FACTORS INFLUENCING PERFORMANCE OF CLERICAL OFFICERS IN THE PROFICIENCY EXAMINATION IN THE PUBLIC SERVICE IN NAIROBI, KENYA

By

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REG. NO. E55/CE/11798/2008

A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF MASTERS OF EDUCATION (ADMINISTRATION) OF KENYATTA UNIVERSITY

JUNE, 2012
DECLARATION

This research project is my original work and has not been presented to any other university for examination. No part of this document may be reproduced without my consent or that of Kenyatta University.

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To my loving family for encouragement and continuous support throughout my studies
ACKNOWLEDGEMENTS

This research study would not have been possible without the guidance and the help of several individuals who in one way or another contributed and extended their valuable assistance in its preparation and completion. First and foremost, my utmost gratitude is to the Almighty God for giving me good health and ability to pursue my studies. I extend the same to my supervisors Dr. Florence M. Itegi and Dr. Florence Kithinji whose sincerity and encouragement I will never forget. I extend a hand of thanks to all Kenyatta University lecturers for the kind concern and consideration regarding my academic requirements. I recognize the efforts of my employer the Public Service Commission for sponsoring me for the course and allowing me time off to attend. To my colleagues in the Examination Department, thank you for being there for me when I needed time off to attend to my studies. I also thank my family for their encouragement and support. Lastly I would like to absolve all errors that may have occurred during the compilation of the research project.

M.W.K
ABSTRACT

In spite of having many studies undertaken on performance in Proficiency Examination for Clerical Officers in the Public Service, there lacks a major study specifically undertaken to address the key factors influencing declining performance. This has resulted to a wide knowledge gap among Public Service Commission examination officers on how clerical officers should improve their performance. The purpose of the study was to investigate the factors influencing performance of clerical officers in the proficiency examination in the Public Service. The specific objectives were: to establish the extent to which pre-service qualifications influence performance of clerical officers in the proficiency examination; to assess the influence of induction of clerical officers in the proficiency examination; to establish the influence of in-service training on performance of clerical officers in the proficiency examination; to find out the influence of work environment on performance of clerical officers in the proficiency examination; and to establish the influence of clerical officers’ perceptions of the examination on performance in the proficiency examination. The study was undertaken in Nairobi County targeting selected ministries/departments at their headquarters. Both quantitative and qualitative study approaches were utilized by the study. Descriptive survey was used because of its appropriateness in establishing relationships between variables. The target population included; clerical officers who have attempted the proficiency examination, their supervisors and examination officers at the Public Service Commission which is the examining body. The study utilized stratified random sampling technique to select a representative sample from government ministries/departments at their headquarters. The study utilized both primary and secondary data. Primary data was gathered through use of a questionnaire, interview and observation guides. Secondary data was gathered through review of literature related to the topic of research. The major findings were that clerical officers are not adequately trained before they sit for the examination as required by the syllabus and regulations for clerical officers (2006); they also lack adequate time and resources to prepare for the proficiency examination; and are not exposed to all operational areas through job rotation leading to the poor performance. The study also found out that some clerical officers have negative perceptions of the proficiency examination leading to the poor performance. The study recommends that adequate time and training resources be provided. Clerical officers should also be rotated to all operational areas to get the hands on experience. All registered candidates should be exposed to the programmed block release training which should take a minimum of six weeks. The program should be enriched to include formative assessment in form of continuous assessment tests and assignments. The Public Service Commission should play an oversight role in training clerical officers. The Commission should provide examination related information in good time to prospective candidates and should evaluate the effectiveness of its examination procedures in order to enhance clerical officers’ perceptions of the proficiency examination. Further research should be undertaken in other Counties and the wider Public service to validate the findings. An evaluation of the training program for clerical officers should also be carried out to determine its effectiveness in preparing clerical officers for the proficiency examination. An evaluation of the examination administration processes at the Public Service Commission of Kenya should be carried out to determine their efficiency and effectiveness.
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<tr>
<td><strong>COR:</strong> Code of regulations for Civil Servants</td>
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</tr>
<tr>
<td><strong>CPA:</strong> Certified Public Accountant</td>
<td></td>
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<tr>
<td><strong>DPM:</strong> Directorate of Personnel Management</td>
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<tr>
<td><strong>EQ:</strong> Emotional intelligence</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GTIs:</strong> Government Training Institutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HELB:</strong> Higher Education Loans Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IQ:</strong> Intelligence Quotient</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>KACE:</strong> Kenya Advanced Certificate of Education.</td>
<td></td>
<td></td>
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<tr>
<td><strong>KAPE:</strong> Kenya African Preliminary Examination</td>
<td></td>
<td></td>
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<tr>
<td><strong>KASNEB:</strong> Kenya Accountants and Secretaries National Examination Board</td>
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<tr>
<td><strong>KATC:</strong> Kenya Accountants Technician Certificate</td>
<td></td>
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<td><strong>KCE:</strong> Kenya Certificate of Education</td>
<td></td>
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<td><strong>KCSE:</strong> Kenya Certificate of Secondary Education</td>
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<tr>
<td><strong>KESI:</strong> Kenya Education Staff institute</td>
<td></td>
<td></td>
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<tr>
<td><strong>KNEC:</strong> Kenya National Examinations Council</td>
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MOSPS:  Ministry of State for Public Service

PS:  Permanent Secretary

PSC (K):  Public Service Commission of Kenya

OOP/PA:  Office of the President, Provincial Administration

SPSS:  Statistical Software for Social Scientists

TQM:  Total Quality Management

TPI:  Training Practical Interaction

TWA:  Theory of Work Adjustment

USA:  United States of America
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Clerical officers form a major component of the front line officers in government service. They deliver services directly to the members of the public. The performance of the clerical officers therefore affects the effectiveness and efficiency of service delivery by the government. The proficiency examination program is expected to produce multi-skilled clerical officers capable of performing various clerical functions within the Public Service. The program helps to improve the skills of the clerical staff for enhanced service delivery (Laura, 1999).

The clerical staff in government operates within the clerical officers’ scheme of service administered by the former Directorate of Personnel Management (DPM) currently Ministry of State for Public Service (MOSPS). According to Public Service Commission (2006), the training structure for clerical officers is designed in a progressive manner. Upon engagement, the clerical officer is expected to undertake a two (2) weeks induction course organized by their respective ministry/department. This is followed by in-service training that includes both on-the-job training and six weeks programmed block release training organized by the Ministry of State for Public Service. While undertaking the on-the job training, the clerical officer is expected to be rotated to all operational areas where clerical duties are performed. The essence of on-the job training is to provide the officer with hands on experience of all clerical duties in a typical government office. The programmed block release training is expected to expose the officer to the syllabus before sitting the examination. The clerical officer is also expected to carry out self-reading in order to expand his/her knowledge. The training program should be conducted within two (2) years after
engagement after which the clerical officer is eligible for the proficiency examination (Public Service Commission, 2006).

The need to develop civil servants who are professional in career has been of major importance since independence in Kenya. The first civil service competitive entrance examination under the colonial government education department was held in 1955. Candidates were expected to show evidence of having attended school for ten years or having passed Kenya African Preliminary Examination (KAPE). The government however noted that majority of those who passed the examination had no intention of joining government service but took the examinations as an additional qualification for personal development. It was then decided that the examinations be open only to serving government officers seeking promotion and should be renamed civil service examinations. Proficiency Examination for Clerical Officers is one such civil service examination currently being offered by the Public Service Commission of Kenya. The examination which provides a basis in the career development of the clerical cadre was started in the late 1960’s and was originally called Government Clerical Officers Examination. It was later renamed Proficiency Examination for Clerical Officers, the name currently in use (Public Service Commission, 2005).

