FACTORS INFLUENCING TRANSFER OF KNOWLEDGE FROM TRAINING TO WORK BY COUNTY PUBLIC SERVICE EMPLOYEES IN VIHIGA COUNTY, KENYA

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DECLARATION

This research project is my original work and it has not been presented for award of degree or any other award in any other university or institution.

Signature…… Date……

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D61/71777/2014

This Research Project has been submitted for examination with my approval as supervisor

Signature……..Date……

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DEDICATION

I am indebted to my handsome husband and friend, Joel Enane, and our lovely children Mathew Nehemiah, Ezra Betachi and Olive Gala. It has been a long journey and your understanding, encouragement, patience and support has been invaluable.

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ABBREVIATIONS AND ACRONYMS

CEC	**:**	County Executive Committee
CPSB	**:**	County Public Service Board
IS	**:**	Information System
KENAO	**:**	Kenya National Audit Office
PSB	**:**	Public Service Board
SPSS	**:**	Statistical Package for Social Sciences

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ABSTRACT

Devolution is very new in Kenya, resources having been channeled to the counties less than five years ago to facilitate better and efficient public service, which is closer to the people. The counties are therefore sorely responsible for the employees' welfare and development but must, at the same time, justify funds allocated for capacity building. Now, these employees, previously under either the national government or the defunct local authorities are suddenly thrust into a different organizational set-up, and must adapt, willingly or otherwise, to the county situation and system of governance! Given this scenario, it is not clear whether these employees be able to translate knowledge gained in training to the work place? Based on the foregoing, the researcher sought to find out what may affect the transference of knowledge by such employees as they return to work after training, taking Vihiga County as a case study. The literature review highlighted some of the theories associated with learning and cited studies, both local and international that had already been done. However, none of them had been done on employees who find themselves thrust in such a situation as that in which the county employees find themselves in, due a change in the constitution, therefore creating a contextual knowledge gap. The research design adopted was the descriptive survey. The tool used to collect the data was a questionnaire. The data was fed into the statistical package for social sciences (SPSS) for analysis. The recommendations of the study were that the three sets of factors be enhanced by a higher involvement of the organization in terms of increase in quality of management-employee interactions. The organization's concern over its employees resulted in greater awareness of the employee to translate the skills gained in training. At the same time the respondents seemed to agree that the organization had created a conducive environment for this transfer to take place. In conclusion, the study confirmed the key factors to be the extent to which the knowledge gained is understood, expected monetary reward and overall organizational purpose for training, in that order. The study was timely and recommended that to the management that despite the past differences in the background of the employees in terms of how they found themselves in the counties, the employees require support and enhancement of the factors to further improve and ensure a committed and efficient public service.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Today's public service is faced with great challenges in a competitive business environment, where the public is informed and knowledgeable as well as demanding. In Kenya, the county employees have found themselves in unfamiliar territory after the implementation of devolution. While they had been either been employed by the National Government or the defunct local authorities, they are now employees of the counties, whose the main challenge is how to fulfil their mandate to manage and increase the capacity of its employees against a limited budget. At the same time, these employees have at least three different organizational culture backgrounds. Management focus should build and implement knowledge transfer so as to leverage on this knowledge. (Nonaka, Toyama and Nagata, 2000). Karlsen and Gottschalk (2004) put forth that knowledge is useless unless it is applied and transferred throughout an organization. The counties must justify expenditure on training by confirming that employees can transfer knowledge acquired from training to the workplace. According to Kumar and Ganesh (2009), transfer of knowledge constitutes application of knowledge received by one agent from another and the according to Joshi, Sarker and Sarker, (2007) parties involved could be single entities, groups or even an organization. In work context, Merriam and Leahy (2005) note that transmission of information is about the employees continuously applying knowledge and skills acquired in training and this may occur expressed in impressions and perceptions as received by the learner in training.

Various theories help us to understand knowledge transfer and learning. The classical learning theory by Pavlov (1927), cited in Kwasi (2011), explains that a known reaction can be changed to be elicited by a new action provided the specific new stimulus is applied continuously. Second, the operant conditioning theory by Skinner (1953), cited in Kwasi (2011), proposes that continual learning is encouraged by those actions that elicit rewards being repeated but people will elude those that prompt undesirable behavior (Mullins, 2010). Third, the social learning theory is associated with Bandura, Miller and Dollard. Lohman, (2005) postulates that learning happens through observing others and knowledge transferred on perceived human need through social interactions. Finally, the cognitive theory is basically intrinsic to the learner's mind where rewards and punishment modify behavior and deduces an active role in acquisition of knowledge.

In Kenya, prior to promulgation of the Constitution of Kenya (2010), knowledge management activities involving public institutions and servants were a preserve of the central Government through various Ministries and the Public Service Commission (PSC). However, Counties are solely involved in capacity building their staff and managing their knowledge assets (Nyaga, 2014). Section 56 of the County Government Act (2012) gives the counties authority to establish their own Public service headed by a County Secretary. As a result, there are 47 Counties each with a PSB charged with responsibilities of recruiting, developing, appraising and separating public servants working in the devolved units. Vihiga County Government has its headquarters at Mbale Town. Nandi County, Kisumu, Siaya and Kakamega counties are its neighbors, to the East, South, West and North respectively. Vihiga has a

population of 612,000 persons and an annual growth rate of 2.51% (http://vihiga.go.ke/about-us/, accessed on 21st June 2015). The County currently has a staff establishment of 1,200, majority being employees directly recruited by its PSB and others serving on secondment from the national Government departments/agencies. In its maiden budget 2013/14, the County allocated Ksh.213 million to be used for staff training and allowances. The allocation went up to Ksh.407 million in the subsequent reading 2014/15, and in the current period the County is expected to spend Ksh.512 million in capacity building its staff (Vihiga County Public Services Board, 2015).

1.1.1 Employee Training

Changes are a permanent feature in today's organizations necessitating them respond by reorganizing and strengthening their human resource (Bivainis and Morkvenas 2008). Bivainis and Morkvenas (2008) further emphasize the importance of employee development, through training, by involving them in the organizational management team. Kaufman and Hotchkiss (2006) define training as a means to bring change both to the employee and organizational needs but within the scope of jobs carried out. This in essence affects the work culture. Huang, (2010) observed that organizations which enjoy management support and have sophisticated well organized capacity building networks do reap greatly from the programs. Kaufman and Hotchkiss (2006) observe that improved knowledge and skills, through training, directly enhances customer service and staff satisfaction which then discourages exit from organization.

According to Frazis, Gittleman, Horrigan, Joyce (1998) the mere difficulties of human resource practice impact an organization's success. Training is supposed to increase worker productivity which benefits the organization by improving the returns. The employee becomes a winner as well when this translates into better terms of service as he grows with the organization. In general, there is need to carry out a cost-benefit analysis to inform decision making on future expenditure on training and expected productivity (Kaufman and Hotchkiss, 2006).

