THE RELEVANCE OF IN-SERVICE TRAINING IN KENYA'S PUBLIC SECTOR: THE CASE OF THE DEPARTMENT OF NATIONAL REGISTRATION BUREAU

BY

LEONARD K. NANG'OLE

C153 /CTY/ PT/24408/2010

A RESEARCH REPORT SUBMITTED TO THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF PUBLIC POLICY AND ADMINISTRATION OF KENYATTA UNIVERSITY

NOVEMBER, 2014
DECLARATION

This research report is my original work and has not been presented for a degree award in any other university.

Signature .................................................. Date 21.11.2014

Leonard K. Nang’ole

C153/CTY/PT/24408/2010

This research report is submitted for examination with our approval as the University supervisors.

1. Signature .................................................. Date 24.11.2014

Prof. Kisilu Kombo

Department of Educational Foundations

2. Signature .................................................. Date 24.11.2014

Mr. Weldon Ng’eno

Department of Public Policy and Administration
DEDICATION

To my late father Nicasio Nang’ole Kiutyi for encouraging and inspiring me to pursue higher education.
ACKNOWLEDGEMENT

I am greatly indebted to a number of persons who were very close to me as I undertook and compiled this report. I sincerely acknowledge the contributions of my supervisors, Professor Kisilu Kombo and Mr. Weldon Ng’eno who not only found time to consider this study but also provided me with necessary advice.

I equally acknowledge the support of Mrs. Alice Mbugua and Benedine Kurumei in finding time to type, correct, format and print this report. I acknowledge the assistance of Ms. Clara Chemarich for editing and formatting the report. I also appreciate the cooperation of my colleagues, misters Fred Wanyama and Hezron Wakoli and Ms. Priscilla Kimani for having accepted to work with me during the distribution and collection of the questionnaires and while conducting observations. I also appreciate the support of Miss Ruth Karuu in a special way for having found time to assist me in coding of data.

I am also sincerely grateful to the Principal Secretary for interior and the Director of National Registration for having acceded to the request to use the department of National Registration Bureau as a reference for the study.

I also appreciate all persons who contributed in any way in making this study a success even if they are not mentioned by name.

Last but not least, I thank my family for supporting and encouraging me in the course of the study and while compiling this report.
# TABLE OF CONTENTS

Declaration ................................................................................................................. ii  
Dedication .................................................................................................................. iii  
Acknowledgement ...................................................................................................... iv  
Table of contents ........................................................................................................ v  
List of tables ................................................................................................................ viii  
List of figures ............................................................................................................... ix  
Abbreviations and Acronyms ..................................................................................... x  
Definition of terms ...................................................................................................... xii  
Abstract ...................................................................................................................... xiv  
Chapter One: Introduction ......................................................................................... 1  
1.1 Background to the study ...................................................................................... 1  
1.2 Statement of the problem .................................................................................... 5  
1.3 Objectives of the study ....................................................................................... 7  
1.4 Research Questions ............................................................................................ 7  
1.5 Assumptions of the Study ................................................................................... 8  
1.6 Significance of the Study .................................................................................... 8  
1.7 Scope of the study .............................................................................................. 8  
1.8 Limitations and Delimitations .......................................................................... 8  
Chapter Two: Literature Review .............................................................................. 10  
2.1 Introduction ......................................................................................................... 10  
2.2 Review of past studies ....................................................................................... 10  
2.2.1 In-service training ....................................................................................... 10  
2.2.2 In-service training and staff attitude ......................................................... 14
LIST OF TABLES

Table 1: Target Population ........................................................................................................ 27
Table 3: Sample size ................................................................................................................... 28
Table 4: Age of Respondents ...................................................................................................... 32
Table 5: Length of Service ......................................................................................................... 32
Table 6: Educational level .......................................................................................................... 33
Table 7: Suggestions on making In-service training more relevant ........................................... 37
Table 8: Suggestions on changing employees’ attitude.............................................................. 40
Table 9: Analysis of link between in-service training and efficiency by gender: ......................... 41
Table 10: Suggestions on improving service delivery................................................................. 45
Table 11: Challenges facing in-service training ......................................................................... 46
Table 12: Suggestions on addressing in-service training challenges ........................................ 47
LIST OF FIGURES

Figure 1: Conceptual Framework .................................................................................. 24
Figure 2: Marital Status ................................................................................................. 34
Figure 3: Analysis by sex .............................................................................................. 40
Figure 4: Analysis of link between in-service training and efficiency by gender .......... 41
Figure 5: Challenges facing in-service training (No. & %) ........................................... 44
ABBREVIATIONS AND ACRONYMS

CAG  Chinese Academy of Governance
CAJ  Commission on Administrative Justice
C.O.R  Code of Regulations
DDI  District Development Institutes
DIRP  Directorate of Immigration and Registration of Persons
DPM  Directorate of Personnel Management
ESAMI  Eastern and Southern Africa Management Institute
G.O.B  Government of Botswana
GOK  Government of Kenya
G.T.I  Government Training Institute
H.R.D  Human Resource Development
K. I .A  Kenya Institute of Administration
KESI  Kenya institute of Special Education
KSG  Kenya School of Government
MIRP  Ministry of State for Immigration and Registration of Persons
MSPS  Ministry of State for Public Service
MDP  Ministry of Devolution and Planning
NRB  National Registration Bureau

x
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSRTP</td>
<td>Public Sector Recruitment and Training Policy</td>
</tr>
<tr>
<td>PS</td>
<td>Principal Secretary</td>
</tr>
<tr>
<td>PSCK</td>
<td>Public Service Commission of Kenya</td>
</tr>
<tr>
<td>PSMS</td>
<td>Public Service Management Services</td>
</tr>
<tr>
<td>SLDP</td>
<td>Strategic Leadership Development programme</td>
</tr>
<tr>
<td>SMC</td>
<td>Senior Management Course</td>
</tr>
<tr>
<td>TI</td>
<td>Transparency International</td>
</tr>
<tr>
<td>TNA</td>
<td>Training Needs Assessment</td>
</tr>
</tbody>
</table>
DEFINITION OF TERMS

Apprenticeship
Refers to a type of training where trainee-employees are accorded the opportunity of working alongside more experienced staff in order to attain proficiency.

Executive Order
Is a circular issued by the President on re-organization of the functions of Government.

Kenyanization
Deliberate efforts made by the government to ensure that local Africans took over key positions in government from departing colonial civil servant after Kenya attained independence in 1963.

In-service Training
This is a planned process to modify attitude, knowledge and skill or behavior of serving government employees. This is done through learning experiences to achieve effective performance in an activity or range of activities. Its purpose in this context is to develop the abilities of the individual officers in order to satisfy the current and future manpower needs of the organization. It is a short-term process that utilizes systematic and organized procedures in which senior officers focus more on management and conceptual matters whereas middle level and support staff focus mainly on acquisition of technical knowledge and skills.

On-the job training
Is a type of training that is part of employees’ daily activity. It normally takes place at usual place of work.
Off-the job training

Is a type of training where that is not part of everyday activity. It normally takes place away from work.

Public Oversight Agencies

These are public organizations created by the constitution to assess and report on the performance of public officers.

Public sector

Refers to all government Ministries, departments and semi-autonomous and independent government agencies

Training Needs Assessment

An audit that generates information for assessing the inadequacy of knowledge and skill of employees

Stakeholder

A person who is affected by the decisions made by the ministry, in my case on in-service training
ABSTRACT
The aim of this study was to analyze the relevance and impact of in-service training programmes on the performance of employees of the department of National Registration Bureau (NRB). The decision to carry out a study in this area was informed by incessant desire and curiosity of stakeholders to ascertain if civil service in-service training programmes added any value to services provided to members of the public. Induction, skills and managerial training which are the main types of government in-service training in Kenya are acknowledged by management experts to be critical to provision of effective and efficient services. The government for example spent Kenya Shillings 28 million in the last three financial years to fund training of employees of the National Registration Bureau. In spite of the trainings that were undertaken, there were persistent complaints by members of the public and public oversight agencies that there were delayed services, poor interpersonal skills, poor supervision of staff, unresponsiveness, discrimination, lethargy, failure by some officers to grasp their basic roles and making of wrong decisions. The existence of the above complaints made it necessary for a study to be carried out to ascertain what may have gone wrong with government in-service training programmes which are normally aimed at addressing the issues complained of. The study specifically sought to find out the relevance of in-service training on staff attitude and efficiency and the relationship between in-service training and customer satisfaction in the department of National Registration Bureau. The study was based on Donald Kirkpatrick's training and evaluation theory which focuses on trainees' reaction, increase in knowledge, behaviour change and capacity building, and results attributed to training. The study also reviewed literature on in-service training at the local and international level to identify gaps that required to be filled. Questionnaires and observation were used to collect primary data from respondents. Data was analyzed with the help of Statistical package for Social Scientists (SPSS) and Microsoft Excel software and interpreted and presented using frequency tables, percentages, bar graphs and pie charts. The study was organized in five chapters, with chapter one dealing with the introduction and background to the study and while chapter two dealt with literature review. Chapter three dealt with research methodology which included the target group, data collection and analysis. Chapter four presented the findings and interpretation of the study which were organized according to the objectives of the study. Summaries of the findings, conclusions and discussions and recommendations were presented in chapter five. The highlights of the findings were that in-service training had led to performance improvement and improvement in staff attitude, efficiency and customer satisfaction. The study equally found that in spite of the apparent ability of in-service training programmes to transform the overall performance of the department, there were a myriad of challenges that had hampered the full realization of the benefits of in-service training. The key ones were inadequate funding, favouritism in selection of trainees and inadequate training opportunities. The conclusion of the study was that in-service training was relevant to staff attitude, efficiency and customer satisfaction. The study recommended that provision of adequate funding, avoidance of favouritism and provision of adequate training opportunities would go a long way in addressing the challenges that the department was facing.
CHAPTER ONE: INTRODUCTION

1.1 Background to the study
In-service training has pointed to the recognition by formal organizations that it plays a key role in supporting the performance of organizations and individual employees. This conviction has gone a long way to inform the prominence that has been given to in-service training in formal organizations in developing and developed countries. The above recognition has led many organizations to resort to in-service training as one of the ways of ensuring that there is an improvement in products and services that they provide. Be that as it may, it is important to recognize that there are two main schools of thought on the relevance and impact of in-service training on service delivery.

The first school of thought is dominated by authors and scholars like Armstrong (2010), Hamblin (1974), Sayles (1980), Garry (2009), and Robbins and Judge (2013) who independently support the view that in-service training has a positive impact on the overall performance of organizations. Their writings and arguments revolve around research findings that training of employees has helped organizations and staff to improve knowledge, skills, modify attitudes, and encourage staff commitment and responsibility and broadening opportunities for career progression in both business and service-oriented organizations. Straus and Sayles (1980) support this and also contend that newly-employed staff always need training before embarking on what they were employed to do. Older employees equally require training in order to sharpen their skills so that they are able to respond appropriately to their current and future job requirements.

According to Armstrong (2010), training of employees also ensures that formal organizations and their employees remain relevant and ahead of competition in their ever-changing environment. He also says that training can be used to create positive attitudes through clarifying the behaviour and attitudes that are expected of them. Armstrong also stresses that training of serving employees is cost effective as it is cheaper to train existing employees compared to recruiting new employees with the required skill among others. Training and Management experts such as Tian (2010) and Meidan (1980) have
also hailed in service training as an essential activity for all organizations because it provides employees with the key knowledge and skill that the employer requires to provide a service.

According to Robbins and Judge (2013) studies in the USA show that survival of business organizations is based on how well their customers are satisfied with products and staffs who serve them. When customers are satisfied, they make return visits and recommend the company’s products and services to relatives and acquaintances which are good for business. On the other hand, studies show that dissatisfied customers cut their links with organizations that provide inferior products and services and go on to tell others about the poor quality of services and staff at the organization.

The second school of thought contends that the link between in-service training and improvement in service delivery is doubtful and seem to be a waste of resources as there is always very little to show for training efforts. Proponents of this school of thought include Broad, Gareth, Coquet and Jason who argue that learning (training) has moderate effect on performance (Coquet and Jason, 2009) while others argue that it may lead to negative training which occurs when prior learning or training hinders acquisition of a new skill, implying that individuals might perform worse than they would have had they not been exposed to training. It is also possible that there will be zero-transfer in which training neither enhances nor hinders acquisition of new skills (Broad 1992).

