FACTORS AFFECTING TRAINING OF EMPLOYEES ON PERFOMANCE IN ELDORET MUNICIPAL COUNCIL, KENYA

BY

GEOFREY K. TOWETT

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN PUBLIC ADMINISTRATION AND POLICY OF MOI UNIVERSITY

DEPARTMENT OF HISTORY, POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

SCHOOL OF ARTS AND SOCIAL SCIENCES

MOI UNIVERSITY.

JUNE, 2015

DECLARATION

Declaration by the Candidate

This thesis is my original work and has not been presented for a degree in any other University. No part of this thesis may be reproduced without the prior written permission of the author and/or Moi University.

……………………………   ……………………….

GEOFREY K. TOWETT   DATE

SASS/PGPA/02/10

Declaration by Supervisors

This thesis has been submitted for Examination with our Approval as University Supervisors.

....

Dr. JAMES   K.   CHELANG'A   DATE

 MOI UNIVERSITY

DEPARTMENT OF HISTORY, POLITICAL SCIENCE AND PUBLIC ADMINISTRATION.

…………………………..   ………………………….

Mr. DULO NYAORO   DATE

MOI UNIVERSITY

DEPARTMENT OF HISTORY, POLITICAL SCIENCE AND PUBLIC ADMINISTRATION.

DEDICATION

I dedicate this work to the Almighty God whose strength has enabled me to complete this study.

ACKNOWLEDGEMENT

I am indebted to my parents for their support and lecturers in the Department of History,

Political Science and Public Administration for their guidance.

ABSTRACT

Employees in various local authorities across the globe play a significant role in provision of essential services to people within their areas of jurisdiction. In many developing countries such as Tanzania, local governments are however, faced with challenges in service delivery due to external and internal forces such as inadequacy of finance, centralized decision making by the central government, emergence of private organizations providing similar services and the changing technology. This study assessed the factors affecting training of employees on performance in Eldoret Municipal Council in Kenya. The research was guided by the following objectives: to find out the factors that necessitate the need for employees' training, to assess the various modes of employees' training and to examine the challenges facing employees training in Eldoret Municipal Council. The study adopted open systems theory propounded by Von Bertanlaffy (1962), and a survey research design. A total study sample of 261 respondents was considered for this study of which 254 were field officers from the seven departments and all the seven heads of departments. Stratified sampling was used to group employees based on departments. A study sample of 30 percent of field officers from each department was drawn through simple random sampling technique but all the seven heads of departments were purposively sampled. Data for this study were collected through the use of questionnaires containing both open and closed ended items and document analysis. Analysis of data involved the use of Statistical Package for Social Sciences as well as qualitative analysis. Descriptive techniques such as the use of percentages and frequencies were then used in the presentation of the findings. The findings revealed that among the needs for training included the need by employees to acquire more skills and knowledge, personal initiative for promotion and salary increment, changing technology at work place, and competition from private entities offering similar services for a fee. It was also established that there were both on the job and off the job training in EMC but not all employees benefit from the trainings. The challenges facing employees training included insufficient funds allocation for training, lack of formalized criteria for selecting trainees, corruption and bribery, and tribalism. A training gap which had manifested itself in poor service delivery had been experienced resulting in emergence of private organization that provided similar services. Frequent systematic training blended with an all-inclusive departmental needs assessment for employees should be established to bridge this gap. With the change of the Kenyan constitution, a similar research should be done in the county government to evaluate training and employees' performance in service delivery. In addition, further research should also be conducted on other monetary and non monetary incentives to establish their impact on employees' performance in the current county governments.

TABLE OF CONTENT

LIST OF TABLES.

LIST OF FIGURES

LIST OF ABBREVIATIONS.

LA: Local Authorities

GPT: Graduated Personal Tax

LATF: Local Authority Transfer Fund

EMCA: Environmental Management and Coordination Act

PSC: Public Service Commission

LGA: Local Government Act

GoK: Government of Kenya.

EMC: Eldoret Municipal Council

HOD: Head of Department

DEFINITION OF TERMS USED

Training: The process of imparting skill and knowledge through a systematic process.

Service Delivery: It refers to provision of essential services such as sewerage, water, street lighting and environmental cleaning by the municipal council to the people living in various estates within Eldoret municipality.

Employees: Has been used in the study to refer to various individuals who offer services on behalf of the Municipal Council for a pay.

Change Management: It is an approach to transitioning individuals, teams, and organizations to a desired future state. This research focused on training a tool for change in service delivery in local authorities.

Local Authorities: Refers to bodies controlling local governance in urban areas in Kenya.

Dependants: Refers to the number of persons that individual have and provides all required support.

Field Officers: Individuals employed by EMC to provide essential services to residents of Eldoret Municipality and are drawn from different departments.

County Government: Refers to the devolved system of governance in Kenya as outline in chapter 11 of the constitution.

CHAPTER ONE

INTRODUCTION

1.0: Introduction

This chapter entails a discussion of the background to the study, statement of the problem, objectives, research questions, significance of the study and the scope of the study.

1.1:   Background of the study

World cities serve as national, regional and global engines of economic growth, centre of technological and cultural creativity (Rakodi, 1997). Current trends have shown renewed interest in local governance in urban management with an objective of enhancing efficiency in service delivery (Smoke, 1993). This has been a response to innumerable political, social and economic problems that have gripped central governments of many developing nations in the last decades. These problems include economic inflation, collapsed prices of agricultural and natural resource commodities, serious drought, failed trade policies and an extended worldwide economic recession.

National governments in developed countries have reduced their role in managing development and have largely relied on local governments structures in provision of essential services to the residents within their jurisdiction. To effectively harness this potentiality, most national governments have delegated political and economic power to local governments to provide the basic services such as provision of water and road

maintenance, environmental cleaning, sewerage maintenance, and provision of education within their areas of jurisdiction (Smoke, 1993).

Local governance structures have been praised as crucial in development because of its proximity to the local people in addressing priority needs (Stamp, 1986). In Kenya, like many developing nations, the delivery of some essential services such as provision of water, and environmental cleaning is the responsibility of local government authorities (Wekwete, 1994). In response to the forces of globalization and other internal and external pressure, Kenya has resorted to decentralization and liberalization in provision of services to the public. Devolution and decentralization improves the relationship between citizen and the state as well as mobilization and distribution of wealth and ultimately, quality service delivery at the grass root level (Mittulah, 2004). The survival of any organization in the competitive society lies in its ability to train its human resource to be creative, innovative, inventive who will invariably enhance performance and increase competitive advantage (Edralin, 2004).

Training becomes inevitable the moment an organization realizes the need for improvement and expansion in the job. But often times, organizations embark on job enlargement and enrichment to promote employees' morale, motivation and satisfaction when in the fact the real problem with work performance lies in capacity development. The study becomes necessary because many organizations in the contemporary world are striving to gain competitive edge and there is no way this can be achieved without

increasing employees' competencies, capabilities, skills etc through adequate training designs (Cole, 1996).

The success of any organization largely depends on the level of knowledge and skills of its human resource (Armstrong, 2001). Consequently, training of the human resource in local authorities is paramount in order to equip them with necessary skills and knowledge for effective service delivery. According to Saleemi and Bogonko (1997), training is an organized activity designed to create a change in the thinking and behavior of people and to enable them do their jobs in a more efficient manner. In addition, Graham and Bennet (1998), indicates that the purpose of training includes greater productivity, greater versatility and adaptability to new work methods, less need for close supervision, fewer accidents and greater job satisfaction showing itself in lower labour turn over.

Employee training is important because it improves the quality of work output, it increases knowledge and skills of employees in performing their specific jobs, helps to reduce the time and cost needed to reach acceptable level of performance. In addition, training is paramount in manpower development because promising employees can be trained for higher level jobs (Saleemi and Bogonko, 1997). In a research study conducted by Mbutta (1999) in Tanzania, he observed that training which is a crucial aspect in improving work performance, is neither budgeted for nor programmed for. Although training is vital in work performance, many employees in various organizations still lack sufficient training skills and knowledge at their work place to enable them cope with

management challenges and the changing demands of the society in service delivery (ibid).

Local authorities in Kenya can collect revenue from variety of taxes, fees and charges within their area of jurisdiction and receives support from the central government through Local Authorities Transfer Fund (LATF). In addition, it also has large number of employed staff capable of providing sufficient labour needed in the provision of services to the clients. However, there have been complains by the clients served by the municipal councils on the quality of services received, to the extent that private organization have emerged to provide similar services for a fee.

Studies reviewed such as Ngirwa, C (2006), Mjenga, O (2002) and Mbutta, J (1999) noted that the employees' performance in service provision largely depends on the level of training of its human resource. However, local governments have not taken a keen consideration on the training needs of its employees, which this study presumes as crucial to improvement of employees' performance in service delivery. There is scanty literature on how training influence employees' performance in the municipal councils particularly in Kenya. Therefore, this study sought to investigate the factors affecting training of employees on performance in Eldoret municipal council in Kenya.

1.2 Statement of the Problem

Globally, technological, operational and structural changes in organizations have often been associated with improved production as well as efficiency in employees' performance (Kreitner, 2007). The trends in human resource management practices throughout the world are changing dynamically. Nowadays, employers are more concerned about employee's retention and controlled employees' turnover than cost cut off. The need of employee's retention has encouraged the employers to pay attention towards employee's development through training in order to keep them motivated and more especially in the private sector. The core purpose of involvement in training and employee's motivation is to improve employee's performance resulting in enhanced organization's performance. Smoke (1994) asserts that in many developing countries, local governments are the institutional overseers of the urban areas where most industrial and specialized services are based. Consequently, development largely depends on the level of skills and training of the employees working in various sectors of development. In Kenya, the local governments provides services such as fire fighting services, immunizing of people, hospital services, local road maintenance, garbage collection and safe drinking water. The basic reason for this is that, the closer the representative government is to the people, the better it works (Oyugi, 1983). However, some employees in the municipal councils have often associated training with unpleasant outcomes such as retrenchment emotion.

Despite training being paramount in work performance, many employees in various organizations still lack sufficient training skills and knowledge at their work place to

enable them cope with challenges related to efficiency in delivery of public goods and services to the clients (Armstrong, 2001). In Kenya, for instance, there have been complains by the clients served by various municipal councils on the quality of services received, to the extent that private organizations and firms have emerged to provide similar services for a fee (Smoke, 1994). A similar research conducted by Mbutta (1999) in Tanzania found out that poor employees' performance in delivery of public services had led to emergence of private investors to offer similar services for a fee. Poor service delivery has been blamed on inadequate training of employees in the municipal councils or lack of specific systems to involve staff in training. As a result, this has put their customers to potential risks of poor service delivery (Sleight, 1993).

Provision of essential services largely depends on the level of skills, knowledge and attitude of employees serving in the municipal councils. Systematic training blended with performance contracting is perceived to be crucial toward realization of efficiency in any organization. From existing literature, however, it is not clear how such trainings impact on the performance of employees in provision of services in various public institutions. Additionally, most studies conducted have majorly focused on human-capital investment and productivity, (Beatrice van Der, *et. al* 2009); Interpersonal skills training for quality service interactions (D'Arcimoles, 1997); personnel and human resource management, (Cole, 1996); training methods, (Jones, 2000); and performance management, (Armstrong, 2001), hence, the need for this study. This study therefore sought to find out the factors affecting training of employees on performance in Eldoret Municipal Council in Kenya.

1.3: Objectives of the Study

The subsequent section highlights on the broad and specific objectives of the study.

1.3.1: Broad Objective

The purpose of this study was to examine the factors influencing training of employees on performance in Eldoret Municipal Council in Kenya.

1.3.2: Specific Objectives

The study was guided by the following specific objectives:

i. To assess the factors that necessitates the need for employees training on their performance in Eldoret Municipal Council.

ii. To explore the various modes of employees training in Eldoret Municipal Council.

iii. To examine the challenges facing employees' training on their performance in Eldoret Municipal Council.

1.4:   Research Questions

The study sought to answer the following research questions;

i. What are the factors that necessitate the need for employees training on their performance in Eldoret Municipal Council?

ii. What are the various modes of employees training in Eldoret Municipal Council?

iii. What are the challenges facing employees' training on their performance in Eldoret Municipal Council?

1.5:   Significance of the Study

 This justification for this research is viewed in two dimensions; as academic pursuit and on the practical aspect. Academically, the study explored the contemporary employees' knowledge and perception towards training and delivery of services in the local authorities in Kenya. In addition, this research reveals certain areas often taken for granted as far as training is concerned, for instance employees involvement in designing and implementation of training programmes. The research also helps in anchoring the theoretical knowledge of training into their pragmatic relevance in different organizations, and in identifying the relevance of a particular method over another. It helps in revealing the appropriateness of certain training methods in enhancing efficiency in service delivery in local authorities in Kenya as well as county government as in the current constitutional dispensation. This research also provides an opportunity to validate the arguments and the emphasis that various public administration scholars have often put on the need to have frequent and systematic training programmes if the organization in both private and public sector are to remain efficient in provision of essential services.

In the practical sense, the study proceeds from the assumption that training plays a significant role in equipping employees with skills and knowledge towards efficiency in service delivery. The study is useful in suggesting the appropriate training programmes for local authorities that can enhance effective service delivery. The findings of the study are also useful to the current county administrators in understanding how they can involve the employees in the various organizational changes needed to reduce work-place conflicts and employee strikes. They will not rely on subjective judgment or on

outdated traditional management skills, but will base their work methods, decisions and actions on concrete knowledge supported by research findings. This will consequently improve the internal efficiency and help to re-invent county and local government structures for effective service delivery to the clients/ public.

In addition, the findings form a point of reference to the current county governments on how to align and realign their county structures toward efficiency in service delivery to the local populace. The current devolved government will rely of the finding in identifying how best they can plan and engage the county employees in training for efficiency in service delivery. Lastly, with the new constitutional dispensation in Kenya, the study forms a basis for further research to generate new ideas that can be considered for efficiency in service delivery and management of the county governments.

1.6: Scope of the Study

The study assessed the factors affecting training of employees on performance in Eldoret Municipal Council in Kenya. The research objectives were; to identify the factors that necessitate the need for employees' training in EMC, to find out the various modes of employees' training and to find out the challenges facing employees training in EMC. Collection of data was conducted in Eldoret Municipal Council between November 2012 and December 2012 using a survey research design. The study was conducted in all the seven departments of EMC where respondents (sampled field officers) and all heads of departments were served with research instruments.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0: Introduction

This chapter gives an overview of literature on past studies relating to employees' training and their performance in local authorities globally. It specifically focused on vast literature on the factors that necessitate the need for employees training; various modes of employees' training; and the challenges facing employees' training in local authorities across the world. The chapter takes a critical analysis of research work done by various scholars and the missing links that need to be filled through research.

2.1: Factors that Necessitate Employees' Training in Organizations.

Globally, Organizations tend to have indefinite life span and they keep on changing because they are 'open systems' and constantly interact with the environment (Kreitner, 2007). The pressure for change often comes from all sides; globalization, government initiative as well as other related upcoming organizations competing in provision of similar services. Graham and Bennet (1998), posited that change can be step change or incremental. In step change, it's often radical in one full swoop, while incremental change is often an ongoing process which takes place as part of an organization and development (Grahams and Bennet, 1998).

Managers often have a list of options of what to change in the organization and may include strategy, culture structure, technologies and the attitude and skills of the employees. Organizational renewal towards effective service delivery often starts with change in the firm's mission and vision which is referred to as strategic change (Dessler, 2003). Cultural change may also be needed and means adopting new corporate values, new notions of what employees view as right and wrong and what they should and should not do. Dessler (2003) further posited that structural change is relatively quick and a direct way to change an organization and includes organizing or redesigning the organization, departmental structure, coordination, span of control, reporting relationship as well as task or decision making procedure (Ibid).

People's attitude and skills can also be changed by training and development so as to provide new or current employees with the current skills they need to perform their job better. Technological change implies embracing new production techniques, new selection and screening procedures and new performance appraisal (Dessler, 2003). According to Wayne and Robert (2005), the need for change arises when there is discovery of new raw materials, entry of new competitors to a market, shift in consumer taste and from the alteration in the cultural, political, economic and legal framework within which the organization exists while Pattanayak (2003) gives some of external changes affecting organization today to include political change, globalization of industries, economic reforms, technological revolution and social changes.

