to resourcing in relation to competence and skills, a training policy assists the organization in coming up with minimum standards of recruitment.

A training policy also aids in the overall budget process by showing the proportion of turnover that should be allocated to training and development. It further provides guidelines for employee career planning and guides the organization in identifying the areas requiring improvement using the training needs analysis.

2.3.2 Training needs analysis

All training done should be based on both the trainee and the job needs. The analysis according to Kirkpatrick (2008) should further include the needs to the internal and external drivers, operations and customer requirements, which are later used to measure training quality correctly, accurately and skilfully. According to Armstrong (2001), training needs analysis is partly concerned with defining the gap between what is happening now and what should happen in future. He suggests that corporate, departmental and individual needs should be analysed.

According to Choo (2007), sources of training needs include organizational and corporate goals, human resources and succession planning, personnel statistics, consultation with senior managers, departmental heads, layout changes and knowledge of financial plans, which determine whether funds are available. Bowley (2007) gives various methods of analysing training needs which include business and human resource plans which indicate in fairly general terms the types of skills and competence required now and in future, job analysis which examines in details the content of the job performance standards required in terms of quality and output, performance review which concentrates on the preparation of performance improvement programs and conducting training surveys that pay particular attention to the extent in which existing training arrangements are meeting training needs.

Kirkpatrick (2008) suggests that training needs can be determined by interviewing participants and managers who are familiar with the job and also analysing performance appraisal forms. Ghosh (2002) notes that correct assessment of training needs forms the basis of determining a training policy. He suggests that training needs can be assessed through identifying organizational and production problems such as low productivity, job analysis anticipating impending future problems and conducting morale and attitude survey. Noe (2002) defines training needs analysis to include measuring the gaps between skills available and skills required in a workforce and making recommendations to bridge the gaps. According to Figure 1 below, the training needs analysis should not be seen as an isolated event since most aspects depend on the analysis in achieving an accurate overview. Armstrong (2001) suggests that all the areas covered in the diagram should be taken into account when conducting training needs analysis (see figure 1).
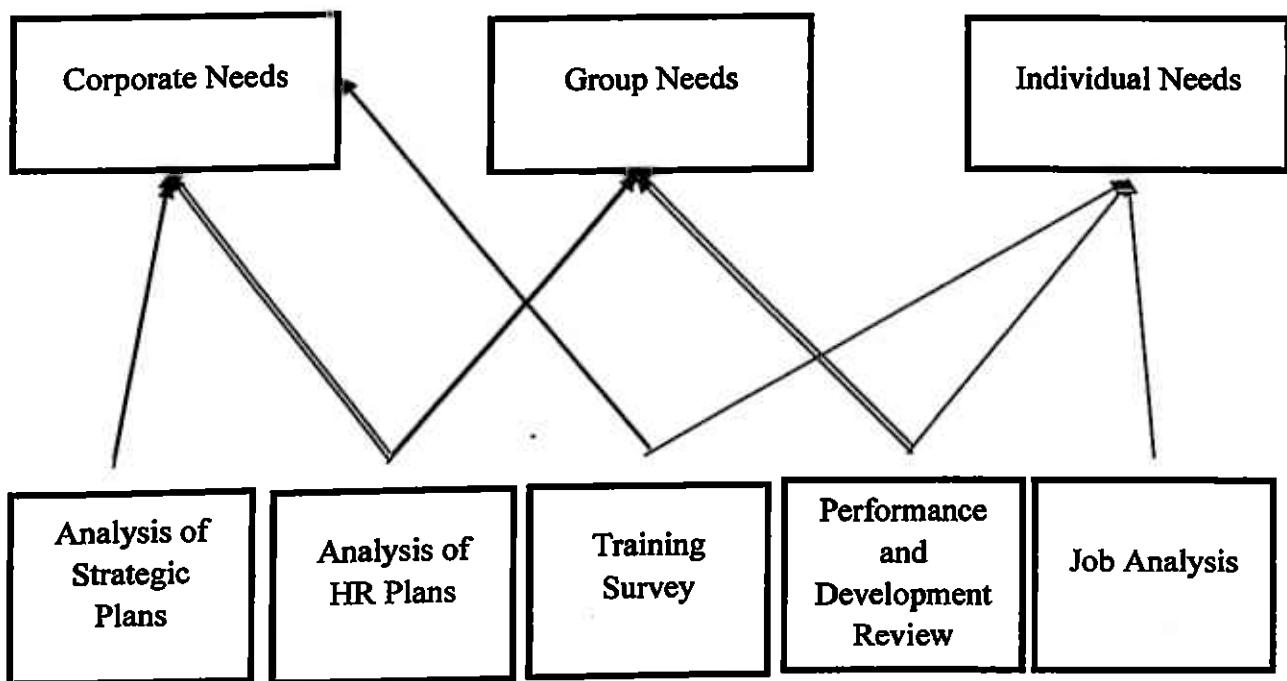
Figure 1: Training Needs Analysis and Methods. Source: Armstrong (2001), Pg. 553

In the Kenyan Civil Service according to Education Commission of Africa (2003), it is the role of ministries to establish their manpower training needs and make them known to the Directorate of Personnel Management (DPM) for their approval so as to enable further training to be given to those areas that need further attention.

2.3.3 Training program design

An effective employee development program should include learning, career planning, goal setting, and evaluation. These areas will help the program be beneficial to the employees who will utilize it and to the organization that provides it. Without them, the employee development reverts back to being simply training (Kirkpartick, 2008)

Pucel (2009) designed a Performance-Based Instructional Design (PBID) to help learners perform more effectively in the workplace. PBID is a system that has seven major components which are as follows: program description, content analysis, content selection, content sequencing, lesson structuring, lesson delivery formatting and evaluation and feedback procedures development (Pucel, 2009). The system's output is an integrated plan of the instruction, and each system component contributes to the output.

According to DeCenzo (2008), the design of the PBID starts with the program description whose purpose is to develop an instructional program that includes program intent and context with a clear understanding of both the content area to be taught and its educational content. The content includes level of program, expected length of program, program focus, instructional setting, relationships to other programs and special learner characteristics.

DeCenzo (2008) suggests that the content analysis determines the exact content of the program to be taught. It concentrates on the psychomotor behaviour and cognitive behaviours. This is accomplished in three stages which are function identification, behaviour analysis, behaviour detailing (process and knowledge-based identification). This allows the learner to experience hands-on exercises which should be similar to the real job. This will help recognize potential problems and verify specific causes of the problems. The content selection determines what information is to be selected. It can be complex depending upon the selection of the behaviour to be taught, and identifying process and knowledge. These should include what the intended audience wants to know and degree of detail that the intended audience requires.

Content selection is accomplished using a five step procedure: determine the important of each behaviour, estimate the instructional time each required to teach each behaviour, determine the instructional time that can be devoted to the program, prioritize the behaviours based on importance and time, select high-priority behaviours that can be taught within the time available (Pucel, 2009). DeCenzo (2008) suggests that in the content sequencing learning strategy, important behaviours to be taught are incorporated in the order in which

they will be taught. It must be characterized as dependent or independent. Dependent behaviours are those that must be taught in a certain order because they build upon one another, or because they are usually performed together. For example, one must be able to "operate a microcomputer" before being able to "maintain a database with a microcomputer." Independent behaviours are those that can be taught at any time during the program because they are not the basis for learning other behaviours in the program, or because they are not performed together with other behaviours.

The lesson structuring examines the design of the program content, how it will be presented to the learners and how it will be evaluated. This involves the tentative selection of the type of lesson delivery format that will be used to implement the lesson as well as the type of methods, media, evaluation tools, and feedback procedures that will be used (Pucel, 2009). The lesson must be structured, to be delivered through the format as follows: develop the behavioural objective, develop the lesson flow, specify the content to be taught or evaluated at each lesson-flow stage, select the lesson delivery format, select instructional methods for each stage, select instructional media for each stage, select evaluation procedures and select feedback procedure. The lesson delivery formatting is a step-by-step process for carrying out the lesson plan, how it is presented to learners and how it can be evaluated. The format includes the decision to develop, specific methods, media, evaluation tools, and feedback procedures that will be used to carry out the lesson.

The purpose of evaluation and feedback procedures development is to determine if the lesson has been structured, the delivery format selected, and resource materials are accomplishing the goals and objectives that were established. "Asses learning progress as a basis for adjusting instruction and providing feedback to learners during the process of instruction. It takes place through self-checks, tutorial questioning, and tutorial observation. These are aimed at identifying learning difficulties during the leaning process, and helping the learner correct those difficulties" (Pucel, 2009

2.3.4 Training and development methods

The selection of method for training need to be based on identified training needs, training objectives, an understanding on the part of the trainees, the resources available and an awareness of learning principles. DeCauzaet all (2006) explained that the most popular training methods used by organizations can be classified as either on-the-job or off-the job. On the job training is the most widely used training method compared to the others as it is simple and less costly to operate. Schuler and Huber (1993) argue that on-the-job training

occurs when and employee is taught a new job under the direct supervision of an experienced worker or trainer. The trainee is expected to learn the job by observing the experienced employee and by working with the actual materials, personnel, and machines that comprise the job. The experienced employee/trainer is expected to provide favourable role model and to take time from regular job responsibilities to provide job related instruction and guidance.

Beardwell and Holden (1994) also agree that on-the-job training is probably the most common approach to training and can range from relatively unsophisticated "observe and copy" methods to highly structured courses built into workshop or office practice. The disadvantages are that sometimes the senior worker offering the training is not usually trained in the skills and methods of training therefore it can be a process that may be time consuming as the new comer struggles to cope with the senior worker's explanations. A more successful method is to use a senior or experienced worker who has been trained in instruction or training method and whose teaching skills are coordinated with a developed program linked to off-the job courses. Here, there is a close collaboration between the trainer and the learner. The common methods that are used in on-the-job training are; apprenticeship, mentoring/coaching, job rotation and job instruction training (Aonnor, Haiman and Scolt, 1978).

Cherrington (1995) refers to apprenticeship training as a process of having a new worker, called an apprentice, work alongside and under the direction of a skilled technician. It refers to training provided through working under a journey man or a master in a craft. The apprentice works alongside a person skilled in the craft and is taught by that person (Anthony, et al, 1993).

To Anthony et al (1993), mentoring is a technique that assigns a guide or knowledgeable person high up in the organisation to help a new employee "learn the ropes" of the organisation and to provide other advice. In line with that, Beardwell and Holden (1994), state that, this is another version of the system whereby a senior or experienced employee takes charge of the training and development of a new employee. Aonnor, et al (1978), explain that in coaching the supervisor imparts job knowledge and skills to his subordinate. The emphasis in coaching the subordinate is on learning by doing. This method is very effective if the superior has sufficient time to provide coaching to his subordinates.

Kirkpatrick (2008) explains that mentoring is a method of training whereby a superior gives training to a subordinate as his assistant. The subordinate learns through experience and

observation. This prepares the subordinate to assume the responsibilities of the superior's job in case the superior leaves the organisation. The purpose of mentoring is to prepare someone to fill the vacancy caused by death, retirement, transfer or promotion of the superior.

Job rotation is yet another form of on-the-job training. Edem (1999) explains that job rotation is another version of training that became popular in the 1970s to help relieve boredom and thereby raise the productivity of shop floor workers. It is a management technique used to rotate incumbents from job to job or from department to department or from one plant to another in different geographical areas. The rotation is done on co-ordinate basis with a view to exposing the executives and trainees to new challenges and problems. It is also aimed at giving executives broad outlook and diversified skills.Cherrington (1995), argue that job rotations are learning techniques that are usually reserved for managerial and technical occupations. Movement from one position to another provides managers with exposure to a number of different job functions and abroad grasp of the overall purpose of an organisation. Schuler and Huber (1993), say that Job rotation programmes are used to train and expose employees to a variety of jobs and decision-making situations.

Schuler and Huber (1993) assert that job instruction training was developed to provide a guide for giving on the job skill training to white and blue collar employees as well as technicians. It is the most popular method of training for blue collar and white collar employees since it was first described by the war manpower board during world war II. Before the actual learning occurs, job instruction training requires a careful analysis of the job to be performed, an assessment of what the trainee knows about the job, and a training schedule. Training begins with an introductory explanation of the purpose of the job and a step by step demonstration by the trainer of the operations. After the trainer has demonstrated the job enough times for the trainee to comprehend the steps, the trainee is given an opportunity to try it alone, Cherrington (1995).

According to Hall (1999), sometimes it becomes imperative that a trainee would have to seek for more knowledge or widen their job experience outside their work place. The off-the-job method involves two types of training process: self-training as in programme instruction and other training as in classroom lectures. Either way, the objective of off-the-job method training is to broaden the trainee job knowledge and experience beyond what can be learnt within the job environment. Under the off-the job training method are the following: Vestibule training, Lecture or classroom method, Programmed instructional method and simulation/role-playing.

According to Cherrington (1995) Vestibule training is similar to on-the-job training, except that it occurs in a separate training area equipped like the actual production area. It involves trainees learning at a workplace environment in which conditions and equipment are virtually identical to what will be encountered on the job. This method tries to stimulate actual work situation so that trainees are equipped with preliminary learning experience prior to any actual work practice. Thus, the problem of transferring learning from the learning environment to the work situation is minimized since the trainees are already doing what they would eventually end up doing on actual job situation. In being consistent with the above, Decenzo and Robbins (2002) state that vestibule training helps employees learn their jobs on the equipment they will be using, but the training is conducted away from the actual work floor. The only problem with this method is that it is more costly than the other training methods as it requires that the trainee be trained on the same identical machine and equipment used in the actual job environment. Thus, these equipment and machine have to be duplicated even for non-productive purposes. The cost however, can be justified whenever the risk or errors are high and costly (Hudson, 1999). This training is frequently used to train clerks, machine operators and typists.

