EFFECTS OF CAPACITY BUILDING DETERMINANTS FOR MEMBERS OF COUNTY ASSEMBLIES (MCAs) IN KENYA: THE CASE OF NAIROBI CITY COUNTY ASSEMBLY

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF PUBLIC POLICY AND ADMINISTRATION IN 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

2019
DECLARATION
This project is my original work and has not been presented for a degree in any other university.

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CI53/OL/CTY/37488/2016

This project has been submitted for examination with my approval as University Supervisor.

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Kenyatta University
DEDICATION

I dedicate this project to my parents Betty and Michael Akala, for their moral and financial support. I thank God for them.
ACKNOWLEDGEMENT

I wish to express my heartfelt gratitude to my university supervisor Prof. David Minja for his guidance, academic support and attention throughout the project.

Special thanks go to Kenyatta University for the Masters of Arts in Public Policy and Administration (MPPA) program and for giving me the opportunity to further my studies and to the lecturers for their commitment and sacrifice hence ensuring all the units of the program were timely and adequately covered.

Finally, I wish to appreciate my family and friends for being supportive during the study and research period. Your support, love and understanding played a big role in the successful completion of my studies.
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**ABBREVIATIONS AND ACRONYMS**

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<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AFIDEP</td>
<td>African Institute for Development Policy</td>
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<td>APKN</td>
<td>African knowledge Network</td>
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<td>BPST</td>
<td>Bureau of Parliamentary Studies and Training</td>
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<td>CIDA</td>
<td>Canadian International Development Agency</td>
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<td>CPA</td>
<td>Commonwealth Parliamentary Association</td>
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<td>CPST</td>
<td>Centre for Parliamentary Studies and Training</td>
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<td>ECPRD</td>
<td>European Centre for Parliamentary Research Documentation</td>
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<tr>
<td>IADB</td>
<td>Inter-American Development Bank</td>
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<td>IPU</td>
<td>Inter-Parliamentary Union</td>
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<td>MCAs</td>
<td>Members of County Assemblies</td>
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<td>MP’s</td>
<td>Members of Parliament</td>
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<td>NCSL</td>
<td>National Conference of State Legislatures</td>
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<td>NEAPACOH</td>
<td>Network for African Parliamentary Committees on Health</td>
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<tr>
<td>PCPB</td>
<td>Parliamentary Capacity Building Programme</td>
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<tr>
<td>PPD-ARO</td>
<td>Population and Development Africa Regional Office</td>
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<tr>
<td>PSC</td>
<td>Parliamentary Service Commission</td>
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<td>PTI’s</td>
<td>Parliamentary Training Institutes</td>
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<td>UNDP</td>
<td>United Nations Development Programme</td>
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<td>UNISA</td>
<td>University of Southern Africa</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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<td>WFD</td>
<td>Westminster Foundation for Democracy</td>
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ABSTRACT
Capacity development initiatives for county legislatures help in enabling them become more efficient, effective and democratic. Given that legislators perform their work on behalf of the electorate besides being required to consult with their constituents when making important decisions that affect their lives, they therefore need relevant set of skills that promote the efficiency and effectiveness with which they perform their work. The purpose of this study was to determine the effects of capacity building determinants for members of county assemblies in Kenya using the case of Nairobi City County Assembly. The study sought to achieve the following objectives: To establish the effect of training needs assessment on capacity building at the Nairobi City County Assembly; To determine the effect of training methods on capacity building at the Nairobi City County Assembly; To assess the effect of training content on capacity building at the Nairobi City County Assembly; To establish the effect of financial adequacy on capacity building at the Nairobi City County Assembly. The study focused on all 123 members of the County Assembly of Nairobi together with 147 permanent staff. The study applied mixed methods of qualitative and quantitative techniques. A representative sample of 82 respondents was selected through stratified random sampling. Questionnaires were used in collection of data. Descriptive and inferential helped in analysis. The analyzed data was presented in prose, using tables and figures. The study established that training needs assessment (r=0.424, p=0.000<0.05) had positive and significant correlation with capacity building. The training methods (r=0.453, p=0.000<0.05) had direct and significant relationship with capacity building. Training content (r=0.642, p=0.000<0.05) had positive and significant correlation with capacity building. Financial adequacy (r=0.518, p=0.000<0.05) had positive and significant relationship with capacity building. The study concludes that training needs assessment with p value had significant influence on capacity building. Training methods had significant influence on capacity building. Training content had significant influence on capacity building. Financial adequacy had significant effect on capacity building. The study recommends that the senior management team of the County Assemblies in Kenya should improve on training need assessment practices in place so as to directly influence the level of capacity building among members. The top management team of all County Assemblies in Kenya should improve on training methods in place in order to significantly influence the level of capacity building. The senior management team of all county assemblies in Kenya should improve on training content by ensuring that the training contents are relevant to different member duties. The management of Nairobi City County Assembly to increase the overall budget utilized on capacity building for all the members.
CHAPTER ONE

1.0 INTRODUCTION

The background of the study is clearly indicated in the chapter. The problem statement is also presented in the chapter. The study objectives and questions are also shown. The significance, scope and limitation of the study are also discussed.

1.1 Background of the Study

Capacity development has become a major means of increasing parliamentary effectiveness. Most strengthening activities of Parliament have focused on this technical area. Capacity development has included the establishment of Parliamentary Training Institutes (PTI’s) that train legislators and staff of Parliaments, making management and infrastructure improvements and better equipping members and staff (AFIDEP, 2017). Research offices have been set up in many parliaments where research is carried out for members and their committees (Cassandry & Simpson, 2015). Other parliaments have also put in place budget or fiscal offices that are charged with the responsibility of interpreting unique executive budgets for legislators while at the same time assisting them in accomplishing their oversight roles and responsibilities (Valerie, 2016). This has increased effectiveness in their oversight roles and responsibilities as elected leaders (Suzanne, 2016).

The term capacity is seen as the capability of someone to efficiently execute his/her roles and responsibilities as authorized and required by law. Thus, the abilities, knowledge and skills of legislators should form the basis of their capacities in carrying out their assigned roles and responsibilities in an efficient
manner (Cassandry & Simpson, 2015). The greatest challenge affecting capacities of legislatures today is that they have not been availed with sufficient resources to carry out their roles and responsibilities. This has affected the ability of legislatures to effectively carry out their roles and responsibilities adequately and sufficiently (CPST, 2015). It is therefore important that adequate measures are put in place to support, improve and strengthen legislatures so that they are in a position to effectively carry out their duties and responsibilities (Kabemba, 2016). This can only be achieved through capacity building.

Capacity development for legislators is a fairly new phenomenon, and the few training providers that are undertaking it, have had to learn as they go given the scarce documented best practices on the best approaches to apply to assist these institutions to perform optimally (Mkandawire, 2014). Of key importance is the issue of what, how, where and when to train members of Parliament. Training providers have failed to either comprehensively investigate the capacity building needs of legislatures or the various capacities required to achieve this (Nhlanhla, 2015). For a country to realize success in capacity development there should be thorough consideration of the logistics and systems required in place. This is because effective capacity development requires a country to decide on where to locate facilities, the duration that courses in the training would take, the training content and methods to be in place and when these different courses should be offered (Odhiambo, 2013). However, the decisions relating to capacity have direct and far reaching effect on the ability of an organization to serve certain markets based on any locations (Barnes, 2008).
Capacity can be measured in two main ways: designed and effective capacity. With design capacity, it is assumed that anything can be attained under ideal conditions characterized by low or even no interruption or any other kind of problem (Owona, 2015). This however is theoretically rather than practically true because in any normal world, the assumptions do not hold. Effective capacity on the other hand is more realistic and it indicates the optimal output that can be realized and sustained over a long period of time given normal conditions (UN, 2015). It takes care of disturbances and interferences in an environment through setting up of maintenance, breakdowns, set up times and other stoppages. Therefore, capacity is not fixed and absolute value but rather, an agreed quantity varying with prevailing circumstances and conditions. Effectiveness is a measure of how best an organization establishes and realize its objectives and goals (Slack, 2001).

While designed capacity can result into greater upper limits, effective capacity on the other hand has greater variability and it relies on present circumstances (Vusi, 2015). Such circumstances are linked with variations in factors affecting effective capacity and these factors include external, policy, operational, process, product, facilities and human related factors. Facility factors include location, design and layout. Process factors include quality and quantity capacities of the system of production (Laban, Thuo & Mutegi, 2017). Human related factors include the design of the job, level of knowledge, employee turnover, rate of learning, experience and training (Elnaga & Imran, 2013). Operational factors involve breakdown in facilities, quality assurance, management of materials and scheduling. Service or product factors include a mix of service/products and their
designs (Cramton, Ockenfels & Stoft, 2013). Policy factors include various guidelines adopted by the firm with regard to its production. External determinants include standard of various products, regulations with regard to safety, control of pollution and established standard of the environment to ensure sustainability (vanLooy, 1998).

Legislatures form one of the three independent arms of Government in most democracies with representation; legislation and oversight remaining their core mandate. What differs between and among legislatures is how effective they are in carrying out this very broad and complex mandate (Otuko, Chege & Douglas, 2013). Legislation involves passing of laws which form the legal framework of a country; Oversight is the monitoring of activities that pertains the executive and holding the executive to account with particular emphasis to the budget making processes, implementation and audit; Representation gives Parliaments a very important and unique role – where the sovereignty of the people can be exercised either directly or through their democratically elected representatives (Kisaka & Mwewa, 2014).

Given that Parliamentarians perform their work on behalf of the electorate, they also are required to consult the same people when making important decisions that affect their lives hence the key role of public participation in Parliamentary work (Hudson 2007). Legislatures also play a crucial role in the democratization process. They provide a way through which the citizens are represented in the process of making decisions, holding leaders accountable, serving as platforms
for debates and engagement and interrogating policies and decisions in as far as they advance public good (Nasiru, 2016).

The roles of legislators are broad and daunting and in reality most newly elected members are ill equipped to handle these roles. The academic credentials, professional and political experience they bring with them may have little relevance to the tasks and demands required of them to be effective (Chetambe, 2013). Many African legislatures have not effectively carried out their duties and responsibilities of safeguarding the welfare of its people and enactment of relevant laws and regulations to promote capacity building in national assemblies (UNECA, 2005).