In any organization, the need for change can be triggered by internal or external factors. External forces often originate from environmental sector including customers,

competitors, technology, economic forces and international community. Internal activities and decisions often constitute internal forces (Daft, 2000). External forces that trigger change include threatening tactics of competitors, change in demand for the organization's product or services, and takeover of the business by powerful enterprise, inability to attract sufficient number of skilled employees, development of new technologies now available for application and political change (Cole, 1996).

Cole (1996) further gives the internal triggers for change to includes revised mission or goals, introduction of culture changes, need to improve productive efficiency, needs to improve the quality of product and services, need to deploy people where they are most effective. The important motive for innovation in a business enterprise is to improve the organization's ability to meet and satisfy the consumer needs (Ivancevich, 1994). As much as there are forces for change in any organizations, there are also forces opposing change or to maintain the existing status quo and Kurt Lewin explains this dilemma in his force field model (Kurt, 1951).

FORCE FIELD ANALYSIS BY KURT LEWIN

DRIVING FORCES   **RESTRAINING**
FORCES

(Forces for positive change)   (Obstacles to change)

Present state or
The desired state
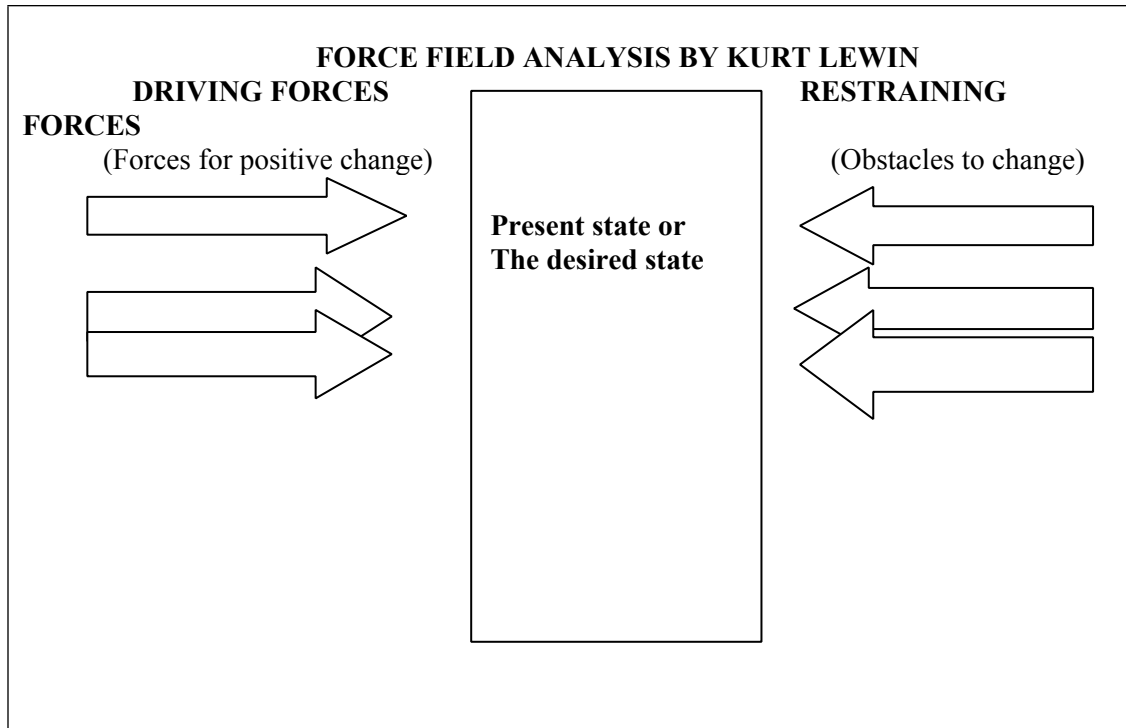
Fig 2.1: Force Field Diagram
Source: Hayajneh (2007)

In Kurt Lewin force field model, the equilibrium should be disturbed systematically so that the desired change can be realized. The forces for change should be strengthened while weakening the forces against change and this is regarded as change management (Cole, 1996). In relation to service provision in local authorities, the change management towards better employees' performance has to focus on how to reduce resistance to training by employees while popularizing participatory approach in identifying, formulation and implementation of training programmes (Okumbe, 2001). Systematic training is therefore, paramount and can be adopted in order to fully equip the employees with skills and knowledge required to compete well with the emerging private organizations providing similar services to the residents of Eldoret municipality. Organizational challenge therefore, is on how to manage change in order to move the

current state of performance in service delivery to a desired future state (Hayajneh, 2007). It's based on this ground; therefore, that training should be emphasized in order to equip employees with new skills, knowledge and attitude. Employees training provide a transitional medium through which the current level of performance can be enhanced to higher performance in future (Cole, 1996).

2.2: Modes of Employees Training in Organizations.

The success of any organization in the current global competitive society depends on its ability to train its human resource to be creative, innovative, inventive who will invariably enhance performance and increase competitive advantage (Wright and Snell, 1991). The main objective of every organization is to improve its performance but it can never be possible without the efficient performance of employees. Therefore, the performance management system must come into effect as a management reform to address and redress concerns regarding employees' and organizations' performance (Valentine and Fleischman, 2004).

In contributing to the overall goal of the organization, training and development processes are implemented as this benefits not just the organization but also the individuals making up that organization (David, 2005). For the organization, training and development leads to improve profitability while cultivating more positive attitudes toward profit orientation and employees' commitment to their jobs. For the individuals, training and development improve job knowledge while also helping in identifying with the goals of the organization (Ngirwa, 2006).

Mjenga, (2002) examined the effect that training and workplace education programs can have on various organizations. The study included an analysis of numerous outcome variables that may be achieved through training. Variables relating to performance, wages, productivity, satisfaction, motivation, and absenteeism were all examined. These variables are analogous too many of those that are commonly scrutinized in the training and development literature. Social support and access to training can also play a significant role into the level of commitment that is established. Employees are likely to place greater value on training programs that are highly respected by colleagues, supervisors, and managers (Jones, 2000). Organizations that are able to create an environment where training is supported and valued by employees will always be able to achieve greater commitment outcomes (ibid).

Training can have a considerable influence on organization finances as there are several potential training costs that may be incurred. One type of training related cost is a direct cost and may include instructor salary, materials, and follow-up supervision. A second type of training related cost is indirect cost (Olbert-Bock, 2002). These costs are related to worker output and productivity during and upon completion of the training. Along these lines, once a training program is completed, worker productivity is expected to increase (Harrison and brooks, 2007). The benefits will be to the organization, due to an increase in work output and productivity, and to the worker, as the increase in output should translate into higher wages and opportunities for career advancement. In general,

an organization will weigh the costs and returns to training to determine the amount of investment it will incur (Kouhy, *et al*., 2009).

The importance of ensuring employee retention following training may lie in the strategic approach that is utilized. Organizations can seek to achieve their goals through a variety of human resource strategies and approaches. One such approach, a commitment strategy, attempts to develop psychological connections between the organization and employee as a means of achieving goals (Harrison, and Brooks, 2007). In an attempt to ensure that the employee remains with the organization following training, employers may implement a strategy to training that fosters commitment. Training that attempts to increase employee commitment may serve to counter the numerous direct and indirect costs associated with turnover.

2.2.1: Different Modes Training in Organizations

Training of human resource involves changes in skills, knowledge, attitude and / or social behavior. In order to remain competitive, changes in these areas are needed (Ivancevich, *et al*., 1994). According to Ivancevich (1994), training is the systematic process of altering employees' behavior to further organizational goals. Training is an organized activity designed to create a change in the thinking and behavior of employees and to enable them do their jobs in a more efficient manner (Saleemi and Bogonko, 1997). Training is most effective when it is planned, implemented and evaluated in a systematic way. Systematic training is therefore of paramount importance because it focus on evaluation of employees training needs and participatory involvement of

employees in designing, implementation and evaluation of training programmes (Ngirwa, 2006).

According to Cole (1996), the systematic model of training consists of five phases that should be repeated on a regular basis to make further improvements. The training should achieve the purpose of helping employees to perform their work to required standards. The steps involved in systematic model of training are as follows:

a. Analyze and identify the training needs i.e. to analyze the department, job, employees requirement, who needs training, what do they need to learn and estimating training cost. The next step is to develop a performance measure on the basis of which actual performance would be evaluated.

b. Design and provide training to meet the identified needs of employees. This step requires developing objectives of training.

c. Develop the training programme-This phase requires listing the activities in the training program that will assist the employees to learn, selecting delivery method, examining the training material, validating information to be imparted to make sure it accomplishes all the goals & objectives.

d. Implementing the developed training programmes to achieve the set goals and objectives. Monitoring should be done because one wrong step can lead to the failure of whole training program.

e. Evaluating each phase so as to make sure it has achieved its aim in terms of subsequent work performance. Making necessary amendments to any of the previous stage in order to remedy or improve failure practices.

To be effective, training efforts must continuously monitor and coordinate the activities described above. Further, the training needs have to be prioritized so that the limited resources that are allocated to fill training gaps are put to use in a proper way (Ngirwa, 2006). Bogonko and Saleemi (1997) posited that training is effective only when it is properly planned and effectively executed. Training methods must be appropriate to the level of employees, the nature of task and the purpose of training (Ibid). According to Saleemi and Bogonko (1997) training programmes are broadly classified into; internal/ on the job training and external /off the job training.

2.2.1.1: Internal/On the Job Training Programmes

In Grahams and Bennet (1998), internal training is given in the normal work situation, the trainee using the actual tools, equipment, document or materials that he/she will use when fully trained. According to Saleemi and Bogonko (1997) internal training consists of orientation/ induction, apprenticeship, delegation, refreshers training, job rotation and promotion and transfers. Inductions are meant for new employees to help them adapt to the specialized job requirement and work method of the enterprise. Employees are provided with set of policies, rules and procedures having direct bearing on his/ her performance.

The second type of on the job training is apprenticeship. In this type of training, the employees are appointed as an apprentice. Apprentice learns the methods of work by observing and assisting his/ her senior. It's often common for electricians, machine men and plumbers. Thirdly is delegation as a training method. This is where the superior assigns certain responsibility to his/ her subordinate and also delegates him/ her authority

in equal measure.   The subordinate makes his own decision without looking up to his superiors. Refreshers training are the fourth type of on the job training. Owing to rapid scientific and technological changes, qualified workers may look obsolete with time. Refreshers training helps the workers in learning new methods and skills and refreshes the memory of thing learnt long ago.

Job rotation is also one of the on the job training in various organizations. The objective is employees' development through provision of diversified training from one department to another. Job rotation can take different forms such as employees selected for training being assigned job one after another, observing the work of different departmental heads, creation in organization and certain managerial position meant to be occupied by trainees, and posting of trainee as assistant manager in different departments. Finally promotion and transfers are often considered as on the job training methods. Promotion and transfer may mean a rise in authority and remuneration. Promotion may cause significant change in the nature of his/her duties and responsibilities. Like in many government institutions, the municipal councils in Kenya largely have induction training for their new employees.

2.2.1.2: External/ Off the Job Training

 According to Okumbe (2001) off the job training entails training programmes which can be run outside the organization, by training institutions or by consultants to provide specific types of training. Saleemi and Bogonko (1997) posit that off the job training includes training by management institution- management institution provides essential skills for work performance. There are country-wide institutions imparting technical and managerial skills through the use of lectures, conferences and seminars. They are known

to impart knowledge and develop analytical abilities among workers. Qualified and trained persons conduct specific lectures suited to the needs of different categories of workers.

Role playing is also an off the job training technique. It's a method under which participants assumes certain roles and enact them spontaneously under classroom condition. The participants are assigned the role by turns. While two or more trainees enact the roles assigned to them, others act as observers and critics. Finally, sensitivity is another off the job training and involves interaction between members of small informal or unstructured groups. The interactions are under strained conditions so that members become sensitive to each other's feeling and develop reasonable effective group activity.

2.2.2: Designing and Implementation of Employees' Training Programme for Service Delivery.

According to Land *et al.*, (2007), a training programme can fail if the management can't convince the employees of its merit. Employees must believe that the programmes have value and will help them achieve their personal and professional goals. A long string of successful programs certainly enhances the credibility of training (Wayne and Robert, 2005). When designing training programs, therefore, it's paramount that all the stakeholders be involved including employees. Stake holder analysis should be done to ensure wide involvement and consequently, high compliance to the training (ibid). Through stakeholder analysis, gaps in local authorities employee's skills and knowledge on service delivery can easily be identified and appropriate training be provided in time.

A participatory training need assessment helps in adopting the most appropriate method of training the employees requires. In addition, it eases the process of implementation and evaluation of training programmes because the employees feel recognized in every stage (Anderson, 1979). Implementing traditional training program is often challenging and is attributed to managers feeling typically action oriented and too busy for training. Another difficulty in programme implementation is that qualified trainers must be available to be able to impart the required skills and knowledge in service provision (Ngirwa, 2006). In addition to possessing communication skills, the trainers must know the organization's philosophy, its objectives, its formal and informal organization, and the goal of the training program (Ibid).

Torrington and Hall, (1998) state that training implies change, which employees may vigorously resist. Employees' feedback is vital at this stage because there are often challenges in new programs. It may be difficult to schedule the training around present work requirements. Unless the employee is new to the firm, he/she undoubtedly has specific full-time duties to perform and may be reluctant to trainings (Cole, 1996). Another difficulty in implementing training programs is record keeping. It is important to maintain training records including how well employees perform during training and on the job. Such would help in planning for future training of employees especially where some employees might not have been considered before (Ngirwa, 2006). In addition, it ensures that all employees have equal accessibility to training programmes to boost their performance in service delivery (ibid). Regarding evaluation of training, the training department must document its efforts and demonstrate that it provides valuable services

(Dessler, 2003). Evaluation can be done by establishing the employee's opinion on training, checking the extent of learning by employees and behavioral change, and by checking the accomplishment of the training objectives, and through benchmarking (Torrington and Hall, 1998).

2.2.3: Employee's Involvement in Training on Service Delivery

According to Torrington (1998) employees' participation should develop first at the place of work itself, with autonomous working groups taking their own supervision and with managers giving much more attention to the design of jobs and finding ways in which individual employees can participate in day -by- day decision that affects work. To support this, broad level decisions are of little interest to employees and that their participation will be apathetic, while what they really care about is what they themselves do from day to day (Dessler, 2003). Acquisition of new skills and knowledge by the employees of local authorities is enhanced when employees are involved in organising, planning and/or checking the quality of their own work. This may be through teams that have their own responsibilities and are given the freedom to determine how work is organised or through individuals given the autonomy to organise their own work tasks, pace and standards (Ashton and Sung, 2000). Another aspect of employee involvement is the extent to which management 'encourages employees to make their views known on work-related matters, but retains the right to take action or not' – this is referred to as 'consultative' involvement (Edwards *et al*., 2002).

2.2.4: Local Government Human Resource Development

Local authorities such as cities, municipalities and urban councils are facing serious crisis in attracting, retaining and developing the main asset that would make a difference in their performance i.e. the human resource (Land *et al.*, 2007). Owing to persistent inflation and the state decree that froze the actual growth in wages in 1990s, the public sector experienced stagnant wage levels. This has been a disparity between the private sector, central government, state parastatals and local authorities with the later having the lowest wage level (Economist, 2006). Recent review in the public sector wages has not corrected the disparity, with councils staffing situation being adversely affected by the persistent low wage regime (Ibid).

Perennial shortage of well experienced, qualified skilled personnel at chief executive, deputy chief executive and heads of department level that constitute council management in local authorities is widespread (Dessler, 2003). Senior management positions were filled through recruitment process that was led by the Public Service Commission (PSC) and the Ministry of Local Government (MOLG). However, these positions in the new constitutional dispensation are filled by the county public service board (Constitution of Kenya, 2010). Filing of vacancies often takes lengthy periods during which the functions of various offices are performed by persons who are usually not qualified to be appointed to them (Land *et al.*, 2007). Consequently, leadership needed by lower level staff and supervision needed to ensure staff productivity is not available. This reduces the realization of quality service standard and at best makes for wide swings in the output of personnel and unsatisfactory rating of the performance of councils by their residents. The

situation is made worse by the lack of job security which arises from politicization of human resource function (Ashton and Sung, 2000).