The main purpose of public service examinations has remained that of selection and certification since the first written public examinations were introduced over 2000 years ago in China to select the most able citizens for positions in the Civil Service and to reduce the effects of patronage. The Chinese system of public examination spread into Europe in the 16th century and to the USA in the 19th century. Government in those days was the main employer and
competitive examinations were considered fair means of selecting a few competent people. Thus performance in such examinations was crucial as it meant selection into the civil service or career progression. (World Bank, 2001)

Performance in Public Service Commission administered examinations has been a major concern among stakeholders. A report of a task force constituted by the Public Service Commission in 2003 to look into the reasons for poor performance in its examinations enumerated the following as the factors affecting performance in such examinations: factors related to the nature of the curriculum; candidature related factors; factors related to contracted professionals for setting, moderating and marking; factors related to the examination itself; and factors related to curriculum implementation. Among the candidature related factors, the following were enumerated: entry behavior being not well defined; lack of commitment by some candidates possibly arising out of their interest in self-enrichment, property acquisitions, grabbing and other vices as opposed to professional advancement; unavailability or inaccessibility of teaching/learning materials; and failure of candidates to prepare well for the examinations as they are full-time government employees who may lack time or fail to concentrate (Public Service Commission, 2003).

The administration of Proficiency Examination for Clerical Officers is the responsibility of Public Service Commission of Kenya (PSCK). The Commission is an independent body established under Chapter Thirteen, Article 233 of the Constitution of Kenya. The functions of the Commission are defined in the Service Commission’s Act (Cap 185) of the Laws of Kenya. The functions of the Commission as outlined in the Code of Regulations for Civil Servants
(COR) include recruitment, promotion and exercise of disciplinary control in the Civil Service and Local Authorities and administration of examinations for certain cadre of officers as stipulated in their respective schemes of service. The examinations currently administered by the Commission include: Proficiency Examination for Clerical Officers; Occupational Examination for Telephone Operators; Administrative Officer’s Examination and Proficiency Examination for Weights and Measures Assistants. To make the mandate operational, the Commission established an Examination Department whose main function is to administer civil service examinations and occupational tests. (Public Service Commission annual report, 2009)

According to the Syllabus and Regulations for Clerical Officers (2006), the Proficiency examination consists of ten examinable subjects, six of which are compulsory and four are electives. The compulsory subjects include: Communication Skills, Organization and Functions of Government, Public Relations, Governance and Civil Service Regulations, Office Practice and Business Calculations. The clerical officers are expected to select one of the four electives including Accounts, Supply Services, Human Resource Services and Records Management.

Although the curriculum for training clerical officers was revised in 2006 to address the findings of an earlier report in 2003 that had cited it as one of the reasons for poor performance, statistics indicate that the situation has not changed and there is still poor performance in the examination. (Public Service Commission Annual Report 2009). The Scheme of Service for clerical officers was revised in 2007 to address the issue of entry behavior of candidates as earlier observed but likewise has not assisted much as evidenced from the statistics in the Commission’s annual report (2009). The Public Service Commission undertook a training
program for Test Developers and Examiners and developed Tables of Specification for each subject as had been recommended by the May 2003 task force report. Despite these interventions, performance in the proficiency examination has not been good as reflected in the statistics indicated in table 1.1 (Public Service Commission annual report, 2010)

**Table 1.1: Comparative Analysis of Performance 2006 -2010**

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Candidates</th>
<th>Pass</th>
<th>Referral</th>
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<tbody>
<tr>
<td>2010</td>
<td>1850</td>
<td>870 (47%)</td>
<td>980 (53%)</td>
</tr>
<tr>
<td>2009</td>
<td>410</td>
<td>209 (51%)</td>
<td>201 (49%)</td>
</tr>
<tr>
<td>2008</td>
<td>474</td>
<td>314 (66%)</td>
<td>160 (34%)</td>
</tr>
<tr>
<td>2007</td>
<td>508</td>
<td>304 (60%)</td>
<td>204 (40%)</td>
</tr>
<tr>
<td>2006</td>
<td>700</td>
<td>486 (69%)</td>
<td>214 (31%)</td>
</tr>
</tbody>
</table>

*Source: Public Service Commission of Kenya Annual Report (2010).*

This may indicate that there are other factors that influence performance in the Proficiency examination which have not been addressed. The research therefore intended to carry out an investigation on the factors influencing performance of clerical officers in the Proficiency examination in the Public Service. The research however focused on candidature related factors and how these may influence performance in the examination.
1.2 Statement of the Problem

Despite the emphasis given to the role of competent, skilled and proficient human resources for Kenya to enhance its global competitiveness (Republic of Kenya, 2008), a sizeable number of clerical officers who sit the proficiency examination in the Public Service are not proficient as they do not perform well in the examination. Available statistics indicate that there is poor performance in the examination. Over 30% of clerical officers who register for the examination fail to obtain a full pass and are referred in some subjects. (Public Service Commission annual report, 2010)

The Proficiency examination is offered to serving clerical officers. When such a large number do not pass, it means that they are neither given more responsibilities nor advance in their scheme of service. They therefore stagnate. The Revised Scheme of Service for Clerical Officers recognizes a pass in the proficiency examination as a requirement to advance within it. Those who do not pass may experience job dissatisfaction which may impact negatively on their work performance leading to poor service delivery. Little research has been carried out on the candidature related factors that may influence clerical officers’ performance in the Proficiency examination. The study sought to investigate the factors that may influence performance of clerical officers in the Proficiency examination in the Public Service.

1.3 Purpose of the Study

The purpose of the study was to investigate the factors influencing performance of clerical officers in the Proficiency examination in the Public Service.
1.4 Objectives of the study

The study addressed the following objectives:

i. To establish the extent to which pre-service qualifications influence performance of clerical officers in the proficiency examination.

ii. To assess the influence of induction on performance of clerical officers in the proficiency examination.

iii. To establish the influence of in-service training on performance of clerical officers in the proficiency examination.

iv. To find out the influence of work environment on performance of clerical officers in the proficiency examination.

v. To establish the influence of clerical officers’ perceptions of the examination on performance in the proficiency examination.

1.5 Research Questions

The research addressed the following questions:

i. To what extent do pre-service qualifications influence performance of clerical officers in the proficiency examination?

ii. What are the effects of induction on performance of clerical officers in the proficiency examination?

iii. How does in-service training impact on performance of clerical officers in the proficiency examination?
iv. What is the influence of work environment on performance of clerical officers in the proficiency examination?

v. How do clerical officers’ perceptions of proficiency examination impact on their performance in the same examination?

1.6 Significance of the Study

The findings and recommendations of the study will shed light on the factors contributing to poor performance in the proficiency examination. As a result of dealing with these issues, it is expected that more clerical officers will pass the examination, get promoted to a higher grade and be given more responsibilities. This will ultimately lead to more job satisfaction for the officers and improved work performance.

The society at large will benefit from better service delivery by motivated clerical officers. Academicians will have reference material in relation to candidature related factors that may influence performance in civil service examinations to use in future studies. The study will also act as a guide for further research as it gives recommendations for further research.

1.7 Basic Assumptions of the Study

The following assumptions were made in the study: all respondents were co-operative and provided reliable information as required; the respondents were able to read, understand and answer the questions correctly; all clerical officers who join the Public Service have a minimum of grade C at the Kenya Certificate of Secondary Education (KCSE) or its equivalent; and that clerical officers undergo a two weeks induction training after employment, are rotated on the job to various sections including the human resource division, accounts section, supplies and
procurement section, and in registries. In addition it was assumed that the officers have undergone a six weeks programmed block release training before sitting for the Proficiency examination at the Government Training Institutes (GTIs).