Lecture or classroom method involves the transmission of knowledge, ideas and factual information from the instructor to a large group of trainees at one time thereby having the advantage of being a relatively low-cost training method. It is also unique in the sense that, it provides a direct medium of communication, and also the opportunity for an exchange of ideas between the trainees and the instructors. The major drawback of this method is that individual differences in the ability of the trainee to assimilate task or get lost in the classroom discussion are not taken into account (Lawes, 1996). Also, a lecture does not allow active participation by the learners. It provides no practice, no feedback, no knowledge of results, and it may inhibit the transfer of learning (Cherrington, 1995).

Anthony et al (1993) state that lecture method is very useful for large groups. It requires a training leader who is dynamic and who can organise and present material in an effective fashion.

According to Decenzo and Robbins (2002), the lecture approach is well adopted to conveying specific information, rules, procedures, or methods. The use of audio visuals can often make a classroom presentation more interesting while increasing retention and offering a vehicle for clarifying more difficult points.

Programme instructional Method is a self-training method based on auto instructional technology. It is one of the most recent inventions for learning theories, principles and concept through self-effort. Using this method learning materials are organized and produced in a sequential manner on cassettes, films and tapes. An example is the use of pre-recorded short hand instructions on tape. The shorthand trainee merely slots the tapes in and takes shorthand dictation from the programmes instruction (Odini, 1999).

Anthony et al (1993) assert that self-training study techniques use programmed tests and exercises to guide students through a step-by-step series of learning experiences. It is a learner-centred method of instruction and seldom, if ever, requires the services of an instructor at the time the training occurs. The technique presents subject matter to the trainees in small steps, which require them to respond and immediately inform them of appropriateness of their responses.

As Sturges and Neil (1998) illuminate, simulation/role playing is another training method that can be used in an organization for executive development. The participants assume the role of the position they are expected to occupy after the training and their performances are simultaneously evaluated and corrected where necessary by the trainers or instructors.

Anthony et al (1993) expressed that this technique gives participants actual practice in applying concepts in an artificial situation. An opportunity to solve a problem is provided, and the participant s actually act out the solution. Cherrington (1995), argues that a simulation refers to creating an artificial learning environment that approximates the actual job conditions as much as possible. In this regard, simulation is very similar to vestibule training. Simulation has been used extensively for learning technical and motor skills. The essence of role-playing is to create a realistic situation and then have the trainees assume the parts of specific personalities in the situation.

2.3.5 Training evaluation

Upon checking the effectiveness of training, Kenney et al (2002) stated that the training program should be reviewed during and after its completion by the training officer, the line manager, and if necessary, by the trainees themselves. Evaluation differs from validation in that it attempts to measure the overall cost benefit of the training program and not just the achievement of its laid down objectives. Hamlin (1974) advocated that until control measures are taken to correct any deficiencies after the training, evaluation has not been completed and

thereby ineffective. Evaluation is an integral feature of training, but it could be difficult because it is often hard to set measurable objectives.

According to Beardwell and Holden (2003), some of the methods that are used for evaluating training include the use of questionnaires (feedback forms) which involves eliciting trainee responses to the courses and programs. Another form involves the use of tests or examinations. This method is common in evaluating formal courses especially those that result in certification. End of course tests can also be employed after completion on non-certificate courses to check the progress of the trainees. Structured exercises and case studies can also be used to provide opportunities to apply the skills and techniques learnt under the observation of the tutors and evaluators.

Interviewing the trainees after the training or instruction period is another technique for gathering information directly from the learners. These interviews can be formal or informal, individual or group, face-to-face or by telephone. The effectiveness of the evaluation process enhances the employee's level of understanding.

In 1959 Donald Kirkpatrick introduced a popular method of evaluation which focuses on the outcomes in four levels that should result from a highly effective training program. According to a survey by the American Society for Training and Development (ASTD), the Kirkpatrick four level evaluation approaches is still the most commonly used evaluation framework among Benchmarking Forum Companies (Bassi and Cheney, 1997). The main strength of the Kirkpatrick evaluation approach is the focus on behavioural outcomes of the learners involved in the training (Mann and Robertson, 1996).

Kirkpatrick (1977) divided the evaluation model into four parts: reaction; learning; behaviour and results. The reaction stage allows the trainer to get a quick understanding of how the learners' felt about the session in terms of the content, structure and how it was delivered. Usually this will be in the form of a self-completion questionnaire that the leaners will complete at the end of the training event. Through analysing the results, the trainer can make amendments to the programme as necessary and the results can also be fed back to the organization. One of the main advantages of this approach is that it is usually carried out after the intervention and therefor the trainers/facilitators receive the feedback immediately.

Kirkpatrick (1977) however, states that the usefulness of stage one evaluation is dependent upon the honesty of the learners who complete the questionnaire and whether they feel comfortable in telling the truth. One way to encourage honesty in this process would be to

enable the employees to complete the questionnaires anonymously thereby having no fear of any repercussions, though this would limit the opportunity for the trainer to provide additional support for learners where they felt that their objectives were not met. There is also the potential issue of social desirability whereby the learners feel that they have to respond in a particular way (Darby, 2006) especially if they are asked to complete their evaluation in front of the trainer of fellow learners.

Evaluation at stage two which is the learning level seeks to differentiate between what they already knew prior to training and what they actually learned during the training program. In other words, learning evaluation is the measurement of the increase in the knowledge or intellectual capability from before to after the learning experience. Leaning outcome can include changes in knowledge, skills and attitudes. Tools and methods that can be used in evaluating learning level are assessment or tests before and after the training, interviews or observations can be used before or after.

Behaviour evaluation is the extent to which the trainees applied the learning and changed their behaviour, and this can be immediately or several months after the training, depending on the situation. This level of evaluation seeks to measure the transfer that has occurred in the learner's job behaviour/job performance due to the training program. This performance testing is to indicate the trainee's skill to apply what he has learned in the classroom. It involves testing the trainee's capabilities to perform learned skills while on the job, rather than in the classroom. Kirkpartick (1977) however observes that change in the job behaviour is difficult to measure because people change in different ways at different times and also it is difficult to quantify and interpret than reaction and learning evaluation. Observation and interview over time are required to asses change, relevance of change and sustainability of change in behaviour of trainees.

Result level evaluation is the effect on the business or environment from the improved performance of the trainee. Level four outcomes include major results that contribute to the well-functioning of an organization such as changes in financial outcomes (for example increased profits). The intention at this level is to assess the cost versus the benefits of the training program, that is, organizational impact in terms of reduced costs, improved quality of work, higher productivity, turnover reduction, improved human relation, increased sales, fewer grievances, and lower absenteeism. Collecting, organising and analysing level information can be difficult, time consuming and more costly than the other three levels.

Cheng and Hampson (2008) argue that levels three and four are not often used because organizations find it much simpler just to focus on the first two levels. The absence of organizations who evaluate at this level (and the subsequent lack of empirical organization-based data and case studies) meant that these levels of evaluation remain poorly understood (Bramley and Kitson, 1994). Alliger and Janak (1989) argue that some interventions will not aim to meet all four levels and this does not necessarily mean that should not be used; assuming it meets the required needs. This highlights the clear need for organizations to consider what form of evaluation is needed and accept that for some programs. evaluation at stages one and two may provide sufficient information.

2.4 Training and development and employee productivity

The constant pressure to maintain an organization's superiority prompts the need to constantly upgrade employee skills and knowledge and to improve positive work-related attitudes (Tannenbaum et.al 1991). The method commonly used to attain these goals is training and development. According to Armstong (2006) and Haunstein (1998), the objective of training and development is to develop the skills and competences of employees to improve their performance; to help people grow within the organization in order for the organization to meet its future human resource needs.

Providing formal and informal training experiences, such as basic skills training, on-the-job experience, coaching, mentoring andmanagement development can further influence employees' development and hence, their performance. According to S.J. Prais (1995), training, when well conducted, 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 which is the ultimate goal of every employer. Dessler (2003) and Mondy (2008) sums up how training and development influences organizational 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.

Researchers have found evidence on the impact of training and development on productivity and where employees and employers were able to share the benefits from the training and development (Conti, 2005; Dearden, 2006;Ballot, Gerald, Fakhfakh, and Taymaz, 2006). On the other hand, Lynch and Black (1995) whose research focused on the generality of training to organizational performance revealed that only off-the job (general) training improves on

the performance whereas on-the-job training does not. This is further concurred by Barrett and O'Connel (2002) that general training has positive impact on firm performance whereas firm-specific training does not. Nankervis, Compton and Mccarthy (1999) were of the opinion that effective training and development would not only equip an employee with most of the knowledge and skills needed to accomplish jobs, it would also help to achieve overall organizational objectives by contributing to the satisfaction and productivity of the employees. Therefore, it can be argued that training and development provide adequate criteria to an employee to perform better in a given task and subsequently contributes to the firm's productivity.

2.5 Gap analysis

Training and development is integral in the implementation of human resource management policies and practices particularly those involving cultural change and the necessity of introducing new working practices. Theliterature review has revealed the importance and purpose of training and development in an organisation, and how it contributes to productivity. For training and development to be successful in any organization, it has to be done systematically. An organisation will need a training policy specifying what training and development means to the organisation, who qualifies for the training, how the training should be conducted and so on. The next step is to analyse the training needs of the organisation in relation to the organisation's strategy and equate it with the needs of the employees. A variety of methods can be adopted to carry out the training needs analysis. Job analysis, interview with managers and supervisors and performance appraisals are some of the methods used. An organisation should also monitor and evaluate its training and development programs to determine whether they are being practised as prescribed in its training policy and also to assess their effectiveness.This study was conducted to find out whether ODPP as an organisation has any training and development regime in place. Does it have a training and development policy in place, what are the methods used in its training and development programs, how are the training and development needs assessed in the organisation and whether there exist any setbacks in the training and development program in the ODPP and thereby offer recommendations as to how these setbacks may be reduced if not entirely eliminated.

2.6Conceptual framework

The study conceptualised that training and development has a positive effect on organisational productivity. This relationship is illustrated in Figure 2 below.

Figure 2: Conceptual model


```
┌─────────────────────────┐
│ Training                │
│                         │
│  • Enhanced skills and  │
│    knowledge            │
│  • Positive work behaviour
│  • Positive work attitude
│  • Ability to use new   │
│    technologies         │
│  • Increased safety     │
└─────────────────────────┘

                                        ┌──────────────────────────────┐
                                        │ Employee productivity        │
                                        │                              │
                                        │  • Demonstrating teamwork    │
                                        │  • Effective management of   │
                                        │    complaints from litigants │
                                        │  • Efficient data management │
                                        │  • Improved interpersonal    │
                                        │    relationship              │
┌─────────────────────────┐            │  • Improved communication    │
│ Development             │            │    skills                    │
│                         │            │  • Enhanced prosecutorial    │
│  • Increased employee   │            │    capability                │
│    responsibility       │            └──────────────────────────────┘
│  • Challenging assignments
│  • Leadership skills    │
│  • Goal setting         │
│  • Decision making skills
└─────────────────────────┘
```

Independent variable   Dependent variable

Source, Author (2015)

In this study the dependent variable is employee productivity while the independent variables are training and development. Training is seen as the systematic process of altering the behaviour and or attitudes of employees in a direction to enhance their skills and knowledge, make them have a positive work attitude to their work, enhance their ability to use new technologies and increase the achievement of organizational goals. Development on the other hand is viewed as a broad, on-going multi-faceted set of activities aimed at bringing the employee up to another threshold of performance such as having increased level of responsibilities, moulding leadership skills and horning decision making skills.

From the research objective the conceptual framework shown in Figure 2 will be used to guide the study. The effect of training and development will be measured by the role of the

independent variables which may have a positive or negative effect on the dependent variable (employee productivity). Employee productivity in the model is limited to the following indicators:- enhanced data management skills, increased/improved/prompt service, enhanced interpersonal relationship, increased communication skills, higher job satisfaction and an effective and efficient workforce.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0Introduction

This chapter describes the methods and procedures that were used in conducting the study. It deals with the research design, target and study population, sampling techniques and sample size, data collection and data analysis and presentation.

3.1Research design

The study is a descriptive cross-sectional survey that sets out to assess training and development and their effects on employees' productivity at the ODPP. Cross-sectional study design was used because the primary goal of the study was to assess a sample at one specific point in time. The cross-sectional research design was also used because it is relatively inexpensive and take up little time to conduct and can estimate prevalence of outcome of interest because the sample is usually taken from the whole population.

The use of descriptive study in the research was essential as it helped identify and define the problem, select tools for collecting data, describe, analyse and interpret the data. This research design was highly favoured as it allowed the researcher to use questionnaires to collect data which was a quick way of data collection.

3.2Target population

The study focused on the Office of the Director of Public Prosecutions. The target populationwas 234 employees who included management/supervisory staff, operations staff and support staff. The target population comprised of 10 managerial/supervisory staff, 10 ODPTC members, 187 Prosecution Counsel and 27 Support staff (secretaries, clerical officers, drivers). The focus, however, was on ODPP headquarters in Nairobi because majority of the members of staff are based there.

3.3Sample size and sampling technique

From the population of 234, the researcher sampled 117 respondents (50%) of which 5 were Management/supervisory staff, 5 were ODPPTC members, 93 were Prosecution Counsel, and 14 were Support staff who include Secretaries/Clerical Officers/Drivers as shown in Figure 3.1 below. The researcher used stratified random sampling to determine the number of respondents. According to Mugenda and Mugenda (2011), a representative sample must be at least 10% of the entire population. The researcher chose a sample size of 50% since it is

representative enough making the data collected dependable and reliable. The questionnaires were administered personally by the researcher to the respondents.