These inefficiencies in legislature is attributed to by a number of factors including inadequate skills and knowledge among staff to effectively carry out their assigned duties and responsibilities (Putta, 2014). In most cases, legislature staff are keen on staying in leadership at the expense of their established roles and responsibilities. With time, citizens will find that the continuous presence of their member in the capital is not what they voted for but rather more tangible projects and more face to face interactions with the electorate (Maisiba & George, 2013). ‘Face time’ demands that the member is more available at the constituency rather than staying in the capital making laws and holding the executive to account (Hudson & Wren 2007:4). Given this dilemma, many members face the challenges on how to effectively juggle the three roles as they are equally important.
The government has come into strong pressure emanating from citizens as they demand for quality services and facilities from the same government. Some of these people have registered their dissatisfaction with the legislature (Mwangi & Murigu, 2015). The country has witnessed a rise in corruption cases that has tainted the picture of the government and this has increased civil agitation. This has also raised pressure on legislature to increase its oversight role. This has forced the government to benchmark with legislatures in other countries in order to learn on the best practices of oversight roles and responsibilities (Chidi, 2016).

Capacity development initiatives for legislators are meant to impart skills and promote ethics and integrity-based attitudes and behavior among legislators (Putta, 2014). It is in particular meant to expose positive organizational culture, virtues of integrity and discourage legislators from participating in or abetting corruption (Greenwalt, 2015). The ability of legislators to exercise their representation, lawmaking and oversight functions effectively rests to some degree on their managerial and technical capacity through capacity development initiatives (Lusimbo, 2016).

In the 21st Century most governments have placed emphasis on upgrading government programmes, development of staff, drafting and administration of National development programmes through training. Sponsors like World Bank, United Nations Development Programme (UNDP), United States Agency for International Development (USAID), Canadian International Development Agency (CIDA) and the Inter-American Development Bank (IADB) take initiatives in offering technical support and trainings to legislators in developing
countries. The legislators are trained on representation, anti-corruption and oversight responsibilities (Toomstra, 2016; AFIDEP, 2017).

Meagan and Stapenhurst (2016) noted that India has made significant progress as far as capacity building in national assemblies is concerned through establishment of the Bureau of Parliamentary Studies and Training (BPST) (CPST, 2015). As a training body, (BPST) offers chances for systematic training and studies in various functions and disciplines of the parliament. It also trains government officials and legislatures in procedures and systems in place government institutions. Mkandawire (2014) notes that such initiatives help legislatures and other government officers to gain more expertise and professionalism and therefore become better placed to dispense their oversight roles and responsibilities.

Cassandry and Simpson (2015) noted that discussions on various aspects of government procedures and practices are held to equip legislatures with sound skills and expertise of carrying out their oversight roles efficiently. Several workshops and seminars are also held to enable legislature understand systems and procedures in their oversight roles. These seminars cover local, regional and global issues that are likely to affect them in their day to day operations. In addition to this, there are programs involving computer applications and capabilities that help legislatures to effectively and conveniently conduct their roles and responsibilities. For the legislatures to perfect in their oversight role, Kango (2015) suggested that presiding officers should regularly attend refresher programs and courses while at the same time participating in Study visits and Attachment Programs that are customized for them. These programs are
facilitated by various buraus upon request. These programs are specially designed to meet the needs and preferences of those attending and this enhance their ability to carry out the oversight role in institutions in India.

In Africa, Kabemba (2016) noted that there is an African Knowledge Network (APKN) that enhance and promote good practices, experiences and knowledge among administrators of the government. At a continental level, APKN promote capacity building and training of legislators by organizing workshops and seminars, establishment of networks and platforms to share experiences and gain more knowledge. In addition, Wood (2017) notes that APKN seeks members from Parliamentary Assemblies in Africa. APKN is obliged to foster higher degree of professionalism, promote research and development studies on issues of interest among African Parliamentary staffs and officials. APKN forms strategic alliances while at the same time seeks advice of European Centre for Parliamentary Research Documentation (ECPRD) and National Conference of State Legislatures (NCSL) in the USA (CPST, 2015).

In South Africa, Kwesi (2010) noted that in 2000, there was establishment of the Parliamentary Capacity Building Programme (PCBP), that helps in promotion of economic and social progress and development. PCBP works by combining policy and academic issues while leveraging on course materials in solving existing issues and challenges faced by legislatures. PCBP operates using sound analytical and quantitative skills. In the past decade, in-services training has been provided by PCBP to graduates both at undergraduate and post graduate level. This has been of benefit to many South African MPs and its neighboring states
However, the capacity building focused on the national level and not devolved governance system hence creating a research gap that this study will seek to fill.

It takes a duration of two years under the PCBP program for one to graduate with a Diploma in Economic Policy which is equal to a Degree in Commerce. The other programs offered under PCBP include Bachelor of Commerce Honors in Economics and Master’s in Economics. Taking part in these programs is beneficial because their schedules are flexible, they are highly customized and they are aligned with the calendar of events in the Parliament (CPST, 2015). PCBP also has capabilities for multiple entries and exits and this implies that participants can enroll at their convenience. Since inception, PCBP programs have been successful and has resulted into positive impact with regard to capacity building among parliament officials. According to Mkandawire (2014), PCBP has been successful because its design came after comprehensive consultations with all stakeholders. Accreditation of graduates under PCBP is conducted at the University of the Western Cape. It can be observed that the capacity building programs were done from the perspective of external training through formal institutions of higher learning as opposed to short courses to equip participants with the necessary skills and expertise to carry out their work as envisioned in the Kenyan 2010 Constitution which created the devolved functions (Cassandry & Simpson, 2015).

Kenya promulgated a new constitution in 2010. The constitution brought about transformations that included changes in methods of capacity building both
Members and staff of the legislature at the National and County level. These new methods are aimed at enhancing the capacity of members and staff to effectively discharge their constitutional roles and mandate (Goraya, 2012). The Centre for Parliamentary Studies and Training (CPST) was thus established by the Parliamentary Service Commission (PSC); one of the independent commissions established under article 127 of the Constitution of Kenya. The mandate of the center is to facilitate the process of capacity building Members and staff of Parliament and County Assemblies.

In 2010, The Constitution of Kenya reconfigured the governance structure by introducing the devolved system of governance comprising of the national government and 47 county governments across the country. Article 176 of the Constitution further establishes the 47 County Assemblies in the County Governments (Mkandawire, 2014). The assemblies are charged with the responsibility of ensuring that the formulated laws and regulations effectively control operations at the county level. In the assemblies, there are both elected and nominated members. In Nairobi City County, the elected MCAs add up to 85 while those nominated are 38 in total.

1.2 Statement of the Problem

Capacity development initiatives for county legislatures are aimed at facilitating them so that they can be more effective, efficient and democratic. Primarily, this focus encompasses three major functions performed by a legislature: representing the people; over sighting the public sector; and law-making. However, the demand for legislative studies is on the increase since legislators are operating in
a more complex and dynamic environment where the relationship between the citizens and the state has been reconstructed, public awareness and information is high and citizens are generally more demanding and empowered. This requires a new set of knowledge, skills and attitudes to meet the demand (Hudson, 2007).

Goraya (2012) in his study observed that as at 2017, a number of Parliamentary Training Institutes had been established across the globe through different processes for purposes of capacity development of legislators. In countries such as Pakistan, Cambodia and Uganda, Parliamentary institutes were created by Acts of Parliaments, to help in the provision of research, capacity-building and public outreach services to Members of Parliament and staff of national and State legislatures. Hudson (2007) notes that there are a number of global Parliament institutions which are engaged in enhancing the capacity of Members and Staff of Parliaments for example the Inter-Parliamentary Union (IPU), Commonwealth Parliamentary Association (CPA) and the Westminster Foundation for Democracy (WFD).

Locally in Kenya, Wangari (2017) examined the effect of devolved governance on the performance of Laikipia County Government where it was noted that low motivation among employees affected their performance leading to poor county government performance. The study did not focus on capacity building in county assemblies as is the case of the current study. In another study, Ogada (2016) examined the extent that benchmarking affected operational performance at the Kenya National Assembly. The results indicate existence of a positive
relationship between benchmarking and operational efficiency. The study focused on Kenya National Assembly which has a different operational structure from that at the County Assembly. This current study focused on county assemblies. The study sought to determine the effects of capacity building determinants for members of county assemblies in Kenya using the case of Nairobi City County Assembly.

1.3 Objectives of the study

The study sought to achieve the following objectives:

i. To establish the effect of training needs assessment on capacity building at the Nairobi City County Assembly
ii. To determine the effect of training methods on capacity building at the Nairobi City County Assembly
iii. To assess the effect of training content on capacity building at the Nairobi City County Assembly
iv. To establish the effect financial adequacy on capacity building at the Nairobi City County Assembly

1.4 Research Questions/Hypothesis

The study sought to answer the following research questions:

1. How does training needs assessment affect capacity building at the Nairobi City County Assembly?
2. What are the effects of training methods on capacity building at the Nairobi City County Assembly?
3. What are the effects of training content on capacity building at the Nairobi City County Assembly?

4. What is the effect of financial adequacy on capacity building at the Nairobi City County Assembly?

1.5 Justification and Significance

Since the inception of the County Assemblies in Kenya, there are many challenges that have emerged in terms of legislation and proper oversight. There have been many cases of weak laws, financial mismanagement, procurement procedures which have rendered most of the counties unable to account for their activities. In general, there has been lack of transparency and accountability in almost all the counties largely attributed to lack of proper training in various aspects affecting the smooth running of the County Governments (Wangari, 2017).

To help overcome some of these challenges and strengthen the performance of county assemblies, The Kenya National Assembly seconded some of its staff to county assemblies to help them learn matters of legislation especially drafting of bills and development of reports. This study would therefore assess the effects of capacity building determinants for members of county assemblies in Kenya using the case of Nairobi City County Assembly. The County Assembly of Nairobi City has been selected because of its key role in economic growth of the Country being home to the capital which serves as the gateway to the country.
The findings of this study would add knowledge on the determinants of developing effective training programs for legislators. The study would provide insight to the weaknesses of training programs developed for legislators. The study would benefit the County Assemblies and the Centre for Parliamentary Studies and Training (CPST). The study would guide policy makers when developing and revising training policies.

The study would contribute vital data which would profit researchers, law makers, planners, development specialists, academicians and programme implementers to carry out continuous surveillance and evaluate the trends of legislators. This would assist in developing sound strategies while designing proper policies and guidelines that would inform decision making of legislators.

The study would provide information which would benefit the general public for which the legislations at the County assemblies affect. This would help provide information on the extent of competency among county assemblies to ensure they carry out the legislation work properly.