1.8 Limitations of the Study

The following were the limitations of the study. Firstly, time and financial resource constraints affected the sample size as only a small proportion of the population was included in the sample.

The research instruments used in data collection also posed a limitation. While using the questionnaire, the researcher was not in a position to probe further for clarifications. Respondents may have failed to respond correctly to the questions articulated while some may have failed to respond completely. Other questionnaires were not returned to the researcher further limiting the sample.

Conducting an interview though giving the researcher an opportunity to probe, was time consuming and only a few respondents were targeted by this method. The supervisors of clerical officers and examination officers who were targeted by this method are under performance contracts and had limited time for such interviews.

1.9 Delimitations of the Study

Although the study was on factors influencing performance of clerical officers in the proficiency examination, only candidature related factors were considered. Those other factors relating to curriculum content, trainers qualifications, setting, moderation, examination
administration, marking, analysis of results and grading which may also influence performance in the examination were not considered.

Secondly, although the study targeted clerical officers in the Public Service, only the Civil Service was selected. Clerical officers deployed in the Disciplined Services, Teaching Service, Judiciary, Armed Forces, Local Authorities, Public Universities, Parliamentary service Commission, state Corporations and Statutory bodies that also enroll for the examination were not considered.

Finally only Ministries/departments that interact with the public in service delivery were considered in the study. In the selected ministries/departments, only the headquarters were considered.

1.10 Theoretical Framework

The study was based on Kirkpatrick’s learning and training evaluation theory. Kirkpatrick’s Learning and Training Evaluation theory originated from Donald Kirkpatrick’s desire to “clarify the elusive term evaluation” (Kirkpatrick, 1996). Kirkpatrick noticed that there was not a clear definition used when defining evaluation between various companies and organizations, however four distinct variations and beliefs became evident during his research. The first had evaluation used as a tool to measure the changes in behavior as a result of training. The second had evaluation used as a term to describe the results of a training program. The third used observation comment sheets for data collection. The last used learning in the classroom as the way to increase knowledge, skills improvement, and overall attitudinal change. Kirkpatrick
believed that all four were correct but was convinced that all four approaches, used in conjunction would yield a superior definition to the term evaluation (Kirkpatrick, 1996).

Kirkpatrick developed a four level sequence that can be used to evaluate a variety of programs: Level 1 - Reaction, Level 2 - Learning, Level 3 - Behavior, and Level 4 - Results. Each level of the sequence is important and has an impact on the next level. The process of moving from one level to the next is increasingly difficult but the information gained during the process is invaluable. It is important to never skip a level in order to move to the next. However, if the desired outcome does not involve a behavioral change, which occurs at level three, only the first two levels need be used. Even with the use of only the first two levels, an increase in knowledge, skills improvement, and attitudinal change could occur. If the desired outcome is a change in behavior then the use of all four levels is necessary (Kirkpatrick, 1996).

Kirkpatrick had a measurement tool for each level. In Level 1 – Reaction: Reaction/Smile/Happy Sheets are used along with verbal reaction and post-training surveys and questionnaires (Kirkpatrick, 1996). Level 2 – Learning: classroom performance, paper and pencil tests, as well as interviews and/or observations. In Level 3 – Behavior: interviews and observation performed overtime are required to ensure that a change has indeed taken place. Level 4 – Results: data collection and retention instruments should already be in place at the company or organization, the data from the process just is simply entered into the entity’s instrument (Kirkpatrick, 1996). The four levels as they apply to clerical officers in the Public Service are as indicated in figure 1.1
Figure 1.1: Kirkpatrick’s evaluation model

<table>
<thead>
<tr>
<th>Advanced level of evaluation</th>
<th>Results/application - level (4)</th>
<th>Impact of training offered to clerical officers on service delivery.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance/behavior change - level(3)</td>
<td>Impact of training offered on clerical officers’ work performance.</td>
</tr>
<tr>
<td>Basic level of evaluation</td>
<td>Training/learning - level(2)</td>
<td>Impact of training on what the clerical officers learnt. i.e. increase in knowledge or capability</td>
</tr>
<tr>
<td></td>
<td>Reaction - level(1)</td>
<td>Impact of training in terms of clerical officers’ satisfaction</td>
</tr>
</tbody>
</table>

Adapted from: Kirkpatrick (1996)

The lower levels (reaction and training) have an importance for those involved in the design and development of training materials as well as instructor development. The first level (reaction) can provide invaluable data on problems that have arisen during the training program itself and sometimes an insight into the causes if the program is less than fully effective. The second level (training) seeks to establish whether the required knowledge and skills contained in the program objectives have actually been learnt. This is usually achieved through a formal test or assessment that employs objective and quantifiable measurements and in the case of clerical officers in the Public Service the proficiency examination is used.

The Public Service Commission while administering the Proficiency Examination for Clerical Officers operates at levels 2 and 3 of Kirkpatrick’s model. Training evaluation is the measurement of the increase of knowledge before and after the training. The “before” aspect is done through scrutiny of candidates’ details to ensure they meet requirements as stipulated by
Proficiency examination Syllabus and Regulations for Clerical Officers. The requirements for registration for proficiency examination are a minimum grade C- at KSCE and a minimum two years work experience as a clerical officer (Public Service Commission 2006). Within this period, the clerical officer is expected to have undergone through both induction and in-service training and has therefore been adequately exposed to the duties of a clerical officer. The examination which is at level 3 of the Kirkpatrick’s model is administered immediately after the programmed block release training at the Government Training Institutes (GTIs).

1.12 Conceptual Framework

Figure 1.2 Conceptual framework

Figure 1.2 indicates that pre-service qualifications may influence performance in the proficiency examination. Although the minimum qualifications required for appointment is grade C- (minus) at KSCE or its equivalent, clerical officers are recruited with different academic
qualifications. The difference in entry behavior in terms of academic and professional qualifications is likely to influence both learning and performance in the proficiency examination.

It is a government policy that all newly recruited employees and employees on transfer to be inducted. The duration of induction and the content covered is likely to influence clerical officers learning and consequently performance in the proficiency examination.

Clerical officers are expected to undertake in-service training before sitting the proficiency examination. The in-service training may include coaching and mentoring, job rotation and short training courses. The clerical officer is also expected to undergo a six weeks block release training program at the Government Training Institutes before enrolling for the proficiency examination. In-service training may influence performance in the proficiency examination. The work environment determines motivation and job satisfaction levels of clerical officers which ultimately influence their performance in the proficiency examination.

The researcher conceptualizes clerical officers who register for the proficiency examination with different academic qualifications and exposure due to varying work environments. Both induction and in-service training experiences for the candidates are also different. Some clerical officers have positive perceptions of the examination and thus they revise and pass with ease. Other clerical officers have negative perceptions and thus may not perform well in the examination.

Given all these variables, performance in the examination is bound to vary. Some candidates get a full pass while others are referred in some subjects. Those candidates who pass
are certified and are promoted to the next grade. Those that are referred are expected to register for the examination in the following and subsequent years until they obtain a full pass. This means that they stagnate.

1.12 Operational Definitions

When used in the study, the following terms will be interpreted as indicated.

**Clerical officer:** A person employed in a government organization to perform duties such as record keeping, filing, handling mail, maintaining simple Accounts, store keeping and drafting simple letters.

**Civil Service:** The policy implementing arm of the government. It is made up of ministries/departments. The Civil Service is made up of a body of officers called Civil Servants. Human resource management in the Civil Service is the responsibility of the Public Service Commission.