The Local Authorities organizational structure continue to be broad based with severe overstaffing in the supervisory operative cadres whilst management position remain unfilled for unduly long period (Dessler, 2003). The process of filling positions in the service providing cadres is led by politicians and it remains highly politicized as a result of pressure on the local leaders to provide employment for their political supporters (Oyugi, 1983). Training opportunities are limited and characterized by lack of nationally coordinated capacity building strategy or a locally designed capacity building plan, local authorities' staff have low prospects of improving their skills and competencies. Many local authorities are yet to develop and implement a restructuring programme geared towards downsizing/ rationalizing their staff complement (Ibid).

The municipal councils are generally finding it difficult to get qualified management and technical personnel to serve in them; the existing local authorities' employees have a hard time getting promoted on merit since employment in council is biased in favor of candidates from the locality (Ashton and Sung, 2000). In addition, Interference of politicians in routine personnel management makes it difficult to achieve objectives human resource management and development in the council (Ibid).

2.2.5:   Training Needs Assessment.

According to Dessler (2003), the purpose of training needs assessment is to identify the specific job performance skills needed, to analyze the skills and needs of the prospective trainees and to develop specific measurable knowledge and performance objective. In training needs assessment, competence refers to the ability to do certain jobs while performance is the achievement of practical result in a work situation (Kubr and Prokopenko, 1989). A number of factors impede performance in an organization and these include low managerial authority, ambiguous job description, red tape, haphazard personnel management activities, low motivation and job satisfaction and low morale (Okumbe, 2001). Training needs assessment helps in identifying performance gaps and consequently, ways of filling those gaps (Dessler, 2003). Personnel managers should be able to differentiate between training and non training needs. The research therefore, explored training in organization especially in local authorities with the objective of evaluating its efficiency in service provision (Divina and Edralin (2004).

2.3: Challenges Facing Human Resource Training

Past studies reveals that human resource training plays a significant role in transforming employees' skills and knowledge for better service delivery. Divina and Edralin (2004) posited that training as an organizational intervention is often a well thought set of activities aimed at facilitating learning of knowledge, attitude and skills among employees.

Among the challenges facing human resource training in various local governments globally includes lack of staff training policy. In a study by Ngirwa (2006), he noted that most African local governments do not have staff training policies at their disposal to guide in employees' training. Similar results were observed by Jacobs (2003) who states that, it is difficult for trainees to understand the way the department works without proper training programmes being set up in place. This implies that work organizations without suitable training policies and programmes cannot run human resource training and development programmes successfully.

Mbutta (1999) observed that most local governments in African lacked staff training policies initiated from within and as a result, employee training was poor. According to Kouhy *et al*. (2009) training is one of the main human resource policies all organizations should have in order to maximize the benefits reaped from training. Similarly, Beckman (2009)) noted that organizations without viable training programmes would fail to provide employees with frequent opportunities to practice and enhance their capabilities in terms of enhanced employee skills and knowledge. All these factors combined leads to poor performance and inefficiency in provision of essential public services.

A training programme can fail if the management can't convince the employees of its merit (World Bank, 2002). Employees must believe that the programmes have value and will help them achieve their personal and professional goals. This can only be realized if the organizations have a clear training policy and training programmes (Wayne and Robert, 2005). When designing training programs, therefore, it's paramount that all the stakeholders be involved including employees. Stake holder analysis should be done to

ensure gaps in local authorities employee's skills and knowledge are identified and appropriate training be provided in time.

According to Land *et al.* (2007), despite employees being the most valued asset, many local authorities in Africa hardly provide substantial amount of money to employees' training to enhance their efficiency in service provision. World Bank (2002) also noted that this challenge has always contributed to the emergence of private firms to provide similar services to the public for a fee. Mbutta (1999) also noted that malpractices such as bribery, nepotism and favoritism dominated the process of identifying trainees in many local authorities in Africa. A good training programme is often done after a certain time interval based on the training needs of employees. Systematic training system is often preferable because it is participatory and often addresses the skill gaps of employees (Cole, 1996).

In a study in Tanzania, Ngirwa (2006) noted that lack of top management support to training was one of the biggest problems affecting staff training and development. Although it is generally accepted that learning and the development of employee competencies are inevitably individual processes, these aspects are strongly linked to the organizational climate and to the social learning processes, which tend to provide ample opportunities for the managements of organizations to help workers further develop their career potential and grow professionally (Baitsch, 1998). This means enhancing employee competencies at the workplace strongly depends on the learning climate of an organization (Olbert-Bock, 2002). Consequently, autonomy in relation to work processes,

communication, attitudes and support by superiors, as well as time for learning, are paramount in influencing the learning climate (Bergmann *et al.* 2000; Jacobs, 2003). Subordinates who receive sufficient information and support from their seniors, and who engage in challenging tasks that demand taking responsibility tend to have more positive work attitudes in addition to engaging in more positive work behaviors than those who receive less support (Bakker and Demerouti, 2007).

2.4: Summary of Literature Review.

In summary, the literature review conducted in this study has demonstrated that every state have decentralized structures of governance that provides essential services on behalf of the national government. The establishment of local governance structures is an approach by the national governments towards proximate provision of essential services to the local populace. In Kenya local authorities have been playing this significant role since independence until after adoption of new constitution in Kenya.

Though local authorities' structures have evolved since independence, their roles have been paramount in provision of essential services. With the new constitutional dispensation in Kenya, these roles are done under the supervision of the county government as outlined in the Fourth Schedule of the constitution (Constitution of Kenya, 2010). Furthermore, the literature review noted the significant role of training in equipping the local authorities' employees with skills and knowledge needed for efficient service provision. Training is paramount in both private and public sector and is often done on-the job or off- the job. The review revealed that the success of training

programmes largely depends on the frequency and the level of employees' involvement in designing and implementation of such programmes. Training need assessment reveal the gaps that needs to be filled through systematic training of employees.

However, from the literature review, it was noted that though training is significant towards efficient service delivery, it is less emphasized. Training in public sector are less budgeted for and largely politicized in local authorities in Kenya. Consequently, this has negatively affected service provision and thus allowing the mushrooming of private organizations offering similar services for a fee. It's on this ground that the research sought to assess the factors affecting training of employees on performance in Eldoret Municipal Council in Kenya. This was done through collection, analysis and presentation of both qualitative and quantitative data, a process discussed in the subsequent chapters.

2.5:   Theoretical Framework

The theoretical framework adopted for this study was derived from the open system theory of organization, propounded by Von Bertanlanffy Ludwing in 1930s (Bertanlanffy, 1962). Open system reflects a belief that all organizations are unique because of the environment in which they operate. Consequently, they should be streamlined to accommodate unique problems and opportunities. For instance, research during the 1960s indicated that traditional bureaucrats in organizations failed to succeed in environment where technologies or market were rapidly changing (Analoui, 1998).

Open system theory is based on the assumption that just like living organisms; organizations have similar characteristics (Hanna, 1997). Arrangement of interrelated parts makes up a system. The system is made up of sub- units referred to as sub-systems. An open system depends on its external environment for inputs that are often transformed during throughput/process to produce the outputs that are exchanged in the environment (Bertanlanffy, 1962). A system is a collection of independent but interrelated elements or components organized in a meaningful way to accomplish an overall goal. The function of both the system and subsystem are to process material, energy and/ or information (inputs) into products or outcome for use within or outside the system (the environment) (Bertanlaffy, 1962).

Inputs include raw materials, energy and resources processed to produce outputs of the organization. Examples include information, money, employees' skills and knowledge, employees' time, energy and any raw materials of any kinds (Hayajneh, 2007). Throughput refers to the processes used by the system to convert raw materials or energy (inputs) from the environment into products or services (output) that are usable by either the system itself or the environment. Outputs are the products or services which come from the systems throughout/process. Example includes provision of health services, better lighting of streets, and better sewerage service by the municipal councils (Bertanlaffy, 1962).

Feedback refers to information about some aspects of data or energy processing that can be used to evaluate and monitor the system and to guide it to a more effective performance (Hanna, 1997). Feedback provides a means by which the system establishes

equilibrium with the environment's demands.   When the output doesn't meet environmental demands, then the outputs are redirected back into the system information as inputs (Analoui and Antwi, 2007). The only way to study an organization (including municipal councils) is to regard it as system, consisting of departments (sub-systems) that utilizes economic, physical and human resources (inputs) from the environment, to provide required goods and services (outputs) to the clients(in the environment).

The most vital asset to any organization is the human resources and often looked at in terms of their skills and knowledge on how they execute their responsibilities (Armstrong, 2001). In the organization, employees' training is therefore, paramount because it is an input that largely determines the quality of output (services and goods provided to the public). Training improves employees' skills, knowledge and attitude towards their performance of tasks in the organization (Graham and Bennet, 1998).
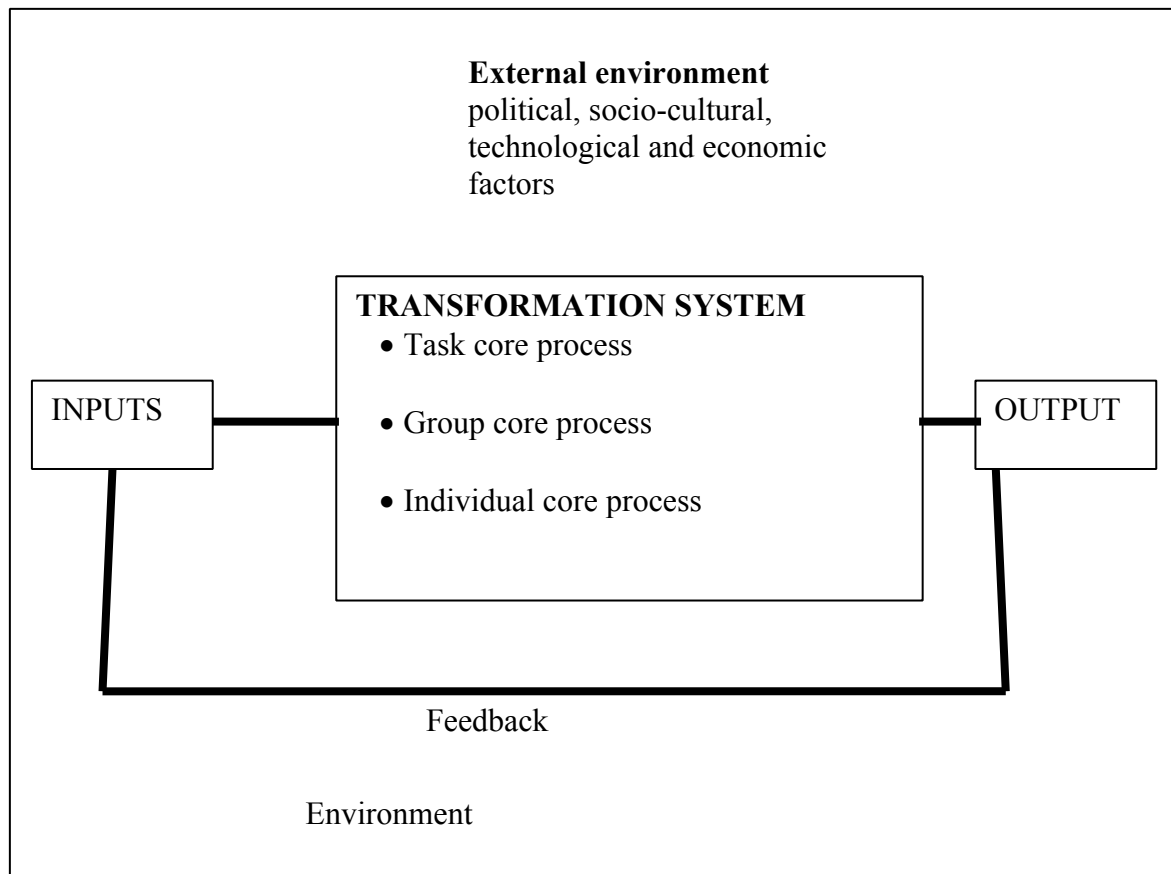
Figure 2.2: General Model of an Open System.
Source: Hanna (1997)

According to Wright and Snell (1991), employees' skills and abilities are inputs from the environment; employees' behavior as throughput/ transformation and their satisfaction and performance as output. This implies the capacity to acquire, utilize, train, develop, retain and displace the needed competencies for the organization; recognizing that micro and macro level phenomenon interact and influence each other (Analoui and Antwi 2007). A systematic training programme is therefore, a force for change needed to bring better service provision in local authorities compared to the current performance.

2.9.1: Municipal Council as a System

Municipal council exists and interacts with the environment to produce, consume and exchange produced goods and services and consequently regarded as a system. As a system, municipal councils consist of departments (sub- systems) such as Town Clerk, Municipal Treasury, Town Engineering, Education, Public Health and Social Services and Housing departments. Each of these departments (sub-system) has specific functions within the system. The departments (sub-systems) utilize the inputs such as physical (material), economic monetary and human resource to provide the clients with goods and services (outputs) mandated by the Constitution.

As an open system, municipal councils interact with forces from the environment such as threatening competitors offering similar services, changing technologies and emergence of private organizations providing similar goods and services to the public / clients (Cole 1996). For the survival of the system therefore, appropriate changes should thus be made particularly on the human resources to equip them with relevant skills and knowledge on their tasks (Hanna, 1997). The open system theory holds that employees training as a management tool is a vital input for efficient service delivery in the Kenyan municipal councils (systems). Employee's skills, knowledge and attitude (input) can only be improved through consistent and frequent training (Graham and Bennet, 1998). They are vital inputs that largely determine the quality of services (output) provided to the municipal council residents (in the environment).

This study therefore, sought to establish the factors affecting training of employees on performance in Eldoret Municipal Council in Kenya. However, in adopting the open system theory for this study, the researcher was fully aware of its shortcomings. For instance the inter connectivity/ relationship of different parts (sub-systems) have to be clearly recognized and understood by all people involved. The theory also assumed a shared vision so that all people in the municipal council have an idea of what they do. Furthermore, cohesive effort from all participants is required; a task that is hard to achieve where all people are involved.
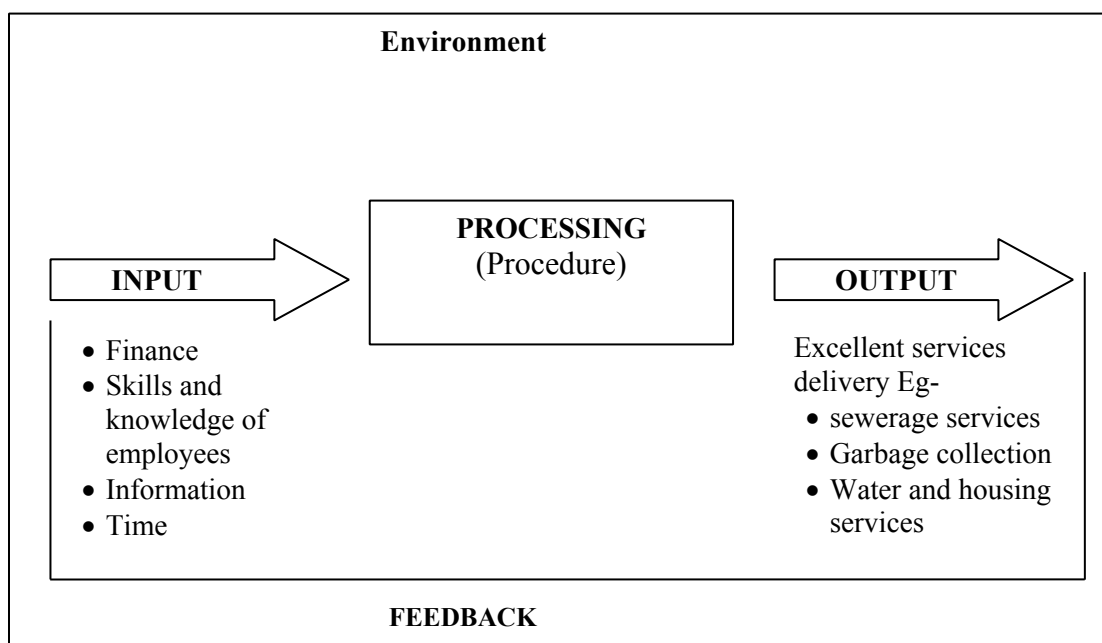
Figure 2.3: Operationalized Conceptual Model.