1.1.2 Knowledge Transfer

Ko, Kirsch and King (2005) infer that knowledge transfer has occurred when a learner gains and applies it. Kumar and Ganesh (2009) envisage bilateral knowledge transfer, obvious or inferred, where one party avails the knowledge and the recipient puts the acquired knowledge to use (Slaughter and Kirsch, 2006). Sometimes knowledge can be gained quite unexpectedly as a result of interpersonal relations as observed by Welch and Welch (2008). Ahmad and Daghfous (2010) see information sharing as possible internally in an organization, which Ipe (2003) describes as the sharing of pertinent information between entities or persons and Kalling (2003) agrees. It has been observed by Lee and Ahn, 2007 that organizations that are survivors in an industry are those that freely have information flowing effectively between one unit and another. While Renzl (2008) highlights enhanced competitive advantage gained through high level interactions of skills and competencies, within an organization, Ipe, 2003 notes that these interactions will often result in great ideas that may give rise to inventions.

Knowledge sharing within the organization may also quickly result in new, fresh and brilliant innovations as discovered by Lilleoeru and Hansen (2011) in their study of knowledge transfer in a pharmaceutical research & development company. The ability of the members of an organization to share information amongst themselves is perceived by Cabrera and Cabrera (2005) as a prerequisite leading the organization to achieve business success.

According to He, Gallear and Ghobadian (2011), knowledge acquired from outside the organization has a serious implication to its survival and effectiveness. Moreover, successful adoption of information gathered from a firm's business partner gives the firm a competitive edge, higher than others in the industry. Easterby-Smith, Lyles, and Tsang (2008) state that such knowledge gained from scanning the environment when combined with that one developed within the firm can help the organization compete effectively against others, a fact that Van Wijk, Jansen and Lyles (2008) declares as fundamental to its success. Scanning the environment is especially crucial and beneficial to organizations with limited internal information (Easterby-Smith *et al.* 2008). Pérez-Nordtvedt *et al.* (2008) even declare that such knowledge gained increases its stock of knowledge thus affecting all facets of the organization in a positive manner.

1.1.3 Factors Influencing Transfer of Knowledge to work by Employees

It is a fact that the training does form a significant part of an organization's budget because of its benefits in shaping the attitudes and behavior towards organizational survival (Salas and Stagl, 2009). Goldstein and Ford, (2002)see a strong competitive advantage as a result of higher productivity from employees that have been exposed to effective and relevant training and therefore highly motivated, and obligated to the organization. Moreover, changes in work performance will be seen as the content of trainings is translated to positively affect work outputs. Unfortunately the converse is also true. Once training is over and the employee is at the work place, the knowledge and skills gained should be used so that they are more sharpened. They should not be neglected and therefore become redundant. Unfortunately Van Wijk *et al*. (2008) estimates that only a mere 10 per cent of training costs are transmitted to the job thus underlining a glaring gap between training efforts and organizational intended outcomes.

In the Baldwin and Ford (1988) model, cited in Merriam and Leahy (2005), three broad groups sum up the factors that inhibit complete translation of information gained in training. First group of factors consist of training inputs (described to be reasoning capacity, self-efficacy, and enthusiasm), verses outputs based through affecting the circumstances of transfer as well as the role played by trainee attributes (Burke and Hutchins, 2007), the latter having a major impact according to Van der Klink *et al*. (2001). Keith and Frese (2008), quotes the next factors to include change in behavior to emulate an admirable example, error management and realistic training

environments are aspects of training design that are critical for the transfer of training. The third set involves, the post training working atmosphere the trainee finds themselves in, on whether it may be conducive for dissemination of information gathered. Merriam and Leahy, 2005 emphasize the importance of the elements of the work environment and may have an effect on exhibition of acquired behavior. The success of a training is seen to be hooked on the employees' capacity to practice their newly acquired capacities on return (Salas *et al*., 2006).

1.1.4 County Government of Vihiga

The County Government of Vihiga came into existence, together with other 46 Counties, vide the declaration of the Constitution of Kenya (2010) that saw establishment of two levels of governance in the aftermath of general elections 2013. The constitution spells out the responsibilities of the County in the Fourth Schedule. The County Government has two arms. The Executive is headed by Governor H.E Hon Moses Akaranga deputized by Caleb Amaswache. Honorable Dan Chitwa heads the County Assembly. The County Executive Committee, headed by the Governor is composed of Cabinet Executives whose mandate is to oversee the management and conveyance of quality services to the public. They also develop and implement policies that have been approved by county Assembly. On the other hand, the County Assembly plays an regulatory role on County public institutions as laid down in law. The County Government is generally governed by a chain of relevant existing legislations that include The County Government Act, 2012, The Intergovernmental Relations Act (2012) and the Public Finance Management Act (2012).

The executive section of the County Government has a total of 1,268 employees serving in the 10 departments which include transport and infrastructure; treasury; public service and administration; lands housing and urban development; industrialization, trade and tourism; environment, forestry and water; agriculture; health, gender, culture, youth and sports; and education and technology (County Integrated Strategic Plan, 2013-2017). In the legislative arm of the Government, there are about 90 staff with majority serving in the Speaker's office. The County seems to be burdened by a huge monthly wage bill of Ksh.89 million against an annual County allocation of Ksh.3.8 billion (Commission for Revenue Allocation, 2015). The Standard Daily (1st August 2015), reported that the County Assembly had to approve the County Government's proposal to borrow a bank overdraft of Sh200 million from the Kenya Commercial Bank to enable in settling a salary debt of Sh100 million.

1.2 The Research Problem

Effective and efficient customer care is about knowledgeable employees that leverage an organizations success and competitive advantage against an equally knowledgeable clientele. (Sambamurthy and Subramani, 2005). Karlsen and Gottschalk (2004) argue that knowledge acquired from training is indeed of limited value if unutilised and not channelled into the organization. What are the tenets of effective knowledge transfer? McEvily and Chakravarthy (2002), outlines them as the actual content passed on, ability of the knowledge giver to pass it on, the purpose for which the information is given and the capacity of the recipient to grasp and utilize the information. When an organization approaches a capacity building team to train its employees, information may fail to get to the trainee due to differences in backgrounds and even underlying

perceptions between trainer and trainee (Salmi and Torkkeli, 2009). In spite of the recognized importance and the potential value of passing on information, Joshi *et al.* (2007) argue that there is insufficient research done to understand the key factors affecting knowledge transfer success. To have effective knowledge transfer to the work place, then such dynamics that enhance or mitigate against knowledge transfer must be acknowledged to ensure that training adds value to the organization.