Studies by Feiman and Hoden (Robbins and Judge 2013) on in-service teacher training in Belfast found that there were concerns that in spite of a hype about in-service training, those who attended it complained of wasted efforts and resources as much of in-service training was ineffective. The two, whose focus was on in-service training in education also say that there is an increase in demand to show tangible results for in-service training efforts. Matlay (1999) who carried out a study on vocational training in Britain also found that most training programmes and policies lacked necessary focus, coherence and continuity and were therefore not very effective.
Similarly, a study on public service delivery in Botswana (G.O.B, 2014) found that in spite of the in-service training programmes that had been undertaken, there were concerns that customers were not happy with public services. According to the results, public officers did not have a sense of urgency in providing services and that there was lack of mechanism for addressing grievances including failure to act on reported cases of negligence by officials. Other findings were that there was lack of respect for customers and clients who were often rebuked and ridiculed when they needed services.

In-service training in the East African region has been taken as a national, regional and international issue. At the national level, countries have established various institutions that specialize in the training of their civil servants. Kenya has for example set up the KIA (now KSG) in 1962 whereas Uganda set up Uganda Management Institute (UGI) in 1968 as the national centre for training, research and consultancy, administration and management in Uganda. This is replicated in other countries such as Ghana which has several branches of State service Academies and Michigan State in the USA which has a Public Service School that focuses on improving employee effectiveness by teaching technical, leadership and business skills (www.google.cc). At the regional level, the setting up of the Arusha-based inter-governmental Eastern and Southern African Management Institute (ESAMI) in 1979 by member countries to train their staff is a testimony of regional cooperation in the training of civil servants (ESAMI, 2014).

At the international level, training of serving Government officials has attracted the support of both developing and developed countries. A closer examination of daily newspapers and Government circulars and reports reveals that developed countries have systematically been sponsoring and awarding scholarships to public officers from developing countries with the aim of building their capacity and capacities of public institutions in carrying out their mandates. Examples of these are that the Republic of China sponsored 67 Kenyan public officers to undertake short courses on restructuring of government, process re-engineering and Foreign relations at the Chinese academy of Governance and Institute of Foreign Affairs in Beijing in 2013 (MDP, 2013). Many other countries including the Common wealth, Russia, the Netherlands and Austria have
also been inviting applications for scholarship programmes for short term and long term courses targeting government employees in developing countries.

In Africa and Kenya in particular, the core objectives of in-service training in the public sector are traced back to the end of the colonial rule when departing colonial government officials embarked on passing over the management and administration of government affairs to local personnel (Chege, 2006). The key objective at that time was equipping the local staff with managerial and technical skills that were necessary to run the affairs of the government. This was done by setting up the Kenya Institute of Administration (now renamed Kenya School of Government, KSG). After independence in 1963, the government set up other training institutions such as Government Training Institutes (GTIs) at Embu in Eastern region, Mombasa in Coast region and Maseno in Nyanza region and District Development Institutes (DDIs) in Baringo and Kwale which were elevated to satellite campuses of the KSG in 2012. The main objective of setting up Government run training intuitions was to ensure that the civil service was staffed with well-skilled and knowledgeable officers (vision 2030). The School trains an average of 18,000 civil servants per year (KSG, 2013). The Government also facilities employees by sponsoring them or by providing appropriate guidelines that make it possible for them to undertake training through private arrangements (MSPS, 2006)

According to Chege (2009), capacity building in the Civil Service in Kenya is guided by guidelines contained in various governments’ documents that include administrative circulars, code of Regulations, schemes of service, Personnel/Human Resource Management general letters, Public Service Recruitment and Training Policy (PSRTP) and other directives issued from time to time. The key provisions of these guidelines in relation to in-service training in Kenya include entitlement to five (5) days of training in a year (COR, 2005); mandatory Training in Senior Management Courses and Strategic Leadership at middle and senior levels of management (PSC, 2010); funds for training are provided by the Treasury through officers’ line ministries or Higher Education Loans Board as a revolving fund (PSRTP); certificates that are awarded to course participants are only recognized if awarded by institutions that are recognized by the
Ministry responsible for education (DPM, 2005); refund of 50% of the cost of training on successful completion of relevant approved self-sponsored courses (COR, 2006), and that employees must obtain course approval from parent ministries and or from the Ministry of Devolution and Planning which is in charge of all Government Human Resource matters (PSRTP). These guidelines are almost similar to those in other countries save for variations in the nature of guidelines where some countries have legislative and constitutional provisions on in-service training while others have formulated policies on the same (Laurie, 2003).

To ensure that the NRB undertakes in-service training, it was allocated Kshs. 6 million in 2010/11 financial year; 7 million in 2011/2012 and 15 million in 2012/13 financial years for training respectively (GOK, 2013). In spite of these allocations and previous ones, members of the public, public oversight agencies and civil society organizations had repeatedly pointed out that there was general inefficiency and ineffectiveness, inordinate delay in service delivery, unresponsiveness, poor supervision of staff and generally poor interpersonal relations in the department among others. This state of affairs implied that there was something wrong with the in-service training programmes that have been undertaken in the department so far. The study therefore sought to find out why the in-service training programmes seem to have had little impact on service delivery in the department.

1.2 Statement of the problem
The Government of Kenya had been supporting the building of technical, managerial and leadership competencies of the employees of the department of National Registration Bureau with the aim of enabling them to meet the demands of providing efficient, effective and hands-on services to citizens from the time the department was established in 1978. In spite of these efforts, there was an increase in public complaints, reports and studies that pointed to deficiency of technical and managerial skills among employees of the department. Studies by the Commission on Administrative Justice (CAJ, 2013), Ethics and Anti-Corruption Commission (EACC, 2012) Public Service Management Services and Transparency International (TI, 2012) on services offered by Civil servants.
in Kenya for example found that employees of the department of National Registration Bureau exhibited several deficiencies in service provision. The Commission on Administrative Justice' report for the year 2013 specifically found that most of the complaints against the department were on delayed services, poor interpersonal skills, poor supervision of staff, unresponsiveness, discrimination, lethargy, failure by some employees to grasp their basic roles and making of wrong decisions. The findings and Public complaints regarding skills deficiencies at the department were un-expected because they were the opposite of the key expectations that in-service training programmes that had been undertaken would have led to acquisition and sharpening of the technical, managerial and leadership skills of employees. According to the Commission on Administrative Justice (2013), acts of ineptness on the part of employees of the department were a serious matter because they breached the Constitution by denying some citizens a voice, presence and dignity and lowered the productivity of the nation as affected persons were not able to enroll for higher education, seek employment, participate in governance and begin business on time among others.

Reports and studies that had unceasingly highlighted deficiencies in service provision at the department raised doubts about the relevance of in-service training programmes in responding to performance gaps because they implied that employees who had undergone in-service training failed to make any difference at their work places. This meant that there was very little to show for efforts and resources that had gone into in-service training programmes and that the department of National Registration Bureau and the Government of Kenya were possibly clinging to a lost cause by insisting on funding and implementing in-service training programmes.

The overall problem that the study sought to address was if in-service training programmes led to acquisition and application of new skills to enhance service delivery. This was in view of complaints that in-service training programmes had failed to address deficiencies of technical, managerial and leadership skills at the Department of National Registration Bureau.
1.3 Objectives of the study

The study sought to achieve the following objectives:

1. Find out the relevance of in-service training on staff attitude at the department of National Registration Bureau;

2. Determine the relevance of in-service training on the efficiency of staff at the department of National Registration Bureau; and

3. Establish the relationship between in-service training and customer satisfaction in the department of National Registration Bureau.

1.4 Research Questions

The study sought to investigate the following questions:

1. What was the relevance of in-service training on staff attitude in department of National Registration Bureau?

2. What was the relevance of in-service training on the efficiency of staff at the department of National Registration Bureau?

3. What was the relationship between in-service training and customer satisfaction in the department of National Registration Bureau?
1.5 **Assumptions of the Study**

The assumptions of this study were:

1. That in-service training was relevant to staff attitude;
2. That there was a relationship between in-service training and efficiency of NRB; and
3. That in-service training and customer satisfaction at NRB were related.

1.6 **Significance of the Study**

The findings of the study were expected to be used to brief the National and devolved Government(s); Principal Secretary for Interior; Director of National Registration Bureau, and other Government agencies dealing with quality assurance; heads of Human Resource Management and Development units and future researchers on the relevance of in-service training to service delivery with a view to ensuring that training led to an improvement in service delivery among others.

The study also sought to identify key issues that inhibited in-service training in the department, if any, and make proposals on how they can be addressed.

1.7 **Scope of the study**

This study was conducted at the headquarters of NRB at NSSF building in Nairobi between the months of October and November 2014. The department’s head office was chosen for the study because most of its operations were conducted from there.

1.8 **Limitations and Delimitations**

The researcher encountered a number of limitations while carrying out this study. The first limitation related to restricted access to official Government records and information. The researcher overcame this obtaining a Research Authorization from Authorization from the university and the a Research Permit from the Ministry of
Education, science and Technology before carrying out the proposed study. This facilitated access to restricted government records and information.

Secondly, the researcher also expected to encounter some un-co-operative respondents who may have failed to complete or return the questionnaires. The researcher overcame this challenge by getting the informed consent of respondents and by ensuring that the distribution of questionnaires had a personal touch. Further, the choice of civil servants as respondents on the subject of in-service training enhanced response rate as they had a keen interest in in-service training as it broadens their career paths.

In addition to the above, the researcher expected to encounter limitations in financial resources and time to access all the relevant literature, prepare the draft and then final report of the study. This was resolved by making the design of the proposal a case study.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction
This chapter deals with research and various scholarly works on the relevancy of in-service training in the public sector at the international and local level. The thrust of the discussion is that whereas most writers and studies are in agreement that in-service training leads to acquisition of skills and attitudes that help in improving the performance of organizations, there are some researchers and writers who think that that is not necessarily the case. This chapter highlights how the latter school of thought has persistently asked for tangible results whereas the former has pointed out that it indeed works especially in business-related organizations. The chapter zeroes in on literature on the relevance of in-service training on staff attitude, efficiency and customer satisfaction. It also delves into the objectives, main types of training, Government training policy in Kenya and obstacles to in-service training.

2.2 Review of past studies

2.2.1 In-service training
Renown writers on in-service training such as Armstrong (2010), Robbins and judge (2013), Bhawani, Garry (2009) and many others are in agreement that training of employees has been embraced the world over because of the various roles that it plays in well-functioning organizations. One of its roles is that it has the ability to ensure that formal organizations and their employees remain relevant and ahead of competition in the ever-changing environment. It also it keeps employees motivated as new skills and knowledge have the possibility of helping reduce boredom. Armstrong says that in-service training can be used to demonstrate to the employee that they are valuable for the employer to invest in them and their development. Training can also be used to create positive attitudes through clarifying the behaviour and attitudes that are expected from the employee. Armstrong also propagated the believe that training of employees is cost effective as it is cheaper as compared to recruiting new employees with the required
skills. He also said that training helps employees to become more efficient, which in essence is a superior job performance among others. Robbins and judge also contributed to the importance of in-service training by saying that it is aimed at improving knowledge, skills, modifying attitudes, encouraging staff commitment and responsibility and broadening opportunities for career progression. The inference that can be drawn from the above writers is that the core of in-service training is improving organizational and individual officers’ performance. According to Gareth (2006) most countries and organizations have also embraced the pursuit of higher formal education for serving officers as a way of developing employees who are able to take on new responsibilities and more challenging positions.

In spite of their noble intentions, in-service training programmes are faced with a myriad of shared and peculiar challenges at the international and local level. The first obstacle relates to the pre-implementation stage which Smith and Woeste (1992) captured very well when they said that however good in-service training programmes may be, they might fail if they are not aimed at addressing an identified problem. The two also say that it is possible for well-thought programmes to fail if they are poorly designed. Woeste says that the ability of objectives to address an identified problem or need; appropriateness of programme to situation, relevancy of content, qualifications of staff; availability of planned resources and measurement of objectives need to be taken care of in order to enhance the success of in-service training programmes. Scholars such as Coquet and Jason (2009) have argued that learning (training) has inherent moderate effect on performance. Broad (1992) says that the outcome of training efforts is not certain because it can hinder acquisition of a new skill or reaching the solution to a new problem or fail to either enhance or hinder acquisition of new skills.

In Kenya, the key challenges revolve around inadequate funding; mismanagement of the training function (Chege, 2006) and lack of the evaluation of the impact of in-service training programmes on service delivery. Other challenges are inadequacy of the training curricula as it is not tailored to respond to the training needs of any specific organization; Lack of a one-stop policy on in-service training (Chege, 2006) which has led to
reliance on a raft of circulars which have confused prospective trainees, training committees and even Human Resource Development officers.