 Source: Hayajneh (2007)

The operationalized conceptual model in fig.2.4 shows municipal council as a system, which can be summarized that;

i.   Inputs consist of finance, time, skills, knowledge and information which constitute significant resources needed towards proper functioning of the municipal council as a system.

ii.   Processing implies proper utilization of resources (inputs) by the various departments (sub-systems) toward the achievement of the municipal council goals and objectives especially in service provision to the residents in the municipality.

iii.   Outputs refer to the services rendered to the residents in the municipality by the municipal departments. Such services rendered to the residents include sewerage services, environmental cleaning and conservation, provision of water, street lighting etc.

iv.   The feedback is an adjustment mechanism through which a point of equilibrium is established. If the residents are dissatisfied with the services, demands will be made to the municipal council to improve service provision. However, if the residents resort to private entities to provide similar services, the municipal council must re-evaluate its inputs to compete well over emerging competitors otherwise it becomes obsolete with time.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0: Introduction

This chapter presents the study area, research design, target population, research sample and sampling technique, unit of analysis, methods of data collection, validity and reliability of research instruments, methods of data analysis limitation f the study as well as ethical consideration.

3.1: Study Area

Eldoret is a town in Western Kenya and is the administrative centre of the defunct Uasin Gishu District of Uasin-Gishu County and is the fifth largest town in Kenya. It's located about 300 km North West of Nairobi on the Trans- African highway and 65 km north of the Equator. The official town site of Eldoret started in 1910 with a post office. The post office was later developed to include market office serving the community. The town developed slowly until 1924 when the Kenyan Uganda Railway reached Eldoret- starting a new era of prosperity and growth. In 1956, the current town hall was built and in 1958, Eldoret town was elevated to municipal council status. The municipality of Eldoret measures about 147 km^2. The municipal council through its various departments serves different estates namely; Kahoya, Pioneer, Munyaka, Elgon View, Langas, Kapsoya, West Indies, Action and Huruma.

As one of the local authorities in Kenya, Eldoret Municipal Council offer wide range of services that includes pre- primary and primary education management, public health and sanitation, fire brigade and Ambulance, community development and welfare, roads and drainage maintenance, refuse collection, urban planning and development control, and market and bus park control. To execute the above duties, the municipal council has various departments *(http//www.eldoretmunicipal council.com)*. The municipal council of Eldoret has seven departments managed by chief officers all under the stewardship of the Town Clerk. The departments which deliver service to the residents of Eldoret Municipality are;

a) Town Clerk department: Responsible for the overall management of the council's affairs, formulation and implementation of council policies. It has a total of 249 employees.

b) Municipal Treasury department: The municipal council has an average annual budget exceeding 200 million shillings collected for services rendered and is managed by this department. Consists of section such as; suppliers, accounts, revenue payment and computers sections. It has 149 employees.

c) Town Engineering department: Services offered by the department include road and street lighting maintenance, fire fighting, water provision and sewerage. It has a total of 139 employees.

d) Education department: The department is responsible for supervision of teachers and management of school curriculum and general education programmes in the public and private schools within the municipality. Its sections include nursery and Quality monitoring-sections. It has 36 employees.

e)   Public Health department: It's responsible for maintaining a safe and clean environment, including disease control activities. It consists of sections handling clinics, cemetery, hearse and public health and HIV / AIDS control and management. It has a total of 103 employees.

f)   Social Services and Housing department: The services provided by the department include social programmes for helping the destitute and orphaned children in addition to the management and maintenance of the council's housing estates markets, stadium and social halls consisting of sections like housing, sports, community development, welfare and home craft centre sections. It has 30 employees.

g) Environment department: To protect and conserve the flora and fauna within its area of jurisdiction. It has a total of 138 employees.

3.2:   Research Design

This study was based on the survey research design as it largely focused on the estates served by Eldoret Municipal Council. It's a method of obtaining information through the response that a sample of individuals give to a research question (Kline, 1980).This method is often used to systematically solicit factual information needed for informed decision making. Survey research design is an efficient method of collecting descriptive data regarding the characteristics of the population, current behavior and needs. It also provides a way of gathering information from relatively large cases by adopting the use of samples, thereby, reducing the cost of the study (Kothari, 2004). Based on these reasons, therefore, survey research design was adopted in the study. The basic

assumption was that training influences employees' performance in service delivery to the clients served by the municipal council.

3.3: Target Population

According to Oso and Onen, (2005), target population refers to the total number of subjects of interest to the researcher. This research targeted 851 individuals, comprising of all 844 field officers from different departments of EMC, and all the seven heads of departments of EMC. It is from all 851 individuals (target population) that a sample size of 261 respondents was drawn for study as discussed in the subsequent part.

3.4: Research Sample and Sampling Techniques

In social science research, the general rule is to use the largest sample as possible because the main interest is learn more about the population from which the sample is drawn (Kline, 1980). However, the sample size can be determined by the nature and characteristics of the target population. In this research, the study targeted 844 field officers of Eldoret municipal council, and seven heads of departments' totaling to 851 individuals.

A sample size of thirty percent of all field officers from all departments was considered for the study while all heads of department were purposively sampled for the study. The justification for the thirty percent of field officers in all departments was based on Krenjcie and Morgan (1970) and Onen and Oso, (2005) idea that such a size would be representative and especially when handling a population having homogenous characteristics. This is also supported by Koul (1984), Kothari, (2009) and Nachmias and

Frankfort, (1996) who posited that when the population is relatively homogenous like in this study, it is necessary to take a small sample in order to do intensive and satisfactory investigation. Field officers were stratified/ grouped based on their departments and simple random sampling adopted to identify field officers from each department. Thirty percent of field officers from all the departments constituted the sample size and were drawn from each department as depicted on the table 3.1, putting gender into consideration. In summary, a total of 254 respondents and 7 key informants (one head from each department) of EMC were considered for the study.

Table 3.1: Field Officers per Departments in EMC

Departments	Sex	Staff Size(X)	Sample Size (30% X)
Town Clerk	Male	159	48
	Female	90	27
Municipal Treasury	Male	88	26
	Female	61	18
Engineering	Male	138	41
	Female	1	1
Environment	Male	96	29
	Female	42	13
Public Health	Male	57	17
	Female	46	14
Education	Male	10	3
	Female	26	8
Social Services Housing	Male	17	5
	Female	13	4
TOTAL		**844**	**254**

Municipal Information Office: (2013)

3.5: Methods of Data Collection

This study utilized primary and secondary data to establish the association between the variables; training and employees' performance. This mainly focused on the responses that were received from the respondents who were served with the research instruments. The researcher utilized questionnaires (primary data) and document analysis (secondary data) during data collection.

3.5.1: Data Collection Techniques

Data refers to anything given or admitted as a fact on which a research inference is based Onen and Oso, (2005). Data for this study was collected through the use of a questionnaire and document analysis.

3.5.1.1: Questionnaires

The questionnaire for this study was designed to seek information from the field officers and heads of departments of Eldoret Municipal Council. Questionnaire was preferred because it enabled the researcher to collect data from a large number of respondents while saving on the time and cost in the field. This instrument also ensured consistency in the sequence and nature of the items given to the respondents and therefore, ensuring the reliability and validity of the study (Kothari, 2004).

A pilot study in EMC was carried out in October, 2012, in which one field officer from every department was served with the questionnaire and this allowed pre-testing of the instruments. It enabled the researcher to readjust the research instrument to ensure it had the right structure, proper wording of the questions thus making the instrument comprehensive and reliable in soliciting the required data. The questionnaires comprised of both open and closed ended items.

3.5.1.2: Secondary sources of Data

A review of books and journal on training in local authorities in Kenya and other parts of the world in relation to employees' performance was done and used to supplement the primary data collected from the various respondents.

3.6: Validity and Reliability of Research Instruments

Validity of research instruments is the accuracy and meaningfulness of the inferences based on the research results while reliability refers to the degree to which a research instruments yields consistent results after repeated trials (Mugenda and Mugenda, 1999). Validity was determined using content validity whereby components of the questionnaires were checked to ensure clarity of words and accuracy of the statements in relations to the specific research question. In addition, the research instruments were given to the lecturers in the department to evaluate the items and give their expert input regarding remodeling of the items. This was in tandem with Kothari, (2003), that reliability of instruments can be determined by using a panel of experts to critically evaluate how well the research instruments can meet the required standards and represent the variables under study. Their suggestions were used by the researcher to improve and modify the items in the instruments of the study.

To ensure reliability, a pre-test of the questionnaire was done to ensure the items in the questionnaire were clearly stated and had the same meaning to all respondents. The pre-test was done in one group of employees from Kericho Municipal Council which was out of the study area. The questionnaires were then revised using the information obtained from the pre-test and thereafter used to collect data from the respondents.

3.7: Methods of Data Analysis

Data analysis entails separation of data into consistent parts or element separately or in relation to the whole (Oso and Onen, 2005). This study utilized Statistical Package for

Social Sciences (SPSS) in the organization and analysis of quantitative data collected from the closed ended question and the analyzed data were presented using frequency and percentage tables. The qualitative data from the open ended questions and further probing have been classified into various themes on the basis of their central focus for the purpose of presentation and analysis. Qualitative analysis included presentation of quotes from different respondents. This is in line to every response given for every objective in the study. In this study, the data gathered from the field was integrated with available secondary data for the purpose of interpretation. Data analysis involved examining the relationship between training and employees' performance in Eldoret Municipal Council.

3.8: Limitations of the Study

Among the limitations of the study included the fact that the research was conducted before the implementation of new constitution in Kenya. The findings are therefore, a reflection of realities regarding municipal councils in Kenya before the establishment of the current county structures of governance. Service delivery by the current county structure has not been captured but this research forms the basis of evaluating the current county government performance in service delivery. The fact that the study was done in one municipal council is in itself a limitation. However the researcher recommend for a similar study to be carried out in other municipal councils as well as other units of local authorities across the country.

One of the challenges encountered included employees being very secretive on matters regarding training in the municipal council. However, the researcher was able to overcome this after explaining that the information revealed was to be kept confidential

and used purely for thesis writing and not any other reason. Another constraint was on explaining the purpose of the research in such a way to make the respondents feel it would be of value to them. A number of respondents expected monetary gain out of the research. The researcher however, explained the core objectives of the study and managed to convince them that it was purely academic. The respondents never refused to participate in the study and even those who did not see the immediate benefit of the study participated to have their contribution documented.

3.9: Ethical Considerations

The researcher had an introductory letter explaining to the respondents that the research was for academic purpose only. The respondents' consent was first sought to ensure voluntary participation in the study. All the respondents were assured of anonymity and confidentiality in all the information given since no respondent was required to write his/her name or identification number on the questionnaire. The researcher also assured them that the information given was not to be disclosed to anybody other than the researcher alone, and that such information will be used for academic research only.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4:0: Introduction

This chapter highlights various findings related to the research objectives of the study. The findings includes demographic characteristics of the respondents, factors that necessitates the need for employees training on their performance in Eldoret Municipal Council, the various modes of employees training and the challenges facing training of employees on their performance in Eldoret Municipal Council.

4.1: Demographic Characteristics of Respondents

This section highlights the bio-data of the respondents such as gender, age, number of dependants, education, length of service and their representation in each department in Eldoret Municipal Council.

4.1.1: Gender of the Respondents.

The gender of the respondents was sought in Eldoret Municipal Council and the findings are presented in the table 4.1

Table 4.1: Gender of the Field Officers

Gender	Frequency	Percentages

Male	124	62
Female	76	38
Total	200	100

Source: Field Data (2013)

The results indicated in table 4.1, shows that 124 respondents representing 62 percent of all the sampled field officers were male and 76 representing 38 percent were female. The 200 respondents represented 79 percent of all sampled respondents who were served with research instrument. A response rate above 70 % is rated 'very good' in making generalizations regarding the entire population as posited by Punch, (2003), Wanyama, *et al.*, (2013) and Nachmias and Frankfort, (1996).

Table 4.2: Gender of Heads of Department

Gender	Frequency	Percentages
Male	6	86
Female	1	14
Total	**7**	**100**

Source: Field Data (2013)

Table 4.2 revealed that six heads of department representing 86 percent were men while one head of department representing 14 percent was a female. There is a great disparity in gender amongst the heads of department in favour of men. This imply that men are better placed in pursuing further training which earn them such position compared to women who are largely held by domestic responsibilities as argued by women respondents who were probed by the researcher. One of the women respondents argued;

> *"…….imagine trying to balance domestic responsibilities, job responsibilities and trainings yet you also have children waiting for you. At least men are somehow better than us……".*

It is evident from the sentiment that women in the municipal council are largely disadvantaged since they do have more domestic responsibilities than men and constrained by work environment.

4.1.2: Age Bracket of the Respondents.

The age brackets of the sampled population are reflected in the figure 4.1.

Figure 4.1: Age Bracket of Field Officers.
 Source: Field Data (2013)

The findings indicated that 18 respondents representing nine percent of the sampled field officers were in the 24-29 years age bracket, while 92 of them representing 46 percent were under (30-34) years age bracket. Furthermore, 78 of the sampled field officers representing 39 percent were in the 35-39 years age bracket while 12 of them representing six percent were in 40-44 year age bracket.

From the results, 84 percent of the respondents were of age 30-39 years and constituted majority of the respondents in this study. One of the field officers from Engineering department quipped;

> *"…how possible is it to go back for training when you have mouths waiting for food yet your are also earning peanuts(small salary)? No way! Unless the council devises a way of handling this, no one will leave their job and children starving with the reason of further training……"*

From such sentiment, it was clear that the pursuit for further training to enhance better performance in the municipal council is largely constrained by responsibilities such as families and the small salary that field officers earn. In addition, most of them are constrained by their commitment to their current position in the council since they have

no other major source of income. It is apparent therefore, that on the job training for field officers sponsored by the municipal council, would be instrumental in imparting skills and knowledge since most of them are reluctant in leaving their stations for off the job training.

Figure 4.2: Age Bracket for Heads of Department.
Source: Field Data (2013)

Two heads of department representing 29 percent were in 35-39 year age bracket, while three heads of department were in 40-44 year age bracket and constituted 43 percent. Finally, two heads of department representing 29 percent had an age bracket of over 45 years.

All the heads of department were aged over 35 years indicating they were adults and old enough to carry out the responsibilities of the municipal council. In addition, it depicts high commitment to their current positions in the municipal council and thus do not prefer training taking a long period of time. Some of the reasons for these findings as revealed from further probing and informal discussion with the HODs included; benefits from conferences and seminar often organized by the Town clerk. Social commitment towards caring for the needs of their families as well as close relatives was also raised by one of the heads of departments. Consequently, these factors blends up and eventually have a negative implication on performance in service delivery.

4.1.3: Number of Dependants

Field officers were asked by the researcher to give the number of their dependants if any, and their responses are as depicted in table 4.3.

Table 4.3: Number of Dependants amongst Field Officers.

Number Of Dependants	Frequency	Percentages
1 Only	9	5
2-3	46	23
4-5	58	29
6-7	63	31
8 and above	24	12
Total	**200**	**100**

Source: Field Data (2013)

The objective of finding out the number of dependants among the field officers was to establish the capability of employees pursuing self-sponsored trainings separate from those being offered by the Municipal Council. The finding indicated that over 72 percent of the respondents had over four dependants. One field officer said;

> *"....i honestly can't imagine pursuing further training outside municipal council with six children to feed, without their mother, a huge loan to repay and a small salary. It can only be better if the council provide on the job training. Unfortunately, no one knows when the trainings will be done or the probability of being selected for the training…"*

The researcher established that most respondents had loans to repay, small salary as well as the task of gathering for their families. It is evident from the findings that most field officers cannot pursue independent training other than those offered by the Municipal council due to such challenges. It's also apparent from the finding that on the job training

played a significant role in equipping employees with skills especially where employees can't afford the cost of off the job training. The implication of this was that since EMC did not have a definite time to provide trainings and not all employees' benefited whenever there are trainings, it obviously affected the level of performance in service delivery in the municipal council. This had consequently given room to private organizations to emerge and compete more favorably in providing similar services to clients for a fee. Heads of departments also gave their response regarding the number of dependents as reflected in table 4.4.

Table 4.4: Number of Dependants amongst Heads of Department.

Number Of Dependants	Frequency	Percentages
2-3	0	0
4-5	2	29
6-7	5	71
Total	**7**	**100**

Source: Field Data (2013)

As shown in the findings, two of the respondents had 4-5 dependants while five of them had between 6-7 dependants. From the findings, it was evident that none of the respondents had dependants below four. When these respondents (heads of departments) were further probed, it became apparent that they had a lot of commitments toward caring for financial needs for their families such as payment of fees for their children and other expenses such as loan repayment as cited by one of the HODs. Based on these findings, it can then be inferred that unless the EMC provide sponsorship trainings to the heads of departments, they would not prefer self-sponsorship because of their social and job commitment.