In Kenya, the promulgation of Constitution of Kenya (2010) effectively changed governance structures and work relations especially in the public service. Employee capacity building which was formerly a policy determination of the central government has now shifted to the respective County Governments who have staff from three different sources. Those they have directly employed, and those seconded from both the National government in the devolved units and from the defunct local authorities. These staff must undergo training to create harmony and common purpose in the county public service. The Counties have to design and implement effective training programmes with meager resources dedicated to their human resources. This makes transfer of knowledge a critical managerial activity that Vihiga County Government cannot ignore. With an in-post of 1,268, the County Government allocated KSh.213 million in its maiden devolved budget 2013/14. In the subsequent year 2014/15, the County heightened the allocation to Ksh.407 million, and rising trend was re-emphasized in 2015/16 with a high of Ksh.512 million (Vihiga County Public Services Board, 2015). This steady increase of allocations justifies the expanding demand for knowledge which if well managed will enhance the County's competitive advantage.

While there have not been specific studies on knowledge transfer in Vihiga County employees, studies have been done elsewhere with varied findings. Locally, Njeru, (2014), did a study on the factors affecting transfer of knowledge from training to the job among employees of large commercial banks in Kenya, the results of which showed that trainee characteristics had a great effect on this process among the employees especially those who have a strong belief that their activities help in the achievement of organizational outcomes. Githuba, (2010) did a case study on Kenya Revenue Authority to determine the influence of work environment on transfer of learning for employees who had undertaken a graduate trainee programme at the Authority. The findings were that the various environmental factors had varying influences on the transfer of learning to the job, where an organizational climate that supports learning proved to be a very critical factor. Thuitai, (2013) studied the transfer of skills at Rockefeller Foundation and found that the organization had both a skill training policy and an evaluation policy on its skill training programmes as a support for skills transfer. This predisposes the employees to transfer of the knowledge acquired in training to the work place. The employees therefore go for training while knowing clearly that they will be evaluated on return and exactly what will be evaluated. Moreover, the sample population consisted mostly of graduates which alludes to recruitment of skilled staff could have an influence on the transfer of skills to the job.

On the international scene, Cromwel & Kolb, (2004) established that support from peer networks and support from supervisors encouraged information transfer at the work place. Johnson, (2012) et al, through a 360-degree survey noted having

objectives greatly supported trainee development. Recipients who set multiple goals were seen to perform better than those that set a single one. The counties are new. In the studies that have been done, none has focused on the counties in Kenya, yet there is need to account to the tax payers if the budgetary allocations made are justified. Moreover, these employees have been inherited from different organizational backgrounds. So, the question the researcher intends to answer is: what are the factors influencing transfer of knowledge from training programmes to work by public service employees in Vihiga County?

1.3 Research Objective

The research objective was to establish the factors which influence transfer of knowledge from training to work by public service employees serving in the Vihiga County Government.

1.4 Value of Study

This research will be used in diagnosing the prevailing training and knowledge management practices in Vihiga County Government with respect to their effectiveness and capability to realizing County goals. Analysis of these practices will then inform the overall and specific courses of action to be undertaken by the administration in designing valuable capacity building systems. In the end, it is anticipated that the ultimate goal of value addition in administrative processes will be realized by adopting a definite course of action in form of effective knowledge management and mitigation of resulting challenges.

The study is also expected to provide an independent audit to policy planners and strategy implementation teams in the County and affiliate public institutions on knowledge creation and transfer. This will work to improve on corporate alignment to strategy through appropriate policy formulation and managerial support.

The results will also be useful for strategic human resource planning and development not only in Vihiga County but also in other service-based institutions. Under this, the anticipation is that the findings will cement foundation for advanced managerial approaches when dealing with environmental changes and people competence. Moreover, the results are expected to contribute significantly to the present body of knowledge and serve as a knowledge source in areas of training management and performance measurement.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The chapter gives an account on current knowledge in terms of theories on knowledge transfer and employee training, factors influencing knowledge transfer, and the summary and knowledge transfer gap as depicted in the chapter.

2.2 Theoretical Foundation

There are various theories that help us to understanding the nature of knowledge transfer. A number of them may assist us to explain or get a perspective on organizational behaviors. The four theories discussed in this study include classical conditioning theory, operant learning theory, social learning theory and cognitive theory.

2.2.1 Classical Conditioning Theory of Learning

Postulated by Pavlov (1927), cited in Kwasi (2011), and shows how an already known reaction can be elicited by a new action (stimuli), as long as the new action is applied continuously. However, according to Lohman (2005), relevancy of this theory may be limited to explaining only spontaneous reactions. These are the unconscious reactions that are provoked by a stimulus. However, additional theories must be employed to explain more complex human behaviors. With respect to this study, transfer of knowledge is thus viewed as a gradual learning process that is dependent on the work environment and other factors.

2.2.2 Operant Conditioning Theory

This theory was initiated by Skinner (1953), cited in Kwasi (2011). When desired behavior is displayed, it is appreciated to encourage its future continuity, while an undesirable behavior is discouraged from being repeated by introducing a reprimand. The likelihood that an immediately preceding behavior will be repeated or avoided due to an action, is referred to as reinforcement. It is supposed that a learned behavior can be unlearned (Kwasi, 2011). Mullins (2010) believes that the manner in which people conduct themselves will be repeated only if that way of behavior is encouraged. The response that behavior elicits determines whether it will be repeated or discontinued. The relevance of this theory is that organizations may opt to use rewards or punishments to initiate a learning and transfer of knowledge process.

2.2.3 Social Learning Theory

This theory is related to many distinguished psychologists like are Bandura, Miller and Dollard (Lohman, 2005). It is based on the ability to learn by scrutinizing or assessing by watching others' actions and the consequences or results of those actions Bandura (1977), cited in Kwasi (2011). Furthermore, Bandura (1977) perceived human behaviour in terms of continuous mutual interaction between reasoning capacity, social interactions, and influences of the surroundings explaining that straightforward support could not account for all types of learning. Further, he noted that inherent attitudes such as self-importance and fulfilment had an impact on the learning through observation. It can therefore be concluded that humans use the social learning theory to imbibe and adapt by observation, in order to become part of a social outfit like an organization, thus an organizational culture is born.

2.2.4 Cognitive Theory

The ability to think for oneself, ponder over information received is what underpins the cognitive theory thus having a superior and multifaceted overview to learning than that explained by the conditioning theories (Huczynski and Buchanan, 2007). Apparently people have a record of previous actions or behaviors and the associated responses to that behavior. Therefore Huczynski and Buchanan (2007) note that this previous information influences consequent behavior. Cognitive theory of learning is thus about people involved in deep thought and making the best laid plans with every intention to pursue those plans to fulfillment (Torrington et al., 2005). Thus human are seen to be conscious and dynamic participants in how they obtain information.

2.3 Factors Influencing Knowledge Transfer to work

Various factors influence transfer of knowledge to work in an organization. The kind of the knowledge being transferred is an important factor that has an impact on knowledge transfer. Blumenberg *et al.* (2009) in their study on the knowledge transfer process in outsourcing projects and found that knowledge transfer success is affected by the inference of facts or the ease with which to organize and articulate the information to be conveyed. Tacit or implied knowledge is difficult to transfer vocally or in writing because it exists only in the minds of people (Gottschalk, 2006). The intricacy of knowledge, like mutually dependent procedures and practices, personalities, expertise and resources linked to a particular knowledge can mitigate against the success of transmission of information (Gosain, 2007). Where the information is too hard to break down, Narteh (2008) contends, communication from the source to the recipient becomes a challenge. On the other hand, causal obscurity is

another inhibitor of knowledge transfer success. Obviously outcomes are expected from actions as outputs from inputs of effect from causes. Failure to conceptualize these common-sense relationships is defined by Xu and Ma (2008) as causal obscurity. Consequently knowledge with low causal ambiguity will most likely be transmitted with ease, Timbrell *et al.* (2001).