**Examination Grading System:** A system used by the Kenya National Examination Council to rate performance of candidates at the end of secondary school education. Candidates can score any of the following grades at KCSE: A, A-minus, B-plus, B, B-minus, C-plus, C, C-minus, D-plus, D, D-minus and E. Under the earlier system which used KCE as the examination tool, candidates were graded as follows: Division I, Division II, Division III, Division IV and Fail. Candidates who scored Divisions I and II could progress with
education for two more years after which they would sit for KACE examination. The grading system was a Principal Pass, a Subsidiary Pass or a Fail.

**Induction:** A process that enables a new employee acquaints with and adapt to a new position and organizational environment. It commences with orientation which takes place immediately upon reporting to a new work station. It enables the employee to be conversant with the objectives and policies of the organization; standard norms and traditions observed; organizational resources; and position duties and responsibilities.

**In-service training:** Education given to employees to help them develop their skill in a specific discipline or occupation. It takes place after an individual begins work responsibilities. It includes both on-the job training conducted at the work place and training organized outside the organization.

**Ministry:** A government department headed by a minister. The rationale of creating ministries such as Agriculture and Tourism is to enhance their specialization in aspects of national development. A ministry is usually divided into headquarters and field units.

**Perception:** A process through which individuals receive, organize and interpret information from the environment. It may be influenced
by cognitive functions, personality, past experiences, education, gender, age, ethnicity and culture. Perception can be positive, neutral or negative.

**Performance:** The accomplishment of a given task measured against known standards of accuracy, completeness, cost and speed. In this case performance refers to the achievement of clerical officers in their work responsibilities measured through the proficiency examination.

**Pre-service qualifications:** Academic and professional qualifications that clerical officers possess before joining the Public Service.

**Proficiency:** The learned capacity to carry out pre-determined results often within the minimum outlay of time or energy or both.

**Proficiency examination:** An examination administered by PSC (K) to clerical officers in the Public Service which acts as a basis of their career progression.

**Program block release:** A short course expected to last six weeks organized for clerical officers before sitting the proficiency examination. The course is expected to expose the officer to the syllabus.

**Public Service:** It comprises of the Civil Service, Teaching and Public University Services, Local Government Authorities, the Disciplined Services (excluding the Military), State Corporations, Public Institutions
and Service Commissions whose salaries are funded by the Government Exchequer.

**Public Service Commission:** The Commission constituted under Chapter Thirteen of the Constitution of Kenya to undertake among other functions development of human resources in the Public Service.

**Scheme of Service:** A document prepared for a particular cadre of employees in the Public Service to establish the standards of recruitment, training and advancement within the career structure on the basis of qualifications and experience.

**Work Environment:** Refers to working conditions. These include all physical social and psychological conditions and factors. In the study, it includes availability of tools and equipment, training materials, study time, office space, furniture, lighting, ventilation and inter-personal relations at work.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature review of the study. The purpose of literature review is to explore the existing and available information covered by different researchers on factors influencing performance of clerical officers in the proficiency examination. The chapter is organized along the independent variables of the study and explores both theoretical and empirical literature on the research variables conceptualized. Specifically, the literature addresses the following: relationship between pre-service qualifications and performance in proficiency examinations; influence of induction on employees’ performance; influence of in-service training on employees’ performance; influence of work environment on employees’ performance; and influence of perception on employees’ performance.

2.2 Relationship between Pre-service Qualifications and Performance in Proficiency examinations

Pre-service qualifications refer to academic and professional qualifications that clerical officers possess before joining the Public Service. The qualifications though set at a minimum grade of C- at KCSE vary among different clerical officers. This being the entry and training grade may impact on the training and consequent performance in proficiency examination. The literature reviewed in this section will establish the extent to which pre-service qualifications may influence performance in proficiency examinations.
Nidiawala (2009) contends that academic qualifications ensure that an individual have the basics in learning. If one is grounded in mathematics, they can succeed in life because mastering the subject allows one to calculate, innovate and communicate. These essentials for success cannot be learnt without professional help in schools and colleges. In order to prove that someone has acquired this knowledge, they are tested and if their learning is satisfactory, they are given a certificate to indicate their performance. Individuals with good academic qualifications are hence expected to perform well in life and excel in other areas including civil service examinations.

Maizam (2006) in a research to establish the relationship between entry qualifications and performance in graduate education found out that, students who join with high academic qualifications tend to graduate with high qualifications at the end of the degree program. His findings are contradicted by Wardlow (1989) in a study on success in Agricultural Education for international students studying in USA. Reported in Maizam (2006), Wardlow found that the correlation between undergraduate ability as rated by academic advisors and the final rating at the end of the degree program was 0.38. However Micceri (2002) also quoted by Maizim (2006) did not find support for the relationship between entry qualifications and graduate success. Absence of association between entry qualifications is also supported by Truitt (2002) also reported in Maizam (2006). Data on Certified Public Accountants (CPA) candidates analyzed by Titard and Russell (1989) showed without question that individuals with advanced degrees are more successful in the examination than those without such degrees. This is further supported by a study on CPA candidates conducted by Boone, Leggoria, Seifart & stammerjohn (2006). Both these two studies on CPA students are reported in Roos (2009).
The literature reviewed shows contradictory information about academic qualifications and performance in proficiency examinations. The study sought to establish the extent to which pre-service qualifications may influence performance in the proficiency examination for clerical officers in the Public Service and fill this gap of knowledge.

2.3 Influence of Induction on Employees’ Performance

Induction is designed to provide new employees with information they need in order to function comfortably and effectively after deployment. Cole (2002) argues that the level of induction in an organization should include: overall induction, job level induction and induction by other appropriate groups e.g. safety committee, professional groups like social/recreational groups, staff welfare groups, trade unions and co-operative societies. Information supplied to employees during induction must cover history and nature of organization; policies goals and objectives of the firm; structure and functional differentiation; code of conduct and regulations; terms and conditions of service; specific departmental responsibilities; the organization’s policies and any significant environmental factors. Clerical officers are expected to undergo a two weeks induction upon employment. The content covered during induction is also part of the curriculum and may assist in preparing for the proficiency examination two years later. The study sought to establish the influence of such induction on performance on the job and in proficiency examination.

According to Alvenfors (2010), an induction program is the process used within many businesses to welcome new employees to the company and prepare them for their new role. Induction training according to TPI-theory should not only include development of theoretical
and practical skills, but also meet interaction needs that exist among the new employees. The theory of TPI is an attempt to reconcile theoretical understanding of organizational socialization such as the process of integration. TPI-theory indicates that new employees need to develop theoretical (T) and practical (P) skills towards the performance of the new job, and also satisfy needs of (I) interaction that exists among the new employees. These three conditions must be fulfilled for one to become integrated to the organization. This theory is important to approach an understanding of integration and socialization effects (Alvenfors, 2010). The study sought to establish whether the induction given to clerical officers exposes them adequately in order to fit in the service and consequently perform well in the proficiency examination.

According to Browning (2004), an induction program is an important process for bringing staff into an organization. It provides an introduction to the working environment and the set-up of the employee within the organization. The process will cover the employer and employee rights and the terms and conditions of employment. As a priority, the induction program must cover any legal and compliance requirements for working at the company and pay attention to the health and safety of the new employee. An induction program is part of an organizations knowledge management process and is intended to enable the new starter to become a useful, integrated member of the team, rather than being "thrown in at the deep end" without understanding how to do their job, or how their role fits in with the rest of the company. Good induction programs can increase productivity and reduce short-term turnover of staff. Clerical officers in the Public Service are exposed to such content as Organization and Functions of Government, Code of Regulations for Civil Servants, Office Practice, Public Relations and Customer Care all which are subjects in the proficiency examination curriculum. The study
sought to establish the extent to which such exposure may influence performance of clerical in the proficiency examination.