Table 3.1: Sample size

Category of respondents	Target Population	Sample Size	Percentage%
Management/Supervisory staff	10	5	4.2
ODPPTC Members	10	5	4.2
Prosecution Counsel	187	93	79.9
Support staff	27	14	11.5
Total	234	117	100

Source, Author (2015)

3.4 Data collection

The researcher constructed two questionnaires covering the objectives of the study for the research to be able to collect data. The first questionnaire was given to operations/support staff at ODPP while the second was distributed to the management/supervisory personnel of ODPP. Both questionnaires contained close ended and open ended questions.

Closed-ended questions were used in the research because of their conclusive nature enabling them to create easily quantifiable data. Closed-ended questions also made the researcher's work easier when it came to categorization of respondents depending on the options they had selected. On the other hand, open-ended questions were used in the research because of their explanatory nature. They gave the respondents a chance to give their own opinions. The researcher benefited from this by acquiring insight on all opinions on the topic.

The questionnaires were self-administered through hand delivery to the respondents who were requested to complete the questionnaires themselves. The researcher then followed up on the respondents to closely monitor the administration of the questionnaires.

Secondary data was gathered through perusal and analysis of the ODPP's strategic plan, human resource manual, prosecutors' training manual, industry magazines, in-house reports on training, books and journals on human resource management and other relevant reports and websites.

3.5 Validity

To establish the validity of the questionnaire, the researcher sought the opinion of the supervisor and this facilitated the necessary revision and modification of the research instrument thereby enhancing validity.

To increase validity, a pre-testing of the questionnaire was done before the main study whereby the researcher carried out a pilot study using a sub-sample of 15 respondents selected randomly. The importance of this pilot study was to determine whether the questionnaire was appropriate. The researcher looked for evidence of ambiguous questions and potential misunderstanding and whether the questions meant the same thing to all respondents. This pilot study enable the researcher to correct and adjust the data collection instrument so as to minimize errors due to improper design such as poorly worded or poorly organised questions.

3.6 Data analysis and presentation

Before processing the responses, the completed questionnaires were edited for completeness and consistency. The data was then coded to enable the responses to be grouped into various categories. Thereafter theStatistical Package for Social Sciences (SPSS) software was used to analyse the responses from the questionnaires. The results were then presented using tables and charts, percentages, tabulations, means and other central tendencies.

3.7Ethical consideration

Permission from the ODPP was a prerequisite for the study and the researcher wrote to the management and obtained the permission before embarking on the research. The researcher also prepared a covering letter introducing himself, the purpose of the study and an undertaking to keep the contents of the questionnaire confidential. This covering letter was distributed to each respondent together with the questionnaire and the respondent was free to retain the letter.The writer tried his best to ensure personal biases and opinions did not get their way into the research.

CHAPTER FOUR: ANALYSIS AND PRESENTATION OF FINDINGS

4.0 Introduction

This chapter focuses on the analysis and report of the results of the study. The main issues covered are demographics of the respondents and data presentation in terms of tables, charts and cross tabulations to address the objectives of the study.

4.1 Response rate

The data for this study was collected using questionnaires distributed to 117 members of staff of ODPP. After the distribution, 90 questionnaires were successfully completed and returned to the researcher. The response rate was therefore 76.92%. According to Mugenda and Mugenda (2011), a response rate of over 50% is recommended and based on this assertion, the response rate was good.

4.2 Respondents' demographics

This section captured and analysed the respondents' demographics which include variables such as: gender, age profile, academic qualifications, job position, and length of service.

4.2.1 Gender

In order to found out whether there is gender equality at ODPP in line with the Constitution, the respondents were asked to indicate their gender. The response is as indicated in Figure 4.1 below.

Figure 4.1: Gender of the Respondents

Source: Author (2015)

27
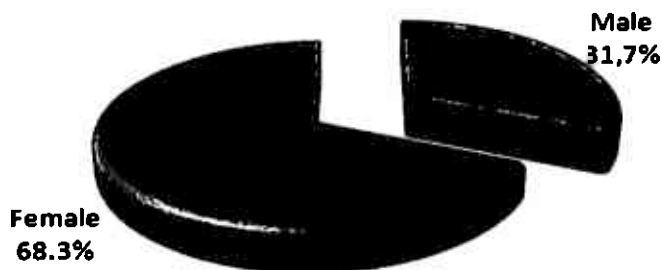
As shown in the Figure, the female respondents formed the majority of the target population with a total of 68.3% as compared to 31.7% male respondents.It was realized from the study that ODPP currently meets the two-thirds gender rule as enshrined in the Constitution though the Office should strive at 50%:50% male and female representation.

4.2.2 Age Profile

The researcher sought to know the general age distribution of the respondents to help categorize the employees because ODPP employs a variety of employees. It was also necessary to obtain a broad indication of the employees' years of experience at the Office so as to determine the growth and succession planning at theOffice.Figure 4.2 below presents the distribution of respondents by age.

Figure 4.2: Age Distribution of Respondents
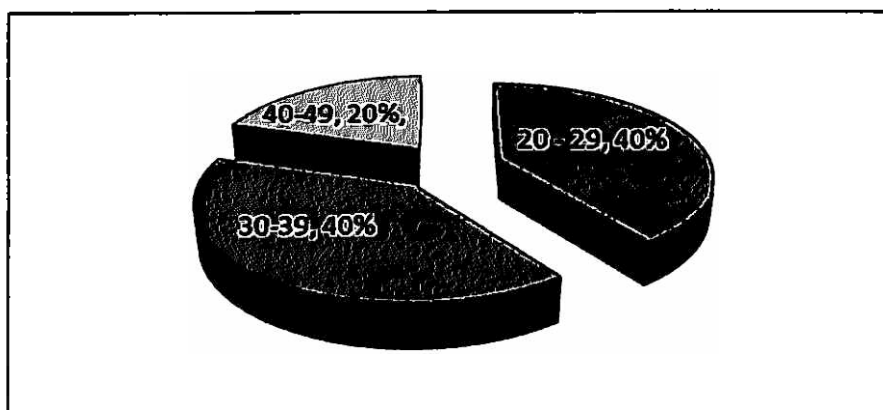
Source: Author (2012)

Figure 4.2 reveals that there were an identical 40% of respondents aged 20-29 years and 30-39 years respectively. A further 20% of the respondents were aged between 40-49 years. With the finding that 40% of respondents were between 20-39years, the study proved that there was training being carried out by the 20% respondents aged between 40-49 years at theOffice.The arrangement of the age structures in the ODPP indicates a clear succession planning in place, where the older ages are less in percentage as compared to the younger generation.

4.2.3 Academic Qualifications

It was necessary for the study to determine the education levels of the respondents as that could determine what kind of training that may be most appropriate and also determine the level of willingness by members to undergo training for self and organizational development. The respondents were therefore asked to indicate their academic qualifications. The responses were as indicated in Figure 4.3 below.

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Figure 4.3: Academic qualifications of respondents

Horizontal bar chart showing academic qualifications of respondents:
- Post Graduate Diploma: 6.7
- Masters Degree: 15.0
- First Degree: 46.7
- Diploma: 21.7
- Secondary: 8.3
- Basic: 1.7

(x-axis: 0.0, 10.0, 20.0, 30.0, 40.0, 50.0)
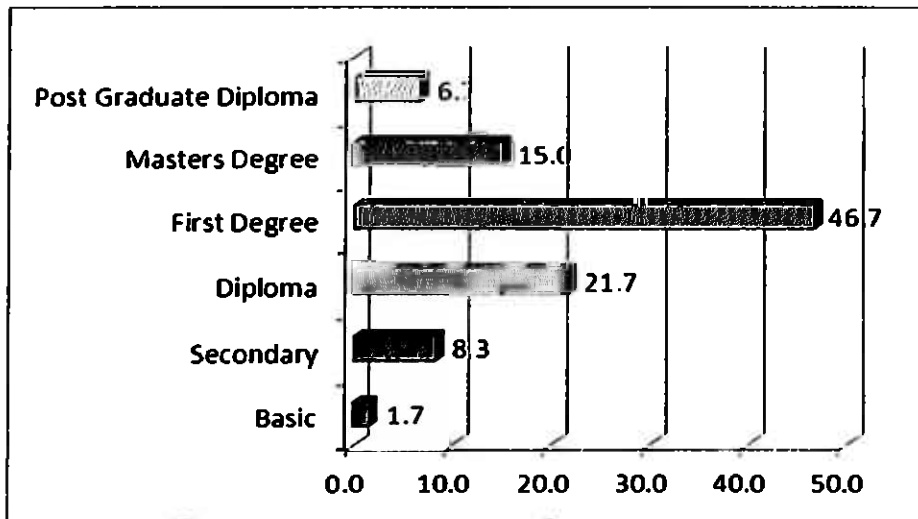
Source: Author (2015)

From Figure 4.3, it can be seen that the respondents hold a range of educational qualifications from primary school certificate to masters level. Close to half of the respondents were first degree holders. Diploma holders constituted 21.7% of the respondents followed by 15% who were masters degree holders while 8.3% had secondary school level of education. Post graduate diploma and basic education holders comprised 1.7% and 6.7% of the respondents respectively. With close to half the respondents (46.7%) being first degree holders and 15% holding a masters degree, it was apparent that a majority of the respondents have the basis for any training and development program.

4.2.4 Length of service at ODPP

The study also sought to find out the years of service the respondents had rendered to the organisation to enable the researcher put their responses into proper perspective. Figure 4.4 below represent the categories of years of service as indicated by the respondents.

Figure 4.4: Length of Service in the ODPP of the Respondents

Less than 1 month	1.7					
At least 1 month, but less than 3 months	8.3					
At least 3 months, but less than 12 month		25.0				
At least 1 year, but less than 3 years		20.0				
At least 3 years, but less than 6 years		15.0				
At least 6 years, but less than 10 years		18.3				
Ten years or more		11.7				
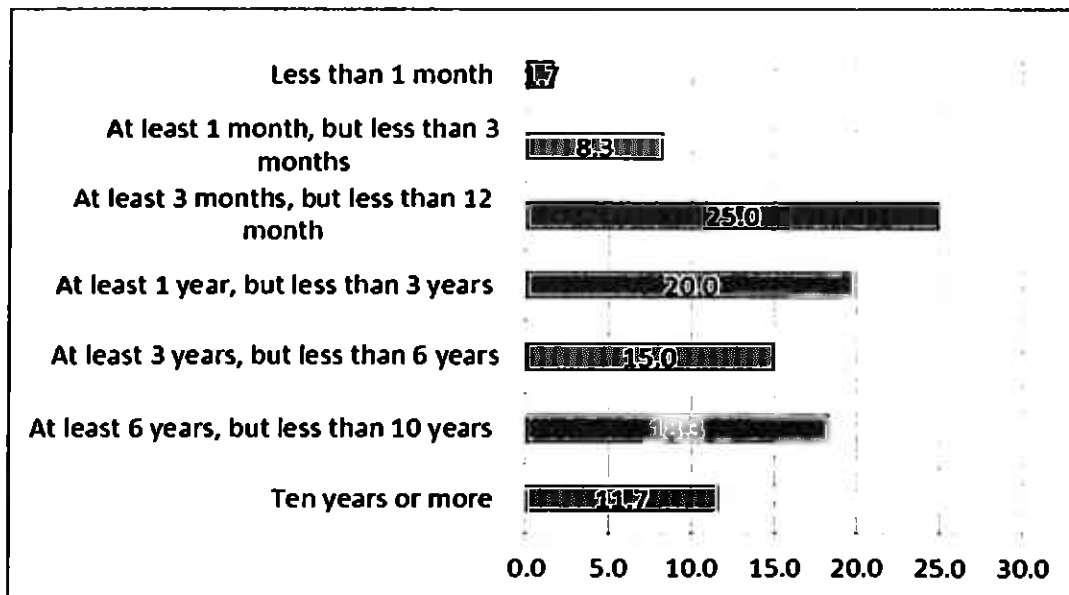
Source: Author (2015)

From the Figure, a quarter of the respondents in the survey had worked for the ODPP at least for 3 months but not more than 12 months. This group was followed by those who had worked for at least a year but less than 3 years who comprised 20% of the respondents. As illustrated further, 18.3% of the respondents had worked for at least 6 years but less than 10 years. This means the organization has a blend of experienced and young professionals who require constant refresher training and development to update their skills to perform better on the job.

4.3. Information on training

This section tested the respondents' general awareness of training and development at the ODPP.

4.3.1 Training Program

In order to determine whether there was a training and development regime at the ODPP, the respondents were asked whether they were aware of any training and development programme at the Office. A yes or no response was required and the response is as shown in Figure 4.5 below.

Figure 4.5: Training Programme
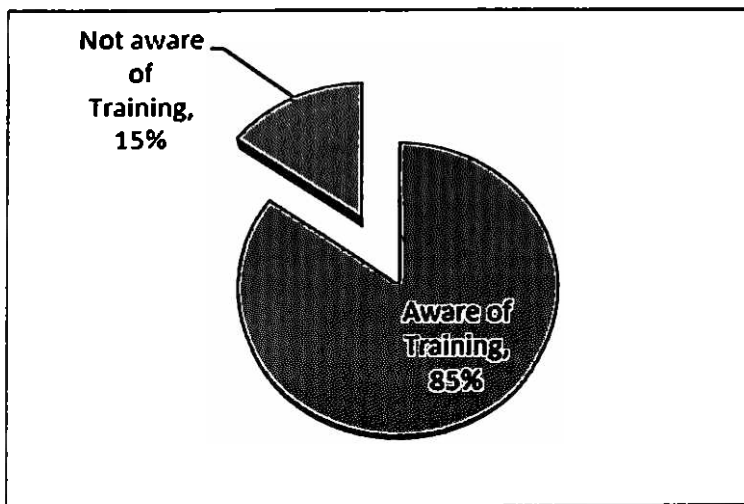
Source: Author (2015)

From the responses as shown in the Figure, 85% of the respondents indicated that they are aware of training and development programme at the ODPP as opposed to 15% who indicated that they are not aware of any training and development programme. The response rate therefore shows that ODPP has already put in place a training and development programme for its employees.