Scholars and agencies involved in in-service training have been making spirited efforts over the years to ensure that the challenges that in-service training programmes have been encountering are dealt with in order to make training of employees more relevant to provision of services. Researchers such Bhawani (2006) suggested that for training to be effective, organizations should provide job-related and need-based training and avoid bias in nominating staff for training in order to ensure the right staff are selected for the right training. Similarly organizations should develop a transparent human resource development plan and create a supportive workplace environment to enable staff apply their skills to improve their own performance and that of the organization. Bhawani’s paper also says that for training to be meaningful, it must be practical and responsive to the real workplace problems and challenges. The writer recommends that post-training evaluation to enrich the effectiveness of training need to be undertaken.

The Government of Kenya and other formal organizations have been responding to the challenges by embracing cost sharing for officers being sponsored to undertake long-term training. This was aimed at easing the financial burden on the government (Chege, 2006 and COR, 2006) where employees that are nominated for long term training are required to contribute at least 20% of their basic pay towards the cost of their training; creation of additional government training institutions such as GTIs in Embu and Mombasa and DDIs in Baringo and Matuga which eased the pressure on KSG; revamping all in-service training institutions by providing additional funding for repairs and expansion of both training and accommodation facilities since the year 2003; issuing of periodic guidelines through personnel circulars aimed at streamlining training programmes; development of the Public Service Recruitment and Training Policy in 2005 to guide the overall training function in the public service (GOK, 2005; and setting up of semi-autonomous government agencies to run training programmes in the public sector. This started by incorporating the KIA as a state corporation through the KIA Act (No. 2 of 1996) which gave way to Kenya School of Government Act, 2012. The old and new Acts
empowered the school to provide “research and training for transformative leadership up to the highest standards” (KSG, 2012)

Literature on in-service training programmes also puts a lot of emphasis on the importance of evaluating in-service training programmes in the context of the value that they add to service delivery in service and business-oriented organizations. Hamblin (1974) captured this very well when he said that evaluation is among others the comparison of objectives and outcome to answer the question how far the training has achieved its purpose. Smith and Woeste (1974) say that Evaluation is important for knowing the effectiveness of training programmes and the effectiveness of training efforts. The two aver that evaluation of in-service training through participant reaction is inferior to the post-implementation evaluation which they say judges the ultimate value or results of training. They agree with other writers on the subject of in-service training that more efforts need to be focused on establishing results directly attributable to training.

Studies closer to evaluation of in-service training in NRB were conducted by Mud Trust Consultants in 2006 that carried out a study on Training needs Assessment (MIRP 2008). The key finding of this study was that staff in the Ministry only required training aimed at acquisition of basic skills for the performance of their jobs. The study did not however attempt to check on the wellness of training efforts that had been undertaken in the DIRP. Another study by the then Ministry’s research unit in this area in 2009 dwelt on general customer satisfaction levels. A study that was also undertaken by the Government Management Consultancy Services division in 2005 focused on the organizational structure and schemes of service in the then Ministry of Immigration and Registration of Persons.

One of the closest studies on in-service training in the civil service in Kenya was undertaken by Omara (2007), who found that both KIA and Kenya Institute of special education (KESI) use participants’ feedback through end of training programme evaluation forms to evaluate the quality of training programmes. This approach was however only apt for the researcher’s area of focus and is therefore limited in application.
It does not move on to capture how participants apply skills and knowledge acquired during training. Whereas Omara’s study focused on ascertaining the quality of in-service training methods and techniques, this study examined the relevance of in-service training on service delivery by paying special attention to how training affects staff attitude, skills and interpersonal skills. By choosing lecturers and top Management of the two institutions who are responsible for rolling out training programmes as his respondents, Omara unintentionally brought forth the need to establish what trainees who directly participated in the training, peers of the trainees and their immediate supervisor have to say about the skills, competencies and attitudes acquired during training. The study was therefore expected to lead to a more comprehensive and inclusive evaluation of in-service training programmes as it added trainees and their peers and supervisors to the list key stakeholders in evaluating the relevance of in-service training programmes in the civil service. According to Professor Ling Ning of the Chinese Academy of Governance at Jiangsu (GAC, 2013), most governance institutions only teach theory to civil servants. Unlike highly technical fields like medicine and engineering, it is generally assumed that one acquires appropriate skills once he or she has successfully completed a course. Application of new skills is never followed up by training institutions or the employers. This implies that it is not certain if in-service training leads to an improvement in service delivery. There was therefore need to conduct a systematic study to ascertain whether skills that are taught in a classroom setting were transferred to places of work or not in order to demystify the true relevance of in-service training.

2.2.2 In-service training and staff attitude

According to Robbins and Judge (2013), staff attitude refers to a feeling about a job. This may be positive or negative. According to the two writers; employees with low and high job satisfaction have an impact on the performance of their organizations. Those with high job satisfaction strongly identify and care about what they do and are less likely to engage in disruptive behaviour even when they are offended. On the other hand; those
who have negative attitude are prone to work withdrawal. The two writers suggested that employers can use training to influence the attitude of their workers in a number of ways. The first is by creating and reinforcing messages by management that employees have an influence on their environment and that they are competent and important to the organization. According to Armstrong (2010) and Garry (2009), training can be used to create positive attitudes through clarifying and modifying behaviour and attitudes that are expected from employees in typical work situations. According to Robbins and Judge (2013), one study in Singapore established that good managers empowered their employees by involving them in decisions that make them feel their work was important. Involving employees in work creates positive mental attitude which is one of the pillars of successful organization because employees use it to find solutions to the challenges that they and their organizations face (Kim, 2009). Management therefore needs to take the initiative of nurturing in all employees a sense of responsibility in the performance of their duties.

Training can also be used to reinforce attitude of commitment of employees. This is because theoretical models had shown that employees who are committed are less likely to engage in disruptive behaviour like absenteeism, feigning illness, tardiness and lateness among others because they are loyal to the organization (Garry, 2009). The opposite is true of less committed employees as research shows they have lower levels of attendance and performance at work. This, according to Kim and Renee (2014) can be done by managers who learn from workers whether they have access to resources, opportunities to learn new skills, engage with co-workers and whether they have innovative ways of producing products and services. This is very important in that highly engaged persons have not only been found to feel deep connection with organizations but also because of the realization that top managers rely heavily on middle level managers and frontline staff to do the actual work. This helps management to tap into latent talents of employees. According to Kim (2009), successful managers embrace training to drive out fear in employees as environments of fear have been found to inhibit performance. An
atmosphere of fear compels employees to simply comply with what is prescribed which impedes innovation and creativity in service delivery or production of products. Attitude of fear undermines attempts to foster the spirit of teamwork and cooperation between divisions and departments which is one of the key contemporary concerns of capacity development personnel in formal organizations. According to Fayol (Naidu 1996), the spirit of teamwork creates a sense of belonging and harmony which is a great strength to organizations and has to be encouraged. Organizations therefore ought to equip their managers with skills that encourage removal of fear, creative ways of doing things and teamwork that will in the end encourage workers to realize their full potential. Kim and Renee (2014) also argue that successful organizations rely on the goodwill of their employees to gather information on their customers' needs and expectations in order to remain relevant and a head of competition. This implies that fostering workplace atmospheres without fear by management unblocks free flow of double-edged information that can either drive organizations under or make them more vibrant and relevant.

On attitude change, Garry (2009) and Gongera (2006) see training as a way of assisting organizations to transform themselves by changing the way they perceive themselves, their customers and the their environment. Studies on business-based organizations in the USA have found that lethargic staff attitude has led to the collapse of well-established firms whereas those with positive attitude have enabled their organizations to become more profitable (Robbins and Judge). The two further argue that training should align the needs of the individual to those of the organization in order to tap into hidden talents of staff.

The findings of the CAJ that staff in NRB and in the civil service has poor attitude towards work and often report to work late puts to doubt the real relevance that in-service training programmes that have been undertaken have had on staff attitude towards service delivery. There is therefore need to carry out a study to establish if training has had any impact on the attitude of serving staff in the department of NRB.
2.2.3 In-service training and efficiency

According to Feiman and Hoden (Robbins and Judge, 2013), there is concern that those who attend in-service training have complained of wasted efforts and resources as much of in-service training is ineffective. The two, whose focus was on in-service training in the education, also say that there is an increase in demand to show tangible results for training efforts.

Gongera (2003) and Garry (2009) explained that the thrust of training of serving employees ought to be seen as a means of assessing and responding to skills deficiencies in the organization by equipping employees with the right skills to enable them perform their work. Gongera adds that for training programmes to be relevant, they have to enable organizations to have a competitive edge in their operations. Garry says that training of new employees is very important because it provides them with background information and skills that are needed to perform their jobs well. Meidan (1980) said that in-service training is an essential activity for all organizations because it provides employees with the key knowledge and skill that the employer requires to provide a service. Robbins and Judge (2013) also underscored the importance of training when they said that it is meant to ensure that there is a steady supply of staff that is competent in their areas of specialization. They also argue that training is aimed at improving knowledge and skills among others.

According Fayol, possession of relevant skills leads to familiarity of tasks performed which in the end helps employees to specialize and perform their tasks with precision and in a cost effective way (Naidu 1996). Armstrong (2010) also said that acquisition of a new skill helps employees to become more efficient, which in essence is superior job performance. Garry (2009) says that current trends in training are increasingly technology-based and trainers focuses more on improving organizational performance by equipping them with broader skills like team-building, decision making and communication. Kim and Renee (2014) say that current trends in training of employees
should incorporate transformative leadership and innovations in products and services provided to customers.

From the above analyses, efficiency in service provision is derived from training that focuses on the sharpening of the skills of serving staff. The need for skilled personnel is insatiable at the local and international level. This is manifested in the setting up of specialized intuitions like Military Academies for serving military personnel in Kenya, in the USA and Britain and Foreign affairs Institute for staff working at diplomatic levels in Countries such as China, Rwanda, and South Africa.

In-service training is however not an end in itself. Some Scholars have argued that learning (training) has moderate effect on performance (Coquet and Jason, 2009) while others argue that it may lead to acquisition of a new skill that will solve existing problem or negative training which occurs when prior learning or training hinders acquisition of a new skill, implying that individuals might perform worse than they would have had they not been exposed to training. It is also possible that there will be zero-transfer in which training neither enhances nor hinders acquisition of new skills (Broad 1992).

Smith and Woeste (2009) said that it is the post-implementation stage or results that set the pace for appreciating the true value of training. Robbins and Judge agree with the widely accepted model of Donald Kirkpatrick that organizational benefit is one of the key parameters of measuring the impact of in-service training. Scholars such as Coquet and Jason (2009) argue that learning (training) has inherent moderate effect on performance. Matly (emerald insight 1999) found that although many people claimed to value training, most do not provide any. The explanation was that training lacked necessary focus, coherence and continuity. In a related study in Britain, Mcalleer and Mcalleer (1987) found that teaching improved as a result of in-service training.

In Kenya and specifically in the department of National Registration Bureau, the key skills that core officers working in the department are expected to sharpen after undergoing in-service training are: understanding of the basic constitutional and legal provisions on citizenship; interviewing skills for the purpose of differentiating citizens.
from non-citizens and for prevention of illegal registration and classification, testing, filing; merging of fingerprint sets and retrieval of fingerprints. Staffs involved in provision of support services are equally expected to acquire right skills at the operational level. These skills include but are not limited to writing, recording of fingerprints, taking of photographs, records management and inter-personal skills as they interact frequently with members of the public and knowledge of computer applications. These skills are based on the provisions of the constitution, the Registration of Persons Act, Schemes of service and periodic guidelines issued by the PSC and the PSMS. According to schemes of service for Registrars of Persons and Fingerprint officers, the middle-level management are also required to master basic principles of management and functions of management such as planning, staff management, communication, co-ordination and financial management among others. At the top management, the schemes provide for possession of technical and conceptual skills that are meant to steer the department and provision of services to greater heights. Additionally, all these officers require and have been targeted for training in computer applications in order to embrace the roll out of electronic services.

The desire to provide efficient services in the department is pegged on how well the above core skills are imparted to serving officers and subsequently applied in the performance of their tasks. An example of this is that studies have found that utilization of ICT leads to effective and efficient delivery of services in most organizations. In the case of National Registration Bureau, it will be important to carry out a study to establish if trainees are indeed utilizing ICT and other skills they acquired during training and if the same are making any impact on service delivery. Efficiency in service delivery will be attained if the department is able to reduce the time taken to serve customers and deliver the final product, improved quality of work which is manifested in reduced customer complaints and doing its work within its budget. The existence of complaints of inordinate delay in service delivery, poor supervision of staff, massive rejection of applications for issuance of identity cards, allegations of illegal issuance of identity cards and failure by officers to fully grasp constitutional and legal provisions on citizenship against the department have led to doubts about the ability of in-service training efforts
that have been undertaken by the department to deliver on the desire for efficiency and excellence in service delivery in the department. This calls for a study to establish if and how in-service training is still relevant in spite of having had doubtful results on the development of core skills that officers have in the recent past.