The transfer of knowledge also depends on one's will to the learn, absorptive capacity and enthusiasm of the recipient of knowledge. The will to learn is the extent to which the recipient has the potential and tenacity to learn and acquire new knowledge and skills proposed by the source (Tsang, 2002). Another factor found to influence knowledge transfer success is absorptive capacity which Zahra and George (2002), found that its nonexistence is one of the significant issues hampering successful transfer of information. Motivated, enthusiastic and inspired employees will transfer information received in a training as indicated by Xu and Ma (2008). Employees can be motivated by extrinsic incentives such as bonuses to intrinsic ones like praise and public recognition (Ko *et al.*, 2005).

The source of the knowledge as a factor has two issue that are identified; source capability and source credibility. When a trainee perceives that a trainer is well versed with the information he seeks, seeing him as an expert in his field, Joshi *et al.*, (2007) defines it as source capability. Organizational capability is an important ingredient of success (Tan, 2009). A study by Wang *et al.* (2007) on knowledge transfer in ERP implementation highlighted the importance of consultants' competence to offer related and desirable knowledge. On source credibility, Joshi *et al.* (2007) defined it as the

perception that the trainee has confidence in the facilitator considering him to be reputable. Therefore the source must elicit trust, to make his word reliable and not fail to have it fulfill its duty as postulated in the arrangement (Timbrell *et al.*, 2001). Trust can be seen to exist where the source of the training has a good reputation. It is highly likely that a firm will appraise a source of knowledge based on trust and ability to keep his word(Joshi *et al*., 2007). Initiating a knowledge transfer from a credible and trustworthy source tend to be less challenging (Lander *et al.*, 2004). When trust is lacking, the recipient will resist the knowledge from the source as he perceives it to be lacking persuasion (Ko *et al.*, 2005).

Sometimes fights may erupt between the source and recipient of knowledge (Ranft and Lord ,2002). This affects transmission of information. The extent of organizational assimilation between the two defines the organizational distance that exists between them (Cummings and Teng, 2003). The organizational distance may be physical or in terms of organizational culture or national culture. To Cummings and Teng, (2003) Physical distance refers to the effort, time constraint and expense of communicating and having face-to-face meetings Culture distance will often refer to differences in philosophies, ethos and basic belief systems (Ko *et al.*, 2005). Goles and Chen (2005) investigated the key relationship factors that impact IS outsourcing and found that cultural background difference and language incompatibility can be a major stumbling block for outsourcing relationships in general and knowledge transfer in particular. Therefore, it can be concluded that inadequate background knowledge about each other, lack of a common language and cultural differences may restriction the transfer of knowledge.

Oshri *et al.* (2007) conducted a qualitative case study to explore how globally distributed information systems, work is affected by socialization and face-to-face meetings and found that the face-to-face meetings allow professionals to develop interpersonal relationships leading to informal exchange of knowledge. Further, Blumenberg *et al.* (2009) submitted that regular face-to-face interaction is fundamental for transferring technical and implied knowledge, demanding a close partnership between the organizational stakeholders (Goles and Chen, 2005).

2.4 Summary and Knowledge Gaps

The reviewed literature shows a wide range of factors that can influence transfer of knowledge obtained in training by employees. These factors broadly range from employee characteristics and inter-relationships, behavior modelling supported by the organization, managerial support and environment related factors. The factors can affect the successful flow of information. The literature highlights new insights and implication for managers of organizations by raising their awareness of the critical factors that affect knowledge transfer. While there is a drawing acknowledgment of the importance of knowledge transfer, very little is known about the key factors that determine the success of knowledge transfer in the Kenyan Counties which are a new phenomenon. This is partly because of the new governance practices that were adopted after the Constitution of Kenya (2010) was promulgated. Based on these knowledge gap, this study was intended to analyze the critical factors that influence transfer of knowledge attained through training programmes organized and paid for by the Public Service Board of Vihiga County Government.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The discussion here is on the methodology used in the study to realize the project objectives. The specific components discussed include research design, population, sampling design, data collection, and data analysis.

3.2 Research Design

A descriptive survey research design was adopted. Orodho (2002), suggests that this design when applied in initial and exploratory studies allows researchers to gather information, summarize, present and interpret data for the purpose of clarifications. Mugenda and Mugenda (1999) give the purpose of descriptive research as determining and reporting on procedural research activities. Descriptive survey as suggested by Borg and Gall (2009), intends to inform management certain specific views to facilitate policy formulation and this study is designed to collect data and report on factors that influence knowledge transfer to work without any variable manipulation and across many response units at any specific time.

3.3 Target Population

The research targeted to establish data from a typical sample of the employees in the Vihiga County Government. Currently, records in the CPSB show that there are a total of 1,268 employees serving in the County's 10 departments. All these will qualified for inclusion since majority of them had participated in training programmes initiated and sponsored by the County Government.

3.4 Sample Design

The appropriate sample was established through the proportionate stratified random sampling technique. The target population of 1,268 employees was drawn from four strata namely management, supervisory, clerical and secretarial, and the support staff. The Yamane model (Yamane, 1967), was used to determine the study's sample size from the target population. It has a confidence level of 95%.

The Yamane model:

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

Where;

n_s - Sample size

N - Population size

e - Precision level (at 0.92 confidence interval, e = 0.08)

Given N = 1,268, then;

$$n_s = \frac{1,268}{1 + 1,268(0.08^2)}$$

= 139 participants

The proportional sample size for each stratum is shown in Table 3.1

Table 3.1: Proportionate Stratified Sampling

Stratum	**Population**	**As a % (Proportion) of 1,268**	**Sample Size**
Management	65	5 %	7
Supervisory	42	3 %	4
Clerical and Secretarial	1,103	87 %	121
Support Staff	58	5 %	7
Total	**1,268**	**100 %**	**139**

3.5 Data Collection

Requisite data for the study was collected from primary sources only. The data was accessed from the selected study participants by administration of an ordinal-structured and self-administered questionnaire containing all possible factor categories affecting knowledge transfer. The questionnaire had two parts. The first, Section A focused on the demographic information while Section B targeted the factors that influence transfer of knowledge. The questionnaire was distributed to the respondents by the researcher, assisted by the Administrator in the County Public Service Board,

who returned to collect the completed documents and handed them over to the researcher.

