IMPACT OF TRAININGON EMPLOYEEPERFORMANCE INTHE PUBLIC SECTOR: A STUDY OF LAND ADJUDICATION DEPARTMENT IN MINISTRY OF LANDS IN KENYA

BY

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DECLARATION

Declaration by Student

I hereby declare that the work therein presented is my original work and that neither has it been published nor submitted for examination in this or any other University.

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This thesis has been submitted for examination with our approval as University Supervisors.

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DEDICATION

This work is dedicated to God Almighty who has been the wind beneath my wings. The Lord's grace and mercy has brought me this far. I also dedicate this work to my late uncle Dr. Tom Ngira Abungu whose effort to acquire new knowledge inspired me.

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ABSTRACT

Many governments have been reported to have failed to deliver proper public services to their citizens. In the developing countries, this have been reported to be due to poor governance, inappropriate policies and lack of training leading to many years of neglect of public service delivery. As a result of these, many grievances and complaints have been directed towards public sector employees for their ineffectiveness and inefficiency. To restore faith of the citizens in their government, the government of Kenya formulated a Public Service Training Policy which was entwined in the Public Service Recruitment and Training Policy of 2005. The quality of human resource is considered as an asset to any organization and as a result, training has become an issue that has to be faced by any organization. Most organizations, meet their needs of training in an adhoc and haphazard way while others set about identifying the training need, they design training activities in a rational manner and finally asses the results. The study adopted a cross-sectional survey research design. It sought to determine the impact of training on employee performance in public sector organization using land adjudication department in the Ministry of lands. A total one hundred and sixty (160) land adjudication officers were targeted for the study and one hundred and twenty six (126) were sampled for results. It assessed the training and development processes of the department of land adjudication, examined the effect of such training to the recipient, and established the challenges faced by the trainees and providers of training alongside establishing how the challenges were mitigated. The study adopted a conceptual framework which focused on in service training types and their contribution to performance. A questionnaire was used to collect primary data from the employees of the Ministry of Lands. The results indicated that the Ministry of Land Employees were not well informed about training programme in the organization. Most of the employees were of the view that training was an effective tool for organization success. The finding revealed that training practices methods and activities at the Ministry are not in line with the best practices regarding the planned and systematic nature of the training process as is generally known. It was recommended among other things that the process in training is dually followed and that the department of land adjudication should help its staff identify their career paths and guide them in the pursuit of higher education.

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ABBREVIATIONS AND ACRONYMS

CEO - Chief Executive Officer

CIPD - Chartered Institute of Personnel Management

CSRP - Civil Service Reform Programme

DDC - District Development Committee

DPM - Directorate of Personnel Management

DV - Dependent Variables

ERS - Economic Recovery Strategy

EV - Extraneous Variable

GDP - Gross Domestic Product

GIS - Global Information System

GoK - Government of Kenya

GPS - Global Position System

HPWO - High Performance Work Organisation

HR - Human Resource

ISK - Institute of Surveyors of Kenya

IV - Independent Variables

JIT - Job Instruction Officer

LAO - Land Adjudication Officer

NPM - New Public Management

OL - Organization Learning

OP - Office of the President

PC - Performances Contracting

PID - Preliminary Index Diagram

SAPS - Structural Adjustment Programmes

SKAC - Skills, knowledge, attitude and competencies

SPSS - Statistical Package for Social Sciences

T & D - Training and Development

CHAPTER ONE

1.1 Overview

The success of any business organization, whether in the private or public sectors, lies mainly in the quality of its human resources. Literature confirmed that training of manpower is a major prerequisite for any organization who wants to achieve maximum productivity through the efficient and effective performance of employees. Employee can only perform better through the acquisition of skills, knowledge and ability from training programmes (Akinyele &Taiwo, 2007).

Training is a very important component of human resource development. It is, perhaps, the most cost-effective method of improving competencies amongst the manpower of any organization. Training has now acquired an added relevance for building up the necessary leadership and confidence amongst the civil service to measure up to the expectation of the citizens from it in the context of the rapid technological changes as well as the economic, political and social transformation taking place in the country. Training means helping people to learn how to do something, telling people what they should or should not do, or simply giving them information (Speck, 2005, Golding, 2006 & Cecil, 1940).

To manage an organization both large and small requires staffing them with competent staff. The formal educational system does not adequately teach specific job skills for a position in a particular organization. Few employees have the requisite skills, knowledge, abilities and competencies needed to work. As a result may require extensive training to acquire the

necessary (SKAC) to enable them make substantive contribution to the organization's growth (Barron and Hagerty, 2001).

1.2 Background of the Study

The Government of Kenya considers training as a vital human resource development mechanism and therefore has formulated a 'Public Service Training Policy' which is entwined in the Public Service Recruitment and Training Policy of 2005. For a long time, many governments have failed to deliver proper public services to their people due to various reasons. In developing world, there have been challenges due to poor governance, inappropriate policies and civil strife leading to many years of neglect of public service delivery. Due to this, many grievances and complaints have been directed towards public sector employees for their ineffectiveness and inefficiency. There was therefore need to restore the faith of the citizens in their governments by ensuring that public sector employees were competent, efficiently delivered services, remained loyal to their employer and also became disinterested and served their governments without being tempted to exchange their services for money.

Due to the fact that civil servants are in service for many years in different capacities, various management tools are used, in order to develop the advantages of long-term employment. The main tools are mobility, training, and assessment (Piganiol, 2010). An efficient public service will therefore require a high degree of professionalism, continuous capacity building, competitive remuneration and a conducive working environment. The mandate of ensuring that the Kenyan public service is well trained lies with the Directorate of Personnel Management (DPM). The Mission of DPM is to provide policy direction in human resource

management and development, advice of appropriate organizational structures and initiate reform measures for enhancing service delivery in the Kenyan public service for sustainable social economic development. To this extent Kenya government has faced many challenges in the field of recruitment, training and capacity building processes in the public service since independence. Recruitment and training has been guided by administrative circulars, personnel general letters and various guidelines issued to the service from time to time.

The above challenges led to the development of a Public Service Recruitment and Training Policy in May 2005. This policy has harmonized the various documents that have hitherto been applied in the service and takes cognizance of the fundamental issues that arise from past public sector performance. The formulation of comprehensive policy is therefore part of the Government's effort to improve efficiency and effectiveness in service delivery, work performance in general. Kenya Government has therefore made available provisions to enable her servants to undergo in-service training through establishment of a policy, availing training funds and also making it mandatory that every public servant should undergo at least five days in-service training every year.

Public servants' in-service training refers to the policies and procedures designed to equip prospective public servants with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the work place and wider community (Cecil, 1940). In service training in the Kenyan public service includes: induction training, specific in-house programmes and institutional training both locally and abroad which include both parallel university programmes and open learning programmes. According to House, 1989, performance is defined the behavior that a person select to apply on the job in order to meet

personal goals or recognized accomplishment of measured results.

1.3 Statement of the Problem

It is well-known fact that training enhances skills, knowledge and competencies (SKAC) and ultimately worker performance and productivity in organizations.

Mot organizations are however faced with numerous problems which have resulted from lack of training. In Kenya land Adjudication Department is one such key component or sector affected by lack of training. A brief interaction with some employees of the department did show that the Directorate of Land Adjudication and settlement in the Ministry of Lands see the cost incurred in the acquisition and maintenance of vehicles and other working tools as more relevant than that expense on training of it's staff.

In the Ministry of Lands strategic plan (2006-2010) the weaknesses identified to have impeded effected service delivery included inadequate human resource and inadequate human resources especially in modern technology.

The scenario presented here and the fact that in May 2005 the Kenya government formulated the Public Service Recruitment and Training policy then called for an enquiry on whether training given has impacted in public sector performance. The study therefore sought to examine the impact of training on employee performance in the public sector.

1.4 Objective of the study

The main objective was to examine the impact of training and development on worker performance and productivity in public sector organizations using land adjudication department in the ministry of lands in Kenya with South Rift being the case study.

1.4.2 Hypothesis

H_O1: There is no link between manpower skill training and performance in land Adjudication process.

H_O2: New technological training methods have not impacted positively in the performance of land adjudication officers.

Alternative Hypothesis

H_A1: Manpower skills training has contributed positively to the land Adjudication process

H_A2 Training in new technological methods has made easy the performance of tasks in land Adjudication process.

1.5 Justification of the study

Land is a critical resource that is central to economic, social and cultural development in Kenya. This underscores the need for effective and efficient management. The study was therefore necessitated by the many conflicting and out dated laws governing land transaction resulting in a backlog of pending land and boundary disputes, conflicts, confusions, delays, overlapping mandates and malpractices.

Land management is driven by people who by and large owe the most important and valuable resources of any organization dynamic people can build progressive and growth oriented organizations. Effective employees can contribute to the effectiveness of the organization, competent and motivated people can make things happen and enable on organization to achieve its goals.

The Study was designed to provide an overall/framework to enable the organization provide the people with variety of competencies, knowledge, skills and attitudes in technical areas to perform tasks that are geared to correct the scenario that was marked by slow progress of the process, confusions, backlogs and illiteracy. The working world is changing rapidly and the economic; and social pressures brought to bear on organizations affect the business need. A generation ago, employees were hired primarily to fill jobs that had specified tasks to be performed. Emphasis was placed on selection, finding the round peg (the person) for the round hole (the job)".

A trained worker will be more confident, will be able to perform his duties more safely, will be more relevant and competitive in his work and would most probably serve his employer for a much longer period unlike when he is not trained.

The study shall enable the organization to integrate training in her processes, if found that competency gaps has led to the delays in the completion of the land adjudication process.

1.6 The scope and limitation of the study

This study investigated the effect of training on Land Adjudication process in Kenya using South Rift as a case study. It was conducted in 6 Districts where Land Adjudication work is still in progress. The area covered borders the Republic of Tanzania to the South, Nairobi to the North, Nyanza Province to the West and Northern Rift Valley to the North West.

In the course of the study, Bomet District was left out because Land Adjudication work was completed long time ago and that I also considered the old larger Districts to ease administration of questionnaires because in some of the recently created districts land

adjudication officers are yet to be established. The study was conducted between 1ˢᵗ October to 31ˢᵗ December 2008 using cross-section sample survey and a sample of 160 respondents was selected from the 6 Districts. The Data was collected by the researcher through administration of questionnaire and analyzed through chi-square techniques.

The study was also limited to land adjudication process and was not going to go into land already titled because the process of land adjudication is governed by an Act of Parliament Cap 284 law of Kenya and land with title is under Cap 300.