2.2.4 In-service training and customer satisfaction

Organizations whose existence is based on provision of services such as NRB do not exist on their own as they must and have customers that they serve. According to Cook (2004), customers are both internal and external. Internal customers are mostly staff whereas external ones are those accessing services, suppliers and partners.

In business, the survival of organizations is based on how well external customers are satisfied with products and staff who serve them (Robbins and Judge 2013). When customers are dissatisfied with the products and the way they were served, they cut links with offending organization and tell others about the poor quality of services and staff. On the other hand, studies show that satisfied customers make return visits and even refer their friends and acquaintances to the organization for similar services. At the level of internal customers, Armstrong (2010) says that in-service training demonstrates to the employee that they are valuable for the employer to invest in them and their development. Robbins and Judge also say that in-service training broadens opportunities for career progression of employees. According to Kim (2009), employers need to train employees who are in constant touch with customers so that they are able to understand customers' expectations and listen and take corrective measures against customers' bad experience.

According to Robbins and Judge (2013), a study found that job attitudes improved organizational financial performance in a span of six months. The explanations for this were that satisfied employees were not likely to quit and they promoted stronger customer loyalty which makes organizations more profitable. The study also found that satisfied external customers tend to improve later employee satisfaction even further. The study suggested that paying attention to improving employee attitudes pays off. The two writers also say that studies in the US had demonstrated that organizations whose
employees have failed to respond to customers’ needs have failed. In view of this, most organizations have focused on hiring and re-training their staff so that they are friendly to and willing to serve their clients. The study found and recommended that well-functioning companies help shape on-the-job attitude by giving employees product knowledge training and teaching them how to assess customer needs and serving them accordingly. Naidu (2010) also underscored the importance of customer care when he said that there is need for organizations to develop a feedback mechanism to “feel the pulse of the people on government programmes.”

Customer relations in the public service is however slightly different. The difference is based on functions of the institution. Most Government organizations exist for the purpose of providing unique and monopolistic services to members of the public. The import of this is that most public organizations do not regrettably take customers seriously because they are not in business and even if customers are not happy, avenues for redressing their grievances quickly and in a cost effective manner are limited to complaining to oversight agencies for intervention.

A closer examination of Government in-service training programmes reveals that the government and trainers are fully aware of the need to embrace customer care and has been training civil servants on the need to ensure that they meet the demands of persons requiring their services. In spite of this realization, studies by the CAJ, EACC and TI have found that civil servants are complacent with customer satisfaction. The CAJ specifically found that civil servants including those working in NRB are un-responsive to customers, failed to provide customer feedback mechanism and inordinately delayed service provision. The recommendation by the CAJ to the PSC that there was need to train staff who are in constant touch with members of the public in inter-personal skills cast doubts on the relevance and impact of previous efforts in training staff on excellence in customer care. The researcher is aware of the existence of yearly customer satisfaction surveys in the DIRP (MIRP, 2011) which have been recommending that there is need to re-train staff in customer relations in the directorate. There is however hardly any report on the extent to which these recommendations have been implemented.
One of the major points of focus of this study was therefore to establish what the relevance of in-service training was as it had not been able to help the department to overcome the challenge of satisfying its customers. The study sought to understand why training in customer care seemed to have worked elsewhere very well but not in the public service in Kenya.

2.3 Summary and gaps that were to filled by the study
From the foregoing literature review, it is apparent that there are two schools of thought on the relevancy of in-service training in shaping staff attitude, efficiency and customer satisfaction in organizations. The first school believes strongly that in-service training has a positive impact on the overall performance of organizations whereas the second school doubts its relevancy and asks to be shown tangible results attributed to training. The contest between the two schools of thought created a gap in knowledge on whether in-service training led to an improvement in staff attitude, efficiency and customer satisfaction which are among the key components that contribute to differentiation between performing and non performing service oriented public organizations.

There was also no clear information on how in-service training programmes were being evaluated and why complaints relating to matters that would ordinarily have been sorted out by in-service training had persisted in spite of in-service training programmes that had been undertaken in the department. The study sought to fill all these gaps.

2.4 Theoretical Framework
This study was based on Donald Kirkpatrick's four levels of training and evaluation theory. The first level relates to an evaluation of trainees' experience during training. This can be gathered from feedback forms and questionnaires to ascertain if training was relevant and if new skills have the ability of being applied among others. This, according to Kirkpatrick, is quick and easy to do. The second level of evaluation relates to measurement of increase in knowledge which takes the form of pre-implementation and post-implementation assessments of intellectual capability through interviews and
observation. Kirkpatrick argues that although it is also easy to set up, it is more suitable for quantitative or technical skills and attitudinal development to some extent.

The third level is behaviour evaluation which examines the degree to which employees apply new skills when they go back to their real places of work. According to Kirkpatrick, implementation and utilization of skills is very important as it makes little sense to have good reaction and increase in capacity if nothing changes at the workplace. The fourth level is on results evaluation which focuses on measuring the benefits of improvement in trainees' performance. Kirkpatrick says that this can be measured by key indicators such as number of customer complaints, incidences of failure, timelines, quality rating and attainment of standards in service-oriented organizations. He also argues that measurement can be improved if trainees and the managers agree on what is to be measured before training commences. He further says that there is need to link training input and timing in order to make it easy to measure the results that can be attributed to training.

Kirkpatrick's theory was appropriate to the study because most of the in-service training programmes that were being undertaken in the department were theoretical and took place in classroom setting. It was therefore not certain if skills and knowledge that were acquired during training were transferred to the actual work situation and if they added value to service delivery. The theory was also appropriate in that was aimed at enabling the researcher to establish the faulty lines, if any, or strong points in the process of implementing in-service training programmes in the department and in the civil service. The faulty lines ranged from whether participants appreciated training to whether there was an increase in knowledge or change in behaviour to positive results that were attributed to training.

2.5 Conceptual Framework

According to Gareth (2006), there are many techniques and methods of evaluating the impact of in-service training. This study was however based on evaluation of the
relevance of in-service training programme in relation to the extent to which it helps in shaping staff attitude, efficiency and customer satisfaction levels.

Diagrammatically, this can be shown as below:

**Figure 1: Conceptual Framework**

![Conceptual Framework Diagram]

Independent variable  Dependent variables

**Source: Researcher (2014)**

In-service training has an effect on staff attitude, efficiency and customer satisfaction in an organization. If it is handled well, it will result in positive staff attitude which will have a ripple effect on the way staff feel, are committed and engaged in the functions of the organization; efficiency which relates to how staff are able to use newly-acquired skills to offer high quality and timely services to their customers, and how training leads to meeting and exceeding customer expectations which creates customer loyalty and overall improvement of organizations. In-service training will therefore be said to be relevant if it leads to an improvement in staff attitude, efficiency and customer satisfaction.

On the other hand, in-service training will be said to be irrelevant if it does not lead to an improvement in staff attitude which is normally manifested in lack of commitment to work, neglect of customers, absenteeism and poor work output; inefficiency as reflected in delays in service delivery and poor quality work; and customer dissatisfaction as reflected in failure to meet their demands and serve them well. When all these occur in
spite of in-service training having taken place, the efforts made to train employees are rendered wasteful and irrelevant.
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction
This chapter deals with where and how the research was conducted. It captures the fact that the research was a case of the department of National Registration Bureau. A questionnaire and observation method was used to collect data which has been analyzed and is being presented in this report.

3.2 Research Design
The study employed descriptive design but applied a case study approach. This approach was embraced because descriptive design is among the most preferred methods of capturing respondents’ opinions about a given issue (Mugenda & Mugenda, 2003). A case study was also preferred because of its ability to help the researcher to gain in-depth knowledge on the subject under investigation because of the realization that the researcher had limited resources and time to study the entire civil service and cover the whole country (Kombo & Tromp, 2006).

3.3 Area of Study
The research was carried out in the Department of National Registration Bureau in Nairobi, Kenya. The headquarters of the department was chosen for this study because most of the key activities are carried out there.

3.4 Target Population
The study targeted 976 employees of the Department of National Registration Bureau headquarters at the NSSF Complex in Nairobi because most of the core functions of the department were carried out at the headquarters. The staff establishment ranged from policy makers, middle level managers, frontline staff, clerical officers and support staff. The exact number of the target population was as follows:
### Table 1: Target Population

<table>
<thead>
<tr>
<th>Cadre of Employees</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Management</td>
<td>7</td>
<td>0.7</td>
</tr>
<tr>
<td>Mid-level Management</td>
<td>25</td>
<td>2.5</td>
</tr>
<tr>
<td>Technical level</td>
<td>408</td>
<td>41.8</td>
</tr>
<tr>
<td>Support</td>
<td>536</td>
<td>54.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>976</strong></td>
<td><strong>99.9</strong></td>
</tr>
</tbody>
</table>

Source: NRB HRM Data (2014)

### 3.5 Sampling

Since census was untenable for this study, a representative sample of 99 respondents was picked using proportionate stratified random sampling. This gave each category a chance of being represented in the sample. However, convenience sampling was also employed to pick the respondents from each stratum. The researcher targeted 99 out of 976 members of staff working in the department in Nairobi with a questionnaire to capture their data. The sample size was therefore 10% of the target population. According to Mugenda and Mugenda (2003) and Kombo and Tromp (2006), a sample of 10% is a good representative of the target population which led to a high level of reliability and validity of the data that was collected. The exact distribution of the size of respondents was as tabulated in table 2.
Table 2: Sample size

<table>
<thead>
<tr>
<th>Cadre of Employees</th>
<th>Frequency</th>
<th>Sample Ratio</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Management</td>
<td>7</td>
<td>0.1</td>
<td>1</td>
</tr>
<tr>
<td>Mid-level Management</td>
<td>25</td>
<td>0.1</td>
<td>3</td>
</tr>
<tr>
<td>Technical level</td>
<td>408</td>
<td>0.1</td>
<td>41</td>
</tr>
<tr>
<td>Support staff</td>
<td>536</td>
<td>0.1</td>
<td>54</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>976</strong></td>
<td><strong>0.1</strong></td>
<td><strong>99</strong></td>
</tr>
</tbody>
</table>

Source: NRB HRM Data (2014)

3.6 Data Collection Instruments

Questionnaires and observation were the main instruments that were used to gather primary data from and on the respondents. The questionnaire was chosen because as Kothari (2012) argues, in spite of a few limitations, it is the most popular instrument in case studies. On the other hand, observation method was used because of its ability to help the researcher to discreetly get first hand information on application of skills by employees in a work place setting. The researcher also gathered secondary information on in-service training from books, scholarly journals, Government documents and papers presented at conferences, reports, periodicals and scholarly internet sources at the local and international levels.

3.7 Data Collection Procedures

The researcher sought a Research Authorization from the University, a Research Permit from the Ministry of Education, Science and Technology and the concurrence of the Director of National Registration Bureau before carrying out the research. A drop and pick method was used in distributing and collecting the questionnaires. The researcher distributed the questionnaires to respondents personally and then picked them up once they had been duly completed. He also spent two days observing how well employees who had gone through In-service training performed their duties.
3.8 Reliability and Validity

To test reliability, Cronbach’s coefficient alpha (of 0.7) was computed to measure consistency in measuring the subject under investigations. According to Mugenda and Mugenda (2003), a score obtained in one item is correlated with scores obtained from other items in the instrument to show how items relate among themselves. A coefficient of 0.8 that was obtained implies that there was consistency in measuring the relevancy of in-service training and that the outcome of the study is therefore reliable. This method was preferred because it takes less time to compute as compared to other methods.

Pre-testing also carried out to ensure that the questions were right, made sense and that the entire instrument worked correctly. It involved one (1) senior level manager and five (5) members of staff. Every effort was made during the design and pre-testing stage to ensure consistency in the interpretation of questions by removing any items that are not clear.

3.9 Data Analysis

The method of data analysis was descriptive in line with the information that was gathered from questionnaires and secondary sources. Frequency was used to analyze data gathered through observation approach whereas measures of central tendency such as the mean and the mode were used to analyze questionnaires (Kombo & Tromp 2006). Inferential statistics was employed for qualitative data to obtain overall patterns of the data that was gathered.