3.6 Data Analysis

Statistical package for social sciences (SPSS) Version 20 was fed with cleaned data to generate the required statistics. Using this platform, analysis of demographic data was done by use of descriptive statistics such as mean and standard deviation. This was further subjected to Factor analysis which reduced the eighteen factors into fewer key factors.

CHAPTER FOUR: ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

The study is focused on factors that influence conveyance of knowledge after training to work by county public service employees in Vihiga County. The questionnaire (Appendix I), that was sent to respondents covered background information and factors that influence knowledge transfer. Data collected was subjected to quantitative analysis and presented using tables. Data was then coded and analyzed using SPSS.

Out of a total of 139 questionnaires distributed, only 66 were filled and returned making a response rate of 47.48%. This is considered a good rate because the characteristics of population represented is generally similar and responses were collected from all the strata.

4.2 Summary of Background Information

The background information consisted of demographic factors. The summary of the findings is represented in the tables below.

Table 4.1 Summary of Background Information

	Valid	Missing	Mean	Mode	Std Dev
Age bracket do you fall	66	0	3	3	1.12
Length of service in Vihiga County Government	64	2	3	3	0.69
Frequencies of benefits from a County sponsored training programme	57	9	3	4	1.13
To respondents highest level of education	66	0	2	2	0.65
Ease of transfer of knowledge among County staff	65	1	3	3	0.75

Table 4.2 Distribution of the Respondents by Age

	Frequency	Percentage
24 years and below	5	7.6 %
25 to 35 years	14	21.2 %
36 to 45 years	25	37.9 %
46 to 55 years	13	19.7 %
56 years and above	9	13.6 %
Total	66	100.0 %

The study findings on age distribution of the respondents show that majority are below 45 years of age with a cumulative percentage of 66.7%. Succession is therefore well

taken care of over the next few years and emphasis need to be on development and training of the employees. Mentorship and coaching will ensure successful succession.

Table 4.3 Distribution of the respondents by length of service in Vihiga County Government

	Frequency	**Percentage**
Less than one year	7	10.6 %
1 to 2 years	13	19.7 %
More than 2 years	44	66.7 %
Sub – Total	64	97.0 %
System	2	3.0 %
Total	66	100.0 %

The findings presented in table 4.3 show that 66.7 % of the respondents have served in the county government for over 2 years. Majority of these employees are those that followed the devolved functions both from the National Government and the defunct local authorities.

Table 4.4 Distribution of the Respondents by the number of county training programmes attended

	Frequency	**Percentage**
Once	10	15.2 %
Twice	3	4.5 %
Thrice	14	21.2 %
More than thrice	30	45.5 %
Total	57	86.4 %
System	9	13.6 %
	66	100.0 %

The researcher sought to find out how many times the respondents had actually benefitted from a county sponsored training. The findings in table 4.4 showed that all the respondents had benefited, with 52.6 % having benefitted more that thrice as shown in Table 4.4. This could also mean that they may be referring to the other government sponsored training programs in which they benefited even before the counties came into existence.

Table 4.5 Classification of respondents by level of Highest Academic Qualification

	Frequency	**Percentage**
University degree	25	37.9 %
College Certificate	34	51.5 %
Secondary Education	7	10.6 %
Total	66	100.0 %

89.4% participants have at least a college education as seen in Table 4.5. This means that the county skills are above average and employees are able to understand their work.

Table 4.6: Extend of Ease of Transfer of Knowledge Among County Employees.

	Frequency	Percentage
High	21	31.8 %
Moderate	34	51.5%
Low	8	12.1%
Extremely Low	2	3.0%
Sub Total	65	98.5%
System	1	1.5%
Total	**66**	**100.0%**

It was important to the researcher to find out how easily knowledge is transferred among the staff. This was necessary because some staff were inherited from both the

National government and from the defunct local authorities. The findings in Table 4.6 show a cumulative percentage of 84.6 that depicts a moderate to high rate of transfer which means that they have accepted each other, irrespective of former organizational affiliation.

Given that a Diploma is the lowest level of education of majority of the employees, this may explain why the employee characteristics like the ease of understanding the training content and clarity of training objectives are answered in a positive sense, as evidenced by the findings.

4.3 Factors Influencing Knowledge Transfer from Training to Work

The summary of the findings on the factors that influence transfer of knowledge from training to work is summarized in Table 4.7 using measures of central tendency(standard deviation and mean)

Table 4.7 Summary of Factors Influencing Knowledge Transfer

	N	Mean	Std. Deviation
Knowledge gained in training is too complex	63	4.05	0.73
Intention of training is clear	64	2.25	0.93
Extent to which the knowledge during the training is understood	64	2.22	0.86
Motivation of an individual to use the knowledge acquired from training	65	2.35	1.05
Capacity of the recipient to translate knowledge into practice	64	2.20	0.98
Opportunity for transfer of knowledge gained	64	2.06	0.97
Existence of organizational requirement of reporting on the training	64	2.27	1.06
Extent to which internal politics support use of new knowledge	62	3.66	0.96
Extent of interference from outside the organization	64	2.45	1.13
Knowledge gained is current and relevant	64	2.19	0.97
Expected monetary rewarding	64	2.17	1.05
Socio cultural considerations	64	2.11	0.98
Extent of technology adopted in the knowledge	64	2.02	0.93
Resource availability	63	2.21	1.03
Individual development ambitions	64	1.95	1.00
Performance monitoring and scoring	64	2.23	1.05
Management support	64	2.25	1.04
Overall organizational purpose for training	64	2.20	1.04

The descriptive statistics used in the analysis are mean and standard deviation. The mean is a measure of central tendency and the arithmetic average, the sum divided by the number of cases, while standard deviation is a measure of the spread of data from the mean. The results presented in table 4.7 show that the mean scores for all except two factors, range from 1.95 and 2.45. “The two outliers are the complexity of knowledge gained in training” which had a mean of 4.05 and extent to which internal politics support use of new knowledge with a mean of 3.66. This means that most respondents generally perceived the factors as to less importance as demonstrated by the fact that the mean scores for majority of the factors were below the midpoint of 2.5. It is, however, good to note that the mean of 3.66 was realized for the influence of internal politics supporting use of the new knowledge. This is very significant especially because the employees were inherited from two different sources and the converse would have been expected because of their differences, for example in salaries paid for persons performing the same job. The standard deviation of 0.96 on this factor further confirms that there was very little deviation from the mean. The social learning theory which argues that people can learn new information and behaviors by watching other people may be in operation here. Those employees who are unfavorably advantaged have learned how to behave like their disadvantaged colleagues. There employees who have significantly differing backgrounds can observe one another and change their behavior to suit the new situation and are therefore forming a new organizational culture.

4.4 Test of Mean Differences

It was not enough to calculate the mean score across respondents, it was important to know whether the variables were ranked differently by all respondents. This required comparing means across variables. Analysis of variance is used to test the hypothesis that the means are equal. In this study there were seventeen factors, thus seventeen means corresponding to seventeen factors more used to run ANOVA in order to compare the variances. In addition to determining the differences existing among the means, it was important to know which means differ. There are two types of tests for comparing means: a priori contrasts and post hoc tests.