1.7 Significance of the study

It is expected that the study will inform the management of the ministry of lands and other organizations that to increase productivity, there is need to have and retain well trained and motivated employees. It is also to help develop and maintain a quality work life which will provide an opportunity for employee's job satisfaction and self-actualization. The nature of jobs is constantly changing due to changes in the environment, organizational goals, priorities, strategies, customer expectations technology, new opportunities, new challenges and new knowledge base such a change in the nature of job requires continuous development of employees' competencies to perform the job well. Today workers are selected for a job but might lack qualifications needed to perform hence the need for training.

Training has the benefits which includes, self-confidence which help workers to approach and perform jobs with enthusiasms, adaptability coping with work changes. It is for this reason that a strategic training plan becomes fundamental in re-orientating the institution programmes and thus impact of training becomes and remains paramount.

1.8 Conceptual frame work

In Kenya the government considers training as a vital human resource development. Over the years, training and capacity building efforts in the civil service have been guided by policy guidelines contained in various government documents, reports and publications. Unfortunately, there has not been a single comprehensive policy document to provide direction on training and harmonization of these activities across the service.

During the 2004 – 2005, the Government approved a comprehensive Recruitment and Training Policy to provide a framework for effective recruitment and training in public services. The trainings are expected to impact on work performance in the public service that would be demonstrated through productivity, achievement of the organizational goals, efficiency, quality of service offered, decisions made, demonstration of new skills, positive attitude, job knowledge, good managerial skills, proper resource utilization and being innovative. However, the above need to be established if they have been realized through training. Therefore, this study focuses on in service training types and their contribution to performance and proposed that these subjects are interlinked. It was conceptualized that a specific event in the type of training in the case of induction evokes a particular emotion in an individual which enhances performance. Types of training are thus presented as the mediating variable between in-service and performance and between new skills, productivity, job knowledge and performance. This leads to the following conceptual framework.
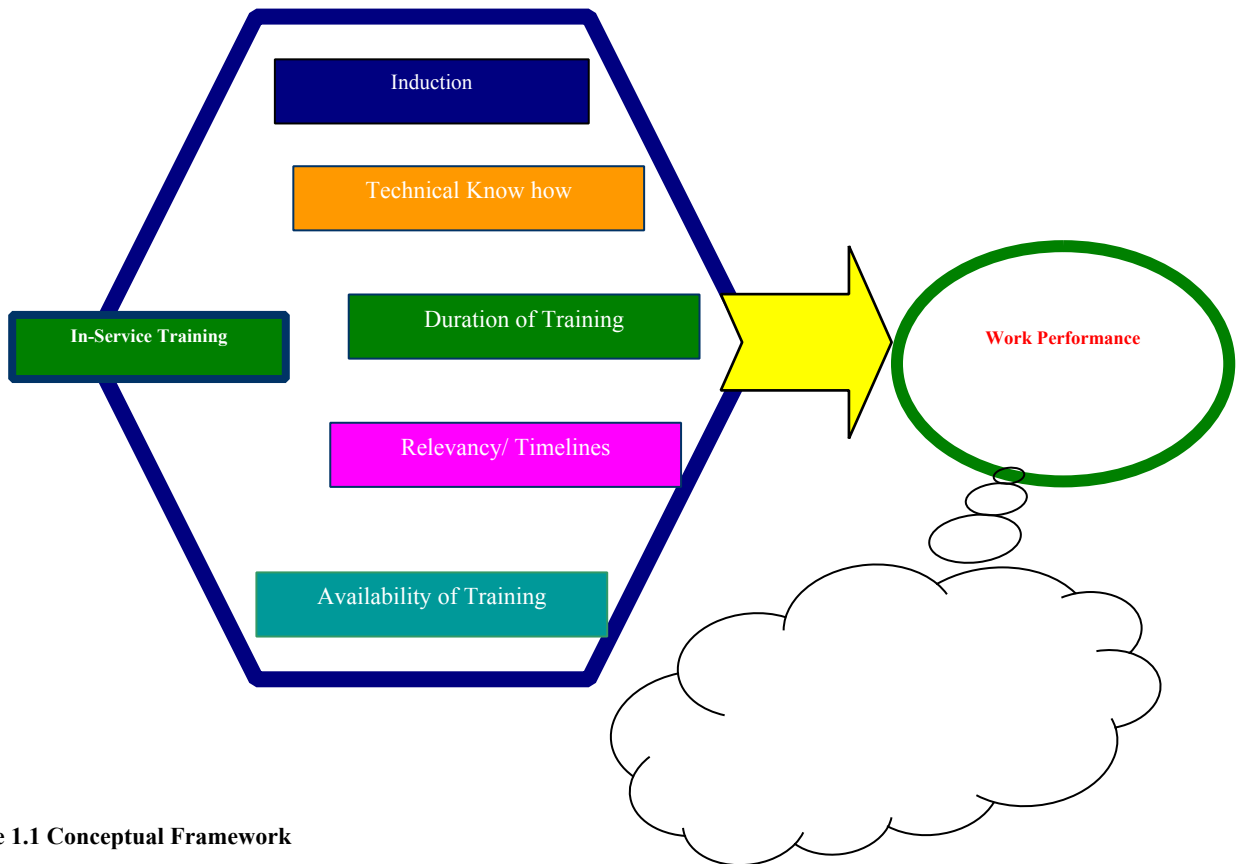
Figure 1.1 Conceptual Framework

The diagram shows the relationship among the study variables sustainable performance can be achieved if there is integration of training in working environment. In-service training is the type of training which an officer undertake while still in employment of an establishment. It is intended to update the officer's activities at all levels.

In-service training in the Kenya Public Service include; Induction training specific in house programmes and institutional training both locally and abroad which include parallel university programmes and open learning programmes.

Outcomes of these trainings include acquisition of technical skills, managerial skills behavior change, development of positive attitudes and motivation.

Induction training is a form of in-service training provided to a new employee before they assume their responsibilities. Induction and orientation training in the Kenya public service is expected to help an employee familiarize with the work environment and requirements.

All public service organizations are expected to conduct induction training within three months of the officers joining the service.

Technical know-how skills are knowledge proficiencies required in the accomplishment of engineering, scientific or any other specific task during the period the training is undertaken. Relevance of training refers to whether or not training provided the necessary knowledge and skills to perfume. The above mentioned independent variables would expected eventually to impact on work performance in the public sector that would be demonstrated by productivity, achievement of desired goals efficiency, quality of services provided, decisions made hence such in-depth information, it's contemporary comparisons and contracts are demonstrated in the literature review found in chapter two of this research report.

CHAPTER TWO

LITERATURE REVIEW

This chapter looks at related literature from other scholars in relevance to the study both locally and internationally.

2.1. Concepts of Training

Training is generally acknowledged as an important vehicle to support organization modernization reforms. There have been a lot of facts, reviews and manuscripts to support this. Besides, generally known that training is also seen as an investment rather than just a regular program activity. Indeed, lots of researchers have acknowledged that the traditional view of training entails the following three components that can be useful to render the effectiveness of training programs.

A methodical assessment of training needs analysis to ensure that training program addresses issues and problems within the organization. A thorough needs analysis is used to determine where in the organization training in need, which employees require training and what knowledge and or skills are required. Applying appropriate training tools/methods to deliver content based on training needs analysis. The training methods depend upon the program's objectives. Methods can be on the job training or the job instruction. And each method is best utilized under particular conditions determined by the desired outcomes. A wide ranging evaluation of the program applying numerous different evaluation criteria and strategies to ascertain whether the desired outcomes have been achieved.

However, the problem appears to be narrowed on training specific features per se and it also seems that these components exclude such consideration of factors outside the training boundaries that could influence the effectives of any training. These outside factors could be individual and work environment that may also associate with training effectiveness. Therefore, training effectiveness, which is arguably, may not be able to stand firm with the instructional design and or contextual factors alone, but it may be caused by some unidentified factors that tend to be left out in every single discussion. Therefore, it is very interesting to explore what these unidentified factors are.

Many questions have been arisen in educational literatures or empirical evidence that managers should ask how much money we spent on training in relation to employee's perceptions of the value of training. Although, it may be useful to know whether perceptions about training are in line with companies' financial commitments to this activity, it seems that the question has gone to the wrong address. The issue is not 'how much' or 'what employees' 'think' or 'what methods' but the issue is of what makes training effective.

Nevertheless, such an approach suggests that if desired results are not achieved with a considerable level of training expenditure, perceptions, or delivery issues, management will search for a reason for the failure and probably focusing on it the one of the three components above or could be all of them. Thus, such a failure may have nothing to do with the training itself, because 'unidentified factors' may affect training effectiveness. The next thing is trying to find out the factors outside the training boundaries that appear to influence training effectiveness.

Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, an environmental influence. The component processes underlying observational learning are:

(i)   Attention, including modeled events (distinctiveness, affecting valence, complexity, prevalence, functional valve) and observer characteristics. (Sensory capacities, arousal level perceptual set, past reinforcement).

(ii)   Retention, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal).

(iii)   Motor reproduction, including physical capabilities, self – observation of reproduction, accuracy of feedback and

(iv)   Motivation, including external, vicarious and self-reinforcement.

(v)   Because it encompasses attention, memory and motivation, social learning theory spans both cognitive and behavioral framework. Bandura's theory improves upon the strictly behavioral interpretation of modeling provided by Miller and Dollard (1941).

Behaviorism, with its emphasis on experimental methods, focuses on variables we can observe, measure and manipulate, and avoids whatever is subjective, internal and unavailable i.e. mental. In experimental method, the standard procedure is to manipulate one variable, and then measure its effects on another. All this boils to a theory of personality that say, "one's environment causes one's behavior".

Observational learning or modeling in this process, learning occurs when individuals observe and imitate others' behavior. There are four component processes influenced by the

observer's behavior following exposure to models. The components include: - attention, retention, motor reproduction and motivation.

Attention is the first component of observational learning. Individuals cannot learn much by observation unless they perceive and attend to the significant features of the modeled behavior. For example, children must attend to what the aggressor is doing and saying in order to reproduce the model's behavior (Allen & Santrock, 1993: p.139). In Bobo doll experiment, the children witnessed the Bobo doll being verbally and/or physically abused by live models and filmed models.

Retention is the next component. In order to reproduce the modeled behavior, the individuals must code the information into long-term memory. Therefore, the information will be retrieval. For example, a simple verbal description of what the model performed would be known as retention (Allen & Santrock, 1993: p.139). Memory is an important cognitive process that helps the observer to code and retrieve information. In the Bodo doll experiment, the children imitated the aggression they witnessed in the video. They aggressively hit the Bobo doll because it was coded and stored in their memory.