The analysis was done with the help of Microsoft excel and Statistical Package for Social Scientists (SPSS). Data has been presented using frequency tables, percentage, pie charts and bar graphs.
3.10 Ethical Considerations

The researcher maintained confidentiality of respondents and their views by guarding them against access by other persons and by not asking for their personal details. Informed consent of the respondents and their voluntary participation in the study was also sought before conducting the study. The researcher also ensured objectivity and honesty in carrying out the study and reporting the findings.
CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter provides information on the findings of the study. It is organized as per the objectives, research questions and the observations that were made. The analysis focuses on the information sought through questionnaires and observation.

Out of the 99 questionnaires that were distributed to respondents, 92 were received back providing a response rate of 92.9%.

4.2 Data Analysis

4.2.1 Bio data

The sample population was 976 employees of the department of National Registration Bureau working at the department’s head office. Various background information of respondents captured include, gender, age, educational level, deployment and marital status.

The overall results indicated a distribution of 46 Male and 46 female. This implies that there was a fair representation of both male and female in the sampled population and by extension at the department’s head office.

The ages of respondents was captured in aggregated intervals of 17 and then 10 years with 18 years being the lowest and above 55 years being the highest. The ages of the respondents is summarized in table 3.
Table 3: Age of Respondents

<table>
<thead>
<tr>
<th>Age interval in years</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-35</td>
<td>43</td>
<td>46.7</td>
</tr>
<tr>
<td>36-45</td>
<td>28</td>
<td>30.3</td>
</tr>
<tr>
<td>46-55</td>
<td>13</td>
<td>14.1</td>
</tr>
<tr>
<td>56 and above</td>
<td>6</td>
<td>6.5</td>
</tr>
<tr>
<td>n=92</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Data (2014)

When respondents were asked to indicate the period they had served in the department in aggregated intervals of 10 years, majority, 56.5 % said that they had served for between 2 to 10 years whereas 26 percent said that they had worked for between 11 to 20 years. 12 percent indicated that they had served for 31 years and above 6.5 percent indicated that they had worked for between 21 to 30 years. This implies that there is no high turnover of employees and that respondents had stayed in the department long enough to understand the issues they were asked to respond to. The following table provides a summary of the aggregated period served by employees.

Table 4: Length of Service of respondents

<table>
<thead>
<tr>
<th>Interval of Length of stay in department in years</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-10</td>
<td>51</td>
<td>56.5</td>
</tr>
<tr>
<td>11-20</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>21-30</td>
<td>6</td>
<td>6.5</td>
</tr>
<tr>
<td>31 and above</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>n=92</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Research Data (2014)

The study also collected information on respondents’ education level on a scale covering primary, secondary, certificate, Diploma, Bachelors Degree, Masters Degree and others and found that majority of the respondents, 43.4 percent indicated that they held diploma
while 27 percent had Bachelor’s Degrees. It was further found that certificate level was attained by 19.5 percent of the respondents and 6.5 had Masters Degrees. Only 3.2 percent of the respondents had secondary school education as their highest qualification. The overall import of this finding was that respondents were fairly educated as about 76% of them held diploma level education and above. This was expected to be reflected in the way they responded to questions. The following table provides a summary of respondents’ level of education.

Table 5: Educational level of respondents

<table>
<thead>
<tr>
<th>Educational level</th>
<th>Frequency (f)</th>
<th>Percentage Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Secondary</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>Certificate</td>
<td>18</td>
<td>19.5</td>
</tr>
<tr>
<td>Diploma</td>
<td>40</td>
<td>43.4</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
<td>6.5</td>
</tr>
<tr>
<td>Others</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>n=92</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Research Data (2014)

The study also found that 52.1 percent of the respondents were from production Division; 31.5 percent were from Fingerprint services Division; 14.1 percent were from Administration Division and 2.1 percent were from Quality Assurance Division. This underscored the fact that Production and Fingerprint Services were the most crucial functions being undertaken at the department’s head office. It was further found that 39 percent of the respondents were of clerical cadre and 24 and 18.4 percent were fingerprint officers and Registration officers respectively. Personal secretaries constituted 10 percent of the respondents while Assistant Directors and Supply Chain Management officers constituted 2.1 percent each. Accountants and Records Management Officers were the least at 1 percent each. This implies that respondents were drawn from all divisions and cadres of employees of the department.
On the question of marital status, 72.8 percent of the respondents were married while 23.9 were single. The widowed constituted 3.2 percent. The table and figure below provides a summary of the distribution of the respondents’ marital status:

**Table 6: Marital Status of Employees**

<table>
<thead>
<tr>
<th>Status</th>
<th>No.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>22</td>
<td>23.9</td>
</tr>
<tr>
<td>Married</td>
<td>67</td>
<td>72.8</td>
</tr>
<tr>
<td>Widowed</td>
<td>3</td>
<td>3.2</td>
</tr>
</tbody>
</table>

n=92 100%

Source: Research Data (2014)

**Figure 2: Marital Status**

Source: Research Data (2014)

4.2.2: In-service training and performance improvement

When respondents were asked whether in service training leads to performance improvement or not, the majority, 78.9 percent answered yes whereas 2 answered no. The responses showed some little variation when they were analyzed on the basis of sex with 55 percent of those who answered yes being male while 45 were female. This finding is in agreement with Armstrong’s argument that training helps employees to become more efficient, which in essence is a superior job performance among others.
In addition, analysis by education showed that 100 percent of the respondents with masters Degrees answered yes while 84 percent and 14 percent of those with Bachelor’s Degrees answered yes and no respectively. Eighty five percent (85%) of those with Diplomas answered yes while 15 percent answered no. Ninety percent (90%) of those with certificates answered yes while 10 answered no. 100 percent of the respondents with secondary education answered yes. This implied that educational level was not a significant factor in the responses provided by respondents.

To understand the importance of in-service training in the department, respondents were asked to indicate whether the questions asked were very true, true, not sure, fairly true or not true. When asked whether there had been a training needs assessment in the department, the majority, 31 percent answered that it was very true. This was followed by 23 percent who said that they were not sure and then 20 percent who said that it was not true. 18.9 percent and 6.7 percent said that it was true and fairly true respectively. In spite of the fact that scholars such as Woeste, Gareth and Bhawani strongly advocated for a needs assessment before implementation of in-service training programmes, it is doubtful the same was carried out in the department. This is perhaps why there are still complaints about service delivery in studies by the CAJ, T.I. Thirty eight point two percent (38.2%) of the respondents said that it was true in-service training responded to skills deficiency in the department while another 20.2 percent said that it was not true. Those who said that it was very true were 18 percent whereas 13.5 percent said that it was fairly true. Only 10.1 percent indicated that they were not sure. This finding lends credence to Coquet and Jason’s (2006) argument that training had a moderate effect on performance.

The majority of respondents, 38 percent, indicated that it was not true that in-service training was adequately funded and managed. This was followed by 31 percent who indicated that it was fairly funded and managed and then 20 percent who indicated that they were not sure. At the same time, 9.2 percent indicated that it was true whereas only 1.1 percent said that it was very true. This finding corresponds very well with Chege’s argument that inadequate funding is one of the challenges facing in-service training in Kenya. It also supports Bhawani’s (2006) recommendation that for training to be
effective, it has to be funded well. When respondents were asked if there had been an evaluation of the impact of in-service training on service delivery in the department, 35.6 percent of the respondents indicated that it was not true. This was closely followed by 30 percent of the respondents who indicated that they were not sure. Seventeen point eight percent (17.8%) indicated that it was true while 13.3 percent indicated that it was fairly true. Only 3.3% of the respondents indicated that it was very true. This finding resonates very well with Kirkpatrick’s, Bhawani’s and Chege’s findings that evaluation of the impact of in-service training on service delivery is also very important in ensuring its effectiveness.

According to the study, 44.4 percent of the respondents said that it was very true that in-service training broadens career development of employees. This was closely followed by 33.3 percent of the respondents who indicated that it was true. 10 percent of the respondents indicated that it was fairly true while 7.8% indicated that it was not true. Only 4.4 percent indicated that they were not sure. This finding is supported by studies that were reported by Robbins and Judge (2013) which found that in-service training broadens opportunities for career progression.

When respondents were asked to make suggestions on the best way of making in-service training more relevant, the majority (27.4 percent) proposed that the department should avoid favouritism in selection of trainees. Other key suggestions were that there was need to carry out a training needs assessment and implement before implementing in-service training programmes at 21.5 percent and evaluation of the impact of in-service training at 10.5 percent. These responses confirm Bhawani’s and Chege’s arguments that carrying out a TNA, fairness in selection of trainees and evaluation of the impact of in-service training programmes are critical factors in the implementation of successful training sessions. Figure 3 provides a comprehensive summary of all the recommendations that were made.
4.2.3 In-service training and attitude change

When respondents were asked to state whether in-service training led to improvement in staff attitude or not, 87 percent answered yes whereas 13 percent answered no. This finding is in tandem with Armstrong’s (2010) and Garry’s (2009) proposition that training can be used to create positive attitudes through clarifying and modifying behaviour and attitudes that are expected from employees.

To understand the extent to which in-service training had led to improvement in staff attitude in the department, respondents were asked to indicate whether they strongly agreed, agreed, neutral, did not agree and strongly disagreed with the questions asked. When asked to indicate whether in-service training had been used to create positive staff
attitude, there was a tie at 25.6% between the respondents who strongly agreed and those who disagreed. 20 percent of the respondents indicated that they agreed; 15.6 percent were neutral and 13.3% disagreed strongly. Thirty three percent (33%) of the respondents indicated that they strongly disagreed that employees are fully involved in the affairs of the department. This was closely followed by 27.5 percent of the respondents who disagreed and then 17.5 percent who were neutral. 15.4 percent agreed whereas 6.6 percent agreed strongly. The moderate confirmation that in-service training leads to improvement in staff attitude corresponds well with the finding by Broad (1992) that the outcome of training programmes is not certain.

When asked to indicate how strongly they felt about the role of top management in fostering employee engagement in the department, majority of respondents, 33.7 percent strongly disagreed; 25.8% disagreed; 23.6% were neutral; 13.5% agreed and only 3.4% agreed strongly. This finding underscores the fact that contrary to Kim’s and Renee’s (2014) proposition that top management in well-functioning organizations is responsible for fostering good relations with subordinates who do the actual work, top management at NRB had not embraced it well. On the other hand, thirty 30 percent of the respondents agreed that employees of National Registration Bureau had positive attitude towards work and were fully committed to work. Twenty three point five percent (23.3%) of the respondents disagreed whereas 22.2 percent agreed strongly. It was further found that 13.3 percent disagreed strongly while 11.1 percent were neutral. This also confirmed the fears of scholars like Coquet and Jason (2009), Matlay (1999) and Broad (1992) who argued that training may not necessary produce the desired impact.

Half the respondents (50 percent) strongly disagreed that there were no complaints and challenges of staff attitude towards work in the department and 16.1% disagreed. There was a tie at 9.7 percent between respondents who were neutral and those who disagreed. When this finding is analyzed against Garry’s (2009) and Gongera’s (2003) findings that the thrust of in-service training is in responding to skills deficiencies in organizations, it implies that the department had not succeeded on this aspect. At the same time, 28.6 percent of respondents indicated that they agreed that employees of the department
worked as a team while 26.4 percent disagreed strongly. 25.3 and 14.3 percent disagreed and agreed strongly respectively. Only 5.5 percent indicated that they were neutral. The responses imply that in-service training had not fully led to the feeling as envisioned by Fayol.

According to the study, 36 percent of the respondents strongly disagreed with the statement that the working environment in the department is fear free. 27 percent of the respondents indicated that they disagreed while 19.1 percent agreed. 10.1 percent agreed strongly while 7.9 percent were neutral. This means that contrary to K.I.M's recommendation that successful managers embrace training to drive out fear in staff, the same had not been realized at NRB.

When respondents were asked to suggest ways of changing employee attitude, the majority, 27.1 percent, suggested motivation of staff through promotion, salary increase and recognition. The second highly ranked suggestion was that top management needed to foster employee involvement in departmental matters at 15.8 percent whereas the third one was that management needed to provide channels of communication with staff at 13 percent. This implied that the findings of scholars such as Kirkpatrick and Armstrong that there were other factors at play in the implementation of in-service training. The full list of all that were made is summarized by the following table:
Table 7: Suggestions on changing employees’ attitude

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Number of comments</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation of staff through promotion, salary increase and recognition</td>
<td>29</td>
<td>27.1</td>
</tr>
<tr>
<td>Management to foster employee involvement in departmental matters</td>
<td>17</td>
<td>15.8</td>
</tr>
<tr>
<td>Management to provide channels of communication with staff</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Introduce team building session</td>
<td>10</td>
<td>9.3</td>
</tr>
<tr>
<td>Train all employees regularly</td>
<td>8</td>
<td>7.4</td>
</tr>
<tr>
<td>Fair treatment of staff</td>
<td>8</td>
<td>7.4</td>
</tr>
<tr>
<td>Train all staff on attitude change</td>
<td>7</td>
<td>6.5</td>
</tr>
<tr>
<td>Others</td>
<td>6</td>
<td>5.4</td>
</tr>
<tr>
<td>Change of Management</td>
<td>3</td>
<td>2.8</td>
</tr>
<tr>
<td>Change of management</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td>Rotation of staff</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Research Data (2014)
4.2.4: Link between in-service training and staff efficiency

When the respondents were asked to indicate if there was a link between in-service training and staff efficiency in the department, 67 percent answered yes while 33 answered no. This implied that Coquet’s and Jason’s finding that training had a moderate effect on performance is valid in this case. When the responses were subjected to further analysis, it was found that 53 percent of respondents who answered yes were male while 47 percent were female.