1.6 Scope and Limitations

The study only considered the Members and staff of the County Assembly of Nairobi City. The study did not consider trainers that offer training to the MCAs. The study was conducted in the months of September and October 2018. The researcher may experience general difficulty in securing interviews, which would stem from the fact that mobilization of the Members and staff for the exercise may not be done adequately. Some respondents may be too sensitive and
secretive when it comes to sharing of their experiences which means that the researcher may not access some data that respondents may feel is too sensitive to disclose. The researcher carried along an introduction letter from National Science and Technology (NACOSTI) and Kenyatta University which detailed the essence of the study.
CHAPTER TWO

2.0 LITERATURE REVIEW AND CONCEPTUAL/THEORETICAL FRAMEWORK

2.1 Review of Related Literature

This chapter presents a review of literature on aspects of capacity building of legislators and as presented by different scholars globally. Secondly the chapter presents a theoretical framework in support to the study and lastly the conceptual framework analyzing the interactions of variables of the study. Literature review is arranged in accordance with study objectives.

2.1.1 Capacity Building

Capacity building is programs and initiatives put in place in an organization to improve the skills and knowledge of employees so that they can effectively carry out their duties. In an assessment of how capacity building influences performance of organizations, Nwankwo, Olabisi and Onwuchekwa (2017) used a case if Nigeria. The study used a descriptive design and data was sought with the use of questionnaires. The key finding was that capacity building has far reaching consequence on performance of an organization. It was shown that capacity building in an organization served to increase knowledge and skills for better performance. This study however looked at capacity building in Nigerian context and not in Kenya hence resulting into a gap.

DeCorby-Watson, Mensah, Bergeron, Abdi, Rempel and Manson (2018) examined how effective the interventions of capacity building in the health sector.
The study employed a desk review methodology where information was sought from past literature materials. Specifically, the study reviewed 14 journal articles and the key capacity building interventions established include organization of seminars and workshops, technical assistance and use of internet to acquire meaningful information.

Morkel and Ramasobama (2017) analyzed how capacity building initiatives can be measured. More specifically, the study sought to determine the need to understand how to measure capacity building. To attain this objective, a desk review methodology was employed besides survey of a number of the senior employees purposively selected from firms that have successfully implemented capacity building. The review of literature showed that training is one of the aspects of capacity building which helps in improving the skills of employees in an organization.

2.1.2 Training Needs Assessment and Capacity Building

Defining the scope of training is important in ensuring that the training achieves its purpose. Training needs assessment ensures that the trainees get appropriate training that equips them with skills which are deficient for their optimal performance in their duties. A number of scholars have examined the importance of TNA in organizations. Laban, Thuo and Mutegi (2017) examined the effect of training needs assessment on organizational performance in Kenyan counties. Four main variables that were used in the study included individual need assessment, task need assessment and organization need assessment.
Organizational performance was the dependent variable while task need assessment and individual need assessment were the independent variables that were used in the study. The specific objectives included the need to investigate the effect of task need assessment on organizational performance, the effect of organization need assessment on the performance of the organization and the effect of individual need assessment on organizational performance. Survey research design was developed to help in conducting the study. Two hundred employees were the total number of population that was used and one hundred employees were picked as a sample size through the method of random sampling; questionnaires were used by the researcher to investigate the effects of training needs on organizational performance. Tables and graphs were used to present data which was used mainly for writing reports and making of references. The study was of success because the researcher sought permission from Nairobi City Council to conduct the research.

Otuko, Chege and Douglas (2013) conducted a research on effect of training dimensions on the work performance of employees. The objectives of this study were to find out how training is useful towards capacity building and to what extent the training needs analysis practices are applied in business organizations and institutions. However, some challenges of training needs assessment were discovered. For these objectives to be achieved, a cross-sectional study was conducted in Nairobi City County where drafted forms of questionnaires were used to collect data. A group of one hundred residents were used to carry out the study. From the findings of the study, development of many business organizations continues to be of great impact to the economy of the country.
Many organizations always seek for excellence hence requiring its employees to undergo basic training before starting work. The study further revealed that the role of training needs analysis is very helpful because it governs the effectiveness of training programmes and the mechanisms that are used to measure the effectiveness. The study revealed challenges facing organizations when it comes to training needs assessment which include; lack of awareness by the employees and lack of interest to attend the training.

Kisaka and Mwewa (2014) conducted a research on effects of Micro-savings, Micro-credit, and Training on the Growth of Small and Medium Enterprises. The study was carried out in Nairobi City County where the residents of the city were involved. Survey forms were formulated and given to the residents to fill out. Thereafter the forms were collected and the necessary information recorded down in report form. The findings from the study concluded that there is no clear training policy in institutions and organizations because most people are not well of with the training methods. However, the study also revealed that the training needs that is done in the organization is not done frequently and this may not address the needs of employees because it is not dynamic and it consumes a lot of time to implement the outcomes of the analysis. The study revealed that when it comes to training evaluation, the overall effect of training is rarely evaluated or it may not be evaluated at all, making it difficult to get the results of training. In addition, training should be taken seriously in the organizations and it needs to be done in a professional way.
2.1.3 Influence of Training Methods on Capacity Building

Training methods refer to the platforms adopted for training. These could include face to face interaction, online or through mentorship and coaching, seminar and workshops among others. Apiyo and Mburu (2014) conducted a study on methods influencing capacity building in Nairobi City County on training. The objective of the study that was conducted involved examining the influence of development strategy and training on performance and development towards the growth of Nairobi City County. Descriptive survey research design was the method that was used to conduct out the study. The researcher used simple random sampling techniques where 500 respondents were included in the sample. Interviews and Observations were also used to gather and collect necessary data that could be of good use in the study. Qualitative and quantitative techniques were also used where qualitative technique was used to collect information where data analysis played an important role in deriving inferences and explanations from the results obtained while quantitative technique was used through descriptive statistics. Findings from the study concluded that majority of the residents of Nairobi City County do not receive adequate training on how to develop the nation and improve its economy. Training is critical when enhancing financial performance and growth of the economy. From the research it was also clear that people who lack training and guidance on how to handle and solve problems always lack expertise.

Njoroge and Gathungu (2013) sought to establish how training and performance of entrepreneurs affected ability of SMEs to grow and develop. The study was
done within Nairobi County. The study aimed at assessing the influence of training methods on expanding businesses in different organizations. The main objectives of the study were to investigate the influence of in-service training on employee’s performance in the various business organizations, where the off-job training, on-job training and induction training were included to determine the ability of the employee’s performance. The total number of population used was three hundred people. Data was then collected using interviews and simple questionnaires. The collected data was sampled and analyzed using the qualitative and quantitative methods with the help of SPSS. The findings were recorded in percentage and presented in form tables. From the findings of the study, induction method had a positive effect on employees’ attitude and performance in many organizations. The on-job training was considered to offer skills and productivity while the off-job increases employees’ loyalty.

Chetambe (2013) conducted a research on the effects of financial training on financial performance in the Nairobi City County. The study aimed at finding out the perceived relationship of training and developing employees’ performance in business organizations. A simple random sampling was used to gather information from the residents and the data collected using questionnaires. The analysis of the data was made using means and frequency. From the findings, it was revealed that training and development is a key factor towards the positive development of employees’ skills in business organizations. The study concluded that training should be done before one can start working or before employees get back on serious business activities so as to give relevant training methods and
documents. The study also revealed that communication with colleagues and friends develops a good relationship that in the end influences performance and positive contribution towards the economy. This study is of significance as it identifies the gaps and outlines the capacity building needs of people enabling them to perform constructive activities that are of great importance towards the growth of the economy in general.

### 2.1.4 Influence of the Training Content on Capacity Building

Elnaga and Imran (2013) conducted a study to determine how training content affects capacity building. The study involved use of both primary and secondary. The study included 150 respondents who are the residents of Nairobi City County. An interview guide was formulated to conduct primary data. Content analysis was used to draft the interview guide where a draft was made available to ten of the respondents for their critique and input. Thereafter a final draft for data collection was made available. The findings of the study revealed that content has become critical when it comes to evaluating the effectiveness of training. The reasons as to why it becomes difficult to evaluate the effectiveness of training may include lack of expertise in evaluation techniques, finding it difficult in identifying and measuring the outcomes that may occur during a study and many others. The study also revealed that when evaluations are being conducted, they always have a limited focus on future intention and participant satisfaction. However, the use of evaluation methods for most institutions and organizations is costly, difficult, impractical and time consuming.
Putta (2014) carried out a research on how to improve entrepreneur's management skills through training. A total number of one hundred people were interviewed for the study. Survey forms were drafted and given to the residents of Nairobi City County for filling. Thereafter data was collected using questionnaires. It was revealed from the study that the challenges facing the implementation of training content on capacity building was physical and political environment, inadequate resources which include both financial and human capital and also resistance that comes from members of Nairobi City County, business community, the electorate and the employees. The study also revealed that the ability to implement the best training content on capacity building can be achieved if a few requirements are met including the capacity to influence training in organizations before one can be given a job. However, the issue of resistance should be reduced by involving the stakeholders at different levels of implementation and clear policies governing the implementation of training in business organizations should be put in place.

Maisiba and George (2013) investigated how training content affected capacity building. The study aimed at finding out how training content influences capacity building in Nairobi City County. The study involved use of interviews where the residents were the target population. Forms were drafted and used to collect data in form of percentages. The study revealed that training is a basic requirement for employees before they start work. Training presents an opportunity to expand the knowledge background of all employees during work time. The study also outlined that an employee who receives training is far much better than who has received none because she is able to perform her job duties accordingly with
proper basic procedures. However, it was further concluded from the study that training helps build one’s confidence because it helps develop stronger understanding of work skills.

2.1.5 Influence of Financial Adequacy on Capacity Building

Cramton, Ockenfels and Stoft (2013) conducted a study to establish how finance affects capacity building. The study relied on secondary data and simple questionnaires where forms were drafted and given to the residents of Nairobi City County to fill out where necessary. The collected data was analyzed using ratios and percentage. The findings of the study concluded that adequacy of finance contributes positively towards the growth and development of business organizations and institutions as it leads to capacity building. Finance has a great impact on financial organizations as it is the main source of business funding. From the study, adequacy of finance is also a good indicator of how efficient firms generate revenues by use of assets. The study concluded that capacity building improves developments and effectiveness at different levels of an organization including micro and macro organizational levels.

Mwangi and Murigu (2015) conducted a research on the effects of finance towards capacity building. The specific objective was to find out how the adequacy of finance can contribute in capacity building. Interviews were held and data collected was recorded in form of percentages. It was noted that long-term and short-term goals are difficult to achieve when one does not effectively manage the finances of a given business. Capacity building always involves many experts from different fields as it encourages the leadership of many
organizations to expand and grow in day to day running of the organization. The study concluded that funds are needed for growing the business, expanding markets and maintaining a customer base.