Motor reproduction is another process in observational learning. The observer must be able to reproduce the model's behavior. An example of motor reproduction would be able to learn how to ski or ride a bike. Once a behavior is learned through attention and retention, the observer must posses the physically capabilities to produce the aggressive act. The children had the physically capabilities of hitting and pummeling the doll to the ground.

The final process in observational learning is motivation or reinforcements. In this process, the observer expects to receive positive reinforcements for the modeled behavior. In the Bobo doll experiment, the children witnessed the adults being rewarded for their

aggression. Therefore, they performed the same act to achieve the rewards. For example, most children witnessed violence on television being rewarded by the media.

2.2 Training: Part of Human Capital management

In the field of human resource management, training and development is the part concerned with organization 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. Human resource is also defined as a strategic and coherent approach to the management of organizations most valued assets, the people working there who individually and collectively contribute to the achievement of its objectives (Michael Armstrong, 2006.

2.3 Individuals Characteristics

1. Individual's ability to learn and acquire new knowledge and skills can have a direct influence on training preparation and performance. Some of the factors that individual should have is his or her ability to construct and evaluate problematical information. If trainees possess these, thus learning would be comparatively quick and efficient. Individual's ability can be assessed throughout the selection process and to make selection decisions, managers must know about the skills, knowledge and attitudes required to perform the essential tasks and duties.

2. An individuals' attitude toward work may also affect his or her willingness to apply the newly acquired knowledge and skills on the job after training has been accomplished. Such individuals' commitment should also be considered to ensure his or her desire to achieve good performance. Indeed, if individuals posses a high degree of commitment to their jobs, it

is very likely they will regard training valuable and easy to transfer their new 'capital' back on the job.

3. Individuals' willingness may lead to increase their motivation. In addition, those who are motivated to go to training are more likely to learn and use their newly acquired knowledge and skills to the workplace. Now the issue is how to enhance motivation. It is managers' job to boost their motivation and to understand employees' values and needs. To find out which motivation – either external motivation or internal motivation or can be both – managers must constantly examine and work together with their employees.

2.4 Training of Public Servants

For a long time, many governments have failed to deliver proper public services to their people due to various reasons. In the developing world, there have been challenges due to poor governance, inappropriate policies and civil strife leading to many year of neglect of public service delivery. Due to this many grievances and complaints have been directed towards public sector employees for their ineffectiveness and inefficiency.   The was therefore need to restore the faith of the citizens in their governments by ensuring that public sector employees were competent, efficiently delivered services remained loyal to their employer and also become disinterested and served their governments without being tempted to exchange their services for money (Piganiol, 2010).

In achievement of its overall goal of performance improvement, training must contribute to the enhancement of professional knowledge, understanding, and skills both at individual and collective level. It should also equip the public servants for appropriate response to emerging challenges. The emphasis of training should be on 'doing' rather than 'knowing' only.

Training must also achieve a synthesis between improvement of the individual's competences and promotion of organizational objectives. Training should, in addition help build up high standards of integrity, character and probity in professional life (Government of India, 1996).

2.5   Benefits of Training

The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behavior. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. The changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. According to Cole (2002) training can achieve:

1) High morale - employees who receive training have increased confidence and motivation;

2) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;

3) Lower turnover – training brings a sense of security at the workplace which reduces labor turnover and absenteeism is avoided;

4) Change management- training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;

5) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;

6) Give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and

7) Help to improve the availability and quality of staff.

Derrick *et al.* (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. Sherman *et al.* (1996) argues that many 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 their effective contribution to the organization. A majority however, will require some type of training at one time or another to maintain an effective level of job performance.

According to Krietner (1995) in his book The Good Manager's Guide, 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 which desires to gain the competitive edge in its respective industry, needs among other things, extensive and effective training of its human resources.

Training is therefore a key element 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 – between desired targets or standards and actual levels of work performance. Although many employers continue to 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 competitiveness. Casio (1989) puts it this way: "The economic and technological trends, the pace of innovation, change and development are

growing faster year-by-year and as a result, provide clear signals that training and development are so relevant that both organizations and individual stakeholders must give a serious attention to.

2.6 Principles of Training

Since the object of training is to assist a learner acquire the behavior necessary for effective work performance, it is essential that a clear grasp of the ways in which learning theories are applied when designing training programs are laid bare. According to Bryn Leslie (1990), there are four main requirements for learning to take place. The first is motivation. The old saying that a horse can be led to the river but cannot be made to drink cannot be over emphasized as it contains an important lesson for the trainer. People learn if they accept the need for training and commit to it. If their motivation is weak, for instance if they doubt their ability to learn, no matter how well their training is designed and implemented, its effectiveness will be limited.

Flippo (1976), also came out with the fact that the more highly motivated the trainee, the more quickly and thoroughly a new skill or knowledge is learned. This means training must be related to something which the trainee desires. This could be money, job promotion, recognition and so on.

The second requirement is cue. Through training the learner recognizes relevant cues and associates them with desired responses. The third one is response. Training should be immediately followed with positive reinforcement to enable the learner feel the response. The reinforcement should be positive, timely and consistent. (Leslie, 1990).

Finally, feedback – the information the learner receives indicating the quality of his response is the feedback. It should be made available as quickly as possible to ensure possible effective learning. Even though these learning principles are good, they fail to talk about practice where the learner actively participates in using the skills and knowledge acquired. Furthermore, it also fails to mention that the level of aptitude and intelligence of individuals are different and that could affect the methods of training.

2.7 The Training Process

Scores of Literature available on training (Cuming 1968, Italsey 1949 and Dole 1985) indicate that traditionally, 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 programs design and implementation, evaluation and training feedback for further action.

a) Training Policies and Resources

Kenney *et al.* (1992) makes a point that companies should have different policies for training depending on the class or level of employment or level of employees to be trained. They pointed out that training policies are necessary for the following reasons:

1) To provide guidelines for those responsible for planning and implementing training;

2) To ensure that a company's training resources are allocated to pre-determined requirements;

3) To provide for equality of opportunity for training throughout the company; and

4) To inform employees of training and development opportunities

As much as these policies seem to be accurate, they are silent on the elements of budgetary provision and top management support for training. According to Michael Armstrong in his book *A Handbook for Personnel Management Practice* (1996), training policies are expressions of the training philosophy of the organization. He also affirms the assertion of Kenny *et al.* (1992), but even further stated that training policy shows the proportion of turnover that should be allocated to training.

He again advocated that a training philosophy is imperative to indicate the degree of importance the organization attaches to training. This will if not eliminate entirely, reduce the laissez-faire approach to training. Notwithstanding the essence and the benefits of training, policies can prove to be a difficult task for Directors especially it they are doing so for the first time, and if they do not have the advice of a training officer with previous experience at the level.

b) Determination of Training Needs

The first step in managing training is to determine training needs and set objectives for these needs. According to Cole (2002) if an organization has to justify its training expenditure, it must surely do so on the basis of organizational need. Organizations adopting a systematic approach to training and development will usually set about defining their need for training in accordance with a well-organized procedure. Such a procedure will entail looking at training needs from a number of different perspectives. These are organizational, departmental or functional, job and employee. Organizational need – the organizational analysis happens in a situation where effectiveness of the organization and its success in meeting its goals are analyzed to determine where deviation or differences exist. This makes

it easy to know what program to be implemented. According to Kaufman (1974), organization analysis looks at the variances between their success and failure to ascertain which ones training could help remedy. Functional need – at this level, training managers analyze the specific ability needs determined by job descriptions and job specifications of the jobs in the work area or work unit.

The need can also be determined by observing the job performance of work groups and survey job holders, supervisors, and training committees. Any lapses in their efficiency and effectiveness help determine the training need. Individual need – Kaufman continues that employees' training needs could be measured by the individual performances of the employees. He stated that the effectiveness and efficiency is measured against the required standards through interviews, observations, attitude surveys, or objective records of their performance.

The researcher thinks that these three levels – organizational, functional and individual gaps between expected results and actual results can suggest training needs, for the researcher, active solicitation of suggestions from employees, supervisors, managers and training committees can also provide training needs ideas.

The particular perspective chosen will depend on the circumstances. For example, if changes in the external environment of the organization are exerting pressures for change internally, then a corporate or organizational perspective needs to be taken.
If, however, the issue is one of improving skills in a particular category of employees, then occupational or job group will provide the focus of efforts.

Training need is any shortfall in employee performance, or potential performance which can be remedied by appropriate training. There are many ways of overcoming deficiencies in human performance at work, and training is only one of them. It is important to recognize this fact since sometimes training staff are asked to meet needs which ought to be dealt with in some other way, such as improving pay, replacing machinery or simplifying procedures. Armstrong (1996) however, argues that training needs analysis should cover problems to be solved, as well as future demands based on whether the organization must acquire new skills or knowledge or must improve existing competencies.

c) Determining Training Objectives and Training Plan

After these analyses have been done, it is easier for the training objectives to be established and also to know what the learners must be able to do after the training program. According to McKenna and Beech (2002) in their book "Human Resource Management-A Concise Analysis", it is stated that "It is important that a sound basis is established for other associated elements of Human Resource Management practice such as performance management (appraisal), reward management (motivation) combined with training and development". What this means is that training and development itself cannot help in total employee development without the complement of employee appraisal and motivation.