Association of Business Executives Manual (2008) contends that induction of a new employee is the beginning of the process that may turn them into a long term loyal member of staff. Poor induction de-motivates people and this may lead to high staff turn-over. The induction process, the author of the manual argues starts even before the candidate is offered the job. The impressions formed at interview or on other visits to the organization’s premises will remain with successful candidates once they begin work. The attitude of the company staff the candidate has met and the correspondence or telephone communication involved in the process of inviting the candidate to interview and making the job offer will have given the new employee expectations of how they will be treated.

According to the manual, induction should include: introduction to other employees; physical layout of office; explaining essential procedures e.g. claiming expenses; highlighting important safety provisions e.g. fire evacuation procedures; general information about the history and development of the company; a description of what each department is responsible for within the organization and detailed explanations of personnel policies and procedures (Association of Business Executives Manual, 2008). The study sought to establish the influence of the induction given to clerical officers on their performance in the proficiency examination.

The Public Service Recruitment and Training Policy (2005) direct that all public sector organizations are expected to carry out induction within three months of officers joining the service. To implement the induction program, the government developed a handbook for civil
service staff induction to guide ministries/departments in the induction process. The handbook defines induction as “a process that enables new employees to adapt and acquaint themselves with the position and the organization’s environment” (Directorate of personnel management, 2005). It commences with orientation which takes place immediately upon reporting and enables the employee to be conversant with the following: objectives and policies of the organization; structure of the organization; standards, norms and traditions observed; organizational resources and position duties and responsibilities (Directorate of personnel management, 2005). After undergoing such a program clerical officers performance in the proficiency examination should be enhanced. The study sought to establish whether this applies to clerical officers in the Public Service.

Saleemi (2009) contends that orientation or induction is meant to introduce the new employees into the organization and its work ethics. The purpose is to give ‘bird’s eye view’ of the organization where the worker has to work over a long period of time. This kind of training is given immediately after joining the organization. The new employee is given a description of his/her job and at the same time is provided with a set of policies rules and procedures which has a bearing on his performance as an employee. Induction of clerical officers in the Public Service starts with orientation which introduces them to the work environment. During the orientation the officer is given a basic understanding of how the ministry/department is organized and physically visits all sections (Directorate of personnel management, 2005).

According to Armstrong (2003), induction is absolutely vital for new employees. Good induction ensures new employees are retained, and then settled in quickly and happily to a
productive role. Induction is more than skills training. It refers to the basics that seasoned employees all take for granted: what the shifts are; where the notice-board is; what the routine is for holidays, sickness; where the canteen is; what the dress code is; where the toilets are. New employees also need to understand the organization’s mission, goals, values and philosophy; personnel practices, health and safety rules, and of course the job they are required to do, with clear methods, timescales and expectations. On the point of values and philosophy, induction offers a wonderful early opportunity to establish clear foundations and expectations in terms of ethics, integrity, corporate social responsibility, and all the other converging concepts in this area that are the bedrock of all good modern responsible organizations. Proper induction is increasingly a legal requirement. Employers have a formal duty to provide new employees with all relevant information and training relating to health and safety particularly. The Proficiency Syllabus and Regulations for Clerical Officers (2006) requires that clerical officers be given a two weeks induction immediately after employment and the study sought to establish the influence of such induction on the performance in the proficiency examination.

Appleby (1994) argues that arrangements should be made for new employees to be introduced to the firm and to the job. A new employee must be shown where his place is in the organization. This service, he contends varies greatly among organizations but a systematic course of induction should cover the following: brief history of company, products and place in industry; present organization structure; names of department heads and work of various departments; the rules of working; health and safety regulations; personnel policy regarding discipline, education, training, promotion, leave, methods of computation and date of payment of salaries and wages; introduction to the new employee’s department and a detailed summary
given on the role of the employee’s department. The Proficiency Examination Syllabus and Regulations for Clerical Officers (2006) recommends that clerical officers should undergo a two weeks induction organized by their respective ministries immediately after employment. The study sought to establish the influence of such induction on the performance of clerical officers in the proficiency examination.

2.4 Influence of In-Service Training on Employees’ Performance

Saleemi (2009) defines in-service training as the process of increasing the knowledge and skills of an employee for doing particular jobs. It is an organized activity designed to create a change in the thinking and behavior of people to enable them do their jobs in a more efficient manner. The purpose of in-service training is to enable the employees to get acquainted with their present or prospective jobs and also increase their knowledge and skills. According to Saleemi (2009), in-service training makes new employees more productive and efficient. It makes the old employees familiar with new machines and techniques by refreshing their knowledge. In-service training should be continuous, properly planned and effectively executed. Training methods must be appropriate to the level of employees, the nature of the tasks and purpose of training. The effectiveness of a training program should be evaluated so that necessary improvements can be made in it from time to time. The study sought to establish the influence of in-service training given to clerical officers on their performance in the proficiency examination.

In-service training has a direct relationship with employees’ performance. Basically, training is a formal and systematic modification of behavior through learning which occurs as a
result of education, instruction development and planned experience (Armstrong, 2000). Due to the practical implications of training, it is important to have training that is effective. Studies have proven that more costly but effective training can save money that is wasted on cheap but inefficient training (Ginseberg, 1997). The study sought to establish whether in-service training given to clerical officers in the public service is effective so as to enable them pass proficiency examination.

According to the Permanent Secretary (PS) in the Ministry of State for Public Service, the government seeks to improve service delivery by matching the skills of employees to the tasks, programs and projects they are undertaking. The PS observes that the government seeks to maintain and improve on the competencies and skills levels of its employees so that they can provide the needed services more effectively and efficiently (Ministry of State for Public Service, 2010). In his view, in-service training within the country and abroad is used as a forum to meet and share experiences with colleagues in the same profession saying that trainees are given an opportunity to benchmark from each other. He concludes by saying that in the current performance based management in government, in-service training will be key in ensuring that employees have appropriate skills, values and motivation to deliver on the targets they establish at the beginning of every fiscal year (Ministry of State for Public Service, 2010). In-service training given to clerical officers should equip them with necessary competencies to enable them pass the proficiency examination. The study sought to establish effects of in-service training on performance in the Proficiency examination.
Okumbe (1998) in his studies, distinguished between training and development of employees. In his view, training is the process of providing junior employees with specific knowledge and skills to enable them perform specific work tasks. Development on the other hand is the process of providing senior employees with conceptual skills for performance of general duties. The clerical officer in the Public Service is trained both at the place of work and outside the organization. According to Okumbe (1998), the following are the benefits that accrue from training of workers in an organization: it increases employees productivity; enhances job motivation and satisfaction; reduces problems associated with supervision of employees; increases a worker’s value to an organization which prepares him/her for promotion; creates stability in an organization as it creates a reservoir of qualified employees who easily replace those who either transfer or exit from the organization for various reasons; and reduce work related accidents. The study sought to establish whether clerical officers who are exposed to in-service training exhibit these attributes as should be reflected in their good performance in the proficiency examination.

Nzuve (2007) defines in-service training as the imparting of proficiencies and knowledge that are specifically related to relatively narrow areas of employment. It is the helping of people to adapt to a role behavior that will be useful to the organization. In-service training is geared to achieve certain objectives including the following: improvement on job performance; improved quality and quantity of products and services; reduced learning time required to help employees reach acceptable standards of performance; creation of more favorable attitudes towards work and the organization; satisfaction of human resource planning requirements; reduction in the number and cost of accidents; helping employees in their personal development and career
advancement; reducing the need for recruitment when vacancies arise; and minimizing supervision time. Clerical officers are expected to be trained on the job and be given six weeks programmed block release training before sitting the proficiency examination. The study sought to establish the influence of such in-service training on performance in the proficiency examination.