Table 8: Analysis of link between in-service training and efficiency by gender:

<table>
<thead>
<tr>
<th>SEX</th>
<th>ANSWERS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Male</td>
<td>33</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>30</td>
</tr>
</tbody>
</table>

Source: Research Data (2014)

Figure 4: Analysis of link between in-service training and efficiency by gender

Source: Research Data (2014)
When respondents were asked to respond to various statements on the link between in-service training and staff efficiency by indicating whether they were very true, true not sure, fairly true and not true, majority, 33.3 percent of the respondents indicated that it was true that in-service training had led to acquisition of appropriate skills by employees. 26.7 percent indicated that it was very true while 20 percent indicated that it was fairly true. 11.1 percent of the respondents indicated that they were not sure while 8.9 percent indicated that it was not true. This confirmed Armstrong’s argument that training leads to acquisition of skills. On utilization of skills, 33.3 percent of the respondents indicated that it was true that staff in the department was fully utilizing all technical and management skills that were taught during in-service training. 26.7 percent of the respondents answered that it was fairly true while 16.7 percent said indicated that it was not true. 15.6 percent indicated that they were not sure whereas 7.8 percent indicated that it was very true. This finding resonates very well with studies by scholars such as Tian (2010) that pointed to the fact unless staff applied newly acquired skills fully, they would not make any difference at their places of work.

The study also indicates that 27.8 of the respondents indicated that it was true that top management fully supports the utilization of new skills in the department. 26.7 percent however indicated that that was not true. 23.3 percent indicated that that was fairly true while 15.6 percent indicated that they were not sure. 6.7 percent indicated that it was very true. It is important to point out that this finding run counter to Robbins’ and Judge’s (2009) thinking that top management is supposed to give leverage to the utilization of skills in organizations in order to build a conducive atmosphere for their utilization. When asked how true the statement that staff in the department were able to provide services with precision and in a timely manner, 40 percent of the respondents said it was true, 32.2 percent said it was not true while those who indicated that it was very true and not true tied at 10 percent each. 7.8 percent indicated that they were not sure. This implied that contrary to Fayol’s expectation that specialization through training among others led to efficiency, the same had not been fully realized at the department.

According to the study, 33.3 percent of the respondents indicated that the statement that in-service training had addressed all performance related challenges in the department
was not true. 25.6 percent said that the statement was not true while 22.2 percent said that they were not sure. 16.7% indicated that it was true but only 2.2 percent of the respondents indicated that the statement was very true.

4.2.5 In-service training and Customer satisfaction

When respondents were asked to answer either yes or no on whether in-service training had led to an improvement in customer satisfaction, 66.4 percent answered yes while 30.4 percent answered no. 3.2 percent of the respondents did not respond to the question. This finding corresponded well with the findings of the argument by Coquet and Jason that in-service training has a moderate effect on performance.

To understand how in-service training had affected key components of customer satisfaction in the department, respondents were asked to indicate whether they strongly agreed, agreed, neutral, disagreed or strongly disagreed with the statements on in-service training. 42.7 percent of the respondents agreed that employees of the department of National Registration Bureau were always available in a timely manner. This was followed by 23.6 percent who agreed strongly. Other responses were 14.6 percent neutral; 13.5 percent disagreed and 4.6 percent disagreed strongly. 42.7 percent of the respondents agreed that staff greeted and were on hand to help clients while 28.1 percent indicated that they were not sure. 14.6 percent agreed strongly, 9 percent disagreed and 5.6 percent disagreed strongly. On staff friendliness, the study found that 49.4 percent of the respondents agreed that employees of the department were friendly to their clients. Respondents who were not sure and those who disagreed tied at 15.7 percent while those who agreed strongly were 13.5 percent. 5.6 percent disagreed strongly.

On employee courtesy, 34.8 percent of the respondents indicated that they agreed that National Registration Bureau staff were courteous throughout. This was followed by 23.6 percent who were not sure and then 22.5 percent who disagreed. 12.4 percent indicated that they agreed strongly while 6.7 percent strongly disagreed. When respondents were asked to indicate how staff demonstrated knowledge of services provided, 52.8 percent agreed, 18. percent strongly agreed; 13.5 percent were not sure; 10.1 disagreed and 5.6 percent strongly disagreed. On the question of mistakes in the
process of providing services, the majority of respondents, 33.7 percent, indicated that they disagreed with the statement that employees did not make any mistakes while providing services. 24.7 percent indicated that they were not sure while 23.6 percent agreed. 13.5 percent of the respondents strongly disagreed while only 4.5 percent strongly agreed.

The study found that 37.8 percent of the respondents agreed that employees of NRB identified and addressed all its clients’ needs. However, 25.6 percent of the respondents disagreed while 24.4 percent indicated that they were not sure. 6.7 and 5.6 percent strongly agreed and disagreed respectively. It is important to note that 40.2 percent of the respondents indicated that they were not sure if customers had endorsed the department for exemplary provision of services. 29.9 percent of the respondents agreed whereas 20.7 percent disagreed. 8 percent strongly disagreed and only 1.1 strongly agreed.

When respondents were asked to indicate the extent to which they agreed with the statement that the key products and services of the department were reliable, 42.2 percent answered that they agreed; 21.1 percent strongly agreed; 18.9 percent were not sure; 10 percent disagreed and 7.8 percent strongly disagreed. These findings point to the fact in-service training leads to improvement in the way employees interact with their customers as espoused by Armstrong (2006), Robbins and Judge (2013) and Kim and Renee (2014) whose works have been used extensively in the literature review.

Majority (27.2 Percent) of the respondents at the same time suggested that the best way of improving service delivery was through carrying out a TNA and implementing its recommendations. Other key suggestions made included improvement of remuneration by 20.8 percent of the respondents and informing staff of in-service training programmes by 9.6 percent of the respondents. These suggestions are also in synch with the works of scholars such as Garry (2009), Kirkpatrick (1994) and Bhawani (2006) who argued that successful in-service training also rested carrying out a TNA and how well the training function is managed. The findings also mean that there are other factors that contribute to performance improvement in the public sector. The full list of the suggestions that were made is as tabulated in table 9 below:
Table 9: Suggestions on improving service delivery

<table>
<thead>
<tr>
<th>Suggestion from Respondents</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry and implement Training needs assessment</td>
<td>34</td>
<td>27.2</td>
</tr>
<tr>
<td>Improve remuneration</td>
<td>26</td>
<td>20.8</td>
</tr>
<tr>
<td>Inform staff on training</td>
<td>12</td>
<td>9.6</td>
</tr>
<tr>
<td>Avoid favoritism in selection of trainees</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Introduce Use of Technology</td>
<td>9</td>
<td>7.2</td>
</tr>
<tr>
<td>No Comments</td>
<td>7</td>
<td>5.6</td>
</tr>
<tr>
<td>Provide adequate equipments</td>
<td>6</td>
<td>4.8</td>
</tr>
<tr>
<td>Provision of adequate funding</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Consider skills acquired during training in placement of employees</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Implement skills-based training</td>
<td>4</td>
<td>3.2</td>
</tr>
<tr>
<td>Introduce Customer Care Desk</td>
<td>3</td>
<td>2.4</td>
</tr>
<tr>
<td>Job Rotation</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td>Teamwork</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Employ more staff</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>n=125</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Research Data (2014)

Respondents cited several challenges that the department faced while implementing in-service training programmes. The main ones were inadequate funding which was cited by 32.5 percent of the respondents; favouritism in selection of trainees by 29.8 percent the respondents and nepotism by 7 percent of the respondents. These challenges validate Bhawani’s and Chege’s recommendations and views that adequate funding and proper selection of trainees are crucial in conducting successful in-service training programmes. A comprehensive list of the challenges that were cited by respondents was as follows:

45
Table 10: Challenges facing in-service training

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>Total Comments Made</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate funding</td>
<td>37</td>
<td>32.5</td>
</tr>
<tr>
<td>Favoritism in selection of trainees</td>
<td>34</td>
<td>29.8</td>
</tr>
<tr>
<td>Nepotism</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Lack of Training Opportunities</td>
<td>7</td>
<td>6.1</td>
</tr>
<tr>
<td>No Comment</td>
<td>6</td>
<td>5.3</td>
</tr>
<tr>
<td>Poor dissemination of information on training programmes</td>
<td>5</td>
<td>4.4</td>
</tr>
<tr>
<td>Tribalism</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>Implementation of skills-based training not conducted when required</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>Skills acquired during training are not considered in placement of employees</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td>Corruption</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td>No clarification of staff roles</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td>Duplication of work</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Understaffing</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Lack of working equipments</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>n=125</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Research Data (2014)

When Respondents were asked to suggest ways of addressing the challenges of in-service training in the department, the majority (27.2 percent) of respondents proposed that there should be provision of adequate funding whereas 26.3 percent said that the department should avoid favouritism while selecting employees for training. Other suggestions included:-Provide training opportunities (14.9 percent); Dissemination of information on training programmes (14 percent); improve remuneration (3.5 percent); deployment of staff on the basis of newly-acquired skills (2.6 percent) job rotation and change of...
management at 1.8 percent each and full automation and vetting of employees at 0.9 percent each. It was found that 6.1 percent of the respondents did not make any suggestion. Table 11 provides a summary of the suggestions that were made. It is equally important to highlight the fact that these suggestions validate Bhawani’s and Chege’s recommendations and views that adequate funding, proper selection of trainees and general proper management of the training function are key to solving the challenges facing in-service training programmes.

Table 11: Suggestions on addressing in-service training challenges

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Number of comments</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of adequate funding</td>
<td>31</td>
<td>27.2%</td>
</tr>
<tr>
<td>Avoid favoritism in selection of trainees</td>
<td>30</td>
<td>26.3%</td>
</tr>
<tr>
<td>Dissemination of information on training programmes</td>
<td>16</td>
<td>14%</td>
</tr>
<tr>
<td>Provide training opportunities</td>
<td>17</td>
<td>14.9%</td>
</tr>
<tr>
<td>No Comment</td>
<td>7</td>
<td>6.1%</td>
</tr>
<tr>
<td>Improve remuneration</td>
<td>4</td>
<td>3.5%</td>
</tr>
<tr>
<td>Consider skills acquired during training in placement of employees</td>
<td>3</td>
<td>2.6%</td>
</tr>
<tr>
<td>Change of Management</td>
<td>2</td>
<td>1.8%</td>
</tr>
<tr>
<td>Job rotation</td>
<td>2</td>
<td>1.8%</td>
</tr>
<tr>
<td>Vetting of Officers</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td>Automate processing of IDs</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>n=104</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Research Data (2014)*
4.3 Qualitative analysis

The researcher spent two days observing how well the employees who had attended in-service training were utilizing new skills in real workplace setting. The findings were recorded on a scale of whether they were excellent, good, fair or poor. The finer details of the observations made were as follows:

i. **Staff availability**

The researcher focused on establishing if employees who had undergone training were punctual, accessible and ready to embark on work on time. It was observed that 78 percent of such employees were fairly available at their places of work in a timely manner whereas 22 percent were rated as good. This finding is in tandem with Armstrong’s and Garry’s findings that in-service training creates employee commitment to work.

ii. **Helping customers**

The key area of interest was on capturing how well employees were receiving, guiding and directing customers to appropriate service points. It was observed that 100 percent of the employees were good at willingness to help customers. This rating is relatively favourable and implies that employees who went through training made strides in the utilization of skills in accordance with Robbins’ and Judge’s(2013) assertion that this was necessary in ensuring customers’ loyalty and experience.

iii. **Staff friendliness**

The researcher sought to find out how well employees of the department greeted, and attended to their customers. The researcher observed that 76 percent of employees who had benefited from training were good at friendliness to customers whereas24 percent were observed to be fair. This finding is linked to Armstrong’s proposition that training alters staff attitude, though not fully in this case.