One of the things to consider in designing a training program is what the program is to accomplish, that is the objectives. In other words a training program cannot be designed until what that program is to accomplish is known. It is imperative for organizations to realize that in designing a training program it is equally important to consider what the trainees should know or be able to do after the training is complete. Training objectives should however be

attainable and measurable. A training program is successful if the objectives are achieved. Zaccarelli (1997) outlines the process of planning training as;

i) Develop a training plan

Once attainable and measurable training objectives have been considered, a training plan can be developed. This planning tool provides a step-by-step written document for others to follow. A training plan can be either a complete training program or just one task. The training plan details the course content, resources required method of training, who should do the training and who should be trained.

ii) Design a training lesson

Once a training plan outlining general program requirements has been developed, the organization will need to concentrate on specific segments of that plan. This is done with the use of a training lesson. Generally, there is one training lesson for each training session. This means if ten sessions are planned, ten training lessons must be developed. A training lesson serves the following purpose;

a) It provides a content outline for the lesson

b) It suggests activities/specific instructions which will help to make training easier

c) It defines suggested time to be spent on each segment within the segment

iii) Select the trainer(s)

Who is going to train? Who is a good communicator and has the necessary knowledge/skill to train? What should the trainer do to get the trainees ready for the training? These are the questions to be addressed when selecting a trainer.

iv) Prepare the trainer (s)

Training is one of the most important things any organization does. As a result, the personnel responsible for training must be given adequate training themselves, as well as equip them with the necessary logistics. Remotely linked to this, trainees must also be concerned and prepared for the learning experience

d) Presenting the Training

a) Kinds of Training

There are various types of training that an organization may adopt depending on the main objectives of training and these are outlined below;

i. Refresher Training

Here the employees are made to attend refresher courses at specific training institutions such as Ghana Institute of Management and Public Administration, Institute of Management Studies, Polytechnics and the like, sponsored by the employer. This exposes the employee to modern trends in his field of business. That is, it involves updating skills to meet the job requirement of employees.

ii. Orientation Training

This is mainly concerned with acquainting new employees with the organization. This training is aimed at getting all new entrants familiarize with the organization's goals, structure, culture, work standard and other conditions of employment.

iii. Career or Development Training

This type of training aims at preparing employees for the future. This enables employees to take up higher responsibilities.

iv. Job Training

This involves teaching the employee now to perform the job for which he or she was hired or employed for. This is to help employees to acquire the necessary skills and experience for specific jobs.

2) Methods of Training

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 training and development method used by organizations can be classified as either on-the-job or off-the-job. Looking at the sophistication of the equipment in GPHA, the on-the-job training would be very ideal. According to DeCauza*et al.* (1996), there are a variety of training approaches that managers can use and these include:

On-the-job Training

This is the most widely used training method, as in comparison, on-the-job method of training is simple and less costly to operate. Observing this method critically, the training places the employee in actual work situations and makes them appear to be immediately productive. Here, there is a close collaboration between trainer and learner. There are three

common methods that are used in on-the-job training and these are; learning by doing, mentoring and shadowing and job rotation.

Learning by doing: this is a very popular method of teaching new skills and methods to employees. Here the now employee observes a senior experienced worker and learns what to do. The advantage here is that this method is tried and tested and fit the requirements of the organization. The disadvantages are that the senior worker is not usually trained in the skills and methods of training therefore it can be a process that may be time consuming as a new comer struggles to cope with the senior worker's explanations. Far more successful 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.

Mentoring: this is another version of the system whereby a senior or experienced employee takes charge of the training and development of a new employee. This suggests a much closer association than master/apprentice and elements of a father/son relationship can exist whereby the mentor acts as an advisor and protector to the trainee.

Shadowing and job rotation: this usually aims to give trainee managers a feel for the organization by giving them the experience of working in different departments. Trainees must be encouraged to feel it is not time wasting and people in the various departments in which they are temporarily working must feel a commitment and involvement in the training if it is to work. Unfortunately, trainees are not usually welcomed and are seen by supervisors and workers in the department as obstacles to the daily routines. If well-structured and

planned with the cooperation of all departmental supervisors, this method can be a worthwhile learning experience.

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.

If appropriately implemented this can be an excellent learning experience for workers and suitably fits with Human Resource Management concepts of team-work and empowerment whereby people are encouraged to greater responsibility for their work and that of the team. On the negative side, there have been criticisms that not enough structured training is given to enable workers to do these jobs well. However, the researcher believes that on-the-job method of training has a setback. A critical review of the method reveals that, although employees learn doing the job, their productivity tends to be low because they do not have the skills and knowledge needed to be effective and efficient. In an on-the-job training method, the emphasis is more on the acquisition of specific, local knowledge in a real situation. Unlike on-the-job method, off-the-job method emphasizes developing an understanding of general principles providing background knowledge and generating an awareness of comparative ideas and practices.

Behavior Modeling

Here, some of the methods used in the assessment centers include business games, in-basket, simulation, problem-centered cases, and many others, to enable the trainee learn the behaviors appropriate for the job through role-playing. The use of behavior modeling is based on social theory, and it is in particular an effective method for interpersonal or social skills training. This method of training incorporates the use of videos to clearly demonstrate the way things ought to be done, what behaviors are to be avoided.

Behavior modeling is often based on the demonstration of the right and effective way to behave and as a result, trainees are provided with facilities to practice this. Bryn (1990) puts it this way, that behavior modeling is where target behaviors are selected and videos on each of the behaviors produced, showing competent persons achieving success by following specific guidelines. Key points are displayed on screen and are backed by trainer-led discussions. Learning here is trainer enforced through role play.

Understudy Training

An understudy is a person who is training to assume a position at a future date, the duties and responsibilities of the position currently occupied by the person he or she is understudying. An individual or group is assigned to assist a superior officer in the performance of his duties related to the position and at times left to grapple with the day-to-day problems which confront the superior in the performance of duty. They are allowed to solve them with or without the help of the superior. When the understudy shows promise of talent, he takes over

when the superior is transferred, retired or is promoted to a higher position, DeCauza*et al.* (1996).

Case Study

Here, trainees are given case studies of real or imagined events in an organization to study, analyze and give an opinion. After analyzing several cases under the guidance of instructors, the trainees are exposed to certain concepts, problems, techniques and experiences, which they will later face on the job. The object of this method is to help the trainees think logically and develop the ability to analyze alternative courses of action systematically and objectively. 37

e) Evaluation of Training

Upon checking the effectiveness of training, Kenney *et al* (1992) stated that the training program is 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.

f) Methods of Evaluation

There are several methods for evaluating training. Beardwell and Holden (1993) have cited some of these methods as follows;

1. Questionnaires (feedback forms): this is a common way of eliciting trainee responses to courses and programs.

2. Tests or examinations: these are common on formal courses, especially those that result in certification for instance a diploma in word processing skills. End-of-course tests can also be employed after non-certificate short courses to check the progress of trainees.

3. Projects are initially seen as learning methods but they can also provide valuable information to instructor about the participants☐ understanding of subject matter.

4. Structured exercises and case studies also provide opportunities to apply learned skills and techniques under the observation of tutors and evaluators.

5. Interviews of trainees after the course or instruction period are another technique for gathering information directly from the learners. These can be formal or informal, individual or group, face-to-face or by telephone.

2.8 Training, Performance and Productivity

The quality of employees and their development through training are major factors in determining log-term profitability and optimum performance of organizations. To hire and keep quality employees, it is good policy to invest in the development of their skills, knowledge and abilities so that individual and ultimately organizational productivity can increase. Traditionally, training is given to new employees only. This is a mistake as ongoing training for existing employees helps them adjust rapidly to changing job requirements.

Organizations that are committed to quality invest in training and development of its employees (Evans and Lindsay 1999). According to Evans and Lindsay (1999), Xerox

Business Products and Systems invest over $125 million in quality training. Motorola &
Texas Instruments provide at least 40 hours of training to every employee quarterly.

Training and development have become an essential responsibility of HRM departments in
organizations particularly as employees require new skills, knowledge and abilities, which
should not be cost-justified as most public sector organizations engage in.

Neo *et al.* (2000) bemoaned the lack of training and development by employers in the United
States when they stated that statistics suggests that only 16% of United States employees
have never received any training from their employers. Now organizations are beginning to
realize the important role that training and development play in enhancing performance and
increasing productivity, and ultimately stay in competition. They reiterated that as a result of
this realization, General Electric, Texas Instruments and Federal Express have all made
substantial investments in training. They now invest between 3% and 5% of their payroll in
training.

In a study in America on the impact of human capital investments such as employer-provided
training and development, Black and Lynch (1996) citing Bishop (1994) indicated that
employer-provided training and development raises subjective productivity and performance
measure by almost 16%. Again Black and Lynch (1996) citing Bartel (1989) stated that
returns on training and development investments increase productivity by 16%.

2.9 Human Resource Development

One of manager's most important jobs is to manage the employee development of an
employee which includes his/her personal growth and career development Linda Maund

(2001). In previous business environments, career planning was handled in the main by the organization which employed an individual, who was likely to be in that organization's employment for life. However, nowadays the work environment is rapidly changing with increasing work mobility bringing about alternatives and potential for almost any worker, (Linda Maund, 2001).

Sandra Kerka (1998) defines Career Development as an organized approach used to achieve employee goals with the business needs of the agency workforce development initiatives. According to the author, the purpose of Career Development is to;

a) Enhance each employee's current job performance

b) Enable individuals to take advantage of future job opportunities

c) Fulfill agencies goals for a dynamic and effective workforce

Stressing on the importance of career development, Evans and Lindsay (1999) reported that the massive career development program embarked upon at the Coors Brewing Company in Golden, Colorado, resulted in improved employee passion for the job and pride in their jobs, which translated into measurable improvements in productivity, a remarkably low turnover rate, and the delivery of quality product and service. In the past there was a failure to provide avenues for career change which produced great losses in social productivity and in human satisfaction. Employers now realize that they do not benefit by locking their employees into careers that long ago ceased to be rewarding and challenging to them.

a) Human Resource Development advantages

Nowadays the necessity for dedicated professionals has increased with the rising demands of business and the level of competency. It is significant to have professional knowledge on how to handle complicated situations. Career development schools make certain that people take advantage in the training given to them. The advantages are based on the quality, standardization and methodology applied. It assists in building confidence, promotion of personal development and is a focus for quality staff. Superiority is a major concern in any business and career development. It is not limited to the products but the performance of the professionals as well. Lack of quality affects standard of performance, however career development takes the chance to develop on the defects and bring quality products. The review has so far revealed the importance and purpose of training in an organization, and how it contributes to productivity. The essence of training needs has also been explained. How and why training needs should be assessed was not overlooked. The fundamental bases for which personnel may be chosen or selected for training, the kinds of training methods are identified. In summary, this study is designed descriptively to find out whether there exists any setback in the training and development schemes in Ghana Ports and Harbors and Authority, and thus offer recommendations as to how these setbacks may be reduced if not entirely eliminated.

Training is seen as a key instrument in the implementation of Human Resource Management policies and practices, particularly those involving cultural change and the necessity of introducing new working practices. First of all the organization will need a training policy that specifies what training means to the organization, who qualifies for training, how training should be conducted and so on. The next step is to analyze the training needs of the

organization in relation to the organization's strategy and equate it with the needs of the individuals within it.

A variety of methods could be adopted to carry out a training needs analysis. Job analysis, interview with managers and supervisors and performance appraisal are few methods commonly used. Despite the available variety of methods, an organization has to be cautious when selecting training methods for its use. A careful use of training methods can be a very cost-effective investment. Although one of the most important stages in the training process, evaluation and monitoring is often the most neglected or least adequately carried out part.