4.1.4: Levels of Education of the Respondents.

The level of education of the respondents was sought by the researcher and the findings were as shown in figure 4.3.

Figure 4.3: Levels of Education of Field Officers.
Source: Field Data (2013)
From the findings, three of the sampled field officers comprising one percent of all respondents had primary certificates, while 87 respondents comprising of 44 percent had secondary school certificates. In addition, 106 respondents representing 53 percent had diploma certificates, while four respondents comprising of two percent had Bachelors degree. None of the respondents had masters or doctorate certificates.

It's evident from the findings that 98 percent of all the respondents had at most diploma certificates of which 45 percent had either primary or secondary certificates. This is an indication that further training was necessary in EMC to equip employees with more knowledge and skills on better performance on service delivery given the dynamic nature of the needs of clients and the changing technology in service provision. It was also noted that there were no Masters and Doctorate graduates working in EMC. The heads of departments also responded on their level of education as indicated in figure 4.4.

Figure 4.4: Levels of Education of Heads of Department.
Source: Field Data (2013)
The findings indicated that two respondents comprising of 29 percent of the sampled heads of departments had diploma, while five of them comprising of 71 percent had bachelor's degree. The findings also revealed that none of the respondents had masters or

doctorate degree. The fact that 29 percent of the heads of department were diploma holders reveals a gap that demands training if their departments are to remain effective in provision of quality services. In relation to the findings on the number of dependants, the probability of the two heads of department pursuing further training are minimal due to social and job commitment. Owing to the dynamic nature of the society and the changing client's preferences, the management officers should be better equipped in terms of knowledge and skills to be able to address emerging challenges within the municipal council. The absence of systematic training programmes for the heads of departments to equip them with appropriate skills enable the private organizations to compete favorably in providing similar services.

The existence of gaps in terms of skills and knowledge amongst the heads of departments consequently affected the field officers who were charged with the responsibility of providing essential services. Training is therefore, an absolute necessity for the heads of departments who will in turn be able to provide more training to the field officers on how to improve their performance on service delivery.

4.1.5: Length of Service in the Municipal Council.

The researcher also sought to establish the length of service for the various employees; the field officers as well as heads of departments. The length of service among sampled employees was crucial in tracing the trend of employees training and how it relates to their performance in provision of services in EMC. The responses by the various field officers were as indicated in figure 4.5.

Figure 4.5: Length of Service in EMC by the Field Officers.
Source: Field Data (2013)

It's apparent from the findings that 13 respondents constituting six percent of the sampled field officers had served in the municipal council for a period not exceeding one year, while 31 respondents constituting 16 percent had served for a period ranging from 1-5 years. In addition, 102 respondents comprising of 51 percent had served between 6-10 years, while 46 respondents constituting 23 percent had served for a period ranging from 11-15years. Finally, eight respondents comprising of four percent had been serving for over 16 years.

From the presentation, over 93 percent of all sampled field officers had served for a period over one year. However, in relations to the presentations reflected in table 4.10 and figure 4.16, these employees were neither involved in designing and implementation of training programmes nor did they have specific time they usually train on efficient service delivery. This consequently revealed the existence of lacuna in employees' skills and knowledge in service delivery that manifested itself in terms of poor service delivery and consequently the emergence of private organizations to provide similar services. The heads of department in EMC also gave their response regarding the length of service as indicated in figure 4.6.

Figure 4.6: Length of Service in EMC by Heads of Departments.
Source: Field Data (2013)

The findings revealed that one of the respondents had served for a period not exceeding 5 years and constituted 14 percent of all sampled heads of departments, while four respondents constituting 57 percent had served for a period ranging from 6-10 years. Two respondents constituting 29 percent of all sampled heads of departments had served for a time range of 11-15 years.

Despite the fact that 85 percent of the heads of department had served for over five years in EMC, they still needed more training as reflected in table 4.9 and they also knew that the level of training for field officers in EMC was insufficient and needed more training as reflected in table 4.10. The gaps in skills amongst the heads of department despite serving for over five years had an impact on their performance in EMC. Training is therefore of crucial importance to the heads of departments if service delivery is expected to improve and compete well with the increasing number of private organizations providing similar services to clients within the municipality.

4.1.6: Field Officers Representation per Department

 This section captures employees' distribution per department. This is in relation to the sampled employees who responded to the different questions raised regarding training and employees' performance in Eldoret Municipal Council.

Figure 4.7: Field Officers Representation per Department
Source: Field Data (2013)

The presentation revealed that 58 respondents representing 29 percent of all sampled field officers worked under the Town Clerk department, while 37 respondents comprising of 19 percent worked in the Treasury department. While 31 respondents constituting 15 percent worked in the Environment department, seven respondents constituting three percent worked in Social Services department. In addition, 24 respondents constituting 12 percent worked under Education department while 33 respondents constituting 16 percent of the sampled field officers worked under the Engineering department. Lastly, ten respondents constituting six percent were drawn from Public Health department.

In relation to heads of departments, all the seven departments had one departmental head each and were all purposively considered as respondents on issues related to training and employees' performance in service delivery. Heads of departments provided vital information regarding their own training as well as that of their field officers. Specific issues considered included factors that necessitated training, the different methods of training and the challenges facing employees training in EMC.

4.1: Factors that Necessitates Training for Efficient Service Delivery.

The researcher sought to find out the various factors that had necessitated training in the municipal council in relation to the first objective of this research. When the respondents were asked to rate factors that necessitated training in municipal council, the results were as reflected in table 4.5;

Table 4.5: Factors that Necessitates Employees' Training on Performance.

Factors that Necessitate Training	Frequency	Percentages
a) Competition from private competitors offering similar Services to clients.	30	15
b.) Change in demand for the municipal council's services	14	7
c.) The need to meet the changing technology in service provision to clients	36	18
d.) Personal initiative for promotion and salary increment	46	23
e.) Changes in municipal council's mission and vision	6	3
f.) To increase knowledge and skills on Performance of duties.	68	34
Total	**200**	**100**

Source: Field Data (2013)

The findings indicated that 30 respondents constituting 15 percent of all sampled field officers needed training to counteract threatening tactics by private competitors offering similar services to clients, while 14 respondents representing seven percent considered training necessary to meet changes in demand for the municipal council's services. From the presentation, 36 respondents representing 18 percent of all sampled field officers needed training to meet the changing technology in service provision to clients, while 46 respondents constituting 23 percent emphasized the need for training for personal promotion and salary increment. In addition, six respondents representing three percent

stated that training was necessary to meet changes in municipal council's mission and vision while 68 respondents constituting 34 percent cited training as necessary to increase knowledge and skills on performance of duties.

As indicated in the findings, a total of 67 percent of all the respondents cited the need to improve their skill for better performance, the need to meet the changing technology in service delivery, and the tactics by private competitors. These are the leading reasons for the need for systematic training in EMC. Owing to EMC reluctance in addressing these, private organization providing similar services had emerged. Examples of such private organizations included Cozy Cleaners Limited that collect garbage, Kimumu Youth Organization that does cleaning and conservation of the environment, Kimumu Centre for People Living with HIV/AIDS, Mwangaza Children's Homes for abandoned children and destitute. These organizations provided services which were similar to those provided by EMC.

4.2: Modes of Employees' Training on Performance in EMC.

In relation to the second objective of this research, this section focused on the existence of training programmes in EMC, the modes of training, frequency and duration of training and the employees response to training received. The responses by the various respondents are captured under the subsequent sub-themes.

4.2.1: Responses by Field Officers on Training Programme on Service Delivery.

When the researcher inquired whether there were training programmes for field officers in Eldoret Municipal Council, the respondents gave their responses as depicted in table 4.6.

Table 4.6: Field Officers Responses on Existence of Training Programmes in EMC.

Responses	Frequency	Percentages
Yes	177	89
No	23	11
Total	**200**	**100**

Source: Field Data (2013)

The findings revealed that 177 respondents representing 89 percent of the sampled field officers stated that there were training programmes in the municipal council, while 23 respondents constituting 11 percent responded that there were no training programmes. Those who agreed cited inductions that are usually provided to all employees as soon as they are employed by the EMC. Further probing revealed that those who said that there were no trainings viewed the induction to add no value to them because they already had prior knowledge on different operations in their respective departments. Most of such respondents were mainly from the Treasury department. The researcher further noted that those respondents who agreed that there were trainings in EMC categorized the training as reflected in figure 4.8.

Figure 4.8: Modes of Trainings on Service Delivery in EMC.

Source: Field Data (2013)

The presentation revealed that 19 respondents representing 11 percent of field officers who agreed that there were trainings stated that the training in the municipal council were mainly on the job training, while 26 respondents constituting 15 percent stated that the trainings were off the job training. However, 132 respondents representing 74 percent stated that the trainings are both on the job and off the job trainings.

When the field officers were further probed, it became apparent that amongst on the job trainings in EMC included induction training usually given at the time of employment, refreshers training as well as job delegation usually given by heads of department at their discretion. Further probing also indicated that the off the job training to field officers usually range from seminars and sponsorships. Such trainings were often determined by heads of department and were largely based on nepotism, 'godfathers', tribal affiliations and 'sex for training' especially with women. For instance, one of the male field officers stated that;

> *"....you must always part with good sum of cash or must be having either a big person in authority or from the same tribe with your boss if you have a dream of being selected for training...it's even worse for women who are sometimes required to exchange goods for kind (sex)... "*

The sentiment made indicated that not all employees do benefit from off the job training and there were no systematic criteria of selecting employees for training. Since training needs assessment was lacking, it's is thus hard to provide relevant training to equip employees on appropriate skills and knowledge. Consequently, this gap among the employees had translated to poor performance in service delivery. The respondents who

agreed that there were both on the job and off the job training in EMC gave their responses as indicated in the table 4.7.

Table 4.7: Field Officers Responses on whether they had ever been given Training by EMC.

Responses	Frequency	Percentages
Yes	102	58
No	75	42
Total	**177**	**100**

Source: Field Data (2013)

The presentation of the findings above showed that 102 respondents constituting 58 percent of those who accepted that there were training programmes agreed that they had undergone such trainings themselves. However, 75 respondents constituting 42 percent accepted that there were employees training programmes in the municipal council, but they had not undergone such training themselves.

Probing of the field officers indicated that the acceptance by 58 percent of the field officers to have undergone training was attributed to induction trainings offered at the time they were employed and seminars given after being selected by their heads of department. However, those who stated that they had never received any training considered the induction training to have had no impact because either they already had prior knowledge of operations in their respective departments or were doing manual jobs

like street cleaning and did not need any training. For instance, one field officer from

Treasury department quipped;

> *"...what else do I still need to know after completing section six of Certified*
> *Public Accountant? One doesn't need to be a rocket scientist to know how to*
> *do street cleaning or be a morgue attendant. Honestly, what kind of training*
> *do you need....?"*

The researcher also sought to find out the time when the trained field officers underwent

such training and the findings were as reflected in figure 4.9.

Figure 4.9: Time when the Field Officers were offered Training on Service Delivery.
Source: Field Data (2013)

As indicated in the findings, 20 respondents representing 20 percent of the trained field

officers had their training in less than one year then while 48 respondents representing 47

percent had the training 1-2 years then. In addition, 28 respondents constituting 27

percent responded that they had training 3-4 years, and six respondents representing six

percent had their training 5-6 years then.

From these findings, over 80 percent of the trainings were conducted during one year

then. When the respondents were further probed by the researcher, it became apparent

that most sampled field officers, who responded that they were trained less than one year

then, were referring to induction trainings given to them when they were being employed

by EMC. However, no other training had been given to them since then. For instance one

of the field officers from the Public Health department said;

"…….The last time I received training was after getting my appointment letter to the municipal though such trainings were much of induction for three days. What keeps me going is the professional training I had in medical college. Surely the municipal should update us with new changes in our profession through frequent training……"

Given the impacts of globalization characterized by changing technology, emerging private organizations offering various services and the changing client's demands, it is paramount that frequent systematic training should be conducted to equip the employees with current skill on their areas of specialization (Dessler, 2003). This is paramount in managing emerging competition posed by private entities offering similar services for a fee. Having known the time when the field officers were given the training, the researcher further sought to establish the duration of training and the findings were as depicted in figure 4.10.

Figure 4.10: Duration of the Training on Performance by the Field Officers.
 Source: Field Data (2013)

The results indicated that, six respondents constituting six percent of the sampled field officers stated that the duration of their training was less than one week, while 32 respondents representing 31 percent stated that their training was exactly one week. In addition, 52 respondents representing 51 percent of the sampled field officers stated that the duration of their training was two weeks while 18 respondents constituting 18 percent stated that the training took one month. Finally, four respondents constituting four percent stated that their training took more than one month.

It's evident from the findings that over 80 percent of the trainings offered to field officers hardly went beyond two weeks. Field officers cited induction training and seminar

training which often benefitted few employees selected discretionally by the heads of departments. One field officer who had been serving in the municipal council for over ten years quipped;

> "......you must have a big person in authority or be from the tribe of your boss. Alternatively, you must part with some notes to be considered for seminars...."

Inclusion for seminar training as cited by the officer was characterized by tribalism, nepotism and grand corruption. In addition, such short term trainings were insufficient to fully equip field officers with all appropriate skills needed to enhance efficient service delivery. Such short term trainings as highlighted by Saleemi and Bogonko, (1997) are more relevant to heads of department who hold managerial positions compared to employees of lower cadre in organizations.

The researcher also sought to obtain responses from the field officers regarding adequacy of training in Eldoret Municipal Council and the response is depicted in figure 4.11.

Figure 4.11: Field Officers Response on the Training Received.
Source: Field Data (2013)

It was apparent from the findings that ten respondents constituting ten percent of the field officers stated that they had enough training, while two respondents representing two percent cited that trainings were generally difficult. In addition, 87 respondents constituting 85 percent of the sampled field officers stated that they needed more training, while three respondents constituting three percent stated that they had no need for training.

As reflected from the findings, most respondents constituting 85 percent had interest of getting more training to enhance their skills in service delivery. Such a scenario reflects a confession on skill gap existing amongst most field officers who were charged with the responsibility of providing services to the clients within the municipality. Such inadequacy had manifested itself in terms of poor performance in service delivery which gave room for private organizations to triumph in providing similar services for a fee.

Upon further probing, the researcher noted that, the respondents who were satisfied with training and constituted ten percent of the sampled field officers reflected a segment of employees who had benefited from seminars and sponsorships that were largely determined by the heads of departments and the Town clerk. Among those included in the group were mostly accountants, environmental field officers and public health officers. Amongst the respondents were the field officers who regarded training as unnecessary given the nature of their task like litter collection and street cleaning. One of those respondents stated that;

> *"...my work is very easy; to collect litter, do weeding and to trim the flowers around the (Town Hall) building. I do not need training on this because I have been doing this since my childhood......"*

A section of respondents constituting two percent of the sampled field officers stated that further trainings were difficult and thus preferred their current level of skills. Included in this group were municipal security officers and revenue collectors. The field officers were asked by the researcher to rate their performance prior to different training and their responses were as indicated in figure 4.12.

Figure 4.12: Field Officers Performance before Training.
Source: Field Data (2013)

The response from the respondents indicated that 18 of them comprising of 18 percent of sampled field officers stated that their performance prior to training was poor, while 48 respondents constituting 47 percent stated that their performance was fair. In addition, 26 respondents representing 25 percent of the sampled field officers stated that their level of training was satisfactory, and ten respondents constituting ten percent of the sampled field officers stated that their performance was generally good.

The researcher established that the respondents who were largely employed for the first time or had worked for a short period in EMC rated themselves as either poor or fair. This was as a result of getting a new job that required them to adjust well to it. However, the researcher probed the other field officers who rated themselves as either satisfactory or as good and found out that they had earlier practiced in their profession and later got employed by the EMC. Included in this category were members of the Treasury department, Public Health officers and Educational officers.

For comparative analysis, the researcher further asked the field officers to rate their performance after the training and their responses were as reflected in figure 4.13.

Figure 4.13: Field Officers Performance after Training.

Source: Field Data (2013)

The researcher established that, four respondents constituting four percent of the sampled officers rated their performance to be poor even after training, while 56 respondents constituting 55 percent stated their performance to be fair. Furthermore, 30 of the respondents constituting 29 percent of the sampled field officers stated that their performance was satisfactory, while 12 of them comprising 12 percent of the sampled officers stated that their performance after training was good.