4.3.2 Training Attendance

The importance and relevance of training to organisational productivity cannot be taken for granted. It is an important undertaking that develops skills, attitudes, and abilities of employees. The study sought to know the proportion of respondents who have participated in any form of training and development program at ODPP so as to assess the methods in use. The respondents were asked to indicate whether they had attended any form of training and development since they joined the ODPP.A yes or no response was required and Figure 4.6 below presents the responses.

Figure 4.6: Training Attendance

Never
Attended
Training,
31.7%

Attended
Training,
68.3%
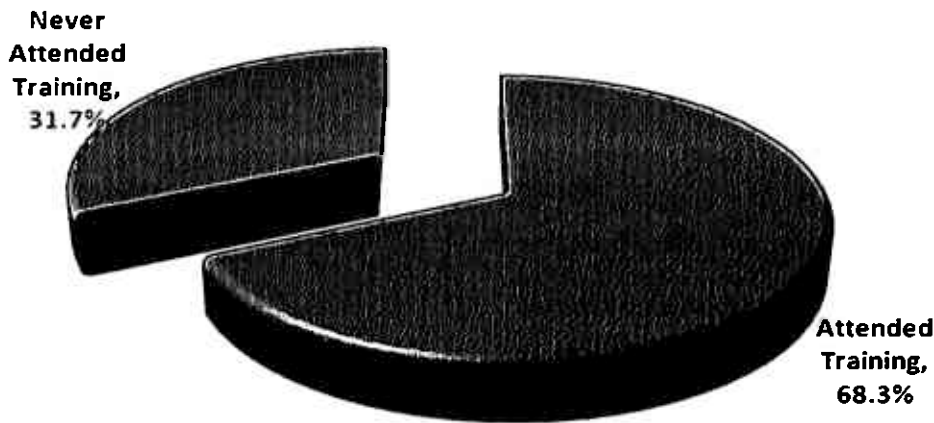
Source: Author (2015)

Figure 4.6 shows that 68.3% of the respondents had attended some training and development programme at the ODPP. Only 31.7%percent of the respondents indicated that they have never attended any training in the past.

Further, the respondents were asked how long ago they had attended the training and development programme and their response is as illustrated in Figure 4.7 below.

Figure 4.7: Period since the last Training Attended

1-3 years,
12.8%

7-12 mdths,
30.8%
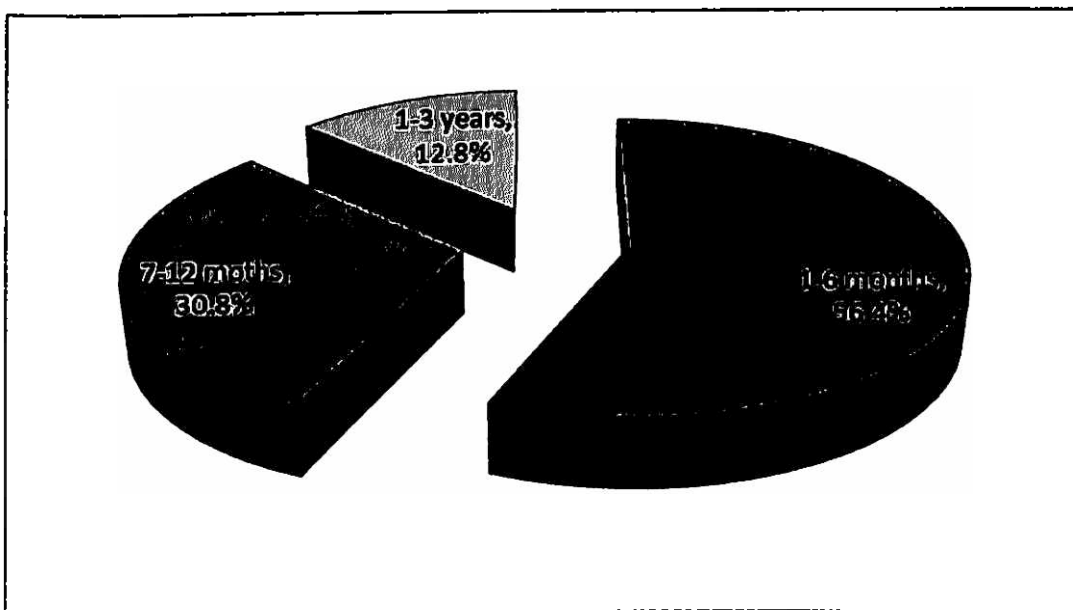
1-6 months,
56.4%

Source: Author (2015)

As illustrated in the Figure, 56.4% of the respondents from the 68.3%of respondents who had attended some training at the ODPP had attended training in the past 1-6 months while 30.8%had attended some training in the past 7-12 months. A further 12.8% had attended training in the past 1-3 years.

4.3.3: Frequency of training and development

The study also sought to find out how often ODPP conducted training and development programmes for its employees and the respondents were asked to indicate how often they received training and development from their organisation. The responses are illustrated in Table 4.2 below.

Table 4.1: Frequency of Training

	Quarterly	Twice in a year	Once in a Year	Rarely	None
How often do you receive training from your organization	8.8	8.8	26.3	31.6	24.6
How frequently do you receive best practice training programmes	3.5	5.3	22.8	33.3	35.1
How often do you receive external training on improving your productivity	3.5	7.0	15.8	31.6	42.1
How often have you participated in training and development to improve your productivity organized by the Public Service of Kenya	5.3	7.0	8.8	33.3	45.6

Source: Author (2015)

From the table, 31.6% of the respondents indicated that they rarely receive training in their organization. On the frequency of training on best practicestraining programmes, 33.3% of the respondents indicated that they are rarely trained. Over 31% indicated that they rarely receive external training to improve their productivity. Similarly a third of the respondents rarely participate in training and development to improve their productivity that is organized by the Public Service of Kenya.

4.4 Methods used to Train and Develop employees

There are a variety of training approaches that managers can use. Accordingly, the Training Manager was asked to identify the training types and methods used and she indicated that ODPP uses orientation/induction training for new employees, refresher and external training for existing employees, and career development training. Regarding training methods, she mentioned on the job training, mentoring, seminars and workshopsas the main methods of training.

It was important to assess these methods from the point of view of the respondents who were asked to indicate the type of training and development that they have received at the ODPP. The response is as illustrated in Figure 4.8 below.

Figure 4.8: Method of Training
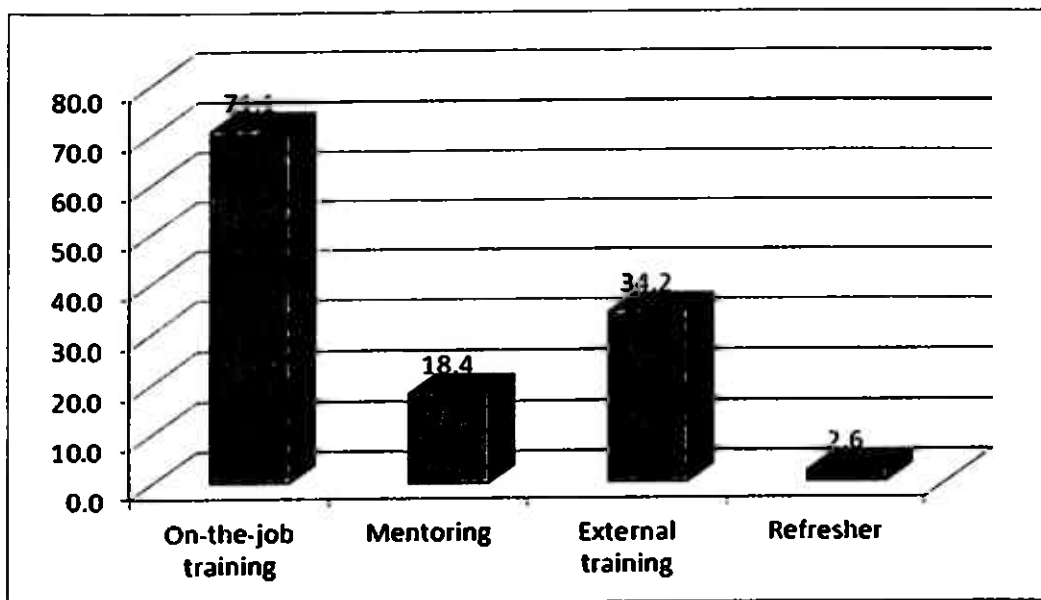
Source: Author (2015)

From the findings shown in the Figure, close to three quarters of the respondents (71.1%) indicated that they get on the job training courses at their place of work while 34.2% of the respondents attend external training. Further, 18.4% of the respondents are mentored at the place of work while 2.6% attend refresher courses.

4.4.1Training Content and Delivery Methodologies

The researcher sought to determine whether training content and delivery methodologies as employed by ODPP were appropriate. The respondents were therefore asked whether they thought the training and development provided by their organisation contained appropriate training content and delivery methodologies that could assist them in achieving their productivity objectives. The responses are as illustrated in Figure 4.9 below.

Figure 4.9: Training Content and Delivery Methodologies

Yes, 52.6%

No, 47.4%
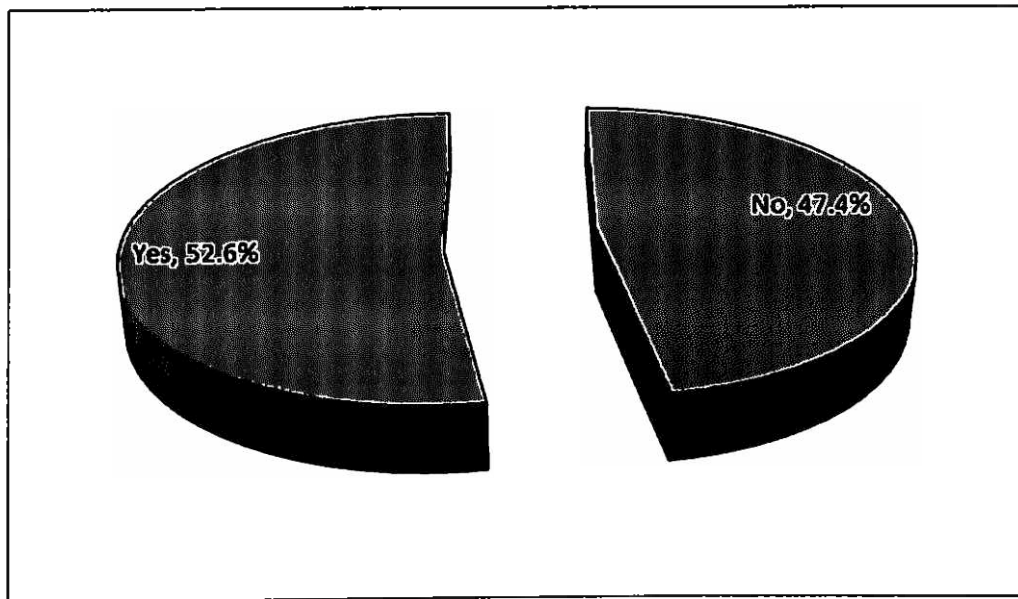
Source: Author (2015)

From the findings, 52.6% of the respondents were affirmative that it can assist them in achieving their productivity objective as opposed to 47.4%who felt that it did not.

4.4.2 Impact of the Methods of Training and Development on organisational objectives

The study sought to determine the impact of the methods of training and development currently provided by the ODPP on its organisational objectives and the respondents were asked if they thought the type of training and development currently offered by the ODPP can improve their capacity to achieve set targets and objectives of the organization. The responses are illustrated in Figure 4.10 below.

Figure 4.10:Impact of the Type of Training and Development on employees Productivity
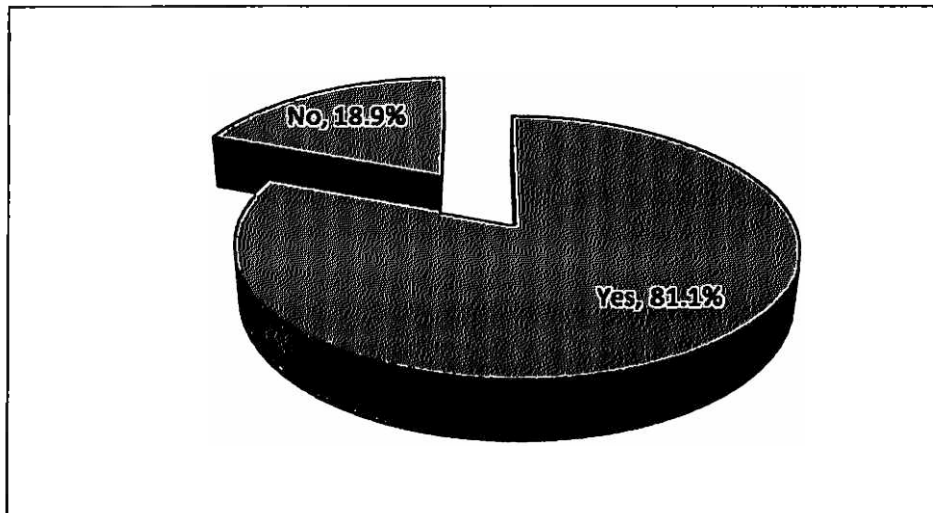
35

The findings show that the method of training and development currently provided by the ODPP can improve the capacity to achieve set targets and objectives of the organisation. This was mentioned by 81.1% of the respondents as opposed to 18.9% who had a contrary assessment.The only reason cited by those who indicated that the training does not improve capacity to achieve targets and objectives was that there is a discrepancy between the training content and the set targets at the office.