2.10 New Technological Training

The world has become much more unpredictable and there has risen new competitive landscape. The dramatic increase in competitiveness technological turbulence, elaboration and informal intensity has created perpetual uncertainty in everyday managerial like processes.

Thus, have to be re-engineered and organizations have to re-adopt the services and products produced. The Institute of Surveyors of Kenya in their advertising feature in the Daily Nation August 14, 2008 have identified as a matter of urgency the need to develop; computerized land information systems so that members of the public are not in the dark regarding what they own where whether public, private or communally and how land is administered and managed in the country. Training again is seen as an important for future preparedness to the current facing performance in the sector.

2.11 Performance

According to House 1999, performance is the behavior that a person selects to apply on the job in order to achieve personal goals. It can also be defined as a measure of results achieved in performance. Performance is an abstract concept which must be represented by concrete measurable events or phenomenon. Land adjudication process is equally an abstract activity that covers many different areas before a title deed is issued to signify the completion of an adjudication process. Performance assumes an actor of some kind who can either be an individual or a group of people acting in a concert. In organization development, performance improvement is the concept of organization change in which the managers and the governing body put in place and manage a program which measures the current level of the performance of the organization and then generate ideas from modifying the organization behavior and infrastructure which are put into place in order to achieve better levels of out puts.

2.12 Performance Management

In pursuit of the goal of performance improvement within the public sector, new public management emphasizes the adoption of private sector practices in public institutions (Balogun, 2003). The new public management models have been seen through the public sector reform initiative in many countries as the solution to reversing the service delivery falling standards. In Kenya performance contracting was introduced not only to improve service delivery but also to refocus the mind set of public servants away from a culture of inwards looking towards a culture of business as focused on customer and results.

The push factor for the introduction of the performance contracting in Kenya underlined the assumption that institutions of performance measurements clarification of cooperate objectives, customer orientations and increased focus towards incremental productivity and cost reduction which then led to improvement in service delivery (GoK, 2003).

2.13 Relation between Training and Performance

A high performing organization has long used well targeted training to close skill or knowledge gaps critical to their performance effectiveness. Studies have shown that, employee training can produce improvement in performance but that performance improvement is more dramatic when training is accompanied by changes in work environment. An approach to training that acknowledges the critical role of tools, measurement and management support will enhance and extend the impact of learning. At Wilson learning (2004 Wilson Learning World Niche Inc) we call this our human performance improvement. It is represented in the graphic over learning.

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                    ┌─────────────────────────────┐
                    │  Knowledge, skills and ability │
                    └─────────────────────────────┘
                                  │
Information                                              Development

┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│  Leadership &     │   │ Human Performance │   │  Tools Processing │
│  Coaching         │───│ improvement       │───│                   │
└──────────────────┘   └──────────────────┘   └──────────────────┘
                                  │
Alignment                                                Integration

                    ┌─────────────────────────────┐
                    │   Measurement & feed back      │
                    └─────────────────────────────┘
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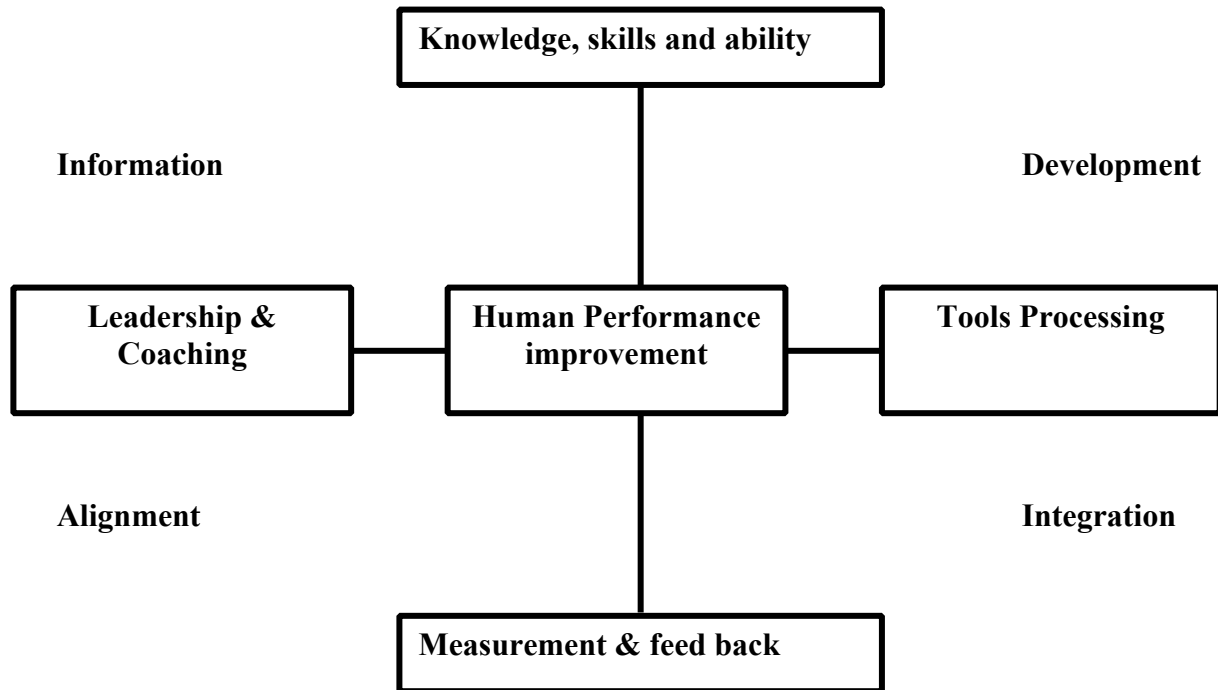
Figure 2.1: Training & Performance Relationship

Source: Human Performance Improvement 2004, Wilson Learning Worldwide Inc.

It is believed that there are three elements to training and development effort that are critical to creative maximum results. These are:

(a) Establishing a business case for performance improvement by linking specific strategic drivers to skill requirement.

(b) Understanding the challenges, making effective decisions about what skills to focus on selecting delivery methods and determining how to integrate into the organization and how to align all key stakeholders to support the approach to performance.

(c) Develop work tools and process to support use of learning and provide organization with abilities to track the impact of the learning on performance.

It is an experience that addresses these three areas you can maximize the impact of training and development of your organizations results.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The study adopted a cross sectional survey design since it was a descriptive research. This approach was suitable because it sought to obtain information that describe existing phenomena by asking individuals about their perception, attitude, behavior or values.

Specifically, the study used ex-post facto type of research. This approach was suitable for the study because the study dealt with a phenomenon that has already occurred. In the study performance of Land Adjudication Officers was the dependant variable while the factors affecting the Land Adjudication process even as levels of manpower skills. Types of training and new technological methods of training are the independent variables, since the independent variables cannot be controlled or manipulated ex-post facto approach. Kerlinger (1983) affirm this when was used.

Ex-post facto research is a systematic empirical inquiry in which the scientist does not have direct control of independent variable because their manifestations have already occurred or because they are inherently not manipulatable".

3.2 The Study Area

The study was carried out in the following areas of South Rift Region: Narok, Kajiando, Nakuru, Trans Mara, Baringo and Kericho. A purposive sampling was used to select South Rift Region as the study area since it had some districts where land adjudication work was still in progress. In the study area, land matters ranging from forest encroachment delays in

completion adjudication work as well as human wildlife conflicts were very common in group ranches.
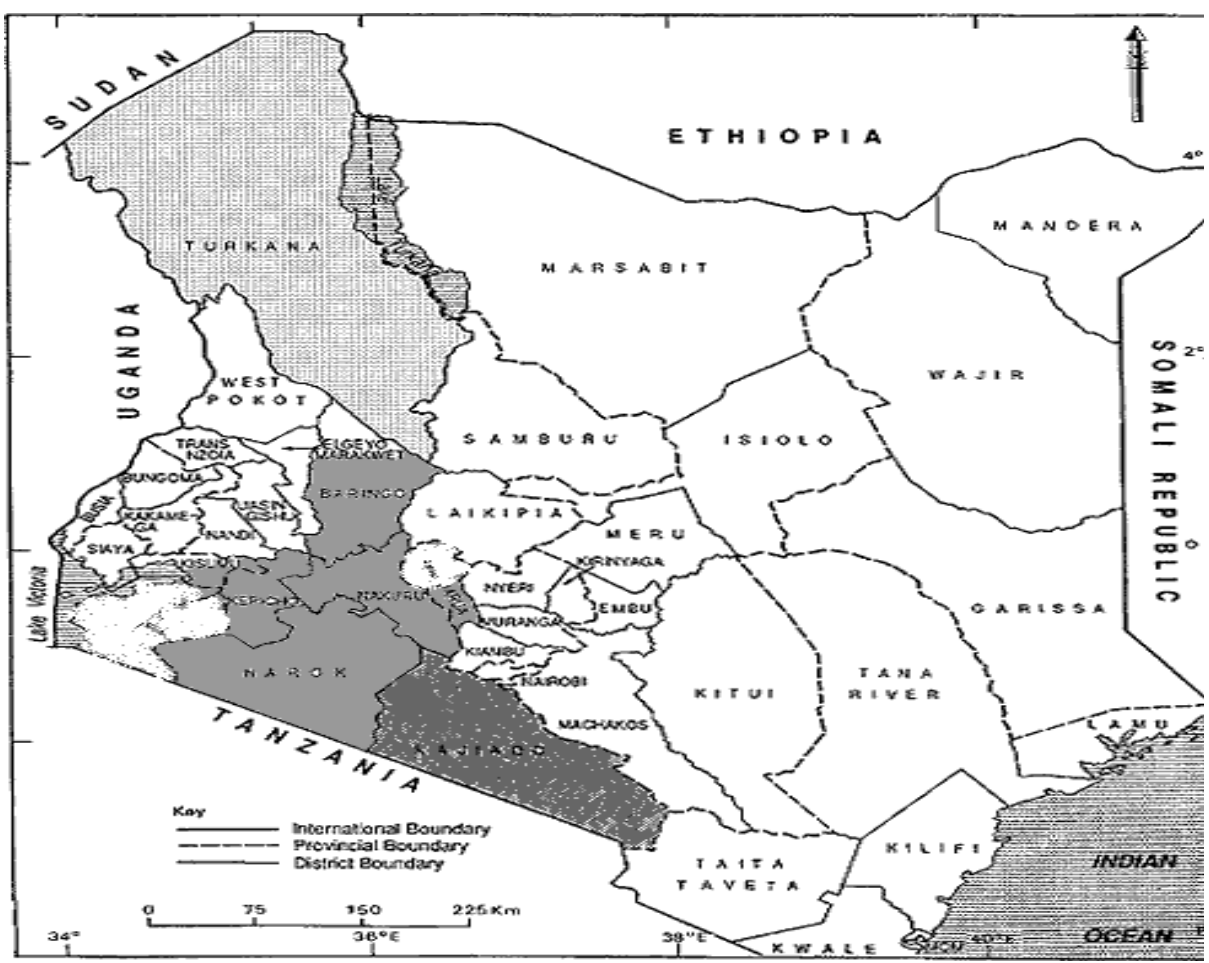
Key		South Rift District Covered in the Research.