Bennet (1997) argues that training is of utilitarian nature and intends to improve skills that individuals use in their daily lives. He argues that organizations should strive to become "learning organizations” and adapt organizational learning. The learning organization will attempt to identify interactions between the organization subsystems that facilitate or inhibit the management of change and is able to cope with the environmental and other changes because it can accommodate unpredictably. It is not encumbered with rigid and out of date plans and procedures. In-service training is a requirement for clerical officers in the Public Service if they are to acquire the competencies required to pass the proficiency examination (Public Service Commission, 2006). The study sought to establish the influence of such in-service training on performance in the proficiency examination.

According to Tyson (2008), helping employees to become effective in their jobs is one of the most fundamentally important tasks in people management that any work organization has to undertake. Employers depend on the quality of their employees’ performance to achieve organizational aims and objectives. Employees have motivational needs for development, recognition, status and achievement that can and should be met through job satisfaction and performance achievements. In-service training is thus a learning process in which learning
opportunities are purposefully structured by managerial human resource and training staff working in collaboration, or by external agents acting on their behalf. The aim of the process is to develop in the organizations employees’ knowledge, skills and attitudes that have been deemed necessary for effective performance of their work and hence for the achievement of organizational aims and objectives in the most cost-effective means available. The study sought to establish the effects of in-service training given to clerical officers on performance in the proficiency examination.

In-service training is important because despite the length and intensity of pre-service training, it is never adequate. Shiundu and Omulando (1992) contend that in-service training helps acquaint the practicing teacher with the latest innovation on the curriculum of his/her subject area and the teacher is able to cope with new demands in his/her area of specialization as well as new approaches and methodology intended to enhance teaching and learning. They conclude by saying that in-service training helps teachers keep abreast of new developments in knowledge. In-service training given to clerical officers in the Public Service is intended to equip the officers with the competencies they require to perform their duties. The study sought to establish whether clerical officers acquire such competencies as measured through the proficiency examination.

Harrison (2002) contends that employee development is the skilful provision and organization of learning experiences in the workplace so that performance can be improved, work goals can be achieved and that through enhancing the skills, knowledge, learning ability and enthusiasm at every level, there can be continuous organizational as well as individual
growth. He further adds that employee development must be part of a wider strategy for the business aligned with the organization’s corporate mission and goals. Clerical officers expect to progress within their scheme of service after passing the proficiency examination which they sit after two years of in-service training. The study sought to establish the extent to which in-service training may influence performance in the proficiency examination.

Kagiri (2005) argues that the effectiveness and efficiency of employees can be enhanced through formal and informal training. Formal training can be acquired through pre-service and in-service training programs whereas the informal aspect can be achieved through experience, interaction and on-the-job training. Training, he concludes equips staff with relevant knowledge, skills and techniques necessary for efficient performance of their duties. Clerical officers are expected to be trained on-the job for two years before they can register for the proficiency examination. The study sought to establish the extent to which such on-the job training may influence performance of clerical officers in the proficiency examination.

Harris (1989) observes that training provides knowledge skills and attitudes necessary for effective performance of one’s roles and responsibilities. Harris is echoed by Odeyo (2005) when she recommends that Kenya Education Staff institute (KESI) should introduce a training course for bursars and for members of both Board of Governors and Parents-teachers Association to enable effective implementation of skills learnt by head teachers at the institute. The study sought to establish the effects of in-service training given to clerical officers on their performance in the proficiency examination.
Cole (2002) contends that in-service training programs are directed towards maintaining and improving current job performance. Such programs deal with the technical aspects of the job. This is further stressed by the Association of Business Executives Manual (2008) which argues that training provides preparation to undertake assignments. According to the manual, there are specific factors that may lead to an increase in the need for staff training. These include: constantly changing environment; the need for people to learn and thus want work to be a learning experience; changes in government policy; need to comply with various acts of parliament e.g. health and safety regulations and the movement towards Total Quality Management (TQM) that requires continuous training of staff. Clerical officers are expected to undergo continuous on-the-job training before they can progress within their Scheme of Service. The learning is measured through the proficiency examination. The study sought to establish the influence of such training on performance in the proficiency examination.

A study on the relationship between in-service training and performance in the hotel industry showed a significant relationship between individual training factors and resultant performance dimensions. The employees who have more on-the-job experience have better performance because there is an increase in both skills and competencies. The employees’ experience allows them to gain stability in performing different tasks repeatedly in such a way that there are minimal errors in their resultant performances. The study further showed that the employees who have passed more time in getting different training have shown better performance in their work. The more time spent in training the more chances are availed to employees to learn new things (Afaq & Khan, 2009). The study sought to establish whether such
a relationship exists between training and performance of clerical officers in the proficiency examination.

Beardwell and Claydon (2007) found out that learning and development take place throughout life and in every aspect of life as well as through performance of the job. Employer initiated, sponsored and delivered learning can constitute only a small part of an individual’s total learning. They further contend that employees expect reward for their training or development. When they have put effort in and become more skilled they expect greater reward. The reward may be either extrinsic (promotion, increase in pay) or intrinsic (greater fulfillment through a more demanding or higher status job). The authors however warn that as employees learn and develop, they might become less compliant to their employer and more demanding of changes at work and further development. This might result to employee’s dissatisfaction with his or her present employer. Clerical officers who pass the Proficiency examination are expected to advance within their scheme of service and hence may experience job satisfaction. The study sought to establish the extent to which in-service training may influence performance of clerical officers in the proficiency examination.

Akinyele and Taiwo (2007) reveal that failure to train employees leads to performance failure which invariably leads to dent of organizational reputation. Organizations should engage in identifying training needs as appropriate and also educate those trainers before conducting the training programs. It was also established in the same study that mentoring and coaching of employees as a training technique helps to increase acquisition and retainment of skills by employees as compared to other training methods. From the data analyzed, it was clear that
growth and development of an organization depends on the training it is giving to its employees, likewise, the reduction of the nature of hazards on the job.

The researchers concluded by saying that for efficient performance of staff, different Nigerian organizations should embark on training programs and intensify their effort in training their workers while in service. Increase in job performance will bring about increase in the rate of productivity, achievement of organizational goals and sound economy (Akinyele and Taiwo, 2007). The study sought to establish whether such increase in job performance is true for clerical officers in the Public Service as reflected in their performance in the proficiency examination.

2.5 Influence of Work Environment on Employees’ Performance

According to Rene (2003), the Theory of Work Adjustment (TWA) describes the relationship of the individual to his or her work environment. TWA was developed as the guiding framework for a program of research in vocational psychology, and this is the area of its greatest application today. TWA has led to the development of the instruments and materials as well as a series of research monographs, and the Minnesota Studies in Vocational Rehabilitation (Rene, 2003).

According to Rene (2003), Psychological Theory of Work Adjustment contends that; Work is conceptualized as an interaction between an individual and a work environment. The work environment requires that certain tasks be performed, and the individual brings skills to perform the tasks. In exchange, the individual requires compensation for work performance and certain preferred conditions, such as a safe and comfortable place to work. The environment and the individual must continue to meet each other's requirements for the interaction to be maintained. The degree to which the requirements of both are met may be called correspondence.
Work adjustment is the process of achieving and maintaining correspondence. The study sought to establish whether clerical officers in the public service work under favorable conditions and how this may influence their performance in the proficiency examination.