4.4.3 Acquisition of new skills from training and development at ODPP

Respondents were also asked if they had acquired any new skill or knowledge through the training and development that has affected positively on achieving the Mission and Vision of the organization and their responses are illustrated in Figure 4.11 below.

Figure 4.11: Acquisition of new skills from training and development at ODPP
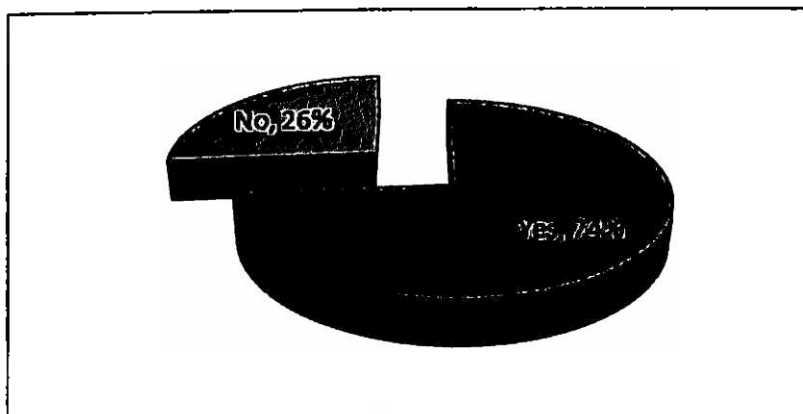
From the Figure, 74% were affirmative as compared to 26% who indicated that they have not acquired any new skills. Respondents who had not acquired any new skills cited favouritism of long serving staff in selection of those to attend training and development programs, no opportunities for training had been offered to them and that it takes long to train staff.

4.5 Role of training and development on employee productivity

This section covers the role training and development of employees has on their productivity in reference to theODPP.

4.5.1Benefits of training and development given by ODPP on employees Productivity

The study sought to find out whether there are any benefits of training and development on productivity and the respondents were asked to state whether there are any benefits on their productivity. The responses are illustrated in Figure 4.12 below.

Figure 4.12:Benefits of training and development on employees Productivity
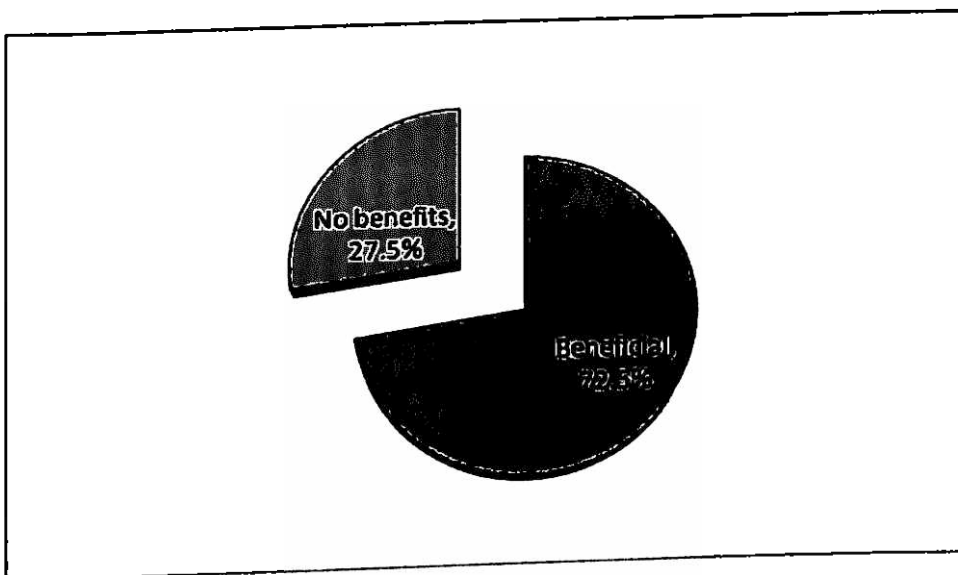
Source: Author (2015)

The findings indicated in the Figure show that the training and development given by ODPP to its staff has benefits on productivity as cited by 72.5 % of the respondents. Only 27.5% said it has no benefits. Respondents cited improved efficiency and improved prosecution skills as the main benefits accruing from training and development at the ODPP.

4.5.2 Impact of Training and Development on Productivity

To assess whether the current training and development offered at the ODPP has had any impact on employee productivity, the respondents were asked to indicate whether the current

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training and development provided by ODPP had impoved their productivity and the responses were as illustrated in Figure 4.13 below.

Figure 4.13: Impact of Training and Development on Productivity
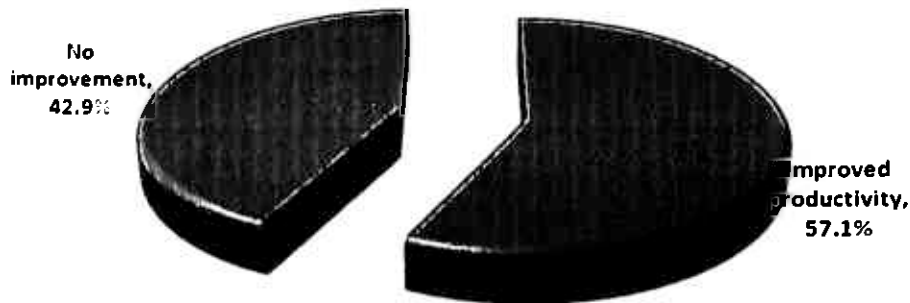
Source: Author (2015)

From the findings 57.1% of the respondents said that training and development improves productivity whereas 42.9% of the respondents indicated that they have not noted any significant improvement in their productivity at work.Among the reasons cited by those who said the training and development has not resulted in improved productivity incude; induction course is not sufficient, that the training is not practicalthat sometimesit is not related to their day to day duties.

4.5.3 Impact of Training and development on Skills and Knowledge

In measuring the impact of training and development on the employees' skills and knowledge the respondents were asked to state whether the skills or knowledge obtained during the training and development programmes were important to their jobs. The responses are summarized in Figure 4.14 below.

Figure 4.14: Impact of Training and development on Skills and Knowledge
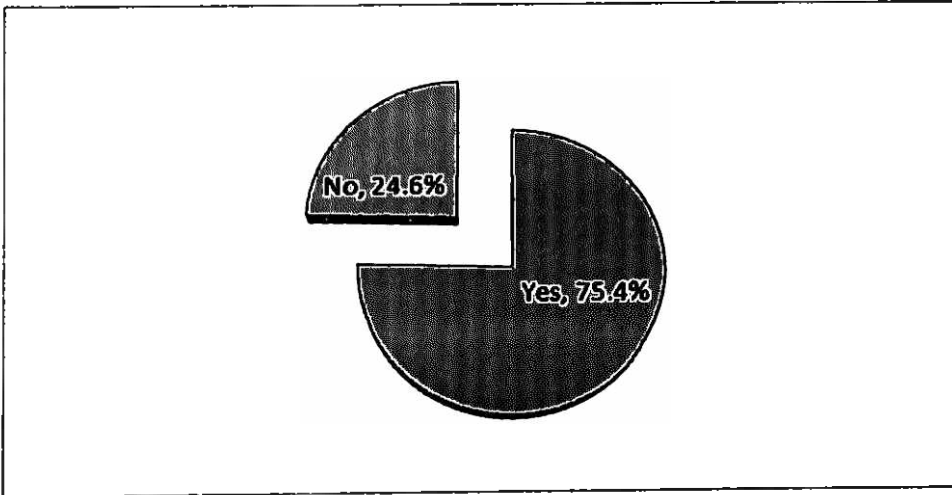
From the findings, 75.4% of the respondents indicated that the skills and knowledge obtained during the training and development provided by ODPP is important. Only a quarter of the respondents said it is not important. Among the reasons cited by those who said the training is not important in terms of improving skills and raising knowledge cited lack of practical prosecution training and that the training was non- legal in nature.

4.5.4 Impact of Training and Development on Performance

In measuring the impact of training and development on worker performance the respondents were asked to how important the new knowledge or skill was to the performance of their current job. The responses are summarised in Figure 4.15 below.

Figure 4.15: Impact of Training and Development on Performance
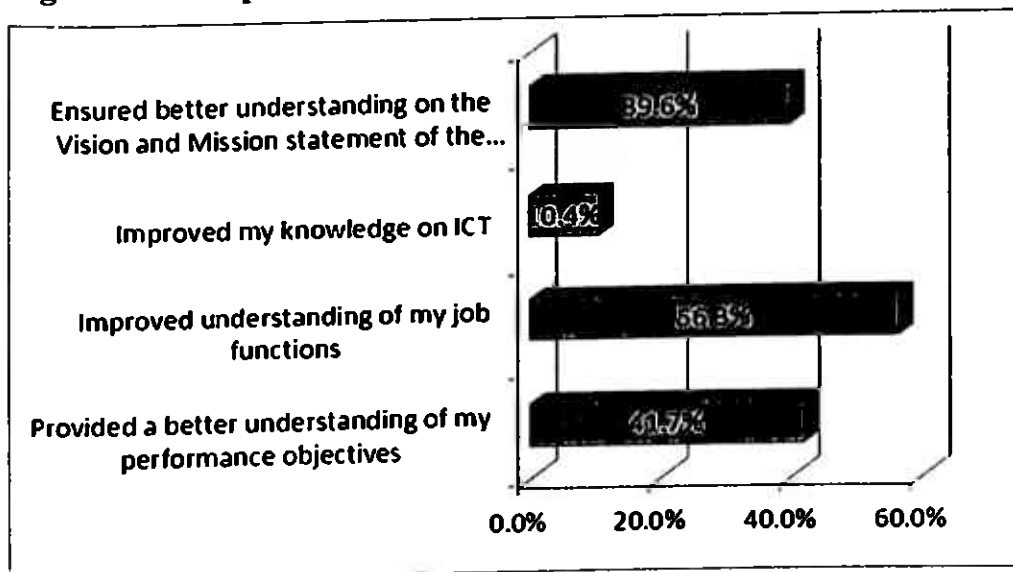
From the findings as shown in the Figure, those who said the training was important and relevant to the performance of the current job cited improved understanding of my job (56.3%), provided a better understanding of my performance objectives (41.7%) and endured a better understanding of the vision and mission statement of the ODPP(39.6%).

4.5.5 Extent training and development improved productivity

It was necessary to determine the extent to which training and development had improved productivity at the ODPP. To achieve this, the respondents in each stratum were asked to state whether the training and development provided by ODPP had improved their productivity in each of the identified work areas namely demonstrating team work, effective management of complaints from litigants, efficient data management, improved inter-personal relationship, improved communication skills and enhanced prosecutorial capability. The percentages of the respondents who answered in the affirmative from each stratum are illustrated inFigures 4.16(a) to 4.16(d) below.

Figure 4.16(a):Responses from management/supervisory staff
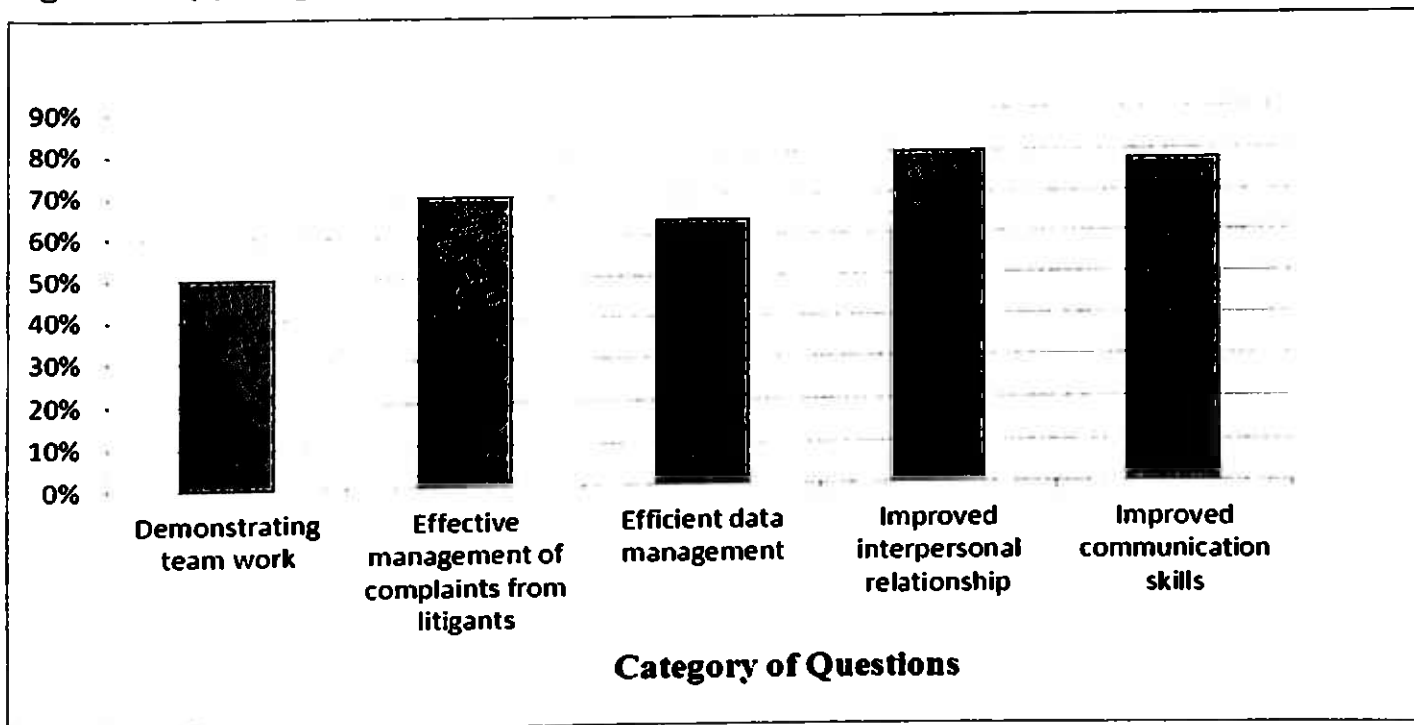
Source, Author (2015)