Comparatively, there was a drop of 66 percent in the number of those who rated themselves as poor but an increase of 17 percent of those who rated themselves as either fair, satisfactory or as good. Despite the fact that most of the training programmes only ran for less than two weeks (as reflected in figure 4.10), and lacking definite time of training (as reflected in figure 4.16), significant improvement could be seen in employees' performance whenever training were given. Improved performance in service delivery can be achieved if EMC had regular systematic training programmes conducted periodically.

4.2.2: Response by Heads of Department regarding Training in EMC.

In relation to training in EMC, the heads of department gave their responses in relation to existence of trainings programmes in EMC, their level of performance prior and after training. The findings were as follows; all the seven heads of department stated that there were employees training programmes in the municipal council and consisted of both on the job and off the job training programmes. One head of department stated that on the job training programmes in EMC included induction training often given to new employees, as well as delegation as a training method aimed at equipping field officers

for management position. However, he noted that delegation of duties was largely at the discretion of the heads of department. Among the off the job training as noted by one of the heads of department included sponsored training and conferences/ seminars. One of the head of department explained;

> *"....the municipal council has managed to give full sponsorship to a number of field officers to pursue diploma and degree programmes on part time basis. We are proud a number of them have graduated and are of great value to us......however, after completing their studies, some officers often resign after getting green pastures and that is a personal choice..........."*

The researcher also found out that all the seven heads of departments had been having annual trainings sponsored by EMC. Such trainings had often been conferences and seminars on various managerial issues. In addition, the heads of departments gave their response on the training they had received as depicted in table 4.8.

Table 4.8: Response by Heads of Department on Training Received in Eldoret Municipal Council (EMC)

Comment On Training.	Frequency	Percentages
It's Enough	2	29
Need more Training.	5	71
Total	**7**	**100**

Source: Field Data (2013)

Regarding the training received, two respondents constituting 29 percent of all the respondents stated that they already had enough training while five respondents representing 71 percent stated that there was need for more trainings for heads of departments. One head of department said;

"....we have had seminars and conferences annually but it harms nothing having more training to overcome emerging challenges faced by the municipal such as changing clients taste on services……."

Despite the fact that the respondents had been serving for over five years in their respective departments (as reflected in Figure 4.6), over 70 percent of them still felt that there was need for more training. Such a revelation of skill gaps even among the heads of department is blow to EMC as this translated to poor training of the field officers and consequently poor service delivery. As Grahams and Bennet (1997) stated, formal need assessment and systematic training are therefore, a necessity if EMC is to compete favorably with emerging private competitors. When the researcher asked the heads of departments to rate their performance before training, the findings were as depicted in figure 4.14.

Figure 4.14: Heads of Department Responses on Performance before Training.
Source: Field Data (2013)

The findings as depicted in figure 4.14 revealed that one of respondents representing 14 percent of all respondents stated that prior to training he rated himself as fair, while three respondents constituting 43 percent rated themselves as satisfactory. Three other respondents representing 43 percent of all sampled HODs rated themselves as good in their performance.

It was evident from the findings that all the respondents had the capability to execute their responsibilities as expected even prior to the trainings, though they preferred more training to be organized to meet the changing technological demands and competition

from private organizations as reflected in table 4.9 and 4.10. In addition, the heads of departments rated their performance after the trainings as reflected in figure 4.15.

Figure 4.15: HODs Performance after Training.

Source: Field Data (2013)

The findings revealed that three of the respondents representing 43 percent of all the respondents stated that their performance was satisfactory, while four of them representing 57 percent stated that their performance was good after training. Generally, these respondents claimed to have had enough skills to execute their mandates. However, they had earlier emphasized on the need for more training. The need for more training as raised by one of the respondents was attributed to the need to acquire more skills due to the changing technology in service provision, changing clients needs and the need to outcompete the emerging private competitors in service provision. In relations to the question of the sufficiency of trainings in EMC, the respondents gave their responses as depicted in the table 4.9.

Table 4.9: Heads of Departments Responses on Sufficiency of Trainings on in EMC.

Training	Frequency	Percentages
No	5	71
Yes	2	29
Total	**7**	**100**

Source: Field Data (2013)

It's apparent from the findings that five respondents representing 71 percent of all the respondents sampled, stated that the training offered to employees in the various

departments were insufficient while two respondents representing 29 percent stated that the training were sufficient. One of the heads of departments said;

> *"....there is a great need for local authorities in Kenya to review or to come up with clear policies on employees training since induction and seminars can't be sufficient especially in such a dynamic environment that has become a big chameleon. Private entities are ever mushrooming...."*

It's evident from the sentiments made by the respondent that the trainings received by the field officers were insufficient to enhance better performance in service delivery. When the respondents were further probed, it was found out that there was neither formal structural basis or criteria for selecting trainees for training nor a definite time span for conducting training in EMC. These reasons combined largely affected effectiveness in service delivery since employees' training needs are not put into consideration.

4.2.3: Field Officers' Responses regarding Designing and Implementations of Trainings.

The researcher sought to find out from the field officers regarding their involvement in designing and implementation of the training programmes and their responses were as indicated in table 4.10.

Table 4.10: Field Officers' response on their Involvement in Designing and Implementation of Training Programmes.

Involvement Of Employees	Frequency	Percentages
No	192	96
Yes	8	4
Total	**200**	**100**

Source: Field Data (2013)

The findings revealed that 192 respondents constituting 96 percent of all respondents sampled stated that the field officers were never involved in designing and implementation of training programmes while eight respondents representing four percent of the respondents stated that there was involvement of employees.

It is apparent from the findings that majority of the field officers were not involved in designing and implementation of training programmes. One of the car park fee collector quipped'

> *"....what does a man in uniform like me have to say regarding decisions on employees training? May be my boss can decide on issues related to training but to me, I don't appear anywhere in the picture…"*

Such sentiment indicated that the field officers were hardly involved in the process of designing and implementation of training programmes in EMC. Their lack of involvement as stated by majority of the respondents makes it hard to have training programmes that adequately meet the needs of the field officers directly involved in service provision. This consequently affected their efficiency in service delivery resulting in their poor performance. However, it was also established that the field officers who responded that they were involved, were those who had been delegated responsibilities by the different heads of departments. According to Anderson, (1978), a wider involvement of various stakeholders in any programme largely contributes to its acceptance and ultimately the achievement of organizational goals.

Systematic training are necessary as it involves the employees in identifying their training needs, designing and implementation of the training programmes to address the identified needs. Involvement of employees is therefore, crucial if the gaps in skills are to be

addressed and have efficiency in service delivery. The researcher also sought to find out field officers' responses whether they felt they should be involved in designing and implementation of training programmes in EMC. Their responses were as tabulated in table 4.11.

Table 4.11: Field Officers' Responses on Designing of Training Programmes in EMC.

Responses	Frequency	Percentages
Yes	187	94
No	13	6
TOTAL	**200**	**100**

Source: Field Data (2013)

The findings indicated that 187 respondents constituting 94 percent of all sampled field officers held that employees should be involved in designing and implementation of training programmes, while 13 respondents representing six percent had the view that it was not their role to design or implement the training programmes. When the respondents were further probed, one of the field officers stated;

> *".....a doctor always prescribes drugs to a patient after knowing his sickness. Unfortunately, field officers have no say about issues related to their trainings. It's important to know the inadequacies of employees and that can only be established if they were involved in the process…"*

It's evident from sentiments made by the respondent that they too, understood the benefits of involving the field officers in designing and implementation of the training programmes. They understood their training needs, and by involving them, it would help in filling such skills gaps. In addition, their involvement would eradicate suspicion of being retrenched due to modern technology as highlighted by (Wayne and Robert, 2005). It was however, noted that those in opposition of involvement in designing and

implementation of training programmes,   felt that such an activity can be hijacked by individuals to further their interests. In addition, they argued that it was impossible to gather for all skill gaps at once since every employee would want their problem addressed at once.

4.2.4: HODs responses regarding Designing of Training Programmes on Service Delivery.

 The researcher sought to find out HODs involvement in designing and implementation of training programmes in EMC and the responses were as tabulated in table 4.12.

Table 4.12: HODs Responses on their Involvement in Designing of Training Programmes   in EMC.

Involvement	Frequency	Percentages
Yes	5	71
No	2	29
Total	**7**	**100**

Source: Field Data (2013)

It was apparent from the findings that respondents representing 71 percent of all sampled HODs stated that they were involved in the designing and implementation of training programme while two respondents constituting 29 percent stated that they were not involved. Upon further probing of the respondents, one of the HODs stated;

> *"....in liaison with the treasury and the Town Clerk departments, proposals on training can be submitted for implementation, though its success largely depends on availability of finance which has been a major setback...."*

This sentiment reveals the role that HODs had in deciding about the trainees, time for training and the finance required in liaison with the Treasury department. It further revealed one of the major challenges facing effective implementation of training

programmes in EMC-lack of finance as training is rarely budgeted for. However, the respondents who objected their involvement stated that the ministry of local governments usually provides policy guideline regarding employees' training for implementation. They further stated that the HODs only responded by executing the policy for instance in selecting trainees and recommending their training.

The findings generally revealed that most training programmes were designed by the heads of department as guided by the ministry policy on training. The training programmes were implemented by the heads of department without any involvement of the field officers. When the researcher sought to find out the frequency of training in EMC, all the HODs stated that there was no definite time for training. Training depended on existence of finance as well as approval by the head of Treasury and the Town Clerk.

4.2.5: Frequency of Employees' Training on Performance in Eldoret Municipal Council.

The researcher further sought to establish how frequent the employees in Eldoret Municipal Council are trained in order to equip them with knowledge and skill essential in effective service delivery. In relation to frequency of trainings amongst the field officers, the researcher got responses as depicted in the figure 4.16.

Figure 4.16: Response by Field Officers on Frequency of Employees' Training on Performance.

Source: Field Data (2013)

It was apparent from the findings as depicted in figure 4.16 that eight respondents representing four percent of the sampled field officers stated that they were trained after

every one year, while three respondents representing one percent stated that trainings were conducted after two years. In addition, 189 respondents representing 95 percent stated that there was no definite time when trainings are conducted in EMC. As reflected from the findings, majority of the field officers asserted that there was no systematic training since there was no definite time for conducting trainings or assessment of the training needs of employees. One field officer said;

> *".....I have always wanted to be part of the trainees. Unfortunately, I have never understood the criteria for selecting. I probably could have been promoted by now because that is all I want...."*

In order to enhance better service delivery, the respondents emphasized systematic training programmes whereby the training needs are assessed and appropriate trainings provided to address the identified gaps. Another field officer further stated;

> *".......due to lack of frequent systematic training to meet the training needs of employees, service delivery has largely been compromised resulting in emergence of private organization in the municipality ......"*

When the researcher sought to establish whether the frequency of training had impact on service delivery, the respondents gave their responses as tabulated in table 4.13.

Table 4.13: Field Officers Responses on the Impact of Training on their Performance.

Response	Frequency	Percentages
Yes	192	96
No	8	4
Total	**200**	**100**

Source: Field Data (2013)

The findings revealed that 192 respondents constituting 96 percent of all sampled field officers stated that the frequency of employees training had significant impact on service delivery while eight respondents representing four percent stated that the frequency of

training alone may not have impact on service delivery. It's evident from the findings that majority of the respondents constituting 96 percent of the sampled field officers understood the impacts of training on service delivery. One of the field officers explained;

> "....everyone desires to have more and more training because one is able to handle his duties more efficiently and with confidence especially in such a dynamic society characterized by changing technology…"

The respondents clearly understood that efficiency in service delivery largely relied on the frequency of employees training. As depicted in figure 4.11, and figure 4.16, the field officers had stated that they needed more training yet there were no definite time for training. These critical issues blended resulting in poor service delivery and thus justify the view by field officers that training indeed had impacts on service delivery. The researcher also established that four percent of the respondents stated that there were other factors including both monetary and non-monetary incentives such as better salaries, better working conditions and equipments, and merit based promotion that influenced employees' performance in service delivery.

4.3: Challenges Facing Employees' Training on Performance in Service Delivery.

The third objective of this research was to find out the challenges facing employees training in Eldoret municipal council in relation to their performance in service delivery. The findings revealed that among the challenges faced by the municipal council included insufficient and mismanagement of fund by the municipal council as well as the ministry of local government. One of the field officers stated;

> *"...how annual allocation for training is used is hardly known. Although expenditure on training are often captured in reports, it is a common knowledge to employees that such money never got to them...."*

In addition, there was no definite time set for conducting employees training. While responding to the issues of promotion, one respondent (previously quoted in page 86) stated;

> *".....I have always wanted to be part of the trainees. Unfortunately, I have never understood the criteria for selecting those trainees. I probably could have been promoted by now because that is all I want...."*

It is apparent that there were no set criteria of selecting trainees or the time when the trainings were conducted. A good training programme is often done after a certain time interval based on the training needs of employees. Systematic training system is often preferable because it is participatory and often addresses the skill gaps of employees (Cole, 1996). The absence of such a programme in EMC had widened the skill gap of employees and this had contributed to inefficiency in service delivery in EMC. Another challenge given by the respondents included the lack of formal structure of selecting the trainees in the municipal council and thus giving way to bribery for consideration for training amongst employees. One of the respondents had earlier mentioned that;

> *"....it is always hard getting trainings and promotion from the municipal council unless you have a close kin, someone in authority or a good package for some big people..."*

Most selection processes were based on tribal affiliation, bribery and nepotism and thus putting employees in disadvantaged position of getting trainings. When the respondents were further probed, it also became apparent that other challenges included lack of time to pursue off the job training such as trainings in colleges and institutes, due to commitment to domestic and social affairs such provision of education to the children.

Among the proposed solutions by the respondents in relations to these challenges included increasing of financial allocation for training, establishment of a formal structure for selecting trainees, regular formal need assessment to be done to identify the performance gaps among employees and mapping out a formalized time plan in which trainings are supposed to be done in Eldoret Municipal Council.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

5.0. Introduction.

This chapter presents the summary of the major findings of the study, conclusions and recommendation.

5.1. Summary of Major Findings.

The study examined the factors affecting training of employees on performance in Eldoret Municipal Council in Kenya. The study investigated the factors that necessitated employees training, the various modes of training and the challenges facing employees training.

The study was guided by the open system theory propounded by von Bertanlanffy (1962). The research was conducted from November 2012 to December 2012 using survey research design in all seven departments of EMC. The study targeted 844 field officers of Eldoret municipal council and seven heads of departments' totaling to 851 individuals. A sample size of 261 respondents was considered for this study comprising of 254 field officers from the seven departments and all the seven heads of departments. A sample size of thirty percent of all field officers from all departments was randomly sampled while all heads of department were purposively considered for the study. The findings regarding the objectives of the research are discussed in the subsequent sections.

5.1.1: Factors that Necessitated the Need for Employees Training on Service Delivery.

The study revealed that the key factors that necessitated employees training in Eldoret municipal council included, (i) the need to increase knowledge and skills on performance of duties as stated by 68 respondent representing 34 percent of sampled field officers, (ii) personal initiative for promotion and salary increament as stated by respondents constituting 23 percent of the sampled field officers, (iii) the need to meet the changing technology in service provision to clients as responded to by 36 respondents representing 18 percent of the field officers sampled, (iv) competition from private organizations offering similar services as stated by 30 respondents constituting 15 percent of sampled field officers, (v) changes in demand for municipal's services as stated by 14 respondents constituting seven percent of sampled field officers, and (vi) changes in the municipal council mission and vision as responded to by six respondents constituting three percent of all sampled field officers.

5.1.2: Modes of Employees Training on Performance in EMC.

The study also indicated that Eldoret municipal council had training programmes for both heads of departments and field officers. These trainings were both off the job and on the job training as reflected by 89 percent of the field officers and all the heads of departments. Despite the existence of these training programmes, it was apparent that not all field officers benefited from trainings because there was neither a systematic criteria for selecting the trainees nor a definite time for conducting training. This was also confirmed by all heads of department and 95 percent of all the field officers sampled in the study.

The findings showed that refreshers courses, induction for newly employed employees, delegated responsibilities, seminars and conference are the major training programmes in EMC. Over 80 percent of the trained respondents received the trainings over one year then. The study further revealed that over 89 percent of the trainings offered did not exceed two weeks. The fact that not all employees benefitted from the training and that the training were short-courses, largely contributed to performance gap among the field officers who were directly involved in service provision to the clients in the municipality.