In general, F statistics establishes there is or there is no difference between group means, mean plots suggest where the difference may lie. The F- value from tests across ranking of factors that influence knowledge transfer are as presented in Table 4.8

Table 4.8 ANOVA Statistics for Factors

	Sum of Squares	Degrees of freedom	Mean Square	F	Sig.
Between Groups	325.729	17	19.161	19.521	.000
Within Groups	1110.095	1131	.982		
Total	1435.824	1148			

F ratio is significant (F=19.52, P<0.05) suggest the model fit.

4.5 Factor Analysis

The question at this stage is what are the most important factors that influence knowledge transfer? Eighteen factors were identified from the study. Factor analysis attempts to identify underlying variables or factors that explain the pattern of correlations within a set of observed factors or variables. It is often used in data reduction with a view to of removing redundant variables or factors from the data file. The purpose of detection of structure is to examine the underlying (or latent) relationships between the variables or factors.

With any extraction method, the two questions that a good solution should try to answer are "How many components (factors) are needed to represent the variables?" and "What do these components represent?"

These selections produce a solution using principal components extraction, which is then rotated for ease of interpretation. Components with eigenvalues greater than 1 are saved to the working file.

Communalities indicate the amount of variance in each variable that is accounted for and are presented in the table

Table 4.10 Communalities

	Initial	Extraction
Knowledge gained in training is too complex	1.000	.503
Intention of training is clear	1.000	.849
extent to which the knowledge during the training is understood	1.000	.877
motivation of an individual to use the knowledge acquired from training	1.000	.844
capacity of the recipient to translate knowledge into practice	1.000	.832
is there opportunity for transfer of knowledge gained	1.000	.750
Existence of organizational requirement of reporting on the training	1.000	.727
Extent to which internal politics support use of new knowledge	1.000	.740
Extent of inteference from outside the organization	1.000	.735
Currency of knowledge (how current the knowledge is)	1.000	.832
Expected monetary rewarding	1.000	.846

Socio cultural considerations	1.000	.684
Extent of technology adopted in the knowledge	1.000	.743
resource availability	1.000	.732
individual development ambitions	1.000	.615
perfomance monitoring and scoring	1.000	.658
Management support	1.000	.754
Overall organizational purpose for training	1.000	.851

Extraction Method: Principal Component Analysis.

The communalities in table 4.10 are all high, which indicates that the extracted components namely knowledge gained in training is too complex and intention of learning is clear represent the variables well. If any communalities were very low there would be need to extract another component.

The total variance explained by the initial solution, extracted components, and rotated components is displayed in Table 4.11 below. The results show that two factors (i.e., components) have been saved. That is, the analysis assumes that the 18 original variables can be reduced to 2 underlying factors comprising knowledge gained in training is too complex and intention of learning is clear. The selection is based on Kaiser Rule. The two components explain 75% of the variance in the data. That is, when it is assumed that there are two components, we can predict 75% of the information about all the 18 variables.

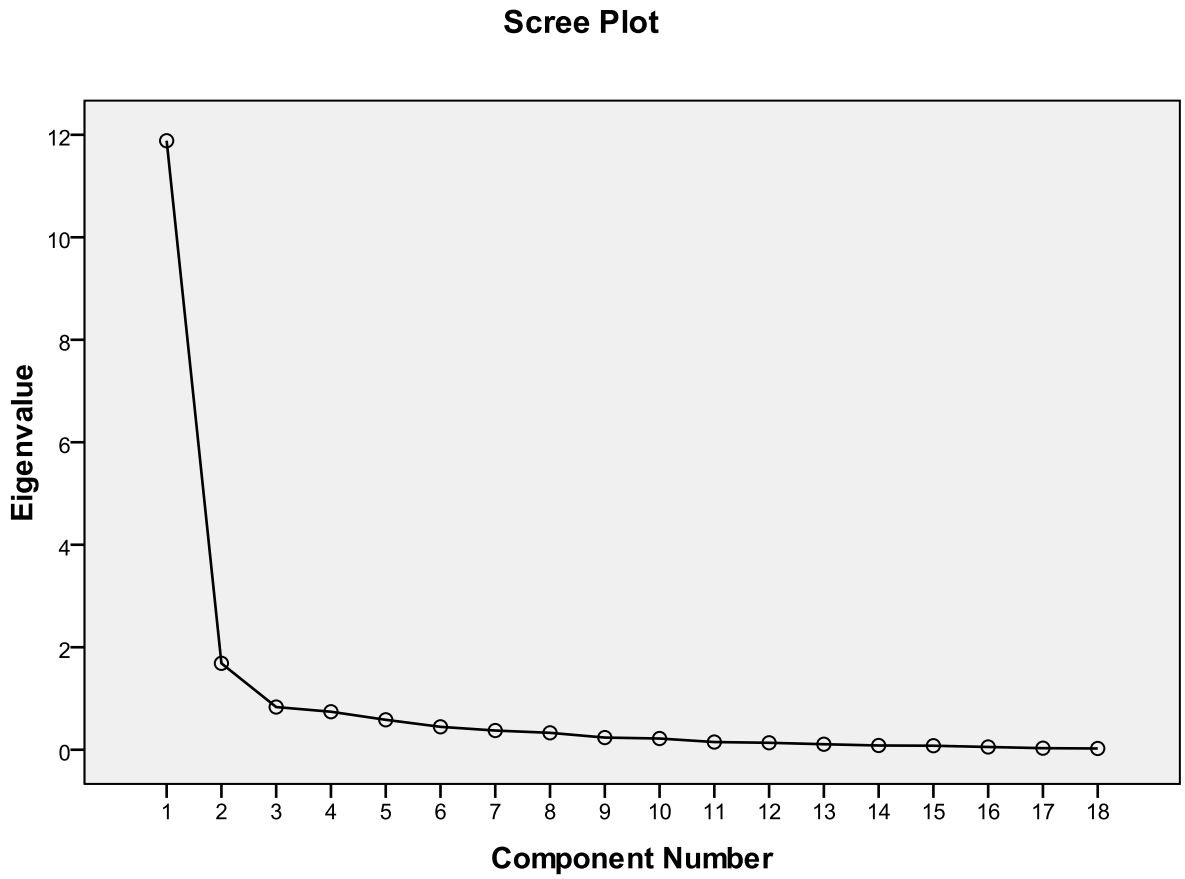
Table 4.11 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.884	66.022	66.022	11.884	66.022	66.022	11.809	65.604	65.604
2	1.686	9.369	75.390	1.686	9.369	75.390	1.762	9.786	75.390
3	.833	4.628	80.019						
4	.742	4.121	84.139						
5	.584	3.246	87.385						
6	.447	2.483	89.868						
7	.375	2.081	91.949						
8	.330	1.833	93.783						
9	.237	1.319	95.101						
10	.219	1.216	96.317						
11	.150	.834	97.151						
12	.136	.753	97.904						
13	.107	.597	98.501						
14	.083	.460	98.961						
15	.078	.435	99.396						
16	.054	.299	99.696						
17	.030	.169	99.864						
18	.024	.136	100.000						

Only eigenvalues greater than 1 are extracted, so the first two principal components form the extracted solution.Table 4.11 above shows the extracted components. They explain 75.39% of the variability in the original eighteen variables, so the complexity of the data set is considerably reduced by using these components, with only a 24.61% loss of information. The scree plot below helps one to determine the optimal number

of components. The eigenvalue of each component in the initial solution is plotted as shown in the graph.