Lusimbo (2016) conducted a research to investigate how finances contribute on capacity building. Questionnaires were used for collection data. The population targeted included the residents of Nairobi City County where forms were also drafted to fill out the data that was collected. The findings of the study reveal that finances assists in the formation of new businesses allowing them to take advantage of new opportunities. The strategic uses of financial instruments like loans help many businesses to grow successfully. From the conclusion of the study, funds are needed for market competition and keeping businesses in operation. Strong Parliaments with well learned legislators strengthens the level of democracies. Education helps legislators to effectively dispense their constitutionally assigned roles. Democracy in the country determined on the basis of how well legislators can effectively carry out their responsibilities (Gherardo, 2016).

In a study, Stapenhurst and Meagan (2016) argued that today, governments are under pressure to improve on their performance. To achieve this, international support is paramount. Such support is generally referred to as Parliamentary development’. Greenwalt (2015) noted that training has played an important role in inducting new members to parliaments. Simpson and Cassandry (2015) noted that there has been significant growth in resources for use in training legislators. The essence of legislator training is to enable legislators carry out their roles in
an efficient way while at same time improving on democracies and accountability.

### 2.2 Summary

Supporting and strengthening the capacities of legislators to execute their essential functions is the key to realizing the goal of democratic Parliaments (Hudson, 2007.) Most importantly, the capacity building measures identified should provide them with requisite skills and knowledge to fulfill their constitutional mandate. Consequently, training of legislators leads to quality laws, constructive debates and quality representation and as a result fosters rapid national development in social, cultural, political and economic frontiers.

### 2.3 Conceptual Theoretical Framework

#### 2.3.1 Social System Theory of Theodore Shultz (1987)

There are two broad types of systems; open and closed systems. The underlying difference between these two types of systems is that while there is close interaction between an open system and its environment, a closed system on the other hand has no interaction with environmental conditions. Some examples of open systems include a county assembly since it has constant interaction with its members that include the society. All rules and regulations formulated by Parliament can be viewed as open systems that use inputs from other systems like the syllabus. Various activities are undertaken in an open system including transformation of inputs into outputs in order to attain required goals and objectives.
With consideration of a Social System Model, various resources of County Assemblies (finance, materials, and people) are converted and returned to the environment (society) as seen through better representation and quality rules and regulations formulated. The same form of analysis using the System Model can be used in all forms and types of organizations. It is critical to view organizations as systems because it offers a basis of reference besides enabling in taking general approaches to studying organization.

System Theory has gained relevance due to increased changes in a factor of the environment including government rules and regulations, economic, technical and social factors. In order to clearly comprehend performance of operations of an organization (the County Assemblies), it is critical to understand how internal (MCA’s learning) and external (MCA’s effectiveness) balance is established and maintained. It is important that organizations respond and adequately adapt to environmental changes and demands. All organizations (County Assemblies) require clearly established values, vision and mission statements that affect features of inputs (determined trainee legislators), a number of achievable activities (knowledgeable and polished MCAs) realization of goals of organizations (County Assemblies).

Determining performance and effects of a system on operations and environment is viewed in the ability of an organization (County Assemblies) to realize the established goals and objectives. In all these cases, the basic functions of management (ability to plan, manage, coordinate, direct and control) apply. These are critical functions of management that should be carried out in all forms and
types of organizations. The features of inputs, process of conversion and input forms will put emphasis on features of an organization (County Assemblies). The relevance of the theory to the studies lies in the fact that it supports sound and effective systems in an organizational context including the capacity development of legislators. This however requires a balance between the inputs and the outputs.

2.3.2 Dynamic Capability Theory

This theory was advanced by Selznic and Eisenhardt in 1980s to explain how organizations should align their capabilities with both internal and external forces of the environment. The theory argues that increased competition in the surrounding of an organization informs organization to come up with best alternatives of meeting these environmental changes and thus remaining competitive. The theory argues that an organization has a wide range of capabilities that include resources, processes and skills set of employees. The ability of an organization to remain competitive in its environment is informed by how well it uses these capabilities.

According to Teece (2016), capacity building is an important initiative that aims at improving the skills and knowledge of employees in organizations (capabilities). The different skills possessed by employees in an organization generally describe capacity building. To improve on these skills (capabilities of employees), capacity building is therefore paramount. The overall goals and objectives of an organization inform the ability of individuals to learn during capacity building processes.
Denrell and Powell (2016) argues that the changing environment require firms to reconfigure and realign their capabilities with these changes if they have to remain competitive. In a highly competitive and turbulent business environment, successful firms are those that have effectively aligned their internal capabilities with the changing environmental factors. The knowledge of employees in an organization is an important factor that drives performance which is best strengthened through capacity building. More specifically, knowledge and skills are seen as crucial strategic resources that drive performance of an organization. The theory is relevant to the study as it justifies the need for capacity building among MCAs. According to the theory, capacity building would lead to skills enhancement among MCAs which would help them to better perform their duties and responsibilities.
2.4 Conceptual Framework

The figurative illustration of dependent and independent variables in the study is shown below in the conceptual framework 2.1.

**Independent Variable**

**Training Needs Assessment**
- Training Needs identification process
- Skills set evaluation
- Skills gap identification
- Extent of support on training

**Training Methods**
- Apprenticeship
- Off the job training
- On the job training
- Class room training (Conferences, Case Studies, Lectures, Town halls, Games, simulations, role plays)

**Training Content**
- Scope of training
- Trainer Competency
- Training Duration

**Financial Adequacy**
- Budgetary allocations for training
- Course costs
- Venue costs
- Trainers costs

**Dependent Variable**

**Capacity Building**
- Understanding of the legal provisions
- Interpretation of standing orders
- Debating skills
- Motion drafting knowledge
- Budget Oversight

Source: (Researcher, 2018)

Figure 2.1: Conceptual Framework on Parliamentarians Capacity Building
a) **Independent Variables:**

The explanatory variables of this study include training needs assessment, training methods, training contents and financial adequacy.

b) **Dependent Variable:**

The dependent variable is capacity building which will be operationalized in terms of understanding of the legal provisions; interpretation of standing orders; debating skills; motion drafting knowledge and budget Oversight.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

The chapter gives the methods that were used to achieve study objectives. The design that was adopted, the site and population are clearly discussed. The instruments, techniques for sampling and how the instruments were pre-tested are also discussed in detail. The chapter further shows how validity and reliability were determined. The methods used to collect and analyse data with ethical issues considered are also clearly stated.

3.1 Research Design

The study employed mixed methods of qualitative and quantitative techniques to analyse and define the determinants of effective capacity building for MCAs. This was because the study aimed at analysing the dependent and independent variables as they are by examining the aspects on how, when, where and how without modifying them. This gave meaning to a social familiarity and the quantification of casual association of all variables in the research study. In this design, the behaviour and characteristics of the subject were observed and described without influencing it in any way. This approach fitted for this study since the researcher did not manipulate the variables; they occurred in a natural setting. Therefore, the investigator began with observation of the dependent variable and retrospectively studies the independent variable (Kerlinger, 1973; Kenya Institute of Management, 2009). The design allowed the researcher to use instruments like questionnaires and interview schedules. This assisted in using statistical methods like graphs and tables to summarize the results.
3.2 Variables/Categories of Analysis

a) Independent Variables:
These were training needs assessment, training methods, training contents and financial adequacy where the training programmes are offered both locally and internationally.

b) Dependent Variable:
These were quality legislation, constructive debates quality representation and robust oversight mechanisms; good understanding of the legal provisions; interpretation of standing orders; debating skills; Motion drafting knowledge; and budget oversight.

3.3 Site of the Study
The researcher carried out the research study in Nairobi City County. The actual place was in Nairobi City County Assembly. Nairobi is the Capital City of the Republic of Kenya which is 483 kilometers from Mombasa City and 342 kilometers from Kisumu City.

Nairobi is the main administrative headquarters of all the counties and has the main training institute for all legislatures. Economically Nairobi is a tourist city, has the main industries and accommodates many United Nations bodies. Lawson and Lovel (2014) noted that an ideal site of the study should be aligned with the interests of the researcher. Hence, location was selected on the basis of accessibility.
3.4 Target Population

According to Tromp and Kombo (2006), population is defined as a set of elements with common observable features that researcher is interested in. The study target population consisted of the following categories;

i) Members of Nairobi City County Assembly- 123

ii) County Assembly staff- 147

From the above information, it could be deduced that the population was made up of 123 MCAs and 147 county assembly staff. Therefore, the population of this research study was a total of 270.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Technique

The researchers employed simple random sampling for Members of the County and staff.

3.5.2 Sample Size

A sample is a subset of the target population bearing similar characteristics as the population. This study used Mugenda and Mugenda (2003) justification for the selection of a sample of between 10-30 per cent provided the sample elements do not go below 30 because of the large number of the target population. The study used stratified sampling where the population was stratified into MCAs and County Assembly staff as shown in the Table 3.1 below:

Table 3.1: Sample Size
Table 3.1 shows computation of the sampled size from the target population.

Out of 123 Members of County Assembly, 37 were sampled randomly. Secondly out of 147 County Assembly staff 45 were randomly selected. Therefore, the total sample was 82 respondents.

### 3.6 Research Instruments

The two types of research instruments were adopted that was questionnaires and interview schedule.

#### 1) Questionnaire

The researchers chose the self-administered questionnaire method for the Members of County Assembly. The questionnaire consisted of open and closed ended items. According to Orodho (2013) a questionnaire as an instrument is cheaper and allows respondents to fill it at their expedient time.
2) Interview Schedule

According to Susan (2014), interviews help in collection of data on emotions of individuals, conclusions and recognitions of respondents. The interview also enables more point by point inquiries to be asked and recorded subsequently. The interview schedule was constructed to seek information from staff of the County Assembly of Nairobi City on determinants of effective capacity building for Members of Nairobi City County Assembly. The researcher held interviews with senior management because of their key role in formulation and implementation of training policies.

3.7 Pilot Study

Questionnaires were piloted on 5 MCAs and 5 staff members of Kiambu County Assembly for this research study and the results not be included in the main study. Mugenda and Mugenda (2003) indicate that a sample of 5-10 members of the population for the purposes of piloting is sufficient. The piloting enabled the researcher to avoid ambiguity and ensure clarity of the instruments. Pre-testing often assists the researcher to find out any weakness that may be contained in the instruments.