Figure 4.16(b): Responses from ODPPTC Members
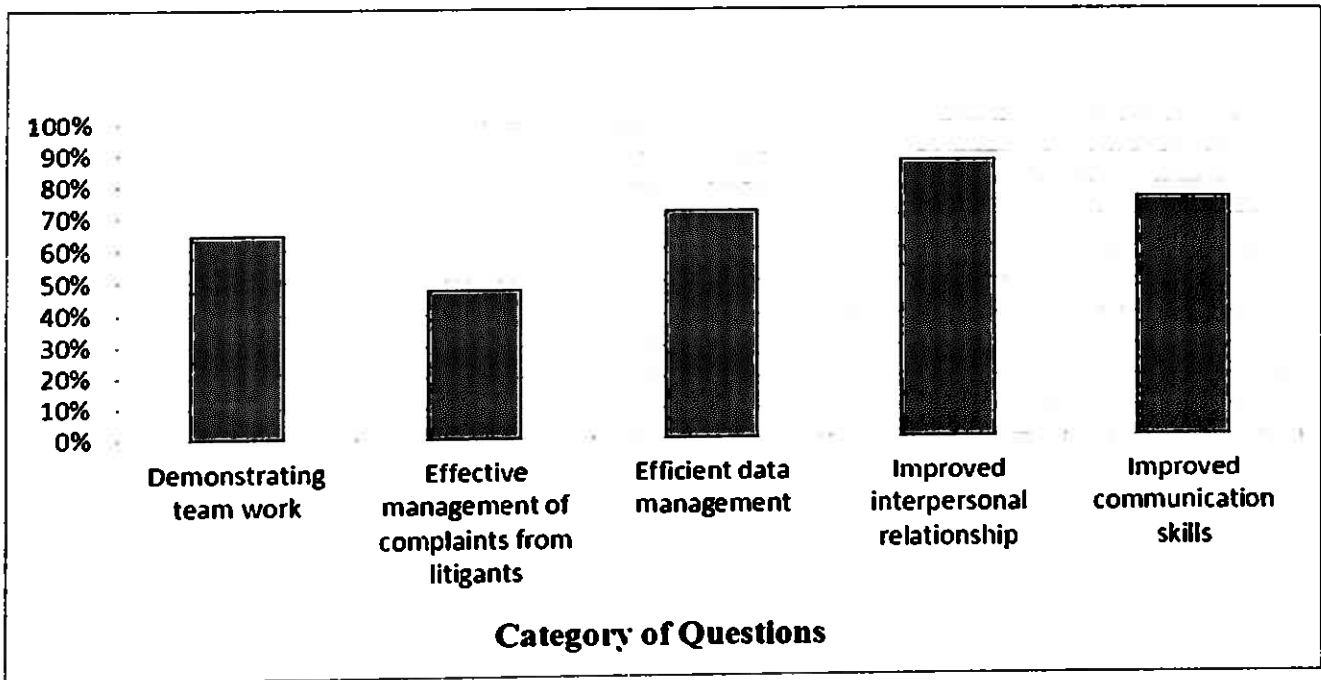
Source, Author (2015)

Figure 4.16(c): Responses from Prosecution Counsel
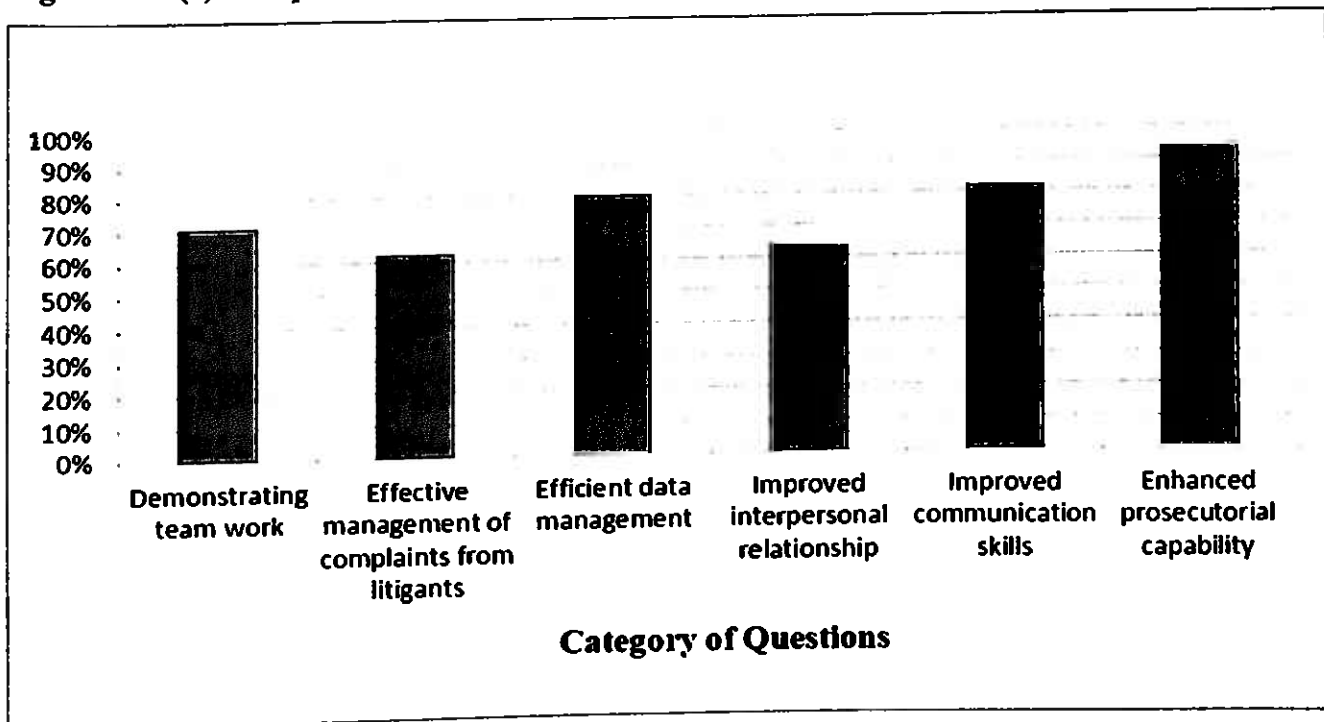
Source, Author (2015)

Figure 4.16(d): Responses from Support Staff

Category of Questions
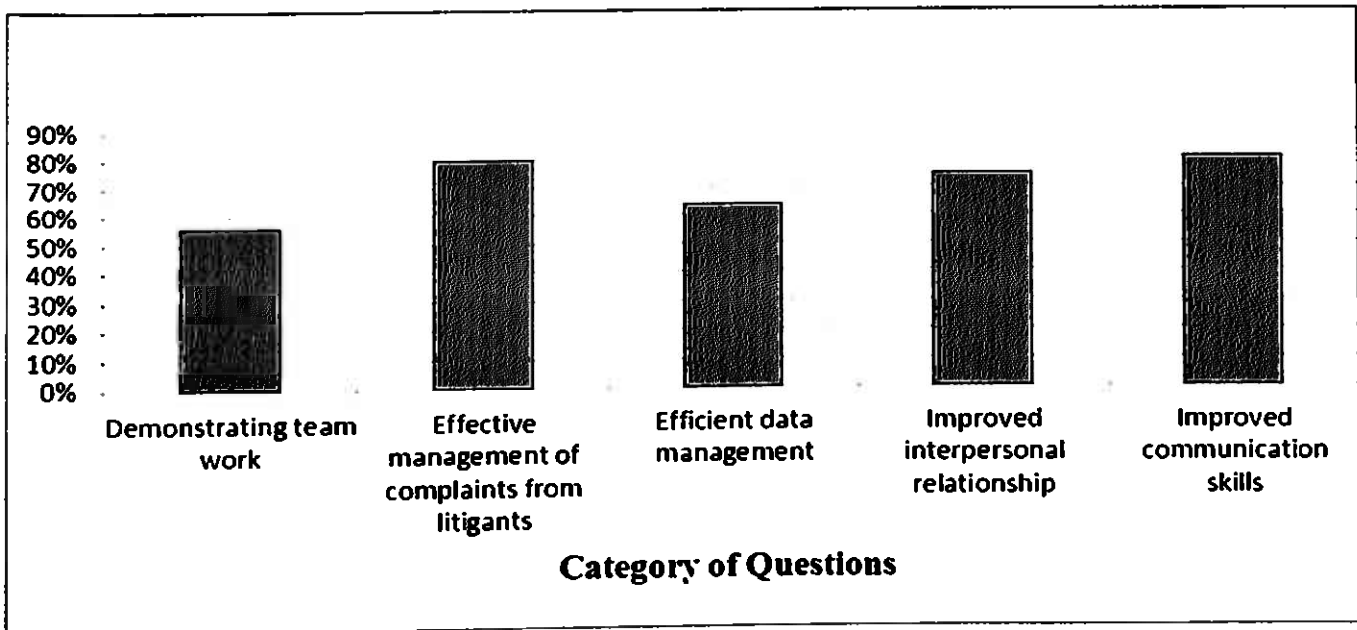
Source: Author (2015)

From the findings, it is clear that the majority of the respondents had benefited from the training and development which had led to their productivity in the identified areas. These areas were identified in the conceptual framework as the indicators of employee productivity. ODPP's core mandate is to prosecute criminal cases and from the findings in Figure 4.2(c) over 90% of the respondents indicated that the training and development had enhanced their prosecutorial capabilities.

4.5.6 Challenges encountered during training and development

Respondents cited the following as the most common problems encountered with regard to the employee training and development program for the organization; lack of opportunities for training, poor interpersonal skills, same employees attending all training courses and inadequate funding for training.

Respondents think that every employee should be trained equally depending on their needs (45%), ODPP should conduct frequent training needs assessments (20%), team work training should be adult friendly (3.4%), training upon recruitment of new staff (1.7%) and training on management and supervision should be prioritized (1.7%).

4.6Training and development at ODPP

This section covers the exact period training and development at the ODPP has existed, different training and development policies and skills enhancements as a result of training

and development. This data was obtained from the respondents who hold managerial and supervisory positions at the ODPP.

4.6.1 Period of training and development at ODPP

The study sought to find out how long ODPP had been involved in the training and development of its employees. The respondents who hold managerial position were therefore asked how long has the ODPP been involved in training and development of its employees and the responses are as illustrated in Figure 4.17 below.

Figure 4.17: Period of training and development at ODPP
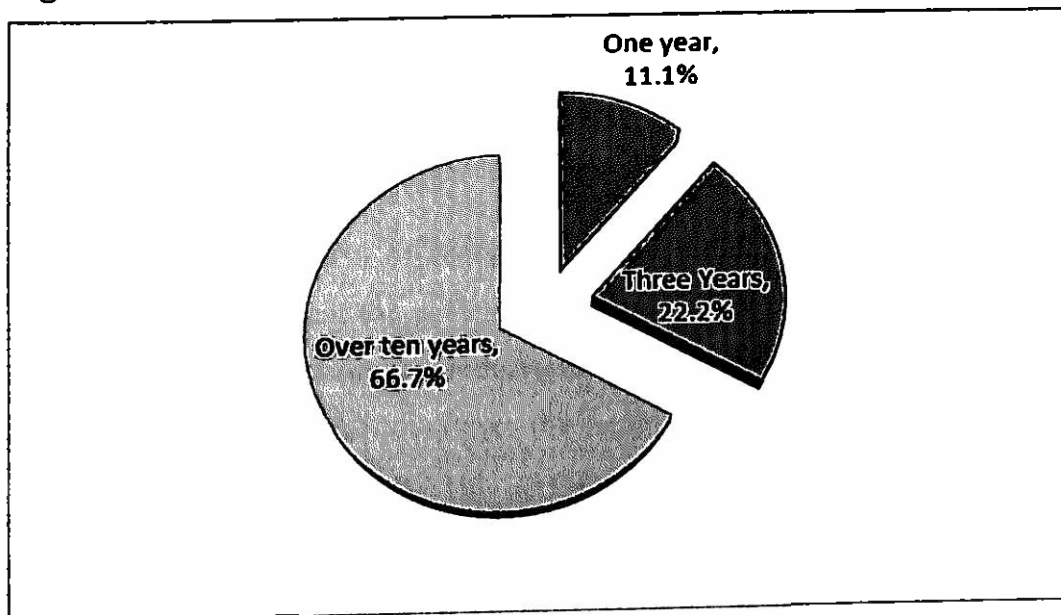
Source: Author (2015)

From the findings, over 66% of the respondents indicated that the organization has been involved in training and development of its employees for over ten years since the time it was a Department under the State Law Office while 22.2% indicated that it has been involved for the past three years. A significant 11.1% of the respondents said it's only for the past one year.However, all the respondents indicated that training and development is among the priorities of the organization and that the organization continually enhances the skills of the employees through training, workshops and seminars.

4.6.2 Training and development policies

A training and development policy helps to show the degree of commitment of an organisation to training and development. To assess whether ODPP has a training and development policy in place the respondents were asked, "Does ODPP have a training policy in place? Is the policy documented? The responses are illustrated in Figure 4.18 Below.