Figure 1: Eigenvalues of each component



A **scree plot** displays the eigenvalues associated with a component or factor in descending order versus the number of the components or factors. Scree plots in principal components analysis and factor analysis enable a researcher to visually assess which components or factors explain most of the variability in the data. In the graph above the biggest drop is between component one and two. The intention was to

extract the components on the steep slope, which is between component one and two; but only two components are selected.

Table 4.12 Table Rotated Component Matrix[a]

	Component	
	1	2
Knowledge gained in training is too complex	-.228	.672
Intention of training is clear	.895	.219
Extent to which the knowledge during the training is understood	.927	.131
Motivation of an individual to use the knowledge acquired from training	.884	.249
Capacity of the recipient to translate knowledge into practice	.881	.234
Is there opportunity for transfer of knowledge gained	.864	-.057
Existence of organizational requirement of reporting on the training	.840	-.147
Extent to which internal politics support use of new knowledge	.253	.822
Extent of interference from outside the organization	.672	-.532
Currency of knowledge (how current the knowledge is)	.912	-.033
Expected monetary reward	.919	.042
Socio cultural considerations	.826	-.043
Extent of technology adopted in the knowledge	.862	-.027
resource availability	.852	-.079
individual development ambitions	.774	-.126
Performance monitoring and scoring	.793	-.170
Management support	.868	-.023
Overall organizational purpose for training	.916	.110

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization a. Rotation converged in 3 iterations.

Table 4.12 above showing the rotated component matrix, sometimes referred to as the loadings, is the key output of principal components analysis. It contains estimates of the correlations between each of the variables and the estimated components. In general, when interpreting a component matrix, correlations of less than 0.3 or 0.4 are regarded as being trivial. The rotated component matrix helps one to determine what the components represent and the results are in the table below. The first component is

most highly correlated with the extent to which the knowledge during the training is understood (0.927), and expected monetary reward (0.919) and overall organizational purpose for training (0.916). Expected monetary rewarding (0.919) is a better representative because it is less correlated with the second components. The second component is most highly correlated with extent to which internal politics support use of new knowledge (0.822) and knowledge gained in training is too complex (0.672).

The above findings suggest that to understand factors that transfer knowledge one needs to focus on the extent to which the knowledge during the training is understood (0.927), and expected monetary rewarding (0.919), overall organizational purpose for training (0.916) and the to which internal politics support use of new knowledge (0.822). These findings are in line with the cognitive theory which portrays human beings to be conscious and dynamic participants in acquisition of information. The issue of monetary reward having an influence borders on the operant conditioning theory where transfer is repeated as a behavior enhanced by the monetary gain.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The objective of the study was to establish the factors influencing the transfer of knowledge from training to work by the county public service employees in Vihiga County, Kenya. This chapter provides a summary of the findings from the analyzed data followed by conclusions drawn from the findings and recommendations made for practice.

5.2 Summary

Devolution is a fairly new phenomenon in Kenya where the County Governments are solely involved in capacity building for their staff and managing their knowledge assets (Nyaga, 2014). They must recruit, develop and appraise public servants working in the devolved units. In this regard, Vihiga County sets apart funds for training its employees and therefore there is a need to confirm if allocation of these funds is justified. The study was intended to determine factors that may affect transfer of knowledge from training to work by the county public service employees in Vihiga County. The results showed that majority of the staff are below forty years of age and have worked in the county for at least two years. This shows that if the county has the succession policy in place, then the succession plan and career growth will ensure that these staff are taken care of. All had been privileged to attend at least one training program sponsored by the County Government. The employees felt that there was ease

of transfer of knowledge among themselves, despite their different historical organizational cultural backgrounds. It is possible that the employees have participated in other government sponsored capacity building programs yet they classify all of them under county sponsored training. This is so because these staff were inherited from the National government and the defunct local authorities through the devolved functions, both of which offered training to develop the employees.

Based on the results, the factors are summarized into two components, having reduced them from initial eighteen to six key factors. The first set of key factors are extent to which the knowledge gained during the training is understood which had a high correlation to the component(.927); expected monetary reward (.919); overall organizational purpose for training (.916); and currency of the knowledge (.912). The second set had two key factors namely knowledge gained in training is too complex (.672) and extent to which internal politics support use of new knowledge (.822).

The results seem to be consistent with the spirit that put forward by the Cognitive theory. Cognitive theory of learning is about people involved in deep thought and making the best laid plans with every intention to pursue those plans to fulfillment (Torrington et al., 2005). Humans are seen to be conscious and dynamic participants in how they obtain information, know what kind of information they need and how they intend to use it. The fact that they are motivated by the expected monetary reward suggests that they are fully conscious of accruing future benefits. Another issue worth noting is that the respondents know what is expected of them by the employer and thus the overall organizational purpose for training

Various empirical studies have been done. Njeru (2014), did a study on the factors affecting transfer of knowledge from training to the job among employees of large commercial banks in Kenya, and established that trainee characteristics and a strong self-belief, conviction and awareness of their role in organizational outcomes had a great bearing. Githuba, (2010)'s study on Kenya Revenue Authority employees determined that a supportive and conducive organizational climate did the trick, while Thuitai, (2013) studied the transfer of skills at Rockefeller Foundation and found that the existence of a skill training policy and an evaluation policy on its skill training programmes supported skills transfer.

Cromwel & Kolb, (2004) established that strong peer networks and supervisors support encouraged information transfer at the work place. The study done by Johnson, (2012) et al, emphasized on multiple objective setting having a great impact on transfer of information gained to the workplace.

This study has brought in a new aspect that has not been captured by the aforementioned studies in regard to public servants. This new factor is extend to which knowledge is understood during training, how current that knowledge is, the expected monetary reward and the extent to which internal politics support use of new technology. Overall organizational purpose for training was also a key factor in this study as was also confirmed by the study done by Thuita, (2013) as mentioned above.

5.3 Conclusion

The study has established that the factors influencing transfer of knowledge from training to work by public service employees in Vihiga are the extent to which the

knowledge is understood during training; expected monetary reward; overall organizational purpose for training; and currency of the knowledge; knowledge gained in training is too complex and extent to which internal politics support use of new knowledge. It seems like the employees are eager for training but having a great concern over the knowledge itself in terms of understanding it, how current the content is and that it should not be too complex for them to understand. These factors are key as communicated by the respondents, indicating eagerness to sharpen their skills and at the same time having a concern over the content of the knowledge they receive. This is consistent with the result given by the level of education of the majority of the respondents being at least a college education. The other three significant factors are parameters that can be controlled or modified by the organization and these are expected monetary rewards, overall organizational purpose for training and the extent to which internal politics support use of new technology.