3.8 Validity and Reliability

The validity of the instruments was determined by pre-testing. This ensured that the instruments enabled the researcher to access clarity of the instrument and its ease in usage. According to Kombo and Tromp (2006) pre-testing exposes errors and helps in exploring an instrument before the actual field work. The mistakes
are all lessened and subsequently enhance the nature of information. This was checked by sharing the document with the supervisor who is an expert in this area having supervised numerous research projects in the past.

Consistency of the stability of a measure is referred to as reliability if a measure is to be repeated and the same result obtained (Zeller, 2015). The internal consistency method will be used to measure reliability of the questionnaires and the reliability coefficients reported. In particular, the study adopted Cronbach Alpha coefficients in determining reliability of the instruments. According to Yin (2017), Cronbach Alpha coefficients values of over 0.7 shows that the instruments are reliable.

### 3.9 Data Collection Procedures

Data collection refers to the compilation of empirical verification in order to get new evidence about a phenomenon to be able to answer questions that provoke the undertaking of the research. The researcher prepared all instruments and designed a comprehensive schedule.

The researcher sought permission from the Department of Public Policy and Administration in the School of Humanities and Social Sciences, Graduate School of Kenyatta University and National Commission of Science and Technology; (NACOSTI) in advance before visiting the research locale. The researcher distributed all the research instruments prior to making valuable appointments with the respondents or heads of the respective departments.
3.10 Data Analysis Procedure

The raw data collected from the field is usually not meaningful unless it is processed through data analysis (Orodho, 2013). Both descriptive and inferential helped in the analysis of the collected data. The researcher organized the data, compiled the data and coded the data before recording the results. The data was coded and analyzed using SPSS. The researcher used field notes especially from the interview schedules for locating information that supports the interpretation by thematically arranging the information.

The researcher adopted the following regression model;

\[ Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon \]

Where; \( Y \) = Capacity Building
\( X_1 \) = Training Need Assessment
\( X_2 \) = Training Methods
\( X_3 \) = Training Content
\( X_4 \) = Financial Adequacy
\( \beta_0 \) = Constant Term;
\( \beta_1, \beta_2, \beta_3 \) and \( \beta_4 \) = Beta coefficients; \( \epsilon \) = Error Term.

3.11 Data Management and Ethical Consideration

a) Logistical Consideration

In order to make this research successful funds were used in terms of typing, printing, binding, photocopying and consultation. The researcher made a comprehensive and cost-effective budget to be precise.
b) Ethical Consideration

Ethics is a prescribed code of conduct that guides researcher while in the field. The researcher sought authority from relevant bodies to carry out that study. These authorities included the County Commissioner and County Director of Education of Nairobi County, management of Nairobi City County Assembly, Kenyatta University and the National Commission of Science and Technology. The researcher strictly referenced all materials used in the study to avoid plagiarism. Respondents were not required to indicate their names on the questionnaires. This safeguarded confidentiality. Respondents took part in the study on a voluntary basis.
CHAPTER FOUR

4.0 RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

The sections details how the analysis of the collected data was conducted. The presentation of the findings is done based on objectives. The analysis was done by SPSS.

4.1.1 Response Rate

The researcher distributed out 82 questionnaires to Members of County Assembly and County Assembly staff. Out of these questionnaires, 63 of them were dully filled and returned to the researcher. This gave a response rate of 76.8%. The response rate was in line with Babbie (2010) who noted that response rates over 70% are good for analysis and presentation of the findings.

4.1.1 Reliability Results

The researcher used Cronbach Alpha to determine reliability of the instruments as indicated in Table 4.1.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number of Items</th>
<th>Cronbach Alpha Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Need Assessment</td>
<td>9</td>
<td>0.783</td>
</tr>
<tr>
<td>Training Method</td>
<td>7</td>
<td>0.810</td>
</tr>
<tr>
<td>Training Content</td>
<td>5</td>
<td>0.719</td>
</tr>
<tr>
<td>Financial Adequacy</td>
<td>5</td>
<td>0.885</td>
</tr>
<tr>
<td>Capacity Building</td>
<td>5</td>
<td>0.796</td>
</tr>
</tbody>
</table>

Research Data (2018)
Table 4.1 shows the Cronbach Alpha Coefficients for the variables of the study used to determine reliability of the research instruments. From the findings, training need assessment had Cronbach Alpha coefficient of 0.783, training methods had 0.810, training content had 0.719, financial adequacy had 0.885 and capacity building had 0.796. From the findings, all the Cronbach Alpha coefficients are above 0.7, showing that the research instruments were reliable.

4.2 General Information

The general information of the respondents of the study are indicated in subsequent sections.

4.2.1 Gender of Respondents

The study assessed the gender distribution of respondents as shown in Table 4.2.

Table 4.2: Gender of Respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>34</td>
<td>54.0</td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>46.0</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>100</td>
</tr>
</tbody>
</table>

Research Data (2018)

Table 4.2 shows that most of the respondents 54.0% were male while 46.0% were female. However, the difference between gender distributions of respondents is not significant showing that there was gender equality at the sampling stage. This was in with the one third gender rule enshrined in the new constitution.

4.2.2 Position Held

The various positions of respondents are shown in Table 4.3.
Table 4.3: Position Held

<table>
<thead>
<tr>
<th>Position Held</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elected MCA</td>
<td>21</td>
<td>33.3</td>
</tr>
<tr>
<td>Nominated MCA</td>
<td>9</td>
<td>14.3</td>
</tr>
<tr>
<td>County Assembly Employee</td>
<td>33</td>
<td>52.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>63</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Research Data (2018)

The findings in Table 4.2 show that majority of the respondents 52.4% were County Assembly employees, 33.3% were Elected MCAs while 14.3% were Nominated MCAs. In the interview guide, the interviewees held various senior positions including: County Assembly Clerk and departmental Directors. This implies that respondents occupied different positions and thus diversity was enhanced in the study as they respond to research questions.

4.2.3 Highest Level of Education

The study sought to find out the highest level of education of respondents as shown in Table 4.3.

Table 4.4: Highest Level of Education

<table>
<thead>
<tr>
<th>Highest Level of Education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>Diploma</td>
<td>7</td>
<td>11.1</td>
</tr>
<tr>
<td>Degree</td>
<td>43</td>
<td>68.3</td>
</tr>
<tr>
<td>Masters</td>
<td>11</td>
<td>17.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>63</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Research Data (2018)

From Table 4.3, most of the respondents 68.3% had degrees, 11.1% had diplomas, and 17.5% had masters while 3.2% had certificates. The interview guide respondents also held diverse educational backgrounds ranging from first degrees to masters. Thus, respondents who took part in the study were generally
learnt and thus could read and interpret research questions as sought by the study.

4.2.4 Length of Service

The findings on the number of years that respondents had worked in their respective organization are shown in Table 4.4.

Table 4.5: Length of Service

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>3</td>
<td>4.8</td>
</tr>
<tr>
<td>2-4 years</td>
<td>22</td>
<td>34.9</td>
</tr>
<tr>
<td>More than 4 years</td>
<td>38</td>
<td>60.3</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>100</td>
</tr>
</tbody>
</table>

Research Data (2018)

As shown in Table 4.4, majority of the respondents 60.3% had worked for more than 4 years, 34.9% for 2-4 years and 4.8% for less than 1 year. The interviewees had served in their current positions for between 2-4 years. This shows that respondents of the study generally had worked in their organization for a longer period of period of time and thus were well informed.

From the findings of the interview guide, most of the respondents were County Assembly staff. Most of the interviewees had diplomas and above as the highest level of education. Majority of the interviewees had served in their organization for a period of more than two years.

4.3 Descriptive Analysis

The researcher used means and standard deviations to establish the effects of capacity building determinants for Members of County Assemblies (MCAs) in Kenya. The findings are indicated in subsequent sections.
4.3.1 Training Needs Assessment and Capacity Building

The study sought to determine how training need assessment influenced capacity building. To achieve this objective, the researcher formulated several statements that respondents were to indicate the extent of their agreement with. A scale of 1-5 where 1 = strongly disagree and 5 = Strongly Agree was used.

Table 4.6: Training Needs Assessment and Capacity Building

<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>The County Assembly has a record of my qualification</td>
<td>3.75</td>
<td>0.872</td>
</tr>
<tr>
<td>The county Assembly assesses skills, gaps and competence among targeted trainees before recommending for training</td>
<td>3.62</td>
<td>1.005</td>
</tr>
<tr>
<td>The County Assembly assesses the importance of a given training for its members at all times</td>
<td>3.49</td>
<td>0.729</td>
</tr>
<tr>
<td>The County Assembly always defines training scope based on skills gap among trainees</td>
<td>3.83</td>
<td>1.123</td>
</tr>
<tr>
<td>The County Assembly determine relevant training for me by assessing my tasks</td>
<td>3.78</td>
<td>0.799</td>
</tr>
<tr>
<td>The County Assembly assesses its functions in approving training programs</td>
<td>3.57</td>
<td>0.883</td>
</tr>
<tr>
<td>The County assembly assesses my competency before recommending any training for me</td>
<td>3.93</td>
<td>0.938</td>
</tr>
<tr>
<td>Assessing the need for training promotes the level of effectiveness in the training</td>
<td>3.60</td>
<td>1.318</td>
</tr>
<tr>
<td>The County Assembly conducts training needs assessment regularly</td>
<td>3.68</td>
<td>0.813</td>
</tr>
</tbody>
</table>

Research Data (2018)

From the findings, the County assembly assessed employee competency before recommending any training for them (M=3.93, SD=0.938). The County Assembly always defined training scope based on skills gap among trainees (M=3.83 SD=1.123). This finding is in line with Laban et al. (2017) who noted that defining the scope of training is important in ensuring that the training
achieves its purpose. The County Assembly determined relevant training for employees by assessing their tasks (M=3.78 SD=0.799). Laban et al. (2017) carried out a study on effect of training needs assessment on organizational performance in Kenyan counties where variables that were used included task need assessment. The County Assembly had a record of the qualifications (M=3.75, SD=0.872). The County Assembly conducted training needs assessment regularly (M=3.68, SD=0.813). The finding contradicts with Kisaka and Mwewa (2014) who revealed that training needs was not done frequently.