Dawis (2003) argues that work adjustment is indicated by the satisfaction of the individual with the work environment, and by the satisfaction of the work environment with the individual by the individual's satisfactoriness. Satisfaction and satisfactoriness result in tenure, the principal indicator of work adjustment. Tenure can be predicted from the correspondence of an individual's work personality with the work environment. Work personalities and work environments can be described in terms of structure and style variables that are measured on the same dimensions. A hostile work environment exists when an employee experiences workplace harassment and fears going to work because of the offensive, intimidating, or oppressive atmosphere generated by the boss (Dawis, 2003). The study sought to establish the effects of work environment on clerical officers’ work performance and consequent performance in the proficiency examination.

Studies of stress in the work environment tend to focus on psychosocial influences in the environment and companies whose occupancy costs are increasing generally seek to reduce them without adversely affecting the workers. Such workspace decisions aspire to create an investment in employees’ quality of life, the argument being made that measurable productivity increases will result. In addition, researchers are increasingly finding links between employee health and aspects of the physical environment at work such as indoor air quality, ergonomic furniture and lighting (Dilani, 2004; Milton, Glencross, & Walters, 2000; Veitch & Newsham,
The study sought to establish the influence of work environment on employees’ performance and consequent performance in the proficiency examination.

A theoretical model of workspace stress point is frequently discussed in terms of the relationship between levels of performance and concepts such as arousal, signal detection theory and different environmental demands’ (Cooper & Dewe, 2004). Different studies on lighting have tended to distinguish between the effects on building occupants of artificial, interior lighting and of natural light or day lighting from windows. Day lighting research has linked increased comfort and productivity with window size and proximity, as well as with view out, control over blinds and shielding from glare (Hedge, 2000; Leather, Pyrgas, Beale, & Lawrence, 1998; Mallory-Hill, van der Voost, & Van Dortmost, 2004). The study specifically sought to establish whether adequacy of office space, appropriate furniture, lighting and ventilation at work place may influence clerical officers’ performance in the job and in proficiency examination.

According to Miles (2000), the largest number of environmental psychology studies of workspace has focused on floor configuration and furniture layouts in the open plan office. Research indicates that these environmental factors have the greatest influence on worker satisfaction and performance. Studies have tended to focus on the height and density of workstation partitions, the amount and accessibility of file and work storage, and furniture dimensions such as work surfaces as being these elements of furniture and spatial layout which have the most effect not only on the satisfaction of individual workers but on the performance of teams. One study indicated that the additional investment in ergonomic tables and chairs for workers yielded a 5-month payback in terms of increased productivity (Miles, 2000). The study
sought to establish whether adequacy of office space, appropriate furniture, lighting and ventilation at workplace may influence clerical officers’ performance in the job and in proficiency examination.

Several studies provide evidence that office workers are uncomfortable in open plan configurations and prefer private enclosed workspace (Brennan, Chugh, & Kline, 2002; Fried, Slowik, Ben-David, & Tiegs, 2001; Ornstein, 1999). In addition, aspects of psychological comfort such as territoriality and privacy are strongly affected by spatial layout: office size and location is linked with status; partitioning influences acoustic as well as visual privacy; amount of office storage is linked with territoriality and status (Fischer, Tarquinio, & Vischer, 2004; McCusker, 2002; Vischer, 2005; Vischer, McCuaig, Nadeau, Melillo, & Castonguay-Vien, 2003; Wells, 2000). The study sought to establish whether adequacy of office space, appropriate furniture, lighting and ventilation at workplace may influence clerical officers’ performance in the proficiency examination.

McCoy and Evans (2005) in their overview of stress related to the physical work environment, go beyond ergonomics to characterize as stressful those situations where elements of the physical environment interfere with the attainment of work objectives. Stressors in the work environment affect employee performance adversely when they are of high intensity or prolonged; they slow down the individual’s ability to process and understand the number and predictability of signals’, which increase with task complexity. Potential stressors (i.e. elements that interfere with task performance, motivation and social relationships) include ‘spatial organization, architectonic details, ambient conditions and resources, and view or visual access from the workspace. As environmental stressors, [these] can influence physiological processes,
produce negative effect, limit motivation and performance, and impede social interaction (McCoy and Evans, 2005). The study sought to establish whether such stressful situations in the work environment exist among clerical officers in the Public Service and the influence these might have on their job performance and performance in the proficiency examination.

According to McCoy and Evans (2005), spatial organization issues include the openness of the layout: that is, the proportion of open workstations to private, enclosed offices, the height of partitions and the distance between open workstations, as well as access to needed resources, such as technology and equipment, meeting rooms and washrooms. Closely related to spatial organization are ambient conditions such as sound, visual openness and light, as well as ventilation and thermal comfort. Architectonic details, which include colors and decoration, signage, artwork and design details, convey meaning and can have symbolic significance that affects people emotionally. For example, some work environments encourage personalization and individual decoration; some have key landmark elements that facilitate territorial definition for individuals or groups; some carry symbolic status, such as proximity to windows (positive) or to washrooms (negative). Architectonic details are likely to affect ‘emotion focused’ coping behavior in situations of workspace stress (McCoy and Evans, 2005). The study sought to establish the adequacy of tools and equipment, office space, furniture and ventilation and establish how these may influence performance of clerical officers in the job and in proficiency examination.

From the literature reviewed, it is clear that work environment has an impact on employees’ motivation and job satisfaction which eventually influences their performance. The clerical officers’ performance is evaluated using the proficiency examination after two years of
being in the service. The study sought to establish the influence of work environment on performance in the proficiency examination as a variable.

2.6 Influence of Perception on Employees’ Performance

Cole (1998) defines perception as the process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. What one perceives can be substantially different from objective reality. People often perceive things differently and behave accordingly. Cole argues that the perception inputs are received through sensory mechanisms. The inputs are processed through perpetual mechanisms i.e. they are selected, organized and interpreted in order to give meaning to the perceiver. The mechanisms are affected by both internal and external factors. Internal factors are characteristics of the perceiver’s needs, learning acquired from past experience, self concepts and personality. External factors are characteristics of the object perceived, its size, intensity contrast, reception and appearance. According to Cole (1998), perception outputs comprise of attitudes, opinions and feelings which may influence behavior. The study sought to establish the influence of clerical officers’ perceptions of the proficiency examination on their performance in the same examination.

According to Picciano (2002), many studies of student performance in face to face and online courses rely on students perceptions’ of their learning experiences including ‘how well’ or ‘how much’ they have learnt. Ultimately students’ perceptions of their learning may be as good as other measures because these perceptions may be catalysts for continuing to pursue coursework and other learning opportunities. Student performance is well understood to be a multivariable phenomenon affected by study habits, prior knowledge, communication skills, and time available for study which may be influenced by their perception (Piccianno, 2002). Clerical officers in the
Public Service may have different perceptions of the proficiency examination which may influence their performance in the same examination which the study sought to establish.

Luthans (1998) contends that people’s individual differences and uniqueness are largely the result of cognitive processes. Cognitive processes involve the ways in which people process information. He argues that among the cognitive processes of imagination, perception and thinking, the perceptual process that takes place between the situation and the behavior of the individual is very critical in organizational behavior. The power of correct perception indicates that people who have positive perceptions and handle work situations with emotional maturity may have better performance. The study sought to establish the influence of clerical officers’ perceptions of the proficiency examination on performance in the same examination.

Luthans (1998) indicates that some of the latest brain research and developmental psychology theories have implications for the linkages between perception and the performance of people in organizations. He further adds that there are breakthrough findings that suggest emotional maturity may just be as important (if not more so) than intelligence. Simply put, how a person perceives and then emotionally handles a situation is more often a critical factor in determining the outcome of a situation than the individual’s intelligence or IQ. Some psychologists are referring to this ability as emotional intelligence or EQ (Luthans, 1998). The study sought to establish the influence of clerical officers’ perceptions of the proficiency examination on performance in the same examination.