5.4 Recommendations

Public service is the very foundation upon which governments exist. The purpose of devolution in Kenya was to ensure that services was brought closer to the people of Kenya. The counties received employees from the National government and some from the defunct local authorities. The study therefore recommends that the Vihiga County Government takes all the necessary steps to develop and foster a new organizational culture. Apparently, the staff are already coalescing together but this needs to be guided to avoid creation of a culture that will have negative effects. The County needs to increase the capacity of all these employees in order to equip them to deliver these services. The study revealed that the staff have a high affinity towards

knowledge acquisition and therefore contribute towards a better and high level skills repository. This will definitely give the county a competitive advantage and make it an employer of choice. Training needs analysis therefore be undertaken to identify the gaps, and appropriate trainings put in place. In order to ensure that the trainings benefit the organization, appropriate policies should be reviewed to safeguard and enhance management support through closer relationships between supervisors and subordinates. Constant feedback through open communication keeps all members of the organization alert. Since the staff show eagerness in acquisition of knowledge, the information technology can be used to communicate, thus investing in an internet based human resource management (HRM) system. Courses can also be offered on the HRM internet platforms and reduce the costs of training tremendously.

5.5 Limitations of the Study

First, there was no historical data in Vihiga with which a comparison can be made since the counties are quite new. Since independence, Kenya has had only one National government controlled from Nairobi. However, after the promulgation of the constitution, of Kenya 2010, 47 county governments came into being. They are all unique in terms of resources and level of development, climatic conditions, incidents of insecurity, working environments and even styles of governance and management exhibited. There are very few studies, if any, based on the new phenomenon that employees find themselves in. However, the study was restricted to Vihiga County only. Therefore the findings may not necessarily hold true for other counties. Each County is as unique as each employee within the counties.

5.6 Recommendations for Further Study

Since devolution is a new phenomenon in Kenya, the findings of this study may not hold true in the next few years to come. It is seen from the study that there was very little variation in the responses to most of the questions. It is not understood why this is so especially given that the staff were inherited from two different regimes. How did the staff from both regimes, with different organizational cultures, seem to unanimously suggest that internal politics does not affect information transfer, yet there are disparities in their remuneration? Are there some underlying issues that the researcher was not able to capture? It is, therefore recommended that a further study be undertaken to understand why this is so. Is this a phenomenon replicated in other counties? Further research can show whether this phenomenon is true for other counties.

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APPENDICES

Appendix I: Letter of Introduction

UNIVERSITY OF NAIROBI

SCHOOL OF BUSINESS

KISUMU CAMPUS

Telegrams: "Varsity" Nairobi
Fax: 4181650
Kisumu, Kenya
Telex: 22095Varsity
Mobile: 0720348080
Email: ajaleha@uonbi.ac.ke

P.O Box 19134-40123
Kisumu, Kenya

Date: 5th March, 2016.

TO WHOM IT MAY CONCERN

The bearer of this letter Caroline Rebecca Enane

REGISTRATION NO: D61/71777/2014

The above named student is in the Master of Business Administration degree program. As part of requirements for the course, she is expected to carry out a study on **"Factors influencing transfer of knowledge from training to work by County Public Service employees in Vihiga County, Kenya."**

She has identified your organization for that purpose. This is to kindly request your assistance to enable her complete the study.

The exercise is strictly for academic purposes and a copy of the final paper will be availed to your organization on request.

Your assistance will be greatly appreciated.

Thanking you in advance.

CO-ORDINATOR
05 MAR 2016
SCHOOL OF BUSINESS
KISUMU CAMPUS
UNIVERSITY OF NAIROBI

Sincerely,

for

MR. CHARLES DEYA
ADMINISTRATOR, SOB, KISUMU CAMPUS
Cc File Copy

ISO 9001:2008
The Fountain of Knowledge
Providing leadership in academic excellence

Appendix II: Research Questionnaire

Dear Respondent,

This questionnaire is intended to assist in collecting data relating to a study on "factors influencing transfer of knowledge from training programmes by the County public service employees of Vihiga County". It is composed of two sections. Kindly, complete it as correctly as possible to help in realizing the intended findings.

SECTION A

1. In which age bracket do you fall?

   ( ) Below 25 years

   ( ) 25 to 35 years

   ( ) 36 to 45 years

   ( ) 46 to 55 years

   ( ) over 55 years

2. For how long have you served in the County Government of Vihiga?

( ) Less than 1 year

( ) 1 to 2 years

( ) More than 2 years

3. How many times have you benefited from a County sponsored training programme?

( ) Once

( ) Twice

( ) Thrice

( ) More than thrice

4. Which qualifications best describe your highest level of education?

( ) University degree

( ) College certificate

( ) Secondary educations

( ) Primary education

( ) Others

5. How would you describe the ease at which knowledge is freely transferred among County staff?

( ) Extremely high

( ) High

( ) Moderate

( ) Low

( ) Extremely low

SECTION B

The factors in the table below have been considered to have an influence on knowledge transfer. Please indicate to what extent you agree or disagree with each of the statements by ticking against the number that correctly describes your observation, where:

1- Strongly agree

2- Agree

3- Not sure

4- Disagree

5- Strongly disagree

Statement	**1**	**2**	**3**	**4**	**5**

1.	Knowledge gained in training is too complex					
2.	Intention of learning is clear					
3.	Extent to which the knowledge during the training is understood					
4.	Motivation of an individual to use the knowledge acquired from training					
5.	Capacity of the recipient to translate knowledge into practice					
6.	Is there opportunity for transfer of knowledge					
7.	Existence of organizational requirement of reporting on the training					
8.	Extent to which internal politics support use of new knowledge					
9.	Extent of interference from outside the organization					
10.	Currency of knowledge(how current the knowledge is)					
11.	Expected monetary rewarding					
12.	Socio-cultural considerations					
13.	Extent of technology adopted in the knowledge					
14.	Resource availability					
15.	Individual development ambitions					
16.	Performance monitoring and scoring					
17.	Management support					
18.	Overall organizational purpose for training					

Appendix III: Originality Report

factors influencing transfer of training to work by county public service employees in vihiga, kenya

ORIGINALITY REPORT

%14	%12	%6	%7
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	bura.brunel.ac.uk Internet Source	%3
2	chss.uonbi.ac.ke Internet Source	%2
3	erepository.uonbi.ac.ke Internet Source	%1
4	Submitted to University of Nairobi Student Paper	%1
5	Submitted to St Mary's School, Nairobi Student Paper	%1
6	Submitted to Coventry University Student Paper	<%1
7	shareok.org Internet Source	<%1
8	www.iiste.org Internet Source	<%1
9	Submitted to American Intercontinental	