The County Assembly assessed skills, gaps and competence among targeted trainees before recommending for training (M=3.62, SD=1.005). Assessing the need for training promoted the level of effectiveness in the training (M=3.60, SD=1.318). The finding is in line with Otuko et al. (2013) who established that the role of training needs analysis is very helpful because it governs the effectiveness of training programmes and the mechanisms that are used to measure the effectiveness. Respondents however were neutral on whether the County Assembly assessed the importance of a given training for its members at all times (M=3.49, SD=0.729). Kisaka and Mwewa (2014) revealed that training needs are not done frequently in organizations and this may not address the needs of employees because it is not dynamic and it consumes a lot of time to implement the outcomes of the analysis.

Interviewees were asked to indicate other ways that training needs assessment has been carried out at the Nairobi City County Assembly. Most of the respondents said that training need assessment was majorly informed by the
human resource planning that was done on a regular basis. Through human resource planning, the county assembly was able forecast and determine the future needs of human resources in terms of training. The study sought further to determine how the assessments have affected training effectiveness. From the findings, majority of the respondents indicated that training need assessments helped in identifying gaps and future need for training employees in the organization. By identifying these gaps, effectiveness of training increased in organizations. Otuko et al. (2013) revealed that the role of training needs analysis is very helpful because it governs the effectiveness of training programme and the mechanisms that are used to measure the effectiveness.

4.3.2 Training Methods

The study sought to determine how training methods influenced capacity building. The findings are reported in Table 4.6.

<table>
<thead>
<tr>
<th>Table 4.7: Training Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements</td>
</tr>
<tr>
<td>Our County Assembly employs mentorship programs</td>
</tr>
<tr>
<td>Our County Assembly finances its members for formal schooling programs</td>
</tr>
<tr>
<td>Our County Assembly organizes workshops for its members to exchange ideas</td>
</tr>
<tr>
<td>Our county Assembly sponsors its members for educative seminars</td>
</tr>
<tr>
<td>Our County Assembly appreciates academic achievements of its members</td>
</tr>
<tr>
<td>Our County Assembly adopts short courses on specific areas or skills for its members</td>
</tr>
<tr>
<td>Our County Assembly supports its members learning new skills on the job</td>
</tr>
</tbody>
</table>

Research Data (2018)
Majority of the respondents in Table 4.6 agreed that their county Assembly sponsored its members for educative seminars (M=4.08 SD= 0.778). The study revealed that the County Assembly organized workshops for its members to exchange ideas (M= 3.93, SD=0.763). According to Apiyo and Mburu (2014), training methods refer to the platforms adopted for training and these could include face to face interaction, online or through mentorship and coaching, seminar and workshops among others.

From the findings, the County Assembly employed mentorship programs (M=3.89, SD= 1.004). Apiyo and Mburu (2014) noted that training methods refer to mentorship and coaching. The study revealed that the County Assembly supported its members learning new skills on the job (M=3.78, SD= 0.870). Chetambe (2013) noted that on-job training was considered to offer skills and productivity while the off-job increases employees’ loyalty. The County Assembly appreciated academic achievements of its members (M 3.62, SD=0.893). The County Assembly financed its members for formal schooling programs (M= 3.58, SD= 0.873). Respondents were not sure whether the County Assembly adopted short courses on specific areas or skills for its members (M= 3.48 SD= 0.793). Apiyo and Mburu (2014) argued that training methods refer to the platforms adopted for training including face to face interaction.

Interviewees were asked to indicate whether Nairobi City County Assembly employ mentorship programs in developing its staff and members. Most of the interviewees confirmed that in deed, mentorship programs were in place in their organization that served to grow and improve the skills of employees. Mentorship
according to interviewees played an important role as a mechanism of training employees. The study sought to find out whether the Nairobi City County Assembly financed its members for formal schooling programs. Interviewees had different views and opinions on this statement as some agreed while other disagreed. The responses show that although financing was done for members to formally attend schooling programs, more need to be done. Training methods are significant as far as capacity building in an organization is concerned. Most of the interviewees reported that the key methods used to train and thus capacity building include organization of seminars, adoption of short courses and at times supporting members to acquire new skills and knowledge.

4.3.3 Training Content and Capacity Building

The findings on how training content influenced capacity building as reported by respondents is shown in Table 4.7.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>The County Assembly aligns training scope with the duties performed by staff</td>
<td>3.71</td>
<td>0.794</td>
</tr>
<tr>
<td>The County Assembly awards well qualified trainers to undertake the training</td>
<td>3.69</td>
<td>1.001</td>
</tr>
<tr>
<td>The training contents are relevant to different member duties</td>
<td>3.87</td>
<td>1.049</td>
</tr>
<tr>
<td>The trainings are allocated adequate time</td>
<td>3.67</td>
<td>0.763</td>
</tr>
<tr>
<td>Adequate training materials are provided to trainees</td>
<td>3.58</td>
<td>0.873</td>
</tr>
</tbody>
</table>

From the findings, training contents were relevant to different member duties (M=3.87 SD=1.049). Maisiba and George (2013) outlined that an employee who receives training program is far much better than who has received none because she is able to perform her job duties accordingly with proper basic procedures.
The County Assembly aligned training scope with the duties performed by staff (M=3.71 SD= 0.794). Laban et al. (2017) indicated that defining the scope of training is important in ensuring that the training achieves its purpose. The County Assembly awarded well qualified trainers to undertake the training (M=3.69, SD= 1.001). The trainings were allocated adequate time (M= 3.67, SD= 0.763). Adequate training materials were provided to trainees (M=3.58 SD=0.873). Putta (2014) carried out a research on how to improve entrepreneur's management skills through training and revealed from the study that the challenges facing the implementation of training content on capacity building was physical and political environment, inadequate resources which include both financial and human capital and also resistance that come from members of Nairobi City County, business community, the electorate and the employees.

The study sought to determine whether the County Assembly aligned training scope with duties performed by employees. There were mixed reactions from the interviews showing that in as much the scope of training was aligned with the duties of employees, more has to be done to improve the training content. On whether the County Assembly awarded well qualified trainers to undertake the training, most of the interviewees agreed. The study found out that training is relevant to different duties of MCAs. The study found out that sufficient time was allocated for training and adequate materials provided to trainees.

4.3.4 Financial Adequacy and Capacity Building

The study assessed how financial adequacy influenced capacity building as indicated in Table 4.8.
Table 4.9: Financial Adequacy and Capacity Building

<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our County Assembly sets aside adequate funds for training</td>
<td>3.62</td>
<td>0.887</td>
</tr>
<tr>
<td>The County Assembly has been able to finance all necessary trainings for its members</td>
<td>3.84</td>
<td>0.691</td>
</tr>
<tr>
<td>The County Assembly is always having funds to pay for an appropriate training venue for members</td>
<td>3.77</td>
<td>1.004</td>
</tr>
<tr>
<td>The County Assembly has adequate finances to procure well qualified and experienced trainers</td>
<td>3.66</td>
<td>0.982</td>
</tr>
<tr>
<td>The County Assembly has adequate finance for all necessary staff training</td>
<td>3.70</td>
<td>1.403</td>
</tr>
</tbody>
</table>

Research Data (2018)

From Table 4.8, most of the respondents agreed that the County Assembly has been able to finance all necessary trainings for its members (M=3.84 SD= 0.691).

The study revealed that the County Assembly was always having funds to pay for an appropriate training venue for members (M=3.77, SD=1.004). Cramton et al (2013) conducted a study to establish how finance affects capacity building and established that adequacy of finance contributes positively towards the growth and development of business organizations and institutions as it leads to capacity building.

The County Assembly had adequate finance for all necessary staff training (M=3.70 SD= 1.403). According to Cramton et al (2013), adequacy of finance contributes positively towards the growth and development of business organizations and institutions as it leads to capacity building. The County Assembly had adequate finances to procure well qualified and experienced trainers (M= 3.66 SD= 0.982). Mwangi and Murigu (2015) conducted a research on the effects of finance towards capacity building and revealed that capacity building always involves many experts from different fields as it encourages the
leadership of many organizations to expand and grow in day to day running of the organization. The County Assembly sets aside adequate funds for training (M=3.62 SD= 0.887). Cramton et al. (2013) concluded that adequacy of finance is also a good measure of how well a firm uses its assets to generate revenue from its primary mode of business. Interviewees of the study were asked whether the County Assembly set aside adequate funds for training. From the responses, it was shown that although funds were set aside for training, there was need to increase the budget and allocated funds.

4.3.5 Capacity Building

Capacity building was the dependent variable in the study. The findings as indicated by respondents are shown in Table 4.9.

Table 4.10: Capacity Building

<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our County Assembly members have improved their level of understanding</td>
<td>3.52</td>
<td>0.972</td>
</tr>
<tr>
<td>of the legal provisions through training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our members have improved their ability to interpret standing orders</td>
<td>3.73</td>
<td>1.006</td>
</tr>
<tr>
<td>through training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our members have improved their debating skills through training</td>
<td>3.69</td>
<td>0.878</td>
</tr>
<tr>
<td>Our members have improved their ability to offer budget oversight</td>
<td>3.63</td>
<td>0.782</td>
</tr>
<tr>
<td>through training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our staff have a better understanding of their duties through training</td>
<td>3.94</td>
<td>0.647</td>
</tr>
</tbody>
</table>

Research Data (2018)

From the findings, the staff had a better understanding of their duties through training (M= 3.94 SD= 0.647). The members had improved their ability to interpret standing orders through training (M= 3.73 SD= 1.006). Maisiba and George (2013) conducted a study on effects of training content on capacity...
building and revealed that training is a basic requirement for employees before they start work.

The members had improved their debating skills through training as indicated (M= 3.69 SD= 0.878). According to Maisiba and George (2013), training presents an opportunity to expand the knowledge background of all employees during work time. The members had improved their ability to offer budget oversight through training (M= 3.63, SD= 0.782). Maisiba and George (2013) outlined that an employee who receives training program is far much better than who has received none because he/she is able to perform her job duties accordingly with proper basic procedures. The County Assembly members had improved their level of understanding of the legal provisions through training (M= 3.52, SD=0.972). Maisiba and George (2013) concluded from the study that training helps build one’s confidence because it helps develop stronger understanding of work skills.

4.4 Inferential Statistical Analysis

This section presents the findings of the correlation and regression analysis.
4.4.1 Correlation Analysis

Correlation analysis was used to determine relationship between the identified factors and capacity building. The findings are shown in Table 4.10.