The study also revealed that 87 percent of the field officers and 71 percent of the heads of department stated that there was need for more training in the municipal council. The findings further revealed that 75 percent of sampled field officers could not make for the training because they had never been chosen for training by the municipal council. It was apparent that the acceptance by field officers and heads of department that more training was a necessity and there was no definite time and criteria of selecting trainees revealed a great lacuna translating to poor service provision.

Regarding designing and implementation of the training programmes, the study revealed that field officers are hardly involved in this process in Eldoret municipal council. Effective training depends on the assessed training needs of the employees (Cole, 1996). However, the finding revealed this was not the case in EMC. The heads of department and the field officers believed that they should be involved in designing and implementation of training programmes at the departmental level because they best understood their weakness in service provision. In addition, field officers held that their

involvement would eradicate suspicion over those programmes which could render them redundant especially with the changing technology.

The study also revealed that there was no definite time for employees training in Eldoret Municipal Council and this was a view held by the heads of department as well as the field officers. Training in the municipal council depended on the disbursed funds from the ministry of local government and the funds allocated by the municipal council for training. The lack of regularized and systematic training programmes contributed to inefficiency in service delivery as well as increasing number of private firms to provide similar services to the councils' residents.

The study further revealed that there were no formal criteria for selecting employees for training. Instead, selections were based on 'godfatherism', bribery, nepotism, 'sex for training' and tribalism. However, the employees acknowledged that trainings had significant impact on their performance in service delivery.

5.1.3: Challenges Facing Training of Employees on Service Delivery in EMC.

Further findings showed that among the challenges facing employees training in the municipal council included; insufficient funds allocation for training, lack of formalized criteria for selecting trainees, corruption and bribery, and tribalism.

5.2. Conclusion.

In conclusion, the factors that necessitate the need for training such as the need to increase knowledge and skills on performance of duties, and the need to meet the changing technology, confirmed the important role of training in relation to performance of employees in an organization. It therefore, confirms the basic tenets of the open system theory adopted in the study that training is a basic input into the system (EMC) to enhance better outputs (services). However, the theory requires remodeling to explain extraneous conditions such as training by employees for personal advancement including; promotion and higher salaries in organizations rather than on performance as raised by a number of respondents in EMC. Despite Eldoret municipal council having both on the job and off the job training as found out in the study, not all employee had equal chances of being selected for training. There was lack of regularized and systematic training process in EMC. In relation to the theory adopted in this study, it confirms that though training is paramount in enhancing performance by the employees, it must be a regularized, systematic process and inclusive in terms of designing and implementation of the training programmes. It was evident from the findings that lack of definite, systematic and regularized training programmes based on employees' need assessment negatively affected performance in EMC. Participatory involvement in designing and implementation of training programmes, formalized and regular training of employees, have an important role in enhancing employees' performance in service delivery. Based on the challenges constraining training such as insufficient funds, corruption and bribery, and the lack of regularized training, employees' performance in EMC was thus constrained. It is therefore, important to address these issues to enable EMC and various

local authorities in Kenya to execute their mandate as expected in terms of service provision.

5.3. Policy Recommendations.

Firstly, the municipal council in conjunction with the ministry of local government should engage in regularized formal need assessment of the employees in order to identify every employee need in terms of skills and knowledge. Departmental assessment of employees should be regularized in order to clearly understand the strength and weakness of every department and be able to address the gaps in time. Assessment will help in identifying factors that necessitate training and thus be able to address the gaps in time.

Secondly, there is need to have a formal structure clearly outlining the criteria in which the trainees are identified and selected for training. This will eliminate biased selection of trainees based on nepotism, 'sex for training', bribery and 'godfatherism'. Thirdly, adequate funds should be allocated by the municipal council and ministry of local government for facilitating training programmes. The municipal council should increase their current financial allocation for training in order to build the quality of its human resource.

Fourthly, the municipal councils should adopt a participative approach in designing and implementation of training programmes. All stakeholders comprising of the field officers, the departmental heads and the ministry concerned should be involved in every phase of

developing training programmes. This will allow development of training programmes that adequately meet the needs of the employees in terms of skills and knowledge.

5.3. Recommendation for Further Research.

The study recommends that a similar research be carried out on other monetary and non-monetary incentives and their impacts employees' performance on service delivery in Kenya. In addition, since this research was done before the new constitution was promulgated in Kenya, the researcher recommends that a similar research be done on training and employees performance in service delivery in the current county government in Kenya.

REFERENCES

Action aid *(2006). Local Government Reforms in Kenya; A Study on the Local Authority*

Service Delivery Action Plan (LASDAP) Process in Kenya.

Akivaga, S. Kulundu- Bitonye and M. Opi. (1985). *Local Authorities in Keny*a. Nairobi: Heinemann Educational Publishers.

Amutabi, M. (2009). *Studies in the Economic History of Kenya: Land, Water, Railways, Education, and Entrepreneurship*. New York: The Edwin Mellen Press.

Analoui, F (1998). *Managerial Perspectives; Assumption and Development of Human Resources Management*; London: Ashgate, Aldershot, UK.

Armstrong, M. (2001). *A handbook of Human Resource Management practice*. London: Kogan Page Publishers.

Ashton, D. and Sung, J. (2002). *Supporting Learning for High Performance Working*. Geneva: International Labour Organization.

Analoui, F. and Antwi, K, (2007). *Human Resource Development challenges facing Decentralized Local Government in Africa*. Bradford: Bradford University press.

Anderson, J. (1978). Public Policy Making. New York: Holt, Rinehart & Winston Publishers.

Bateman, S. and Snell, A. (2004). *Management; The New Competitive Landscape* (6th Ed). New York: McGraw- Hill publishers.

Bakker, A. and Demerouti, E. (2007). The Job Demands Resources Model: State of the Art. Bradford UK: Bradford University press.

Baitsch, C (1998). Many do and nobody notices; From Private learning for the business world, QUEM-report.

Beatrice van der, H., Boon, M, Marcel van der, K. and Meijs, E (2009). Employability Enhancement Through Formal And Informal Learning: An empirical study among Dutch non-academic university staff members. Int. J. Train. Dev., 13(1).

Beckman, Z. (2009). Should Training be an Integral Part of a Project Budget to Increase Project Profitability? Project Management. Articles, 1: 4.

Bertalanffy, V. (1962). *General System Theory- A critical Review*. New York: George

Braziller Publishers.

Bergmann, B., Fritsch, P., Göpfert, F., Richter, B. Wardajan and Wilczek, S. (2000). Development of Competencies and Occupational Work, Cologne: Waxmann Verlag publishers.

Bhalla, R. (1990). *Concept of Jurisprudence*. Nairobi: Nairobi University press.

Caulfield, I. and Schultz, J. (1993). *Managing Local Government: Planning for Change; Strategic Planning in Local Government*. Essex: Long Man Group (UK) Ltd.

Cole, G. (1996). *Management Theory and Practice* (5th Ed). London: Educational low Priced Publisher.

Daft, R. (2000). *Management* (5th Ed); New York: The Dryden Publisher.

David, P. (2005). Recreational training encourages learning and boosts morale at Association. Human Resource Management. Int. Digest, 13(5).

De Cenzo, D and Robbins, S. (1996). *Fundamentals of Management; Essential Concept and Applications.* Ontario: Prentice Hall publishers.

Dessler, G. (2003). *Human Resource management* (9th Ed). New Jersey: Pearson Educational Ltd.

Divina, M and Edralin, A. (2004) *Training; A Strategic Human Resource Function*; De La Sale University Press; Journal Vol 7.No4.

Economist (2006). The World is our Oyster. The Economist, 5 October, 2006.

Edwards, P., Geary, J. and Sisson, K. (2002). *'New forms of work organization in the workplace: Transformative, exploitative, or limited and controlled?* London: Continuum publishers.

Government of Kenya (1986). *The Local Government Act, Chapter 265 of the laws of Kenya.* Nairobi: Government Printer.

Government of Kenya (2010). *The Constitution of Kenya*. Nairobi: Government Printers.

Government of Kenya: Ministry of Local Government (MoLG). *Draft Strategic Plan: 2004/5-2008/9. 1st draft,* 2004.

Grahams, H and Bennet, R. (1998). *Human Resource Management*. New Jersey: Pearson Educational Ltd.

Grahams H, and Bennet, R. (1998). *Human Resource Management*. New Jersey: Pearson Educational   Publishers.

Graham H. T and Bennet, R. (1997). *Human Resource Management*. New Jersey: Pearson Educational Ltd.

Hanna, D. (1997). *"The Organization as an Open System.* Buckingham: Open University Press.

Harrison, R. and W. Brooks. (2007). The Need to Re-Evaluate How Human-Resource Specialists Prove The Value Of Training. Human Resource Management Int. Digest, 15(5).

Hayajneh, H. (2007).*Systems and System Theory; Management for Health Care Professional Series.* Washington DC: John Hopkins University Press.

Ivancevich, M., Peter, L, Skinner, J, and Crosby. (1994). *Management; Quality and Competitiveness*. Boston: Von   Hoffmann Press.

Jacobs, R.L. (2003). Structured on-the-Job Training: Unleashing Employee Expertise in The Workplace (2nd Ed.) San Francisco: Berrett-Koehler Publisher.

Jones, P. (2000). Contemporary Management. (2nd Ed) New York: Irwin-McGraw Hill Publishers.

Kaufman, B. (2001). *"The Theory and Practice of Strategic Human Resource Management and Participative management in early Industrial Relation"*, Human Resource Management   Review vol.11.

Kelly, R .and Roy, A. (2005). *Designing Decentralization Reforms,* Paper prepared for the Ministry of Local Government.

Kline, D. (1980). *Research Methods for Educational Planning* Vol. III. Harvard: Cambridge, Centre for Studies in Education.

Kothari, R. (2004). *Research methodology; methods and techniques* (2nd Ed). New Delhi:

New Age International Publishers.

Koul, L. (1984). Methodology of Education Research. New Delhi: Vikash Publishing House PVT Ltd.

Kreitner, R. (2007). *Management* (10th Ed). Boston: Houghton Muffin Publishers.

Krenjcie, R and Morgan, D. (1970). *Determining Sample size for Research Activities*; Duluth: University of Minnesota Publishers.

Kubr, M and Prokopenko. (1989). *Organizing Management Training and Development Needs; Concepts and Technique:* Management Development Series No 27. Geneva: International Labour Office.

Kurt, L. (1951). *Force Field Theory in Social Sciences*; Harper and Row Publisher; New York.

Land G et al. (2007). *Local Level service Delivery, Decentralization and Governance: A Comparative study of Uganda, Kenya and Tanzania Education, Health and Agriculture Sector for JICA;* Kenya Case Report.

Mbutta, J. (1999). Factors Affecting Performance of Local Government in Tanzania. Dar es Salaam: Unpublished Dissertation, DUP.

Mittulah, W. (2004). *Participatory Governance for poverty alleviation in local authorities in Kenya, in journal of Regional Development Dialogue (RDD)* Vol25 No1.Nairobi: University of Nairobi Press.

Mittulah, W. (2010). *Local Government in Kenya; Negative citizen perception and minimal Engagement in local government affairs; Briefing paper; Institute for Development Studies (IDS)*. Nairobi: University of Nairobi Press.

Mjenga, O. (2002). Factors hindering the effectiveness of the staff training function at the University of Dar es Salaam. Dar es Salaam: Unpublished Dissertation, DUP.

Mouley, G. (1963). *The science of Educational Research*. New York; American Book

Company.

Mugenda, O and Mugenda, A. (1999). *Research Method; Qualitative and Quantitative Approach.* Nairobi: Act Press.

Murumba, C. (1987). *Sharing Responsibilities and Resources for Effective Central- Local Government Relationships in Kenya; Planning and Administration*. Vol 14 (1). Nairobi: University of Nairobi Press.

Nachmias, C and Frankfort, D. (1996). Research methods in Social Science (5th Ed). London: St. Martin's Press.

Ngirwa, C.A. (2006). Human Resources in African Work Organization (1st Ed). Dar es Salaam: DUP.

Oino P., Sorre, B, and Mugure, A. (2012). *Social Organizational Structures among Street Families in Eldoret Municipality*. Berlin Germany: Lambert Publishing Ltd.

Oyugi, W. (1983). *Local Government in Kenya*. Nairobi: University of Nairobi Press.

Okidi, C. and Kameti, M. (2001). *The Making of a Framework Environmental Law in Kenya: United Nations Environmental Program and African Centre for Technology Studies*: Nairobi.

Okumbe J. A. (2001). *Human Resource Management; An Educational Perspective*; Nairobi: Educational Development and Research Bureau.

Olbert-Bock, S. (2002). Learning Processes in Companies. Frankfurt: Peter Lang Verlag publishers.

Oso, Y and Onen, D. (2005). A General Guide to Writing Research Proposal and Report. Kisumu: Option Printers and Publishers.

Pattanayak, B. (2003). *Human Resource Management (2nd Ed)*. New Delhi: Prentice Hall Ltd.

Pratt, K. and Bennet, S. (1989). *Elements of Personnel Management (2nd Ed)*. London: Van Nasirund Reinhold International publishers.

Rakodi, C. (1997). *The Urban Challenge in Africa; Growth and Management of its Large Cities.* Tokyo: United Nation University Press.

Robbins, S.P and Coulter, M. (2007). *Management (9ᵗʰ Ed).* London: Pearson prentice Hall.

Sagimo, P. (2002).*Management Dynamics; Towards efficiency, effectiveness competencies and Productivity.* Nairobi: East Africa Educational Publisher Ltd.

Saleemi, N. and Bogonko J. (1997). *Management (Principles and Practice) Simplified.* Nairobi N. Saleemi Publishers.

Shah, A. (2006). *A comparative Institutional Framework*; World Bank.

Sleight, D. (1993). A Developmental History of Training in the United States and Europe. Michigan: Michigan State University Press.

Sprandley, J. (1979). *The ethnographic interviews*. New York: Holt, Rinehart and Winston publishers.

Sprandley, J. (1980). *Participant observation*. New York: Holt, Rinehart and Winston publishers.

Stephen, P and Robbins, S. (1990). *Management.* Ontario: Prentice- Hall publishers.

Steffensen, J., Naitore, H, and Tidemand, P. (2004). *A Comparative Analysis of Decentralisation in Kenya, Tanzania and Uganda. Final Report Kenya Country Study, Volume I: Main Report, Volume II Annexes* and *Final Synthesis Report*, NCG Denmark.

Stamp, P. (1986). *Local Government in Kenya; Ideology and Political Practice 1894- 1974. African Studies Review* 29 (4). Nairobi: University of Nairobi press.

Smoke, P. (1993). *Local Government Reforms in Developing Countries; The case of Kenya; World Development Report* 21 (6). Nairobi: University of Nairobi press.

Smoke, P. (1994). *Local Government Finance in developing Countries; The case of Kenya.* Nairobi: Oxford University Press.

Stigler, G. (1957). *Tenable Range of Local Government. In US Congress- Joint Economic Committee, Sub- Committee on Fiscal Policy.* Washington DC: US Government printing Office.

Torrington, D and Hall, L. (1998). *Human Resource Management (4th).* New York: Pearson Prentice Hall.

Valentine, S. and Fleischman, G. (2004). Ethics Training and Businesspersons' Perceptions of Organizational Ethics. J. Bus. Ethics, 52.

Wanyama, M *et al*; (2013). Understanding Research; A Simplified Form. Eldoret: Utafiti Foundation.

Wayne, M and Robert, N. (2005). *Human Resource Management (9th Ed⁾.* New York Pearson Prentice Hall Publishers.

Wekwete, K. and Rambanapasi, C. (1994) *Planning urban economies in East and Southern Africa.* Alvebury: Aldershot Publishers.

Wright, P and Snell, A. (1991) "Towards an Integrative View of Strategic Human Resource Management", Human Resource Management Review, Vol. I.

World Bank (2002). *An Assessment of Local Service Delivery and Local Governments in Kenya. (Water and Urban I Africa Region).*

(*http: www.eldoretmunicipal.com* 20/8/11).

APPENDIX I: QUESTIONNAIRES FOR FIELD OFFICERS.