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Figure 4.18: Training and Development Policies at ODPP

No, we do not have a training policy, 20%

Yes, we have a training policy, 80%
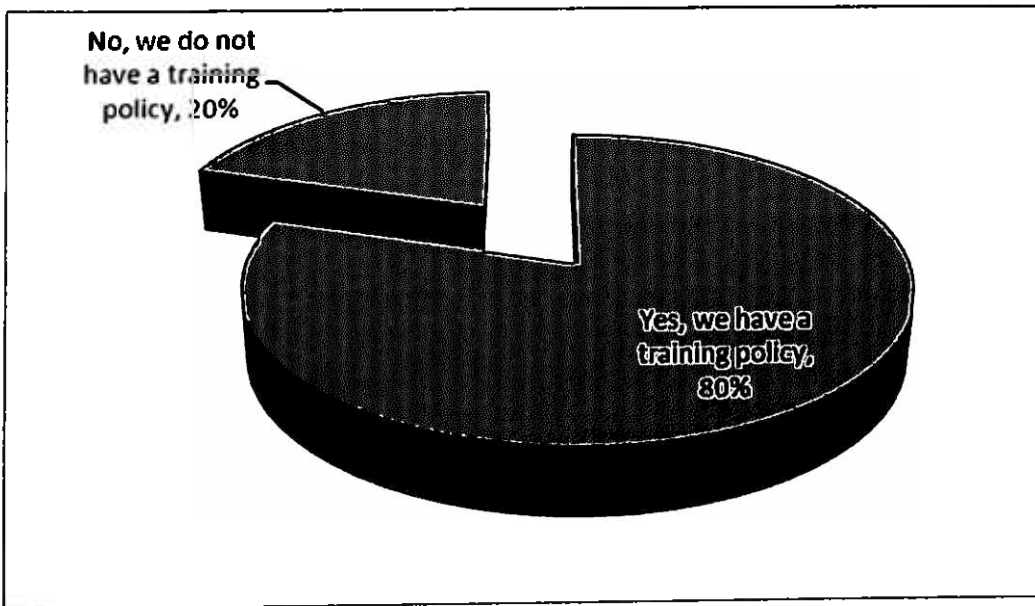
Source: Author (2015)

From the findings, 80% of the respondents indicated that the organization has a training policy in place and that the policy is documented as opposed to 20% who indicated that they are not aware of a training policy, neither have they seen a documented version. When further asked if the employees of the organization are aware of the training policy, 70% of the respondents indicated the officers they supervise are aware, whereas 30% indicated that the officers are not aware of the training and development policy as shown in Figure 4.19.

Figure 4.19: Employees awareness of Training and Development Policies at ODPP

No, Staff are not aware of Policy, 30%
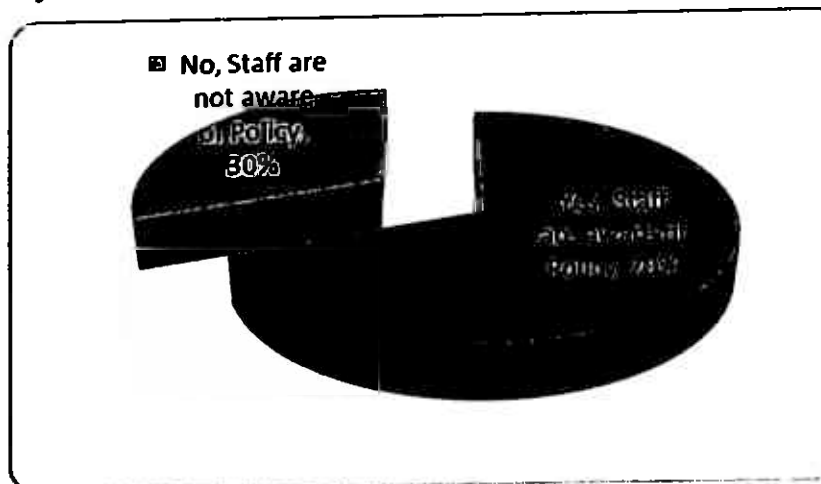
Source: Author (2015)

Among those who said that they have a training policy document indicated that the document gives procedures of training needs assessment, on the job training and induction of new staff members.

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Respondents were further asked about the advantages of a training and development program for employees. Over 50% indicated that training and development of staff motivates staff, 40% mentioned enhancement of effective performance of staff, 10% mentioned sharpening skills while 50% mentioned that it ensures efficiency in performing duties.

The only disadvantage mentioned by the respondents was poor programming of the courses that interferes with the court processes.

4.6.3 The training process

All the respondents mentioned that the individual and organizational needs are determined through the training needs assessment. This provides a platform for staff and management to project relevant courses for all staff members.

In terms of staff selection for training, respondents indicated that this is done through the training committee. The training committee selects staff for training based on need and the training projection.

The training objectives are also determined by the training committee. The committee considers the gaps in skills and emerging areas in the market and practice.

4.6.4 Methods of Training and Development

Respondents mentioned sponsoring of staff in institutions are the leading method applied in training and development used at the ODPP. They also mentioned on the job training and attending workshops as the other methods applied.

4.7 Sources of training needs

The main sources of training needs in the organization are staff requests, performance appraisal reports and emerging issues in the market.

4.7.1 Identifying Training Needs at ODPP

The study sought to establish how the training and development needs are identified at the ODPP and the respondents were asked to state how the individual and organizational needs are determined. The response is as illustrated in Figure4.20below.

Figure 4.20: Methods to Identify Training Needs at ODPP
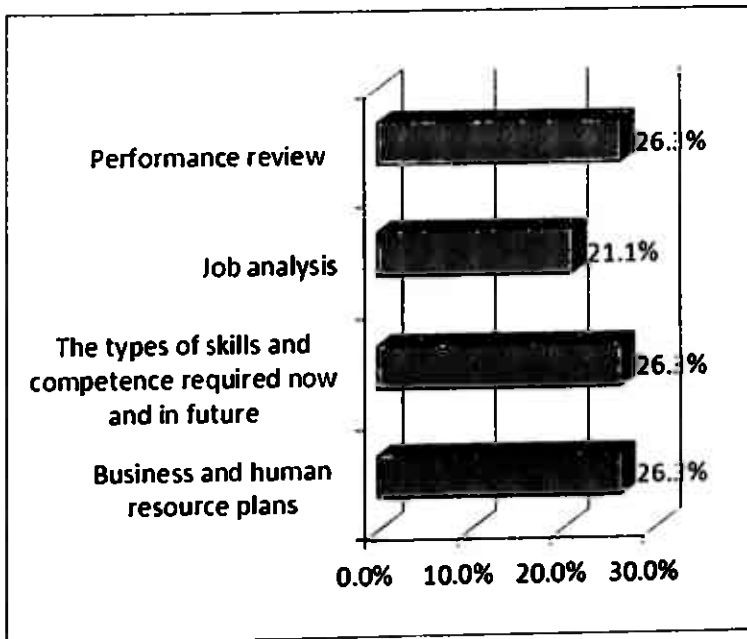
Source: Author (2015)

From the findings, training and development needs at the ODPP are identified using various models which are; performance review (26.3%), types of skills and competence required now and in future (26.3%), business and human resource plans (26.3%) and job analysis (21.1%).

4.8 Training Evaluation

It was necessary to establish through which waysthe training and development program at the ODPP was evaluated and the respondents were to state how the effectiveness of thetraining and development program was evaluated. The responses are illustrated in Figure4.21 below.

Figure 4.21: Training Evaluation
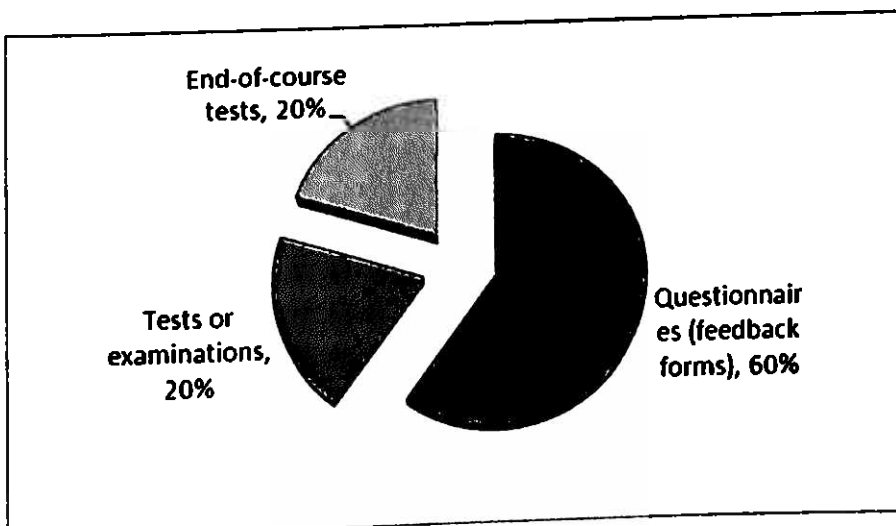
From the findings in the Figure, 60% of the respondents mentioned feedback questionnaires at the end of training, 20% mentioned end of course tests while another 20% of the respondents mentioned tests and or examinations of the trainees.

4.10 Monitoring the Training Policy

It was necessary to establish whether the implementation of the training and development program was monitored and the respondents were asked to indicate whether the training and development policy at the ODPP was monitored to ensure that it is practised as prescribed. The responses are illustrated in Figure 4.22 below.

4.22: Monitoring the Training Policy
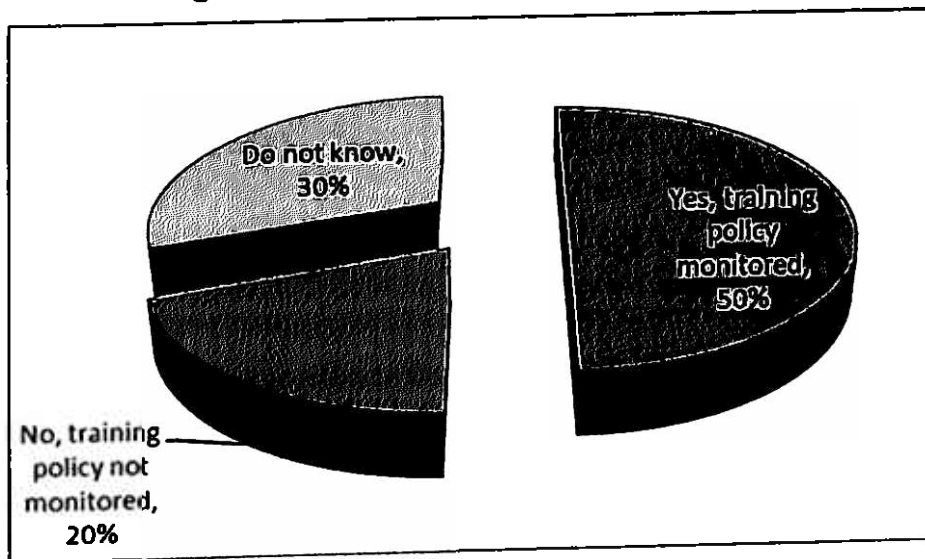
From the findings, 50% of the respondents indicated that the implementation of the training policy is monitored to ensure that it is practiced as prescribed while 20% of the respondents indicated thatit is not monitored at all. Another 30% said that they do not know if the training is monitored.

4.10 Effect of Training and development

In measuring the effect of training and development on employee performance and productivity the respondents who hold managerial and supervisory duties at ODPP were asked the key question, "In your opinion, do you think training and development have an effect on employee performance and productivity?" The responses are summarised in Figure 4.23 below.

Figure 4.23: Effect of Training and Development

Has no
effect, 10%

Has effect,
90%
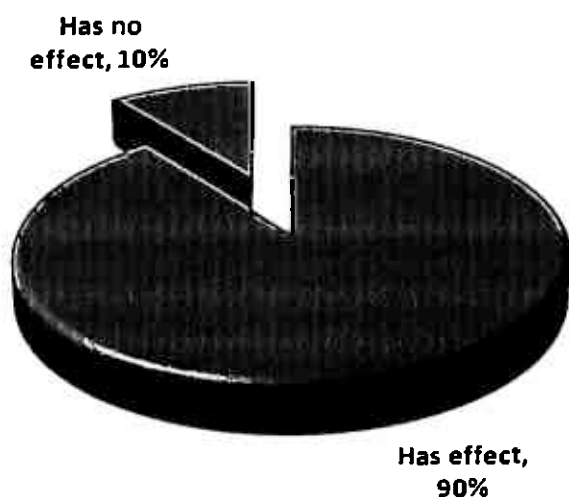
Source: Author (2015)

The findings illustrate that 90% of the respondents indicated that training and development has an effect on worker performance and productivity while 10% indicated that it does not have any effect on performance and productivity.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a summary of the study, draws conclusions from the findings with reference to the objectives and hypotheses and makes proposals for further research.

5.1 Summary

ODPP has over the past ten (10) years been involved in training and development activities. The data collected from the respondents holding managerial and supervisory duties as well as secondary data indicates that indeed training and development activities in ODPP have been in place.Directed by the objectives identified in chapter one, this research made it its core mandate to establish the effect of training and development on employee productivity at the ODPP as the main objective. The study also moved towards the specific objectives which were to: Establish whether there is a training and development policy in place at the ODPP; Determine the methods used in the training and development of employees at the ODPP; and, to identify the common problems encountered by the employees with regard to the training and development program at the ODPP.

Steered by these objectives, this study conducted a far-reaching literature review which saw it identify the concept and benefits of training and development. Additionally, the literature helped explain and understand the training process through the training policies and resources, the purpose of such policies, the needs of training as well as the appropriate program design for training and development and the methods used that have been identified by other researchers conducting similar studies.

The research employed the cross sectional research design as it is inexpensive, takes less time to conduct and estimates the frequency of result through sampling. Questionnaires were used to collect data from the sample of 117 employees in ODPP using the stratified random sampling technique. This random sample that was selected constituted 50% of the entire population in the office.