Table 4.11: Correlation Analysis

<table>
<thead>
<tr>
<th></th>
<th>Capacity Building</th>
<th>Training Needs Assessment</th>
<th>Training Methods</th>
<th>Training Content</th>
<th>Financial Adequacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capacity Building</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Training Needs Assessment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.424</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>63, 63</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Training Methods</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.453</td>
<td>.677</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000, .000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>63, 63, 63</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Training Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.642, .633</td>
<td>.888</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000, .000, .000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>63, 63, 63, 63</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Financial Adequacy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.518, .659</td>
<td>.606</td>
<td>.458</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000, .000, .000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>63, 63, 63, 63</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Research Data (2018)

From the findings in Table 4.10, training needs assessment (r=0.424, p=0.000<0.05) had positive and significant correlation with capacity building. Training methods (r=0.453, p=0.000<0.05) had direct and significant relationship with capacity building. Njoroge and Gathungu (2013) who revealed that induction method had a positive effect on employees’ attitude and performance in many organizations. Training content (r=0.642, p=0.000<0.05) had positive
and significant correlation with capacity building. Maisiba and George (2013) revealed that training is a basic requirement for employees before they start work. Financial adequacy ($r=0.518$, $p=0.000<0.05$) had positive and significant relationship with capacity building. Cramton et al. (2013) noted that finance has a great impact on financial organizations as it is the main source of business funding.

4.4.2 Regression Analysis

The researcher carried out regression analysis to determine how the identified factors influenced capacity building among the Members of County Assembly.

Table 4.12: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.885&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.784</td>
<td>.769</td>
<td>1.53452</td>
</tr>
</tbody>
</table>

Research Data (2018)

From Table 4.11, the adjusted R square is 0.769, which shows that 76.9% change in capacity building among members of County Assembly is explained by training need assessment, training methods, training content and financial adequacy. Therefore, there are other underlying factors influencing capacity building that the current study did not focus on which future studies should cover. Ogada (2016) established existence of a positive relationship between benchmarking and operational efficiency.

Table 4.13: ANOVA

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>40.395</td>
<td>4</td>
<td>10.099</td>
<td>52.599</td>
<td>.000&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>Residual</td>
<td>11.161</td>
<td>58</td>
<td>0.192</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>51.556</td>
<td>62</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Research Data (2018)
From the ANOVA in Table 4.12, the value of F calculated is 52.599 while F critical is 2.531. Since the value of F calculated is greater than F critical, this indicates that the overall regression model was significant in estimating how the identified factors influenced capacity building.

Table 4.14: Regression Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>8.262</td>
<td>3.961</td>
<td>2.086</td>
<td>.038</td>
</tr>
<tr>
<td>Training Needs Assessment</td>
<td>.160</td>
<td>.062</td>
<td>.111</td>
<td>2.574</td>
</tr>
<tr>
<td>Training Methods</td>
<td>.255</td>
<td>.076</td>
<td>.235</td>
<td>3.365</td>
</tr>
<tr>
<td>Training Content</td>
<td>.361</td>
<td>.154</td>
<td>2.079</td>
<td>2.347</td>
</tr>
<tr>
<td>Financial Adequacy</td>
<td>.125</td>
<td>.033</td>
<td>1.222</td>
<td>3.788</td>
</tr>
</tbody>
</table>

Research Data (2018)

The established equation becomes;

\[
Y = 8.262 + 0.160X_1 + 0.255X_2 + 0.361X_3 + 0.125X_4
\]

Thus, when all the factors are held constant, capacity building would be at 8.262. A unit change in training needs assessment other factors kept constant would result into 16.0% change in capacity building. A unit increase in training methods holding other factors constant would lead to 25.5% increase in capacity building. A unit change in training content other factors kept constant would result into 36.1% increase in capacity building. A unit change in financial adequacy holding other factors constant would lead to 12.5% increase in capacity building. At 5%, the study documents that training needs assessment with p value (p=0.011<0.05) had significant influence on capacity building. Training methods (p=0.001<0.05) had significant influence on capacity building. Training content
(p=0.000<0.05) had significant influence on capacity building. These findings are consistent with Njoroge and Gathungu (2013) who revealed that induction method had a positive effect on employees’ attitude and performance in many organizations. Financial adequacy (p=0.000<0.05) had significant effect on capacity building. According to Mwangi and Murigu (2015), funds are needed for growing the business, expanding markets and maintaining a customer base.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the analyzed findings on the basis of the objectives. The conclusions resulting from the findings of the study are also presented. The recommendations of the study for policy and practice are clearly illustrated. The areas for further studies for scholars and academicians are also indicated.

5.2 Summary of the Findings

The main objective of the study was to determine the effects of capacity building determinants for members of county assemblies in Kenya using the case of Nairobi City County Assembly. The study was guided by the following specific objectives; to establish the effect of training needs assessment on capacity building at the Nairobi City County Assembly; to determine the effect of training methods on capacity building at the Nairobi City County Assembly; to assess the effect of training content on capacity building at the Nairobi City County Assembly; to establish the effect of financial adequacy on capacity building at the Nairobi City County Assembly.

5.2.1 Training Needs Assessment and Capacity Building

From correlation analysis, training needs assessment (r=0.424, p=0.000<0.05) had positive and significant correlation with capacity building. Regression results indicated that training needs assessment with p value (p=0.011<0.05) had
significant influence on capacity building. From descriptive analysis, the study established that the County assembly assessed employee competency before recommending any training for them (M= 3.93 SD= 0.938). The County Assembly always defined training scope based on skills gap among trainees (M= 3.83 SD= 1.123). The County Assembly determined relevant training for employees by assessing their tasks (M= 3.78 SD=0.799). The County Assembly had a record of the qualifications (M= 3.75 SD= 0.872). The County Assembly conducted training needs assessment regularly (M=3.68 SD= 0.813). The county Assembly assessed skills, gaps and competence among targeted trainees before recommending for training (M=3.62 SD= 1.005).

5.2.2 Training Methods

The findings of correlation analysis indicated that training methods (r=0.453, p=0.000<0.05) had direct and significant relationship with capacity building. From regression results, training methods (p=0.001<0.05) had significant influence on capacity building. Descriptive analysis showed that the county Assembly sponsored its members for educative seminars (M= 4.08 SD= 0.778). The study revealed that the County Assembly organized workshops for its members to exchange ideas (M= 3.93 SD= 0.763). From the findings, the County Assembly employed mentorship programs (M= 3.89 SD= 1.004). The study revealed that the County Assembly supported its members learning new skills on the job (M= 3.78 SD= 0.870). The County Assembly appreciated academic achievements of its members (M= 3.62 SD= 0.893). The County Assembly financed its members for formal schooling programs (M= 3.58 SD= 0.873).
5.2.3 Training Content and Capacity Building

From correlation analysis, the study established that training content (r=0.642, p=0.000<0.05) had positive and significant correlation with capacity building. The findings of regression analysis indicated that training content (p=0.000<0.05) had significant influence on capacity building. From descriptive statistics, the study revealed that training contents were relevant to different member duties (M= 3.87 SD= 1.049). The County Assembly aligned training scope with the duties performed by staff (M= 3.71 SD= 0.794). The County Assembly awarded well qualified trainers to undertake the training (M= 3.69 SD= 1.001). The trainings were allocated adequate time (M=3.67 SD= 0.763).

5.2.4 Financial Adequacy and Capacity Building

Correlation results showed that financial adequacy (r=0.518, p=0.000<0.05) had positive and significant relationship with capacity building. Regression analysis indicated that financial adequacy (p=0.000<0.05) had significant effect on capacity building. From descriptive analysis, the County Assembly has been able to finance all necessary trainings for its members (M= 3.84 SD= 0.691). The study revealed that the County Assembly was always having funds to pay for an appropriate training venue for members (M= 3.77, SD= 1.004). The County Assembly had adequate finance for all necessary staff training (M=3.70, SD= 1.403). The County Assembly had adequate finances to procure well qualified and experienced trainers (M= 3.66 SD= 0.982). The County Assembly sets aside adequate funds for training (M= 3.62 SD= 0.887).
5.3 Conclusion

From the analysis of findings and summary above, this study concludes that The County Assembly of Nairobi needs to invest more in undertaking of training needs analysis to ensure that appropriate training courses are designed for each employee. For the training to be effective, the County Assembly needs to choose the most appropriate training methods for optimal impact on the employees. This can also be improved through designing appropriate content that would promote employee competence. This can also be improved by setting aside adequate financial resources to support the training.

5.3.1 Training Needs Assessment and Capacity Building

From correlation analysis, training needs assessment had positive and significant correlation with capacity building. Regression results indicated that training needs assessment with p value had significant influence on capacity building. The study established that the County assembly assessed employee competency before recommending any training for them. The County Assembly always defined training scope based on skills gap among trainees. The County Assembly determined relevant training for employees by assessing their needs. The County Assembly had a record of the qualifications. The County Assembly conducted training needs assessment regularly. The county Assembly assessed skills, gaps and competence among targeted trainees before recommending them for training.
5.3.2 Training Methods

The findings of correlation analysis indicated that training methods had direct and significant relationship with capacity building. From regression results, training methods had significant influence on capacity building. The county Assembly sponsored its members for educative seminars. The County Assembly organized workshops for its members to exchange ideas. The County Assembly employed mentorship programs. The study revealed that the County Assembly supported its members learning new skills on the job. The County Assembly appreciated academic achievements of its members.

5.3.3 Training Content and Capacity Building

From correlation analysis, the study concludes that training content had positive and significant correlation with capacity building. Based on regression analysis, the study concludes that training content had significant influence on capacity building. Training contents were relevant to different member duties. The County Assembly aligned training scope with the duties performed by staff. The County Assembly awarded well qualified trainers to undertake the training. The trainings were allocated adequate time.

5.3.4 Financial Adequacy and Capacity Building

Based on correlation results, the study concludes that financial adequacy had positive and significant relationship with capacity building. From regression analysis, the study concludes that financial adequacy had significant effect on capacity building. The County Assembly has been able to finance all necessary
The County Assembly had adequate finance for all necessary staff training. The County Assembly had adequate finances to procure well qualified and experienced trainers. The County Assembly sets aside adequate funds for training.

5.4 Recommendations of the Study

The study recommends that the senior management team of the County Assemblies should improve on training need assessment practices in place so as to directly influence the level of capacity building among members. To improve on training need assessment, the management of County Assembly needs to regularly assess the importance of a given trainings for its members at all times.

The study further recommends that the top management team of all County Assemblies should improve on training methods in place in order to significantly influence the level of capacity building. All county assemblies in Kenya should adopt short courses on specific areas or skills for its members as a way of enhancing capacity building among members.