Hello. My name is Towett Geofrey; a postgraduate student in the department of History, Political Science and Public Administration, Moi University. I am carrying out a research entitled; "**Factors Affecting Training of Employees on Performance in Eldoret Municipal Council in Kenya**". This research is part of the requirement for the award of Master of Arts Degree in Public Administration and Policy. You are also assured that the information you provide will be treated confidential and used purely for thesis writing and no other purpose. Your sincere support to fill this questionnaire is highly appreciated. **(Tick inside the box where necessary.)**

Welcome

SECTION A: PRELIMINARIES.

1. Please indicate your gender. Male ☐ Female ☐

2. Indicate your age bracket?

   Below 19 yrs ☐ 20-29 yrs ☐ 30-39 yrs ☐ 40-49 yrs ☐

   Above 50 yrs ☐

3. Your marital status; widow/ widower ☐ separated/divorced ☐

   Single ☐ Married ☐

4. How many dependants do you have? Only 1 ☐ 2-3 ☐ 4-5 ☐

   6-7 ☐ 8 and above ☐

5. Indicate your highest level of education

   Primary ☐ Secondary ☐ Middle College ☐ Bachelor's Degree ☐

   Masters Degree ☐ Doctorate Degree ☐

6. For how long have you worked in Eldoret municipal council?

Less than 1 year ☐   1-5yrs ☐   6-10 yrs ☐   11-15 yrs ☐   over 16 yrs ☐

7. a. In which department do you serve in?

Town clerk ☐   Treasury ☐   Environment ☐   Social services ☐

Public health ☐   Education ☐   Town engineering ☐

b. What are the services you give to the residents of the municipal council?

(i)…………………………………………………………………………………….

(ii)…………………………………………………………………………………...…

(iii)……………………………………………………………………...……………

(iv)……………………………………………………………………...…………

SECTION B: FACTORS THAT NECESSITATE TRAINING IN E.M.C.

8. Rate the following factors that necessitate employees training according to your experience in Eldoret municipal council. (Rate using 1 to 6 based on their strength using the boxes provided) ☐

   a) Threatening tactics by private competitors offering similar services to clients.

   b) Change in demand for the municipal council's services ☐

   c) The need to meet the changing technology in service provision to clients ☐

   d) Personal initiative for promotion and salary increment ☐

   e) Changes in municipal council's mission and vision ☐

   f) To increase knowledge and skills on performance of duties. ☐

9. Apart from the above list, what are other factors that have necessitated employees training in the municipal council?

………

……

……

……

……

10. How has the municipal council responded to these factors according to your observation?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

SECTION C: EMPLOYEES TRAINING IN E.M.C.

11. Does the municipal council have some training programmes for employees?

Yes ☐   No ☐

b) If YES, indicate which these kinds of training programmes are.

On the job/Internal training ☐   both on job and off job ☐

Off the job/External training ☐

12 . Have you undergone any such training yourself?

Yes ☐   No ☐

b)   If YES, which training programme have you undergone?

i)   …………………………………………………………………………………

ii) …………………………………………………………………………………

iii) …………………………………………………………………………………

iv) …………………………………………………………………………………………

13.   When did you undergo the training in 12(b) above?

Less than 1yr ago ☐   1-2yrs ☐   2- 3yrs ☐   -4yrs ☐

4-5yrs ☐   more than 5yrs ago ☐

14.   State the duration of the training in (13) above.

Less than 1 week ☐   One week ☐   2 weeks ☐   One month ☐

One year ☐   More than 1 year ☐

15.   Comment on the training you have received

It's enough ☐   Need more training ☐   Training is difficult ☐

There is no need for any training ☐

16. a)   Have you ever been sponsored for training?

Yes ☐   No ☐

b)   If No, what was the reason?

Lack of money ☐   Lack of time ☐   Do not have a sponsor ☐

Not chosen for training ☐

17. a)   Kindly rate your performance in the job before the training.

Poor ☐   Fair ☐   Satisfactory ☐   Good ☐   Excellent ☐

a)   Rate your performance after the training

Poor ☐   Fair ☐   Satisfactory ☐   Good ☐   Excellent ☐

18. Based on your experience in the municipal council, are employees involved in designing

and   Implementation of training programmes?

☐

YES ☐   NO

19 a)   Do you think employees should be involved in designing and implementa

training programmes?

YES ☐   NO ☐

b)   Give reasons for your answer in (b) above

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

20 a. How frequent are employees trained by the municipal council on service delivery?

Every 1 yr ☐   Every 2 yrs ☐   Every 3 yrs ☐   Every 4yrs ☐

Every 5yrs ☐   No define time ☐

b.   Do all employees benefit from the trainings?

YES ☐   NO ☐

c.   If NO, what are the criteria for selecting those to be trained?

………………………………………………………………………………………

…………………………………………………………………………………………

21a.   Have you ever been promoted after your training?

Yes ☐   No ☐

b.   If YES, specify

…………………………………………………………………………………………

…………………………………………………………………………………………

c)   If No, what are some of the reasons in your opinion?

(i)……………………………………………………………………………………

(ii) ……………………………………………………………………………………………

(iii) ……………………………………………………………………………………………

d)   When did you last receive your promotion?

Less than 1yr ago ☐   1-2 years ago ☐   3-4 years ag☐

Over 5 yrs ago ☐

22.   State any seminar/ workshop you have attended apart from training

(i) …………………………………………………………………………………………

(ii)…………………………………………………………………………………………

(iii)…………………………………………………………………………………………

23. a) In your view, does the frequency of employees training have an impact on service

delivery?

YES ☐   NO ☐

b) Give reason(s) for your answer in (a) above

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

SECTION D: CHALLENGES FACING EMPLOYEES TRAINING IN E.M.C

24a.   Kindly state the challenges facing employees training in Eldoret municipal council.

(i)…………………………………………………………………………………………

(ii)……………………………………………………………………………………………

(iii)……………………………………………………………………………………………

iv) ……………………………………………………………………………………………

b. In your opinion, what are the possible solutions to the problems?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

25. Generally comment on employees training in the local authorities in Kenya.

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

26. a)In your view, does these challenges have an impact on service delivery?

YES ☐   NO ☐

b) Give reason(s) for your answer in (a) above

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

APPENDIX II: QUESTIONNAIRES FOR HEADS OF DEPARTMENTS

Hello. My name is Towett Geofrey; a postgraduate student in the department of History, Political Science and Public Administration, Moi University. I am carrying out a research on "**Factors Affecting Training of Employees on Performance in Eldoret Municipal Council in Kenya**". This research is part of the requirement for the award of Master of Arts Degree in Public Administration and Policy. You are also assured that the information you provide will be treated confidential and used purely for thesis writing and no other purpose. Your sincere support to fill this questionnaire is highly appreciated. **(Tick inside the box where necessary.)**

SECTION A. PRELIMINARIES

1. What is your gender?

Male ☐   Female ☐

2. What is your age bracket?

Below24 ☐   24-29yrs ☐   30-34yrs ☐   35-39yrs ☐   40-44yrs ☐

Over 45yrs ☐

3. What is your marital status?

Single ☐   Married ☐   Divorced ☐   Widowed ☐

4. What is your highest level of education?

Certificate ☐   Diploma ☐   Bachelor Degree ☐

Masters Degree ☐   Doctorate degree ☐

5. Which department do you head?

Town clerk ☐   Treasury ☐   Social service and housing ☐   Education ☐

Public health ☐   Town engineering ☐

6. What are the services being offered by the department?

……

……

……

SECTION B: FACTORS THAT NECESSITATES TRAINING.

7)   Rate the following factors that necessitate employees training according to your experience in Eldoret municipal council. (Rate using 1 to 6 based on their strength using the boxes provided)

a) Threatening tactics by private competitors offering similar services to clients. ☐

b) Change in demand for the municipal council's services ☐

c) The need to meet the changing technology in service provision to clients ☐

d) Personal initiative for promotion and salary increment ☐

e) Changes in municipal council's mission and vision ☐

f) To increase knowledge and skills on performance of duties. ☐

8.   Apart from the above list, what are other factors that have necessitated employees training in the municipal council?

……

……

……

……

……

9. According to your observation, how has the municipal council responded to these factors?

……

……

……

10. Does the municipal council have some training programmes for Heads of Departments?

YES ☐   NO ☐

b)   If YES, indicate which are these kinds of training programmes.

On- job training ☐ Off-job training ☐ Both on job and off-job ☐

c)   If yes, which training programme have you undergone?

i)   ……………………………………………………...……………………………

ii)   …………………………………………………...………………………………

iii)   ………………………………………………………………………………

iv)   …………………………………………………………………………………

11. Have you undergone any of such training yourself?

YES ☐   NO ☐

12. When did you undergo the training in 10(b)?

Less than 1yr ago ☐   1-2yrs ☐ 2- 3yrs ☐ 3-4yrs ☐

4-5yrs ☐   More than 5yrs ago ☐

13. Comment on the training you have received

It's enough ☐   Need more training ☐ Training is difficult ☐

There is no need for any training ☐

14 .a) Have you ever been sponsored by the municipal council for training?

YES ☐   NO ☐

b)   If NO, what was the reason?

Lack of money ☐   Lack of time ☐   Do not have a sponsor ☐

c)   If YES, kindly rate your performance in the job before the training.

Poor ☐   fair ☐   Satisfactory ☐   Good ☐   Excellent ☐

d)   Rate your performance after the training

Poor ☐   Fair ☐   Satisfactory ☐   Good ☐   Excellent ☐

15. Regarding training of staff in your department, what does the policy state?

…………………………………………………………………………………………

…………………………………………………………………………………………

16. In your own assessment, do you think the training offered to employees, if any, is

sufficient?

YES ☐   NO ☐

17. a)   What criteria do you use in selecting employees for training?

…………………………………………………………………………………………

…………………………………………………………………………………………

18. What are your proposals toward improvement of employees training in your department?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

19. Based on your experience in the municipal council, are HODs involved in designing and

Implementation of training programmes?

i)   YES ☐

ii)   NO ☐

20 a)   Do you think employees should be involved in designing and implementation training programmes?

     i) YES ☐

     ii) NO ☐

  b) Give reasons for your answer in (b) above

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

21 a. How frequent are HODs trained by the municipal council on service delivery?

Every 1 yr ☐   Every 2 yrs ☐   Every 3 yrs ☐ Every 4yrs   ☐

Every 5yrs   ☐ No definite time   ☐

b. Do all H.O.Ds benefit from the trainings?

     i) YES ☐

     ii) NO ☐

c. If NO, what are the criteria for selecting those to be trained?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………..

SECTION D: CHALLENGES FACING EMPLOYEES TRAINING

22a. Kindly state the challenges facing employees training in Eldoret municipal council.

(i)………………………………………………………………………………………

(ii)………………………………………………………………………………………

(iii)………………………………………………………………………………………

iv)………………………………………………………………………………………

b. In your opinion, what are the possible solutions to the problems?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

APPENDIX III: EXTRACTS FROM RESPONDENTS.

1. Respondent No. 89. 15/11/2012. Eldoret Municipal Council

2. Respondent No. 71. 16/11/2012. Eldoret Municipal Council

3. Respondent No. 12. 15/11/2012. Eldoret Municipal Council

4. Respondent No. 106. 17/11/2012. Eldoret Municipal Council

5. Respondent No. 122. 18/11/2012. Eldoret Municipal Council

6. Respondent No. 6. 16/11/2012. Eldoret Municipal Council

7. Respondent No. 11. 15/11/2012. Eldoret Municipal Council

8. Respondent No. 16. 16/11/2012. Eldoret Municipal Council

9. Respondent No. 62. 17/11/2012. Eldoret Municipal Council

10. Respondent No. 48. 16/11/2012. Eldoret Municipal Council

11. Respondent No. 42. 19/11/2012. Eldoret Municipal Council

12. Respondent No. 32. 18/11/2012. Eldoret Municipal Council

13. Respondent No. 10. 17/11/2012. Eldoret Municipal Council

14. Respondent No. 192. 20/11/2012. Eldoret Municipal Council

15. Respondent No.15. 16/11/2012. Eldoret Municipal Council

16. Respondent No. 198.   17/11/2012. Eldoret Municipal Council

17. Respondent No. 14. 18/11/2012. Eldoret Municipal Council

18. Respondent No. 11. 16/11/2012. Eldoret Municipal Council

19. Respondent No.15.   16/11/2012. Eldoret Municipal Council

20. Respondent No. 181. 23/11/2012. Eldoret Municipal Council

APPENDIX IV: MAP OF THE STUDY AREA
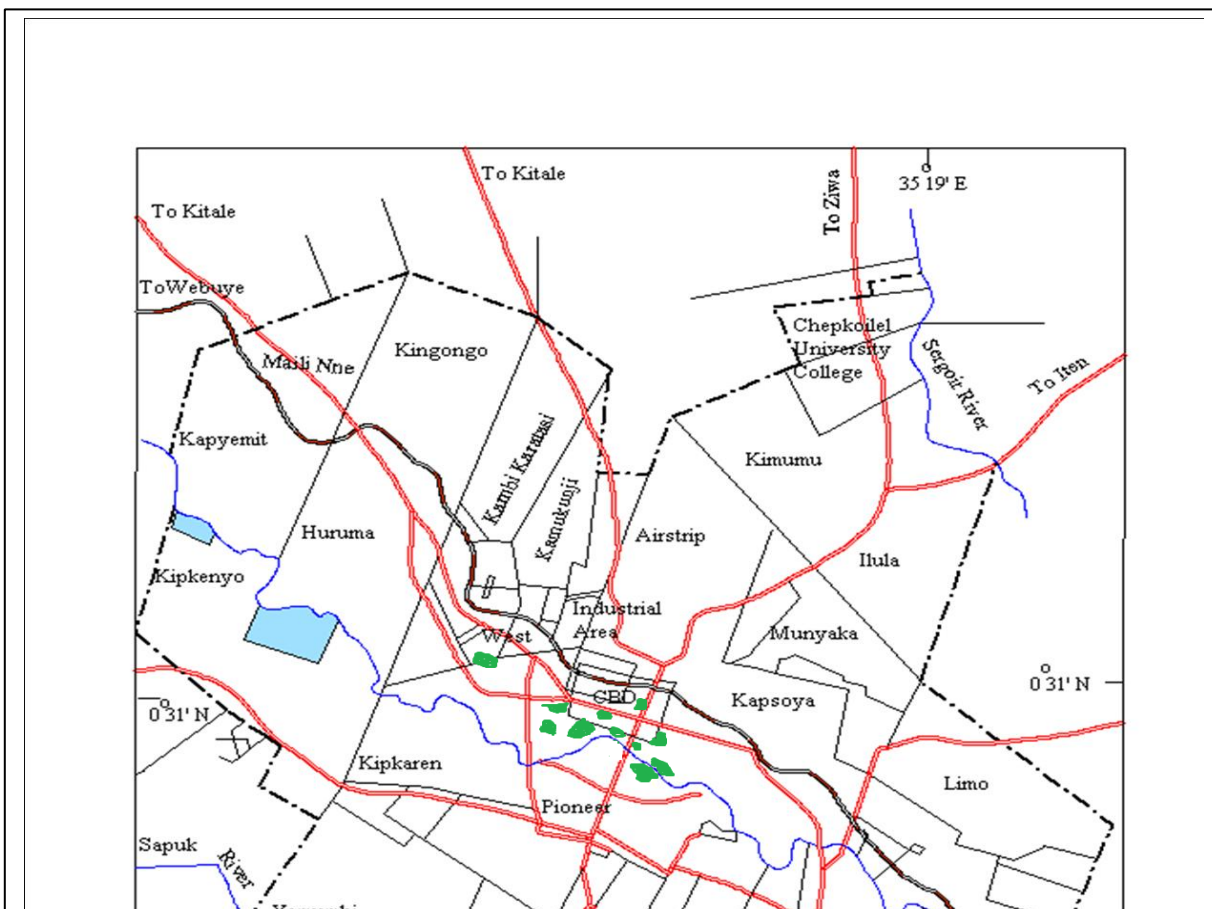
APPENDIX V: RESEARCH AUTHORIZATION LETTER.

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/507**

Date: **14th May 2012**

Geoffrey Kipkirui Towett
Moi University
P.O.Box 3900-30100
Eldoret.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Training as a change management tool towards efficient service delivery in Eldoret Municipal Council in Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu District** for a period ending **31st December, *2012*.**

You are advised to report to **the Town Clerk, Eldoret Municipality** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The Town Clerk
Eldoret Municipality
Eldoret.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."

APPENDIX VI: RESEARCH PERMIT