iv. **Staff courtesy**

It was observed that the 81 percent of employees who had attended in-service training were courteous to even difficult customers while 19 were fair. This was
recorded on the basis of any visible signs of rudeness to difficult customers and ability to accommodate unfavourable comments made by customers. This finding links very well with Armstrong’s and Robbins’ and Judge’s argument that training alters staff attitude towards customers in a positive way.

v. Response to customers’ questions
The key areas of observation were the ability of employees to provide accurate and satisfactory answers to questions asked by customers. 69 percent of the employees who were observed were rated as fair while 31 percent were rated as good. This implies that there is still room for improvement. This finding relates very well with Broad’s (1992) argument training might in some cases fail to ensure transfer and application of newly acquired skills in a meaningful way.

vi. Knowledge of services provided
Employees were assessed on how well they understood the services provided by the department on the basis of how they responded to customers’ questions. This revealed the depth of their knowledge on the services and products provided by the department. All (100) employees who were observed during the study were found to be excellent in knowledge on services provided by the department. This finding resonates very well with Robbins’ and Judge’s (2013) findings and recommendations that well-functioning organizations train their employees on their products and services.

vii. Objectivity
It was observed that 100 percent of the employees who had undergone in-service training were good at objectivity and neutrality in the performance of their duties. This was gathered from the way they acted on issues such as processing application for identity cards, codification, testing, filing, retrieving and documentation of work on merit. This observation corresponds very well with Fayol’s principle of specialization which is attributed to on-the-job training.

viii. Accuracy in provision of services
The study set out to establish the magnitude of any complaints regarding the services and products provided by the department. It was observed that 100 percent of
employees who had benefited from training were good. This finding is closely associated with Kirkpatrick’s recommendation that incidences of failure are also a good measure of the impact in-service training.

ix. **Speed of service delivery**

75 percent of the employees who were observed were rated as fair in provision of speedy services whereas 25 percent were rated as good. This was based on any signs of bureaucracy in arriving at decisions on even mundane issues. This implies that bureaucracy tendencies exist at the department and may have contributed to employees’ complacency in provision of services. The findings on speed of service delivery are also pegged on Kirkpatrick’s recommendation that timeliness in service delivery is also a good measure of the impact in-service training. In this case, the impact is minimal.

x. **Commitment to work**

The researcher observed how employees attended to items and things that looked neglected, how well they focused on their functions and evidence of un-necessary movements and interruptions. 78 percent of the employees who had benefited from training were rated as good at commitment to work whereas 22 percent were rated as fair. This is an impressive score though there is room for improvement. The findings also validate Garry’s (2009) and other scholars’ findings that training can be used to reinforce positive attitude, commitment and avoidance of tardiness and disruptive behavior by employees.

xi. **Quality of services offered**

The study observed that 75 percent of employees who had benefited from training provided good quality services whereas25 percent were fair at provision of Quality services. The areas that were focused on were how well customers were served, durability of the products and how well customers’ needs were met.

xii. **Flow of work**

The researcher narrowed in on observing how employees received and transmitted work from section to section and dispatched it back to points of origin as either
finished products or deferred or rejected applications. It was observed that that the flow of work was 72 percent good whereas the 18 percent was fair. Flow of work relates to how well organizations attain precision as a result of in-service training as advanced by Armstrong and Fayol who said that effective training leads to effectiveness in performance of tasks.

xiii. Customer care and feedback mechanism

The study found that the department's customer care and feedback mechanism was 78 percent good and 22 percent fair. This is an equally impressive score which ties very well with the responses given in the questionnaire by respondents. It was however observed that the department did not have a fully fledged customer care centre. Without a designated customer care office or desk, attempts to provide customers care at the head office seemed half-hearted. Worse still, the officers providing the customer care services looked helpless in dealing with customers' concerns on delayed services as they were not empowered to intervene in such cases. The finding is however in tandem with K.I.M's (2009) and Fayol's findings that in-service training arouses a sense of customer satisfaction through provision of feedback which Fayol said provides the pulse of what customers feel about government programmes.

xiv. Redress of complaints

The researcher recorded 73 percent incidences of good handling of customers' complaints. The researcher at the same time recorded 27 percent fair incidences of dealing with customers' complaints. This finding relates to the Robbins' and Judge's (2013) finding that customers require employees who identify their needs and are able to minimize their bad experience with the products and services of organizations.

xv. Innovations and creativity in service delivery

When the researcher went out to establish the level of innovations and creativity in service provision, he recorded that innovation and creativity in service delivery was 64 percent good whereas 36 percent was fair. This was based on how well employees were using information technology in the performance of their core functions and evidence of creativity in provision of services. This finding is linked to Garry's (2009) assertion that current trends in training are increasingly technology-based.
This is aimed at ensuring that employees cope with the move to provision of automated services. Kirkpatrick, Garry and Kim and Renee also said that creativity in provision of services was one of the ways of measuring the effectiveness of training efforts.

Summary of Chapter four
The chapter provides information that answered the research questions that underpinned the study. The chapter specifically analyzed and interpreted data that was sought from respondents through questionnaires and observation.

The main findings were that in-service training had led to performance improvement and improvement in staff attitude, efficiency and customer satisfaction. The chapter captures the finding that in-spite of the apparent ability of in-service training programmes in transforming the overall performance of the department, there were a myriad of challenges that had hampered the full realization of the benefits of in-service training. The key ones were inadequate funding, favouritism in selection of trainees and inadequate training opportunities.
CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter contains a summary of the findings, conclusions and recommendations of the study with specific reference to the objectives of the study, literature review, theoretical framework and conceptual framework.

The purpose of this study was to establish the relevance of in-service training in Kenya's public sector. It focused on the case of the department of National Registration Bureau. The study was geared towards realizing three main objectives, namely finding out the relevance of in-service training to staff attitude; determining the relevance of in-service training on the efficiency of staff; and establishing the relationship between in-service training and customer satisfaction in the department of National Registration Bureau.

A questionnaire and observation approach were used as the main instruments of gathering data. 99 questionnaires were administered to respondents out of which 92 were completed and returned, representing a 92.9 percent response rate. The researcher also spent two days observing how employees who had been through all the mandatory in-service training programmes were applying their skills.

5.2 Summary of Findings

5.2.1 In-service training and performance improvement
In relation to the question which sought to establish if in-service training had led to performance improvement, it was found that in-service training had led to performance improvement in the department. There were however doubts as to whether there had been a training needs assessment in the department in the last five years. It was also found that in-service training programmes were neither adequately funded nor evaluated on the basis of their impact on service delivery in the department. The study further found that in-service training broadened the career development of employee and that
avoidance of favouritism in the selection of trainees, carrying out and implementing the results of a TNA, evaluation of the impact of in-service training on service delivery and provision of adequate funding were key to making in-service training more relevant.

5.2.2 In-service training and attitude change

In relation to question two which sought to understand the extent to which in-service training leads to improvement in staff attitude, it was clear that in-service training led to improvement of employees’ attitude in the department of National Registration Bureau. It was also found that top management was not actively engaged in fostering employee engagement and that in-service training did not fully eliminate all complaints regarding employees’ attitude towards work. In addition to the above, the study found that in-service training had not been very successful in creating the spirit of teamwork and a fear-free environment among employees of the department. The study also found that Fostering of employees’ involvement in the affairs of the department and improved communication channel; motivation of employees through promotions, salary increase and recognition of their efforts and introduction of team building sessions were among the critical interventions that the department would have used to improve employees’ attitude further.

5.2.3 In-service training and staff efficiency

With regard to the research question that was intended to establish the relevance of in-service training on the efficiency of staff, it can be asserted that In-service training had moderately led to an improvement in the department’s efficiency in provision of services. It can also be asserted that In-service training had led to acquisition of appropriate skills which were being utilized though not on full scale because of failure by top management to fully tap into the newly-acquired skills. One of the most interesting findings in relation to this question was that that in-service training had not addressed all performance related challenges in the department.
5.2.4 In-service training and customer satisfaction

The key findings in relation to the research question that sought to establish the relationship between in-service training and customer satisfaction were that in-service training had led to an improvement in customer satisfaction moderately. This is based on the finding that in-service training had only led to moderate improvements in key areas that contributed to customer satisfaction such as staff punctuality and availability, courtesy, knowledge of products and services provided by the department, identification and addressing clients’ needs and reliability of the products and services. It was also found that the employees of the department still made some mistakes in the course of providing services.

It can also be decisively concluded from the study that although the department of NRB faced a myriad of challenges while implementing in-service training programmes, inadequate funding, favouritism in selection of trainees and lack of training opportunities are the three key challenges that it faced. The best suggestions of addressing those challenges lie in provision of adequate funding to cater for in-service training programmes, avoidance of favouritism in selection of trainees and provision of additional training opportunities.

5.3 Conclusions

According to this study, there is relevance of in-service to staff attitude, efficiency and customer care. This conclusion has been arrived at on the basis of the respondents’ answers to questions that sought to establish if in-service training had led to an improvement in staff attitude, efficiency and customer satisfaction. The average score for the respondents who answered yes to the three questions stood at the 74 percent whereas those who answered no stood at about 26 percent. It is important to however point out that when respondents were asked to assess the impact of in-service training on the basis of key result areas of improvement in attitude, efficiency and customer care, the answers wavered from high to moderate approval to disapproval. The reasons for this have however not been investigated.
The study also showed that there were doubts if a training needs assessment had been conducted in the department in the last five years to inform in-service programmes that were being undertaken. This is based on the fact that 31 percent of the respondents who said that it was very true that there had been a training needs assessment are strongly countered by those who were either not sure or that it is not true whose total tally is 44.3 percent. Repeated suggestion that conducting a TNA is one of the best ways of making in-service training more relevant lends credence to doubts as to whether TNA had been undertaken in the department in the recent past. Without needs assessment, it is doubtful if training programmes were and are responding to skills deficiencies.

The study further indicated that the department and agencies responsible for training had not undertaken an evaluation of the impact of in-service training on service delivery. This state of affairs invokes concerns as to why the government and agencies responsible for training had not been very keen on establishing if in service training had been attaining its main objectives of ensuring that there was an improvement in service provision.

The study also established that inadequate funding hindered the full realization of the objectives of in-service training. The finding that there was poor funding of in-service training was very interesting because it highlighted the discrepancy between Government policy on in-service training and its actual implementation. Whereas the Government has placed a lot of emphasis on in-service training, the study indicated that it had in reality failed to provide adequate funds to cater for approved and mandatory training programmes. The study was also established that in-service training broadened the career prospects of trainees.

Another most interesting finding of the study was that complaints and challenges of staff attitude towards work still persisted in the department. This was based on the finding that employees of the department had moderate attitude and commitment in the performance of their duties. This implied that in-service training had failed to adequately address all the main challenges that the department faced and was therefore not the only panacea to all manner of challenges that faced the department. This was exemplified by the respondents' high ranking of the suggestions that top management needed to foster close
relationships with employees working at lower levels in order to enable them contribute to the realization of the objectives of the department.

It can also be concluded from the study that employees of NRB agreed moderately that in-service training responded to skills deficiency in the department. This finding pointed to the fact that public sector training programmes do not fully lead to filling of performance gaps in service delivery.

The study has also established that employees of the department did not fully utilize the skills acquired during in-servicing training. This was gathered from the below average confirmation by respondents that they were not fully utilizing what they learned. The reasons for this state of affair ranged from failure to take into account newly-acquired skills while deploying employees to failure by management to give leverage to utilization of new skills.

The study has also managed to bring forth employees' concerns that they were demotivated by poor remuneration, lack of recognition, promotion and appreciation by senior management. It can further be concluded that repeated calls for introduction of team building sessions and for top management to foster close working relationships with all employees implied that top management had not lived up to its expectation of motivating and uniting employees behind a common purpose. According to the study, the latter is coupled with the atmosphere of fear. Whereas the issue of remuneration was way beyond the mandate of the department, top managers could have intervened by putting to good use their skills to create an amiable working environment. Although skills on creation of a cohesive and fear-free team feature prominently in in-service training curricula, it was not clear why top management did not put the above skills to good use.

It was also found that there was complacency in the provision of services in the department. This conclusion was based on the finding that 42 percent of the respondents said that employees of NRB were available in a timely manner and on the observation that 78 percent of those who were observed were fairly available in a timely manner. The fact that top management had not resolved it implied that there laxity on its part. It was
further observed that top management was not leading by example on punctuality and availability.