The study also recommends that the senior management team of all county assemblies in Kenya should improve on training content by ensuring that the training contents are relevant to different member duties. All county assemblies in Kenya should align training scope with the duties performed by staff.
The study recommends to the management of Nairobi County Assembly to increase the overall budget utilized on capacity building for all the members. All County Assemblies in Kenya should put in place various measures of ensuring that they finance all necessary trainings for its members. All County Assemblies should always set aside sufficient funds to pay for appropriate training venues for members.

5.5 Suggestions for Further Studies

The current study specifically focused on Nairobi County Assembly. There are however 47 county assemblies currently in Kenya. To effectively generalize the findings of the current study on all the counties in Kenya, future studies should sample out many counties. This would facilitate comparison of the findings for informed decision making.

From regression analysis, the adjusted R square was 0.769 showing that 76.9% change in capacity building among Members of the County Assembly is explained by the identified factors. This therefore indicates that there are other determinants that the current study did not cover with significant explain capacity building by 23.1%. Thus, future studies should be done to cover these other factors.
REFERENCES


Njoroge, C. W., & Gathungu, J. M. (2013). The effect of entrepreneurial education and training on development of small and medium size


USAID (2014). Hand Book on Legislative Strengthening; Centre for Democracy & Governance; Washington DC; http://www.cid.publications


APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

KENYATTA UNIVERSITY
GRADUATE SCHOOL

FROM: Dean, Graduate School
DATE: 19th September, 2018

TO: Violet Asiko Akala
C/o Public Policy & Public Administration Dept.

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 22nd August, 2018 entitled “Determinants of Capacity Building for Members of County Assemblies (MCAs) in Kenya: The Case of Nairobi City County Assembly”.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

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.

ANNBELL MWANIKI
FOR: DEAN, GRADUATE SCHOOL

C.c. Chairman, Department of Public Policy and Public Administration

Supervisors:

1. Prof. David Minja
   C/o Department of Public Policy and Public Administration
   *Kenyatta University*
APPENDIX II: QUESTIONNAIRE

SECTION A: GENERAL INFORMATION

1. Kindly indicate your gender
   male [ ]  Female [ ]

2. Kindly indicate your position in the Nairobi City County Assembly
   Elected MCA [ ]  Nominated MCA [ ]
   County Assembly Employee [ ]

3. What is your highest level of education?
   Certificate [ ]  Diploma [ ]  Degree [ ]
   Masters [ ]  PhD [ ]  Other [ ]

4. How long have you served in the current position at the Nairobi County Assembly?
   Less than 1 year [ ]  2-4 years [ ]
   More than 4 years [ ]

SECTION B: TRAINING NEEDS ASSESSMENT AND CAPACITY BUILDING

5. Below are several statements on the role of training needs assessment and capacity building in organizations. Kindly indicate your level of agreement with each in relation to Nairobi City County Assembly. Use a scale of 1-5 where 1 = strongly disagree, 2 = disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

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<tr>
<td>The County Assembly has a record of my qualification</td>
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<td>The county Assembly assesses skills, gaps and competence among targeted trainees before recommending for training</td>
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The County Assembly assesses the importance of a given training for its members at all times.

The County Assembly always defines training scope based on skills gap among trainees.

The County Assembly determine relevant training for me by assessing my tasks.

The County Assembly assesses its functions in approving training programs.

The County assembly assesses my competency before recommending any training for me.

Assessing the need for training promotes the level of effectiveness in the training.

The County Assembly conducts training needs assessment regularly.

6. In your opinion, in what other ways has training needs assessment been carried out at the Nairobi City County Assembly?

____________________________________________________________________________

____________________________________________________________________________

7. How have the assessments affected training effectiveness?

____________________________________________________________________________

____________________________________________________________________________

SECTION C: TRAINING METHODS

8. Below are several statements on the role of training methods and capacity building in organizations. Kindly indicate your level of agreement with each in relation to Nairobi City County Assembly. Use a scale of 1-5 where 1 = strongly disagree, 2= disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

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<td>Our County Assembly employs mentorship programs</td>
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<td>Our County Assembly finances its members for formal schooling programs</td>
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<td>Our County Assembly organizes workshops for its members to exchange ideas</td>
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<td>Our county Assembly sponsors its members for educative seminars</td>
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<td>Our County Assembly appreciates academic achievements of its members</td>
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<td>Our County Assembly adopts short courses on specific areas or skills for its members</td>
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<td>Our County Assembly supports its members learning new skills on the job</td>
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**SECTION D: TRAINING CONTENT AND CAPACITY BUILDING**

9. Below are several statements on the role of training content and capacity building in organizations. Kindly indicate your level of agreement with each in relation to Nairobi City County Assembly. Use a scale of 1-5 where 1 = strongly disagree, 2= disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

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<td>The County Assembly aligns training scope with the duties performed by staff</td>
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<td>The County Assembly awards well qualified trainers to undertake the training</td>
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<td>The training contents are relevant to different member duties</td>
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<tr>
<td>The trainings are allocated adequate time</td>
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<tr>
<td>Adequate training materials are provided to trainees</td>
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SECTION E: FINANCIAL ADEQUACY AND CAPACITY BUILDING

10. Below are several statements on the role of Financial Adequacy and capacity building in organizations. Kindly indicate your level of agreement with each in relation to Nairobi City County Assembly. Use a scale of 1-5 where 1 = strongly disagree, 2= disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

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<td>Our County Assembly sets aside adequate funds for training</td>
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<td>The County Assembly has been able to finance all necessary trainings for its members</td>
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<td>The County Assembly is always having funds to pay for an appropriate training venue for members</td>
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<td>The County Assembly has adequate finances to procure well qualified and experienced trainers</td>
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<tr>
<td>The County Assembly has adequate finance for all necessary staff training</td>
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SECTION F: CAPACITY BUILDING

11. Below are several statements on capacity building in organizations. Kindly indicate your level of agreement with each in relation to Nairobi City County Assembly. Use a scale of 1-5 where 1 = strongly disagree, 2= disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

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<tr>
<td>Our County Assembly members have improved their level of Understanding of the legal provisions through training</td>
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<td>Our members have improved their ability to interpret standing orders through training</td>
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<td>Our members have improved their debating skills through training</td>
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<tr>
<td>Our members have improved their ability to offer budget oversight through training</td>
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</table>
Our staff have a better understanding of their duties through training

THE END

THANK YOU FOR TAKING PART IN THE STUDY
APPENDIX III: INTERVIEW GUIDE

SECTION A: GENERAL INFORMATION

1) What is your highest level of education?
2) How long have you served in the current position at the Nairobi County Assembly?

SECTION B: TRAINING NEEDS ASSESSMENT AND CAPACITY BUILDING

3) How does the County Assembly go about determining what courses should be offered to its staff / members?
4) Does the County Assembly keep a record of qualifications for all its members and staff? Please explain
5) Does the County Assembly assess the importance of a given training for its members at all the time? Please explain
6) Does the County Assembly define training scope based on skills gap among trainees? Please explain
7) How does the County Assembly determine training courses to be offered to members / staff?
8) Does the County Assembly assess competency of members / staff before recommending for any training? Please explain
9) How have the assessments affected training effectiveness?

SECTION C: TRAINING METHODS

10) Does the Nairobi City County Assembly employ mentorship programs in developing its staff and members?
11) Does the Nairobi City County Assembly finance its members for formal schooling programs? Please explain
12) Does the Nairobi City County Assembly organize workshops for its members to exchange ideas? Please explain
13) Does the Nairobi City County Assembly sponsor its members for educative seminars? Please explain
14) Does the Nairobi City County Assembly appreciate academic achievements of its members/staff? Please explain

15) Does the Nairobi City County Assembly adopt short courses on specific areas or skills for its members/staff? Please explain

16) Does the Nairobi City County Assembly support its members learning new skills on the job? Please explain

SECTION D: TRAINING CONTENT AND CAPACITY BUILDING

17) Does the County Assembly align training scope with the duties performed by staff?

18) Does the County Assembly award well qualified trainers to undertake the training?

19) Are training contents relevant to different member duties?

20) Are the trainings allocated adequate time?

21) Are adequate training materials provided to trainees?

SECTION D: FINANCIAL ADEQUACY AND CAPACITY BUILDING

22) Does the County Assembly set aside adequate funds for training? Explain

23) Has the County Assembly been able to finance all necessary trainings for its members? Please explain

24) Is the County Assembly always having funds to pay for an appropriate training venue for members? Please explain

25) Does County Assembly have adequate finances to procure well qualified and experienced trainers? Please explain

26) Does the County Assembly have adequate finance for all necessary staff training? Please explain

27) How have the trainings impacted on the following?

- Understanding of the legal provisions
- Interpretation of standing orders
- Debating skills
- Motion drafting knowledge
- Budget Oversight
APPENDIX IV: RESEARCH AUTHORIZATION FROM COUNTY DIRECTOR OF EDUCATION, NAIROBI COUNTY

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegram: "SCHOOLING", Nairobi
Telephone: Nairobi 020 2493699
Email: rce.nairobi@gmail.com
cde.nairobi@gmail.com

When replying please quote
Ref: RCE/NRB/RESEARCH/1/64/VOLI

Date: 5th February, 2019

Violet Asiko Akala
Kenyatta University
P. O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "Determinants of capacity building for Members of County Assemblies. The case of Nairobi City County Assembly."

This office has no objection and authority is hereby granted for a period ending 29th October, 2019 as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.

RHODA MWELI
FOR: REGIONAL COORDINATOR OF EDUCATION
NAIROBI

Copy to: Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI
APPENDIX V: AUTHORIZATION LETTER FROM NASCOSTI

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Ref: No. NACOSTI/P/18/28210/26008
Date: 31st October, 2018

Violet Asiko Akala
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Determinants of capacity building for Members of County Assemblies: The case of Nairobi City County Assembly” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for the period ending 29th October, 2019.

You are advised to report to the County Commissioner and the County Director of Education, Nairobi County before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.
APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:  

MS. VIOLET ASIKO AKALA  
OF KENYATTA UNIVERSITY, 26242-100  
Nairobi, has been permitted to conduct research in Nairobi County  

on the topic: DETERMINANTS OF CAPACITY BUILDING FOR MEMBERS OF COUNTY ASSEMBLIES: THE CASE OF NAIROBI CITY COUNTY ASSEMBLY  

for the period ending  

29th October, 2019  

Permit No  : NACOSTIP/18/28210/26008  
Date of Issue : 31st October, 2018  
Fee Received : Ksh 1000  

Applicant's Signature:  

Director General:  

National Commission for Science, Technology & Innovation
APPENDIX VII: NAIROBI CITY COUNTY MAP