3.2.1 Sampling Frame and Sample Size

South Rift Valley region is located in the Southern Rift Valley and comprises of 8 Districts (Narok, Kajiado, Transmara, Nakuru, Baringo, Koibatek, Kericho and Bomet). The study was based in Narok, Kajiado, Nakuru, Transmara and BaringoDistricts where Land Adjudication work is still going on.

Table 3.1: Staff Distribution of the Study Area

Name of District	No. of Adj/Officer	No. of Plan Sampled	Percentage
NAKURU	30	25	83%
TRANSMARA	25	15	60%
BARINGO	40	30	75%
KERICHO	6	6	100%
NAROK	30	25	83%
KAJIADO	30	25	83%
TOTALS	160	126	78%

Source: Ministry of Lands Staff Establishment Lists

The respondents targeted for the study included land adjudication officer, surveyors and demarcation officers. All of them are involved in land adjudication work. The sample was

determined by Oso (2008) who had put sample for survey of at least hundred (100) for major category. Thus the sample size in this study of one hundred and twenty six (126) of the target population was optimum.

3.2.2 Sampling Procedure

Sampling is the use of definite and defined procedure(s) in the selection of a part of a total population for the purpose of obtaining from it descriptions, estimates and analysis of certain properties and characteristics of the whole (Feustein 1986). Mulwa (2002) adds that:

It also has the crucial purpose of predetermining from where or from whom information is to be obtained before commencing data collection, and thus avoiding bias.

This was taken into consideration during sampling. Since the sample population was made up of Land Adjudication Officers in various government offices in South Rift Region a total of 160 officers were arrived at through stratified sampling.

TABLE 3.2: Respondents per District

NAROK	30
NAKURU	30
TRANSMARA	24
BARINGO	40
KERICHO	6
KAJIADO	30
TOTAL	160

3.3 Methods of Data Collection

The study employed structured questionnaires to gather data from sampled subjects. The researcher and research assistants administered them. The questionnaire was divided into two

parts, part A consisted of questions designed to gather demographic information such as age and academic qualifications.

Items in part B was designed to gather data on staff training and how they have changed their performance when undertaking land adjudication process. It included question on long term career development. Aims of training received. The respondents were required to indicate the aims of training. In some instances the respondents were required to give their opinion if the land adjudication process is moving on well. They were required to indicate whether they strongly agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD) in response to the given statements.

This is according to the Likert scale and the response categories are seen as sufficient range of choices to distinguish between the respondents observation of the statement given on the effect of training on the Land Adjudication process.

Part C contained open ended questions where respondents were asked how new technological training affect the Land Adjudication process. They were to choose from a range of factors they feel contribute to the slowness of the Land Adjudication process.

3.4 Data Processing and analysis

The completed questionnaires were collected and edited for accuracy, completeness and uniformity (Moses and Kalton, 1979). The open ended and closed ended items were put into categories directly related to the independent variables.

The Likert types of questions were qualified by assigning numerical values to the various categories in order to facilitate statistical representation of data (Peter) 1994. The five response alternatives were symbolized and ranked as: Strongly Agree (SA) 5, Agree (A) 4, Neutral (N) 3, Disagree (D) 2 and Strongly Disagree (SD) 1. The one open ended question was closed to ensure uniformity. Coding was then done and the codes transferred from the serialization questionnaire into a work – spread sheet. The data was then entered into SPSS for windows version 10.0 where each variable was defined.

Data clearing was performed to ensure correct entry of data. The data was then analyzed using SPSS computation. This is because, firstly the instrument used to collect data is SPSS compatible and secondly, as Mugenda and Mugenda (1999) advice "It is advisable to use computer for data analysis in order to save time and to increase accuracy of results". Descriptive statistics was also used where frequencies and percentage were employed facilitate comparison of the proportions of responses made by officers regarding training and performance.

The mean was used as a measure of central tendency to show the levels of training and how it affects performance in the study area. The stated null hypothesis was tested using chi-square ($\square^2$) and the level of significance is at 0.00. This was to establish association among key variables. They were rejected when the calculated chi-square was greater than the tabulated chi-square.

3.5 Validity of the Instrument

Validity with reference to a research instrument refers to the accuracy of a measuring instrument in measuring the variables that it is intended to measure (Monette, *et al.,* 1990). In

this study validity was determined through advice from expert and protesting the instrument on population similar to the target population (Borg and Gall, 1989).

3.6 Reliability of the Instrument

Reliability of a measuring instrument refers to the instrument ability to yield consistent results each time it is applied (Monette, *et al.*, 1990). To ensure reliability of the research instrument, the two research supervisors reviewed the questionnaires. A reliability analysis on the instrument was also calculated e.g. tests statistics.

Table 3.3: Reliability Analysis on the Instrument

	Is training available that is not work related	What long term career development programmes are designed by management?	How would you rate the adjudication process in term of modern technology
Chi-square	122.500^9	302.263^6	126.026^0
df	1	2	1
Assumption Significant.	000	000	000

a. O cells (0%) have expected frequencies less than 5. The minimum expected cell frequency is 80.0

b. O Cells (.0%) have expected frequencies less than 5.

The minimum expected cell frequency is 53.3

At 2% of freedom the null hypothesis yielded a chi-square of .000 meaning that the null hypothesis was not true. Therefore this means that there is a strong relationship between training and land adjudication process. Similarly at 1% of freedom the null hypothesis yielded a chi-square of 2.000 meaning that the null hypothesis was not true and this means that it is not true that new technological training has not had an impact in the land adjudication process.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Data presentation and Descriptive Analysis

This section offers some critical analysis to address the study objectives and hypotheses stated in chapter one. The findings presented in tables include levels of education, types of training, relevancy of types of training and tasks performed as well as impact of new technological training adjudication process.

The researcher had the following objectives while undertaking the study.

 i)   To asses to the types of training land adjudication officers undergo

 ii) To examine the effects of such training to the recipients.

 iii) To establish the challenges faced.

 iv) To establish how the challenges are mitigated.

Table 4.1 Demographic characteristics of respondents

Factors	Categories	No	%
Sex	Male	101	63.1
	Female	59	36.9

Age	18 – 30 years	12	7.5
	31 – 50 years	138	93.8
	Above 50 years	10	6.3
Level of education	CPE/KCPE	34	21.3
	KCSE	96	60
	Diploma	11	6.9
	University	19	11.9

This table shows the demographic characteristics of respondents in terms of sex, age and levels of education. Most of land adjudication officers were found to be males (63.1%). In terms of age most of the respondents were between ages 31 to 50 years most respondents have attained KCSE level of education (60%) while only 11.9% respondents have studied up to university level.

The variation on education levels of the land adjudication officers shown in Table 4.1 indicate that there exists a knowledge gap hence the purpose for training to improve on skills was found to be necessary since the department was moving from use of preliminary index diagrams to use of GPS in survey work.

4.1.1 Response Rate

The study aimed at finding out the effect of training of land adjudication process in the South Rift Region. Respondents were asked if training opportunities to Land Adjudication officers were readily available. Training employees is a management strategy that many organizations put on paper as policy but quick to avoid the cost. When the organization looks

of the overall purpose of training as the process which improves skills and knowledge levels of individuals and teams, the organization is thinking of the bigger picture in term of corporate performance. The responses were as shown in table 4.2.

Table4.2: Availability of Training Opportunity

	Frequency	Percentage
Yes	150	93.8
No	10	6.2
Total	160	100

From the response in table 4.2 above, it is clear that land adjudication officers have training opportunities available to them. The training programmes are readily available especially during job placement because land issues are very sensitive and any new employee must be trained on how to handle them. Increased output from trained employees, quality products and services, speed of execution of duties and overall productivity are all manifestation of effective training positive attitude, cooperation and team spirit among employees are other

critical results of training. Workers are selected for a job but might lack qualification needed to perform effectively hence need for training.

4.1.2 Availability of training during job and relevancy to tasks to be performed

Table 4.3: Availability of training during job and relevancy to tasks to be performed

FACTOR   RESPONSE

Availability of training programmes during job placement	YES	NO
	32 (20%)	128 (80%)

It was however found out that only 32 out of 160 respondents 20% said that they were training programmes during job placement.

These training opportunities are important in the land adjudication process as shown in the table below mainly on the job training.

4.1.3 Importance of training to land adjudication process

Table 4.4: Importance of training to land adjudication process

Importance	No	%
To enhance productivity	136	85
For career development	5	3.1
To empower employees	19	11.9
Total	**160**	**100**

Many of the respondents thought that the training opportunities available were geared towards enhancing production. This productivity is in line with their current job specifications. Only 5 respondents thought that training opportunities would enhance career development. This means that most employees would go into training to make their work easy and to understand the current trends in their work as opposed to going for training to gain promotion and hence a pay rise.

Organizations that train their employees are known to achieve competitive advantage over their peers in the same industry. Whatever reasons are given for or against training, it is important for organizations to come clear on their training philosophies so that employee can make informed decisions during interviews for employment. This is because training increases employees and organization performance ensures the organization have the requisite skills, motivates and boasts the morale of workers and ensure continuity in the organization.

The respondents were also asked to report whether the training they received was important to their jobs and the response was a follows.

Table4.5: If training was considered important

Importance	No	%
Yes	146	91.3
No	14	8.7
Totals	160	100

Tables 4.5above and 4.6below reflect how respondents view training to be important to the process of land adjudication. This importance to training is further emphasized when it is

reflected in the policies, strategies and vision statement of the department of land adjudication and settlement in the Ministry of Lands as shown on the table below.