The findings deduce that the study received a response rate of 76.92%. Of these participants, those who have attended some training and development activities accounted for over two thirds of the sample population (68.3%) while the remaining one third indicated that theyhave

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never attended any such training and development activities. Whereas the training conducted in this sector is wide-spread, slightly half of the respondents (52.6%) felt that the content and delivery methodologies used in delivering the training were inappropriate. On the role of training and development on productivity, majority of the respondents (57.1%) were of the opinion that training and development improves productivity.

On the impact of training and development on skills and knowledge, majority of the respondents (75.4%) indicated that the skills and knowledge obtained during the training and development provided by ODPP is important. Those who felt that this training and development was not important cited lack of practical prosecution training and that the training was non- legal in nature as some of the reasons. With regard to the impact of training on performance, majority of the respondents felt that the training was important though they had varied opinions on the exact effect of the training and development. Some said it improved understanding of their job, others said it provided a better understanding of their performance objectives and yet others said thatit helped them get a better understanding of the vision and mission statement of the ODPP. In general, majority of the respondents (72.5%) felt that training has its benefits.

The currentmethods of training and development provided by the ODPP have the ability to improve capacity to achieve the set targets and objectives of the Office. This was the assessment of majority 81.1% of the respondents (81.1%). Those respondents who held a different opinion mentioned that the training does not improve capacity to achieve targets and objectives because there is a discrepancy between the training content and the set targets at the Office.

The respondents also commented on whether the acquisition of any new skill or knowledge through the training and development has positively affected the achievement of the Mission and Vision of the ODPP.Majority (74%) were affirmative that it had. The ones who felt that it had not cited favouritism of long serving staff in the selection for the training and development programs, that no opportunities for training had been offered to them and that it takes long to train staff as some of their reasons.

A majority of the respondents indicated that ODPP has been involved in training and development of its employees for over ten years since the time it was a Department under the

State Law Office. However, a third of the respondents felt that it has only been involved for the past three years. This clearly shows that there is a discrepancy on the awareness amongst the employees with regard to training within the Office. This deduction is backed up by the data collected indicating that although a majority of the respondents (80%) know that the office has a documented training policy in place a sizeable number (20%) say that they are not aware of a training policy, and they have not seen a documented version of the same.

The deduction made by this research is that the main sources of training needs in the organization are from staff requests, performance appraisal reports and emerging issues in the market. Furthermore, the study found that the training needs are analysed using various models. Among the models applied are; performance reviews, types of skills and competence required now and in future, business and human resource plans, and job analysis.

The study also sought to find out how evaluation of the effectiveness of training and development in the ODPP is conducted,majority of the respondents mentioned feedback questionnaires and end of course tests at the end of training end of course tests while a third of the respondents mentioned tests and or examinations of the trainees. Moreover, majority of the respondents gave the insight that the implementation of the training policy is monitored to ensure that it is practiced as prescribed.

The study attempted to establish a relationship between training and development and individual performance and productivity. An overwhelming majority (90%) of the respondents indicated that training and development had a positive effect on worker performance and productivity.

5.2 Conclusion

In the modern economy, nature of work is constantly changing which means that new work skills are constantly required. Training and development has undoubtedly become part and parcel of organisations and cannot be delinked from a successful organisational life.

If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organisation they work for, then they need to see visible signs of management's commitment to their training and career needs. The attention by the organisation coupled with increased expectation can lead to enhanced output by the employee.

The main objective of the study was to establish the effect of training and development on employee productivity at the ODPP. From the findings, a unanimous percentage of the participants i.e. 90% indicated that training and development has a positive effect on worker performance and productivity.

However, as regards the methods used in the training and development of employees in the officeover half of the respondents (52.6%) were of the view that appropriate content and delivery methodologies were not being used. ODPP therefore needs to improve on these methods of training and development to make them more appropriate to the needs of its employees.

In its third objective, the study sought to identify the common problems encountered by the employees with regard to the training and development at the ODPP. Majority of the respondents cited the following as the most common problems encountered; lack of opportunities for training, poor interpersonal skills, same employees attending all training courses and inadequate funding for training.

5.3 Recommendations

For any organization to succeed, training and development of all staff in form of workshops, conferences and seminars should be vigorously pursued and made compulsory. Accordingly, when organizations adopt this learning culture, they create a variety of training opportunities for all employees and develop performance expectations that instil in all employees the need for and value of training and development on a continual basis. In order to achieve the full benefits of training and development initiatives, ODPP should ensure that the following are instituted at the work place.

Identification of training needs should be done more professionally. Everyone involved should agree exactly as to what the trainees are lacking, for instance what skill is needed, and what attitudes need to be changed towards work performance. The needs identified should emanate from ODPP's strategic plan, which also cover departmental/individual work plans.

Organisational career planning involves matching an individual's career aspirations with the opportunities available in the organisation. For career management to be successful at the ODPP, both the management and the employees must assume equal share of the responsibility for it. Employees must identify their aspirations and abilities and recognize

what training and development are required for a particular career progression and the organisation should strive to facilitate this training and development.

ODPP should also develop its employees through formal education which will give them the opportunity to attend short courses offered by consultants or university programs which normally involve lectures by experts.The researcher recommends that every employee should be trained equally depending on their needs.ODPP should conduct frequent training needs assessments and training upon recruitment of new staff should be prioritized and made mandatory.

Motivation generally seeks to boost employees' morale to work hard and thus increase productivity. With this in mind, the researcher recommends that in instituting proper training and development programs, ODPP should initiate a policy for motivation attached to training. This can include both extrinsic, such as more pay, allowances, and intrinsic such as, recognition, appreciation, opportunities for promotion and consultation for important matters. Morale increases productivity indirectly by reducing absenteeism, accidents, employee turnover and grievances.

The researcher also recommends that ODPP puts more emphasis on evaluating training and development programs to assess their effectiveness in producing the learning outcomes specified when the training intervention is planned, and to indicate where improvements or changes are required to make the training and development even more effective. The basis upon which each category of training and development is to be evaluated should be determined at the planning stage while considering how the information required to evaluate learning events would be obtained and analysed.

5.3.1 Recommendations for further Research

Future research could build on this study's results by measuring quantitatively the actual increase in employee performance as well as the actual changes in productivity. This could be accomplished by using a control group not having had the training as a comparison group, it would be valuable to connect perception to actual changes in job performance that can be quantified and measured. More actual behavioural data of this nature might convince upper level management to invest in employee training and development program. It is important for the organisation to provide relevant and meaningful training for the employees, which

supports and enhances employee attitude. When the training and development is perceived by the employee to be relevant and meaningful, the results may be demonstrated through improved productivity.

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APPENDICES

Appendix I: Introduction Letter

Dear Respondent,

I am a student at the University of Nairobi. I am carrying out a research on; **"The Effect of Training and Development on Employee Productivity in Kenya's Public Sector: A Case Study of the Office of the Director of Public Prosecutions".**

This questionnaire has been designed to help gather data on the research. You have been selected as one of the respondent in the study. Kindly assist in providing data by answering the following questions as briefly and accurately as possible. The information collected shall be used solely for academic purposes and strict confidentiality is assured.

Thank you

James MungaiWarui

Researcher

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Appendix II: Questionnaire for Employees at the ODPP.

SECTION A

DEMOGRAPHIC DATA (PLEASE TICK WHERE APPROPRIATE)

Gender   (a) Male [   ]   (b) Female   [   ]

1. Age   a) 20-29 yrs.   [   ]   b) 30-39 yrs.   [   ]

           c) 40-49 yrs.   [   ]   d) 50-60 yrs.   [   ]

2. Academic Qualifications.   a) Basic   [   ]   b) Secondary   [   ]

                               c) Diploma   [   ]   d) First Degree   [   ]

                               e) Master's Degree [   ] f) Other (please specify) [   ]

SECTION B:

INFORMATION ON TRAINING

1. How long have you worked in the Office of the Director of Public Prosecutions?

     a) Ten years or more   [   ]

     b) At least 6 years, but less than 10 years   [   ]

     c) At least 3 years, but less than 6 years   [   ]

     d) At least 1 year, but less than 3 years   [   ]

     e) At least 3 months, but less than 12 month   [   ]

     f) At least 1 month, but less than 3 months   [   ]

     g) Less than 1 month   [   ]

2. Are you aware of any training programme in the Office of the Director of Public Prosecutions?

         Yes   [   ]   No   [   ]

3. Have you had any form of training since you joined the Office of the Director of Public Prosecutions?

Yes   [ ]   No   [ ]

4. If you answered yes to question 5, how long ago?

    a) 1 – 6 months   [ ]   7 – 12 months [ ]

    b) 1 – 3 years   [ ]   Over 4 years   [ ]

    c) Not applicable   [ ]

5. How often do you receive training from your organization?

    Quarterly [ ]   Twice in a year [ ]   Once in a Year [ ]   Rarely [ ]   None [ ]

6. How frequently do you receive best practice training programmes?

    Quarterly [ ]   Twice in a year [ ]   Once in a Year [ ] Rarely [ ]   None [ ]

7. How often do you receive external Training on improving your productivity?

    Quarterly [ ]   Twice in a year [ ]   Once in a Year [ ]   Rarely [ ]   None [ ]

8. How often have you participated in Training and Development to improve your productivity organized by the Public Service of Kenya?

    Quarterly [ ]   Twice in a year [ ]   Once in a Year [ ]   Rarely [ ]   None [ ]

SECTION C:

METHODS USED TO TRAIN AND DEVELOP EMPLOYEES

9. What type of Training have you received from your organization?

    a) Employee orientation   [ ]

    b) On-the-job Training   [ ]

    c) Mentoring   [ ]

    d) External Training   [ ]

    e) Refresher   [ ]

10. Do you think the current Training provided by your organization contains appropriate Training content and delivery methodologies that can assist you in achieving your productivity objectives?

    Yes   [ ]   No   [ ]

SECTION D:
ROLE OF TRAINING & DEVELOPMENT ON EMPLOYEE PRODUCTIVITY

11. Do you think training given by your organization has some benefits on your productivity?   Yes   [ ]   No   [ ]

If yes, describe how

....

....

....

12. Do you think the current Training provided by your organization has improved your productivity?

Yes   [ ]   No   [ ]

If no, give reasons

....

....

13. Are the skills or knowledge obtained during Training provided by your organization important to your job?

Yes   [ ]   No   [ ]

If no, give reasons

....

14. If yes, how important is this new knowledge or skill to the performance of your current job?

a) Provided a better understanding of my performance objectives   [ ]

b) Improved understanding of my job functions   [ ]

c) Improved my knowledge on ICT   [ ]

d) Ensured better understanding on the Vision and Mission statement of the Office of the Director of Public Prosecutions   [ ]

15. Has the Training and Development provided by your organization improved your productivity in each of the work areas below?

	YES	NO
Demonstrating team work		
Effective management of complaints from litigants		
Efficient data management		
Improved interpersonal relationship		
Improved communication skills		
Enhanced prosecutorial capability		

16. Do you think the type of Training and Development currently provided by your organization can improve your capacity to achieve set targets and objectives of the organization?

    Yes   [ ]   No   [ ]

If no, give reasons ....

....

17. If yes, have you acquired any new skill or knowledge through training that has affected positively on achieving the mission and vision of your organization?

    Yes   [ ]   No   [ ]

If no, kindly explain

....

....

....

18. What are the most common problems you have encountered with regard to the employee training and development program of your organization?

....

....

....

Appendix III: Questionnaire for Management and Supervisory Personnel of ODPP

Fill in the blank spaces as appropriate.

Rank..

Department...

1. How long have you been in a supervisory/management position at the ODPP?

    a) Ten years or more   [ ]

    b) At least 6 years, but less than 10 years   [ ]

    c) At least 3 years, but less than 6 years   [ ]

    d) At least 1 year, but less than 3 years   [ ]

    e) At least 3 months, but less than 12 month   [ ]

    f) At least 1 month, but less than 3 months   [ ]

    g) Less than 1 month   [ ]

2. How long has ODPP been involved in training and development of its employees?

....

....

....

3. What are the actions taken by the ODPP to enhance the skills of the employees? Is the training and development among priorities of the organization?

....

....

....

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

....

....

....

5. Briefly describe the training policy and procedures in ODPP

....

....

....

....

6. Are the employees of ODPP aware of the training policy?

....

....

....

7. What do you think are the advantages of a training and development program for employees? Are there any disadvantages?

....

....

....

8. The training process.

   a) How are individual and organizational needs determined?

   ....

   ....

   ....

   b) How are the members of staff selected for training?

   ....

   ....

   ....

   c) How are the training objectives determined?

   ....

   ....

   ....

9. In presenting the training;

   a) What methods of training are used and why?

   ....

   ....

   ....

   b) How is training evaluated?

....

....

....

10. What are your sources of training needs in your organization?

....

....

....

....

11. Which methods do you use for analysing training needs in your organizations?

Business and human resource plans   [ ]

The types of skills and competence required now and in future   [ ]

Job analysis   [ ]

Performance review   [ ]

12. What components does employee development program in your organization entail? (tick

where necessary)

Program description   [ ]

Content analysis   [ ]

Content selection   .   [ ]

Content sequencing   [ ]

Lesson structuring   [ ]

Lesson delivery formatting and Evaluation   [ ]

Feedback procedures development   [ ]

13. How do you evaluate the effectiveness of training in your organization? (Tick where necessary)

      Questionnaires (feedback forms)   [ ]

      Tests or examinations   [ ]

      End-of-course tests   [ ]

14. Is the implementation of the training policy monitored to ensure that it is practiced as prescribed?

....

....

....

....

....

15. In your opinion, does training and development have an effect on employee performance and productivity?

....

....

....