Respondents pointed out strongly that infusion of in-service training programmes with tribalism, nepotism and unequal distribution of training opportunities among all cadres of employees stifled the full impact of in-service training programmes. Other key challenges included lack of adequate training opportunities, poor communication on training programmes and inadequate utilization of acquired skills. Lack of utilization of skills and placement of employees without regard to the newly acquired skills undermine the real essence of in-service training because it implied that all training efforts went to waste as trainees were not able to transfer what they learned in class to the real workplace situation.

The study has also established that the best way of responding to the challenges facing in-service training was through provision of adequate funding and avoidance of favourtism in selecting employees for training. Funding is very important because it enables more officers to go for training. Increase in the number of trainees has the potential of enabling the department and any other organization to create a critical number of employees that can be relied upon to bring about desired changes in service delivery. Other key proposals cited by respondents included improved remuneration, provision of adequate training opportunities, dissemination of information on training programmes, and embracing technology in provision of services and increasing opportunities for in-service training.

5.4 Recommendations
Based on the results and discussions in this chapter and chapter four, the following recommendations can be made from this research:

1. That for in-service training to be more relevant in the department, it has to be adequately funded and managed very well. Measures also need to be specifically put in place to ensure that there is fairness in selection of trainees and that information on training opportunities is disseminated to all employees;
2. That there is need to conduct pre- and post- implementation evaluations of training programmes. Pre- implementation which includes training needs analysis is important because it will enable the department to identify its performance gaps and deficiencies in the skills that employees have before undertaking in-service training. On the other hand, post- implementation evaluation is necessary because it will assist the department to ascertain whether the objectives of in-service training have been met or not;

3. That there is need for top management to improve its management and leadership styles by embracing constant communication and fostering close working relationship with subordinates in order to build a cohesive team. This will create team work and clarity about the overall vision and mandate of the department;

4. That there is need for senior managers to encourage adequate utilization of newly-acquired skills in the department. This can be done through a process that ensures that deployment of employees encourages utilization of newly-acquired skills. This will enable the department to improve on the overall scores in areas such as attitude and efficiency of staff whose scores were hardly above 50 percent;

5. That all senior officers should lead by example in addressing the challenge of complacency; and

6. That there is need for the department to set up a customer care Centre or a more robust customer feedback mechanism to enable members of the public access information on their concerns.
5.4 Suggestions for further research

It is recommended that further research be conducted on the relevance of in-service training in Kenya's public sector to corroborate or rebut the findings of this study in view of the fact that there is a dearth of literature on the topic in Kenya.
REFERENCES


Broad, M L, and Newstrom, J. W., (1992), transfer of training, Addison Wesley, Massachusetts

Chege, J., (2009), Human Resource Development Policy in Africa, seminar paper


Commission on Administrative Justice County Visits Report., 2012/13,

Cook, S., (2004), Customer Care Excellence, how to create an effective customer focus,

Registration of Persons (2009-2012)

DPM, (2006), study of the department of National Registration Bureau, Management consultancy services, Ministry of state for Public service

Eastern and Southern management Institute, www.esami-africa.org, accessed on 17.5.2014Printer, Nairobi


G.O.K., (2013)., Printed Estimates and budget outlook paper, Government Printer, Nairobi

G O K., (2005), Public Service Recruitment and Training Policy, DPM, Government

Gongera, E., (2003), Employees Jobs and organization planning, Kenyatta University, Nairobi


Kenya Institute of Management, (2009), KIM Management training Series, Macmillan

Kenya Vision 2030.,(2007), Ministry of planning and National Development, Nairobi


Laurie, J.M., (2003), Management and organizational Behaviour, Prince Hall

Kothari, C.R., (1985) Research Methodology and Techniques, Wiley Eastern Ltd, New Delhi, India


Ministry of state for Immigration and Registration of persons. (2011), Customer satisfaction survey

Mud trust consultancy. (2009), Training needs Assessment Report on the Ministry of state for Immigration and Registration of Persons Nairobi

Mugenda, O., and Mugenda A., (2003), Research Methods, Quantitative and Qualitative approaches, Acts press, Nairobi

Naidu, S.P., (1996), Public Administration, Concept and Theories, New Age international(p) limited New Delhi

Nzuve, S.N., (2003), Management of Human Resources, A Kenyan perspective


Smith, M.F, and Woeste, J. T., (1983), Journal of extension vol. 21, number 1, university of Florida, in-service training: Does it make a difference?

Appendix A: Letter to the Respondents

leonard k. nang'ole
p.o box 57007-00200
nairobi

request to participate in research

i am a final year student of kenyatta university pursuing a masters degree in public policy and administration (mppa). as part of the requirements for the award of this degree, i am required to carry out research in an approved topic such as the one mentioned above and present my findings to the school board for examination.

you have been identified to be one of the respondents whose views are key to the realization of the objectives of this study. the research will be useful to the staff, management and members of the public because it will provide information and suggestions on how to improve the overall training function in the civil service.

kindly duly complete the attached questionnaire as honestly as possible.

i thank you in advance for your co-operation.

leonard k. nang'ole

email- leonardknangole@yahoo.com

tel no. 0721541404
Appendix B: Questionnaire

QUESTIONNAIRE ON THE RELEVANCE OF IN-SERVICE TRAINING ON KENYA'S PUBLIC SECTOR: THE CASE OF THE DEPARTMENT OF NATIONAL REGISTRATION BUREAU

The researcher is in the process of completing studies leading to the degree of Master of Public Policy and Administration (MPPA). As part of the requirements for the award of this degree, he is required to carry out research in an approved topic such as the one mentioned above and present his findings to the School board for examination. Your views will treated with utmost confidentiality and will not be divulged to any other person or organizations.

Kindly duly complete the attached questionnaire as honestly as possible

Section A: BIO DATA

1. What is your sex?

   Male [ ] Female [ ]

2. In which age bracket are you? -tick appropriate box

   18-35 [ ] 36-45 [ ] 46-55 [ ] above 55 [ ]

3. What is your designation in your organization?

4. For how many years have you been working in the Department?

   2-10 [ ] 11-20 [ ] 21-30 [ ] above 30 [ ]
5. What is your highest level of education? Tick appropriate box

<table>
<thead>
<tr>
<th>Academic</th>
<th>Primary</th>
<th>Secondary</th>
<th>Certificate</th>
<th>Diploma</th>
<th>Bachelors Degree</th>
<th>Masters</th>
<th>others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. In which Division and section do you work?

7. (a) What is your marital status? Tick appropriate box

1) Single
   
2) Married
   
3) Widowed
   
4) Divorced
   
5) Others

Section B: In-Service Training and Performance Improvement

8. Does in-service training lead to performance improvement in your organization?

   Yes  
   No

9. The statements below show the importance of in-service training in your organization. On a scale of 5 to 1, with 5 being the highest score and 1 being the lowest score, please indicate the how relevant in-service training is in your organization by ticking the appropriate box.
### Key

5 Very true  
4 True  
3 Not sure  
2 Fairly true  
1 Not true

<table>
<thead>
<tr>
<th>Factor</th>
<th>Score</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>There was training needs analysis in your organization in the last five years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-service training programmes sufficiently respond to skills deficiencies in the department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-service training is adequately funded and well management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There has been an evaluation of the impact of in-service training on service delivery in your organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-service training broadens career development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. What are your suggestions on the best way of making in-service training more relevant?

................................................................................................................................................................

................................................................................................................................................................

67
Section C: Staff Attitude

11. Does in-service training lead to an improvement in staff attitude? organization?

Yes □ No □

12. Besides each of the statements presented below, please indicate whether you strongly agree, agree, neutral, do not agree or strongly disagree with the effect of in-service training on staff attitude

Key

5 Strongly agree, 4 Agree, 3 Neutral, 2 Disagree and 1 - Strongly disagree

<table>
<thead>
<tr>
<th>Factor</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service training has been used successfully to create positive staff attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees are fully involved in the affairs of our organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>That top management has fostered employee engagement in your organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees of NRB have positive attitude towards work and are fully committed to service delivery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>That there are no complaints and challenges of staff attitude towards work at NRB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Employees of NRB work as a team

Working atmosphere is fear-free

13. Make any suggestions on how you think staff attitude can be improved in NRB

Section D: In-Service training and Staff Efficiency

14. Is there a link between in-service training and staff efficiency in your organization?

Yes ☐ No ☐

15. The statements below show the relevance of in-service training on efficiency of services provided by your organization. On a scale of 5 to 1, with 5 being the highest score and 1 being the lowest, please indicate how relevant in-service training is on the efficiency of your organization by ticking the appropriate box.

Key

5 Very true, 4 true, 3 Not sure, 2 Fairly true and 1 Not true

<table>
<thead>
<tr>
<th>Factor</th>
<th>Score</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service training has led to acquisition of appropriate skills by staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff is fully utilizing all technical and management skills the skills learned</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top management fully supports utilization of new skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff is now able to provide services with precision and timely manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-service training has addressed all performance related challenges in the department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Recommend other measures that can be put in place to ensure that employees of NRB become more efficient in-service delivery

17. Has in-service training led to an improvement in customer satisfaction in NRB?

Yes [ ] No [ ]

18. The statements below show how in-service training has affected customer satisfaction your organization. On a scale of 5 to 1, with 5 being the highest score and 1 being the lowest, please indicate how in-service training has impacted on customer satisfaction by ticking the appropriate box.

Section E: In-service training and Customer Care
### Scores

<table>
<thead>
<tr>
<th>Factor</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff is always available in timely manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff greet and is on hand offer to help clients</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff is friendly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff is courteous throughout</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff show knowledge of services provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees make no mistakes while providing the services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff identify and address all clients’ needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customers have endorsed your organization for exemplary service delivery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your key products and services are very reliable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
19. Make any suggestions on how you think can be put in place to ensure that service can be improved in the Department

20. (a) What are the main challenges facing in-service training in your organization?

(b) Suggest ways of addressing those challenges

Thank you
Appendix C: Observation guide

Important information

1. The research will spend two days observing how staff who have gone through in-service training are applying their skills.

2. The researcher will observe/ conduct the study without being noticed/ mysteriously and record the findings.

3. The researcher will observe and record observations on the following:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff availability in timely manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff willingness to help customers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff friendliness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff courtesy to even difficult customers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to questions to the satisfaction of customers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of services provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectivity and neutrality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy in providing services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speed at which services are provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff commitment to work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of services offered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flow of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of customer care and feedback mechanism in place</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redress of complaints</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you rate the level of innovations and creativity in-service delivery?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
Appendix D: Research Approval

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@kunac.ke
Website: www.ku.ac.ke

FROM: Dean, Graduate School
TO: Mr. Leonard K. Nang'ole
       C/o Public Policy & Administration Department

SUBJECT: APPROVAL OF PROJECT RESEARCH PROPOSAL

This is to inform you that Graduate School Board, at its meeting on 29th September, 2014, approved your Project Research Proposal for the M.A. Degree entitled, "The Relevance of In-Service Training in Kenya’s Public Sector: The Case of the Department of National Registration Bureau."

You may now proceed with your Data collection, subject to clearance with the Principal Secretary, Higher Education, Science & Technology.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

JULIA GITU
FOR: DEAN, GRADUATE SCHOOL

CC: Chairman, Public Policy & Administration Department
    Supervisors:
    1. Prof. Kisilu Kombo
       C/o Educational Foundations Department
       Kenyatta University
    2. Mr. Weldon Ng’eno
       C/o Public Policy & Administration Department
       Kenyatta University
Appendix E: Research Authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacost.go.ke
Website: www.nacost.go.ke
When replying please quote

Ref: No.
NACOSTI/P/14/7501/3919

Leonard Kunde Mangole
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “The relevance of in-service training in Kenya’s public sector: The case of the Department of National Registration Bureau,” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending 19th December, 2014.

You are advised to report to the Director, National Registration Bureau, the County Commissioner and the County Director of Education, Nairobi County 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.

Copy to:

The Director
National Registration Bureau.

The County Commissioner
The County Director of Education
Nairobi County.

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION is ISO 9001: 2008 Certified

76
Appendix F: Research Permit

THIS IS TO CERTIFY THAT:
MR. LEONARD KUNDU NANGOLE
of KENYATTA UNIVERSITY, 57007-200
NAIROBI, has been permitted to conduct
research in Nairobi County

on the topic: THE RELEVANCE OF
IN-SERVICE TRAINING IN KENYA'S
PUBLIC SECTOR: THE CASE OF THE
DEPARTMENT OF NATIONAL
REGISTRATION BUREAU

National Commission for Science,
Technology and Innovation

Permit No.: NACOSTI/P/14/7501/3919
Date Of Issue: 28th October, 2014
Fee Received: Ksh 1,000

for the period ending:
19th December, 2014

Applicant's Signature

Secretary
National Commission for Science,
Technology & Innovation