4.1.4 Reflection of the importance of learning on policies strategies and vision statement

Table 4.6: Reflection of the importance of learning

Reflection of the importance of training	No	%
Yes	127	79.4
No	33	20.6
Totals	160	100

Learning organization is a situation where people continuously expand their capacity to create the results they truly desire, where a new and expensive pattern of thinking are nurtured, where collective aspirations is set free and where people are continuously learning how to learn together. Training necessitate the following anticipation for change to the technological change, company policy, government regulations, meet customer needs and satisfaction address problems and job requirements.

Based on the training received the respondents were also asked if they thought that the process of land adjudication had succeeded. The success was to be measured in terms of conflict resolutions mechanism.

The table below indicates the response:

4.1.5 Success of Land Adjudication Process

Table4.7: Has the Land Adjudication process succeeded?

Variables	Responses in no.		Percentages	
	Yes	No	Yes	No
Success	159	1	99.4	0.6
Total	160		100	

The overwhelming response that training received has made the adjudication process a success is apparent on the table above. Apart from one respondent, the rest, 159 (99.9%) said that the process has been a success.

A crucial step towards the reduction of conflict is to better understand the apparent demands and interests and although they cannot necessarily be healed if previously injured, the underlying feelings and emotions, too. Important information to find an adequate solution for each (land) conflict is gained by increasing this understanding of the position and attitudes of the conflicting parties.

On the other hand, most of the respondents thought that in the South Rift region, the process has not been administered properly. This is how they responded:-

Data revealed that increasing human population was the leading factor associated with human conflict in land management. A change of livestock grazing systems (change from rotational grazing) was another factor stated by respondents. This finding implying that some

ranch community still remember the "rotational grazing systems" which were put in place when ranches were set aside.

4.1.6 Perception of Reasons for Human – Human Conflict in the Region

Table 4.8: Perception of Reasons for Human – Human Conflict in the Region

REASON	NOT A PROBLEM		SEVERE	
	FREQ	PER	FREQ	PER
Increasing population	32	20%	32	20%
Interference by Chiefs	30	18.7%	40	25%
Selling land to outsiders	30	18.7%	40	25%
Changing livestock grazing system	40	25%	40	25%
Clanism	18	11%	19	11.3%
TOTAL	160	100%	100	160

A conflict defined by sociologists is a social fact in which at least two people are involved and whose origins are differences either interests or in the social position of parties (Imbusch, 1999). Consequently, a land conflict can be defined as a social fact in which at least two parties are involved, the roots of which are different interests over the property rights of land, the right to use the land, to manage the land, to generate income from the land, to exclude others from the land, to transfer it and the right for compensation for it. A land conflict therefore can be understood as a misuse, restriction or dispute over property rights to land (Nehomamn, 2005).

However, these rational system long ceased being in operation due to drought and flooding of the ranches by refugees of cross-border conflict (Dietz, 1987) further this problem of rotational being an internal problem qualifies the conflict to be a primary conflict paper

camp1986). Moreover selling of land to outsiders was confirmed by 25 per cent as a factor associated with human conflict in land management. This phenomenon of data makes the study confirm the theory of culture conflict and marginal man theory (Pane, 1954). Increasing of population was another factor associated with human conflict. The result portrays a serious conflict problem on account of this factor, this study resemble a study conducted among the Pastoralists of Northern Kenya (ITDG,2004) where increasing number of livestock competitive over scarce pasture and water has been a factor associated with human conflict amongst pastoralists.

Likewise, the land owners (25 per cent) perceived interference by Chiefs as a factor associated with human conflict. Additional (11.3 per cent) attributed the conflict to be arising from clanism. This was common in Narok, Kajiado and Transmara. This finding resembles that of a study conducted in the horn of African (Smock, 1997) where it was revealed that small number of opportunistic people could be responsible for the human conflict problems in South Rift Region.

4.1.7 Administration of Land Adjudication Process

Table4.9: Administration of Land Adjudication Process

Perception on if adjudication is being property administered	**No**	**%**
Yes	56	35
No	104	65
TOTALS	160	100

The overwhelming response was blamed on dysfunctional institutions which only acted as catalysts for land conflicts selfish individual's interests being the deeper course. It needs to be stressed that the functional deficits of institutions are not the core reason for land conflicts; they merely facilitate them. Profit maximization by a multitude of actors is the driving force, manifested either by unjustly grabbing land or by excluding disadvantaged sections of the population from legally using land. Theoretically these actors include all social gatekeepers. These are people, who because of their job, position and faction can manipulate the land market to their advantage. Notoriously low wages in the public sector contribute to corrupt behavior by social gatekeeper in the land sector. However, the decisive factor for these irregularities is the normality of misbehavior.

Nepotism is considered normal by the population. Social and religious values are of little relevance to everyday life; self-interest is paramount to public interest. This underlies the importance of ethical values and rule of law principal preventing land conflicts. If individual profit maximization in the case of widespread absence of functioning institutions – is the underlying reason for land ownership conflicts, then a capitalistic land market associated with increasing land prices can be seen as a facilitator (for as long as land has no monetary value, land ownership conflicts occur comparably seldom).

4.1.8 Commitment of the Government

Securing land rights is a process embedded in history and politics. In Kenya, most land is not titled and resource users obtain access to land through diverse combination of both customary and statutory principles and on the basis of kinship, social status, materialized transactions, government allocation and other means.

There is a broad agreement that secure tenure is a "good thing" for economic, environment and equity goals and this is where government comes in.

Table 4.10: Government Commitment

GOVERNMENT COMMITMENT	NO%	%
YES	158	98.8
NO	2	1.2
TOTALS	160	100

Land is critical to the economic, social and cultural development of Kenya.

It is crucial to the attainment of economic growth, poverty reduction and gender equity. Its importance is recognized by various government initiatives including the appointments of the commission of inquiry and land laws in Kenya (Njonjo Commission, 2002), and the commission of inquiry into illegally acquired land (Ndungu Commission, 2004) as well as the statement on the role of land in the national policy on Economic Recovery strategy for wealth and employment creation (2003 – 2007).

Most respondents said that the government is committed to the completion to the completion of land adjudication process. The findings relate to the current government efforts to bring new dimension in public service.

Table4.11: Government commitment to completion of land adjudication process

How the government is committed	No	%
Provision of resources	59	36.9
Provision of training	79	39.4
Follow up	22	13.7
TOTAL	160	100

Apart from provision of training and resources which are critical in the completion of land adjudication, the government also designs strategies for quick disposal of land cases especially objection cases where crash programmes have been deliberately designed and have helped in disposal of several cases which would have remained unheard in Narok, Baringo and Transmara District. The era of performance contracting has also contributed significantly towards the completion of this process. Officers have been assigned targets agreed upon by the officers and their supervisors and this has made officers work smart and not hard as was previously the cases. Application of new technology in picking of plots by GP's has also helped.

4.1.9 Factors Causing Resistance to Learning

Lastly, the respondents were asked what they thought could be the cause of employees resisting training. The respondents that were above 50 years of age were mostly concerned about their age and they did not see the importance of training at that age. Infact some respondents said, "Why would I torture my brains when I will be retiring within the next few years?" furthermore, our eyes can't even see properly". However, as indicated in table 4.1a few respondents belong to that age group but those between 31 – 50 years who are the majority of 138 respondents (57.9%) said that resistance to learning is due to financial implications.

Table 4.12: Factors causing resistance to learning

Factors causing employees to resist learning	NO	%
Finances	83	51.9
Age	55	34.4
Distance	17	10.6
Fear of losing job	5	3.1
TOTAL	160	100

4.2 Hypothesis testing

4.2.1 Hypothesis 1

Hypothesis one of the study stated that there is no link between manpower skills training and performance in Land Adjudication Process. The independent variable is training which specifies the types of training officers under go on job placement. The types of training were mentioned as: on the job training off the job training and other unspecified training types.

Table 4.13: Hypothesis Testing

	Frequency	Percent	Valid percent	Cumulative percent
Valid on the job training	157	98.1	98.1	98.1
Off the job training	2	1.3	1.3	99.4
Any other (specify)	1	.6	.6	100.00
TOTAL	**160**	**100**	**100**	

4.2.2 Test Statistics

Table 4.14: Test Statistics

	Is training available that is not work related	What long term career development programmes are designed by management	How would you rate the adjudication process in terms of modern technology use
Chi-Square df Assumption Significance	122.500^2 1 .000	302.263^0 2	126.0259 1 .000

(a) O cells (0%) have expected frequencies less than 5. The minimum expected cell

frequency is 80.0

At 2^0 of freedom the first null hypothesis yielded a chi-square of 0.000 meaning

that the null hypothesis was not true. Therefore this means that there is a strong

relationship between training and performance in Land Adjudication process by

the officers.

(b) O cells (0%) have expected frequencies less than 5. The minimum cell frequency

is 53.3.

At 1^0 of freedom the second null hypothesis yielded a chi-square of zero meaning that the

null hypothesis which stated that new technological training methods have no impact in the

performance of Land Adjudication Officers. Therefore this means that here is a strong

relationship between new technological training methods and the performance of Land Adjudication Officers.

4.2.3 Training Objectives

Table 4.15: Training Objectives

	Observation	Expected No.	Residual
To enhance productivity	136	53.3	82.7
For career development	5	53.3	-48.3
To empower employee	19	53.3	-34.3
TOTAL	160		

Many of the respondents though that the training available are geared towards enhancing productivity. This productivity is in line with their current job specifications. Only 3 responded that training opportunities would enhance career development. This means that most employees would go into training to make the work easy and to understand the current trends in their work as opposed to going for training to gain promotion and a pay rise.

Table 4.16: Availability of Training Opportunities

	OBSERVED N	EXPECTED N	RESIDUAL
YES	32	80.0	- 48
NO	128	80.0	48.0
TOTAL	160		

From the responses it is clear training opportunities are not readily available and this might partly explain why the process has lagged behind and is also dogged with confusion because

officers seem to lack critical skills required to move the process faster as is expected by the public.

Table 4.17: Land Adjudication process in terms of modern technology use

	OBSERVED No	EXPECTED No	RESIDUAL
HIGHLY APPLICABLE	9	80.0	- 71.0
APPLICABLE	159	80	71.0
TOTAL	160		

The respondents were asked whether modern technology has been applied in the process, only 9 respondents responded that modern technology is highly applicable while 151 only responded that there is application of modern technology. This shows that the Land adjudication officers are yearning for application of modern technology in their daily field work activities.

The photograph below is of officers picking boundaries using a the odolite instead of the traditional raging rods which were associated with traditional methods of boundary picking.

Photo 4.17: Surveyors at work producing maps for adjudication using new Technology

Table 4.18: Modern Technology use

	What long term career development programmes are designed by management	What is the aim of training you receive	Are training programmes readily available during job placement	How would you rate the Adjudication process in terms of modern technological use	Is the government committed to the completion of the land adjudication process
CHI-SQUARE	302.263[9]	194.038[9]	57.600[a]	126.025[b]	152.100[b]
df	2	2	1	1	1
Assumption Significant	.000	.000	.000	.000	.000

(a) O cells (0%) have expected frequencies less main 5. The minimum expected cell frequency is 53.3.

(b) O cells (0%) have expected frequencies less than 5. The minimum expected cell frequency is 80.0

As illustrated in table above majority of the respondents were in agreement that training can improve the overall performance in public service while the rest were not sure.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION & RECOMMENDATIONS

5.1 Discussion of Findings

The study was intended to investigate the impact of training on employee performance in the public sector. The researcher had four objectives while undertaking the study which were: To assess the types of training land adjudication officers undergo, to examine the impact of such training to the recipients, to establish the challenges faced by the trainers and trainee and to establish how the challenges are mitigated.

The study found out that there exist variations in education levels of the employees in the department of land adjudication with majority being holders of Kenya Certificate of Secondary Education accounting for 60% while those with Diploma and University degrees were found to be 18.8%. It was therefore imperative that the skills gap was apparent. It was further found that training opportunities were available and was provided internally informal or on-the-job training was found to be widely used across the department and was often the principal means of skilling staff. This study is comparable to what is referred to as organization learning within the training and performance literature. The perspective organization learning emphasizes that existing communities of practice in shaping the learning experience of new recruits and other employees through passing on tacit knowledge.

The second school of thought conceptualizes training and learning as a process concerned with gathering information and diffusing knowledge acquired. For example describes how individuals build up cognitive maps of their work contexts.

The study further examined the impact of training offered to the recipients. Majority of the respondents thought that the training opportunities available were geared toward enhancing productivity. This meant that most employees would go into training to make their work easy and to understand the current trends in their work. The use of new technological advancements in survey work, the use of Global Information Systems and Global Position Systems as opposed to the use of rudimentary techniques like Preliminary Index Diagrams (P.I.D) was found to be popular with trained officers. This scenario calls for continuous upgrading of knowledge and skills among professionals. A major drive of it all is technology and that management advisers assert that professionals need to always be on the lookout for developmental changes as soon as it is possible. "That means constantly being on the cutting edge of information and knowledge". This was said by Wafula Mubutula, a Land Economist turned Management Consultant during the Forum for Institute of Surveyors of Kenya in April, 2009.The findings resemble the works of Michael Loh in his book Re-Engineering at Work in which he stated that the re-engineering revolution profoundly re-arranges the way people perceive themselves, their work and their place in society.

Thirdly the study established that several challenges are faced by both the trainers and the trainees. It was observed that factors such as finances, age and distance impacted against the noble idea of imparting knowledge and skills to land adjudication officers. This is demonstrated in table 4.12. The response was that those who were 50 years and above of age were mostly concerned about their age and that they did not see the importance of training. A good number of respondents also felt that lack of finances has disenabled them to acquire new skills because the department's budgetary provision is inadequate to meet the needs of

all. These findings resemble previous studies on resistance to change from various scholars like among others who enumerated them as self-interest, group pressure and inertia as some of the challenges that may cause resistance to change.

Finally, the researcher wanted to establish how these challenges are mitigated and found out that Kenya as a country considers training as a vital human resource development mechanism and therefore formulated the Public Service Recruitment and Training Policy of 2005 to provide a framework for effective recruitment and training in the public service. This policy document was meant to harmonize various documents, reports and publications which appeared to have made it impossible to properly evaluate training of courses. The department of Land Adjudication devised a mechanism of sourcing skilled workers in areas of surveying and mapping from Kenya Institute of Survey and Mapping. The department has integrated training and staff planning such that employed staffs undertake a 2 year course in basic training. Motivation of staff to ensure retention of skilled staff to check on turnover has also been implemented by defining clear career paths and motivating schemes of service.

5.2 Conclusion

Public sector organizations need to continue its move from a mindset of seeing training as a cost to one seeing it as an investment. While the role and ethos of public sector organization has remained intact since the foundation of the state, the environment within which it operates has fundamentally changed and that it is now generally recognized that satisfactory performance shall depend on how well the organization adapts to the work environment which is highly competitive, technologically sophisticated, globalized in perspective and changing at an unprecedented pace, depth and variety.

To curb the challenges, a wide range of new policies have to be developed to meet the strategic thinking of such organizations in order to improve customer service. A central policy on civil service training should therefore be formulated to provide overall direction and guidance. It emerged from the analysis of information collected through questionnaires and interviews that departments need to develop a tool which can be utilized to assess the relevance and impact of training on the individuals as well as the organization in meeting the needs and expectations of the public.

5.3 Recommendations

The demand for high caliber staff in the civil service and in the department of Land Adjudication in particular has coincided with the growing problems in retention and recruitment especially those with technical and professional expertise and those with specific experiences. International studies suggest that job satisfaction and opportunities for personal development are important factors in countering this problem.

These factors and recent developments in the area of staff performance management have increased the importance of training and the study therefore suggests that:-

i) The ministry and department as a matter of urgency conduct a skills audit to ensure that they are aware of the current skills gap that need to be addressed by training interventions.

ii) Design a reliable management information system to enable training be monitored and evaluated at the departmental level and across the public service.

iii) Needs analysis should be introduced and should be focused on training which will provide the needed outcome.

iv) More consistent support for training functions need to be addressed by senior managers and their actions be implemented. This support should be subject to adequate budgetary provisions to ensure training programmes succeed.

v) The ministry should improve the training to include rewards or compensation for staff who undertake self-advancement to enhance their skills and improve their performance in order to maintain staff and reduced turnover of skilled personnel.

vi) The contrasting views gathered while undertaking the study in the department on services provided in regard to dissemination of training best practices call for further research on how public sector organizations satisfy the training needs of its members.

vii) The department should introduce comprehensive evaluation systems aimed at measuring the effectiveness of training in terms of organizational outputs and outcomes.

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APPENDIX

INTRODUCTION LETTER FOR ADMINISTERING

This research is being conducted by JOHN ONGALO LAKU. A Master Student of Moi University School of Human Resources Development as part of his Master of Philosophy Degree in Human Resource Development Research thesis.

Information provided will be kept with strict confidentiality and used solely for academic purpose. Your co-operation will be highly appreciated.

Thank you.

SECTION A: RESPONDENT CHARACTERISTICS

1. NAME…………………………………………………………………..
2. AGE………………………………………………………………….
3. SEX   MALE ☐   FEMALE ☐   Please Tick Where Applicable
4. Occupation …………………………………………………………………
5. When were you employed and in which public service…………………………………
   …………………………………………………………………………………….
6. What is your highest level of education

   ☐ K.C.P.E

   ☐ K.C.S.E

   ☐ DIPLOMA

   ☐ UNIVERSITY GRADUATE

SECTION B: SINGLE ANSWER QUESTIONS TO LAND ADJUDICATION, SURVEYOR & OTHER GOVERNMENT OFFICERS

7. Other than your education level state the kind of training you have undergone since your payment………………………………………………………………………………
8. What kind of long term career development programme(s) are designed by the management

   (1) On-the-job-training

(2) Off-the-job-training

(3) Job-instruction-training

(4) Any other (specify)

9. Are employees working in one department ever seconded to another department so that they can learn more about the processes and procedures in that area?

    (a) Yes   (b) No

10. Is training available to employees that is work related, but not directly necessary for the individual's currently job? (E.g. learning about processes that occur in other parts of the organization, courses to increase computer skills)

    (a) Yes ☐   (b) No ☐

11. Do you have any mechanism by which this knowledge (problem solving or best practice) is transferred to other areas of production?

    (a) Yes ☐   (b) No ☐

12. Do your policies, strategies or vision statement in any way refer to importance of learning, and or employee development?

    (a) Yes ☐   (b) No ☐

13. What is the aim of training you receive?

    (1) To enhance productive

    (2) For career development

    (3) To empower employees in their areas of specialization

14. Is training programmes readily available to employees of the department immediately they are placed on the job?

    (a) Yes ☐   (b) No ☐

15. In your opinion, is the process of Land Adjudication moving on well?

    (a) Yes ☐   (b) No ☐

SA ☐   A ☐   U ☐   D ☐   SD ☐

KEY

SA – Strongly Agree

A – Agree   **D –** Disagree

U – Undecided   **SD –** Strongly Disagree

16. What factors contribute to the slow process of Land Adjudication

    (a) Low funding

    (b) Lack of working tools

    (c) Poorly trained personnel

    (d) Others (specify)……………………………………………..………………

      …………………………………………………………….…………………

17. Performance improvement can occur at:-

      (a) An individual performer

      (b) A team

      (c) The organization itself

    (Choose the one you feel is best for your organization)

SECTION C:

18. Is the department of Land Adjudication taking technical staff for new technological training?

      (a) Yes   (b) No

19. How do you rate the Land Adjudication process in terms of modern technological training?

      (a) Yes   (b) No

20. Has Land Adjudication Process as was envisaged by the government?

    (a) Strongly agree

    (b) Agree

    (c) Undecided

    (d) Disagree

    (e) Strongly disagree

21. If not successful, what can you attribute to have caused failure?

    (a) Lack of proper training

    (b) Lack of training on the part of those involved

    (c) None of the above

22. Is the Land Adjudication process properly administered in South Rift region?

(a) Yes ☐   (b) No ☐

23. Is the government committed to completion of Land Adjudication process?

(a) Yes ☐   (b) No ☐

24. If the answer is yes, state how ……………………………………………………….

…………………………………………………………...

…………………………………………………………………………………………

25. What advice can you give to the government to enable them accelerate this process?

…………………………………………………………………………………………

…………………………………………………………………………………………

26. What is your organization's training policy if any?

…………………………………………………………………………………………

…………………………………………………………………………………………

27. Whose responsibility is training?

…………………………………………………………………………………………

…………………………………………………………………………………………

28. What advice can you give to the government to accelerate the land adjudication process

…………………………………………………………………………………………

…………………………………………………………………………………………

29. What factors in the organization might cause some employees to resist learning the new system?…………………………………………………………………………………

…………………………………………………………………………………………

30. Why is it necessary to determine training needs on 3 levels analysis; the organization, the task and the person?...

…………………………………………………………………………………………

…………………………………………………………………………………………