Recent research indicates that things such as age can affect the perception of employees’ commitment to the organization. As reported in the Academy of Management Journal
(December 1995), a study found out that a merger largely failed because one company’s forty-year old executives and the other company’s sixty-five year old executives differed over which group had better ability to make decisions. It was a matter of different age perceptions. The study sought to establish the influence of clerical officers’ perceptions of the proficiency examination on performance in the same examination.

Reported in Luthans (1998), a study conducted in Metropolitan Life Insurance Company found that individuals with positive perceptions tend to do better in their jobs than those with neutral or negative perceptions. The firm gave twenty minutes written tests to new sales people to determine their perception of the people around them. Within months, the new recruits with positive perceptions of what was happening were dramatically outselling new recruits who did not have this view. The company then used the test to screen prospective employees. During the first year of the program, revenues increased by 10 million US dollars. The research showed the power of positive perception. Those who felt they would succeed were more successful than those who did not. Their positive approach resulted in a number of important behaviors including: the ability to shrug off bad news; a willingness to take risks; a desire to assume personal control of events rather than just allowing things to happen; and a willingness to set ambitious goals and pursue them. The study sought to establish the influence of clerical officers’ perceptions of the proficiency examination on performance in the same examination.

In light of these findings, it can be concluded that clerical officers with positive perceptions of the importance of the proficiency examination may perform better than those with
neutral or negative perceptions. The study sought to establish the influence of clerical officers’ perceptions of the proficiency examination on their performance in the same examination.

2.7 Summary

The literature reviewed in relation to the topic of research, Factors Influencing Performance of Clerical Officers in the Proficiency Examination in the Public Service Nairobi, Kenya has outlined the influence of pre-service qualifications on performance in proficiency examinations. The review has emphasized the need for both induction and in-service training as avenues for the clerical officer to acquire the competencies needed both for job performance and for passing the proficiency examination. The clerical officer who undergoes training as stipulated in the Proficiency Examination Syllabus and Regulations for Clerical Officers (2006) should acquire adequate knowledge and competencies to enable him/her obtain a full pass in the Proficiency examination.

The literature reviewed has also emphasized on the importance of a good working environment and positive perceptions in enhancing job performance. Enhanced job performance should be reflected also in good performance in promotional examinations as expected of the clerical officer in the Public Service.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter encompasses the research design; location of study; target population; sampling techniques; data collection instruments; validity and reliability of instruments; data collection methods; and data analysis techniques. The chapter ends with a brief summary.

3.2 Research Design

Research design is defined as a framework of planning and conducting research (Sarantakos, 1996). The study adopted both quantitative and qualitative approaches. Under the quantitative approach, the study used descriptive survey to collect factual information for decision making. Descriptive survey was used because of its appropriateness in establishing relationships between variables and facilitating collection of information for determining population parameter (Orodho, 2004). It involved finding out what people are doing, thinking, and then gathering information from them without manipulating the variables under investigation. Questionnaire was the main instrument used in this approach. Kerlinger (2000) recommends survey design as the best to use for collecting systematic factual data for decision-making and an efficient method of descriptive information regarding characteristics of the population and the current practices and conditions. Factors associated with certain occurrences, outcomes and conditions of behavior were established.

According to Fraenkel and Wallen (2000), qualitative research refers to research investigations of the quality of relationships, activities, situations or materials and that the natural
setting is a direct source of data and the researcher is a key part of the instrumentation process. In-depth interviews with supervisors and examination officers were conducted and this was accompanied by observation to collect first hand in-depth data that was not controlled or manipulated. Hence understanding of the situation as it is in its natural setting.

3.3 Location of Study

The location of the study was Nairobi County. Nairobi is the capital city, the commercial and administrative hub of Kenya. Being the capital city, Nairobi hosts all ministry/departments headquarters. Majority of clerical officers are deployed at the headquarters and the research targeted them.

3.4 Target Population

Best and Khan (2004) define a population as a group of individuals that have one or more characteristics in common that are of interest to the researcher. Target population is a large population from which a sample is drawn (Kombo & Tromp, 2006). Sommer (1986) on the other hand defines target population as all members of a real or hypothetical set of subjects, people or events to which a researcher wishes to generalize the results of the study.

For this study, all clerical officers deployed in selected ministry/department headquarters in Nairobi and have attempted the proficiency examination were targeted. The study also targeted supervisors of clerical officers in the areas they are deployed in the selected ministries/departments. The study also sought the views of Examination Officers at the Public Service Commission of Kenya which is the examining body.
3.5 Sampling Techniques and Sample Size

A sample is a smaller group obtained from the target population (Magenta & Magenta, 2003). Sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of characteristics found in the entire group (Orodho, 2004).

Stratified sampling procedure was used to sample ministries and departments. Stratified sampling is used where there are sub-groups in the population and also to establish the existence or non-existence of a relationship (Borg & Gall, 1989). It was therefore adopted in the study to ensure fair representation of the target population. Ministries/departments were stratified according to their functions. Those ministries/departments that interact with the general public in service provision were selected. The following ministries and department were thus selected: Immigration and registration of Persons, Office of The President, Provincial Administration and Internal Security (OOP/PA), Education, Finance, and State Law Office. Due to their interaction with the public, these ministries and department employ a large number of clerical officers who also attempt the proficiency examination.

To get a representative sample of clerical officers in each of the selected ministries and department, the ministry/department was stratified according to the functional areas where clerical officers are deployed. Each functional area hence had a chance to be included in the sample. The functional areas were dictated by the functions of the ministry/department and also the four areas where clerical officers are deployed as per their scheme of service (2007). These four areas include: the registry/mail office, human resource section, Accounts and Supplies
sections. For each functional area, the researcher in liaison with the supervisors ensured that both male and female clerical officers had an equal chance of being represented in the sample. A final list of those included in the sample was drawn from each functional area and was also based on gender. At least 20 respondents were selected in each ministry/department giving the total sample size for this category of respondents as one hundred (100).

The second category of respondents comprised of the supervisors of clerical officers in their functional areas. At least two supervisors were targeted in each functional area. The supervisors included Heads of department/section/unit or their deputies. A total of ten (10) supervisors were targeted in each ministry/department giving a total of fifty (50) respondents in this category.

The last category of respondents was the Examination officers at the Public Service Commission. Since the officers are just five (5) in number, the study targeted all of them.

3.6 Research Instruments

In this study, a questionnaire, interview, and observation guides were used as research instruments.

3.6.1 Questionnaire

A questionnaire is a set of questions or statements that assesses attitudes, opinions, beliefs, and biographical information (McMillan & Schumacher, 2001). The study used questionnaires because of their economy, they can ensure anonymity, permit use of standardized questions and they have uniform procedures, provide time for subjects to think about responses and are easy to
score. The study used them because the group of respondents targeted is large and scattered and therefore the researcher was able to reach them. Further the participants are literate and hence found questionnaires familiar and answered questions at once. Questionnaires were also preferred because they are easy to analyze particularly where data is computed using Statistical Software for Social Scientists (SSPS) computer program.

The questionnaire had both closed-ended and open-ended items. The closed-ended items gave structured responses to facilitate easy tabulation and analysis. There was only one questionnaire (see Appendix II) which targeted clerical officers. The first section of the questionnaire was an introductory phrase. Respondents were given general information regarding the research. The respondents were assured of the confidentiality of their responses and the fact that they didn’t need to identify themselves. The second section of the questionnaire formed the questions organized as per each research question in the study. The last section solicited respondents’ bio-data.

3.6.2 Interview Guide

According to Orodho (2004), an interview is a face to face interaction between the researcher and the respondent. Interview method was preferred, for it took advantage of the presence of the interviewee. In-depth interviews with Supervisors and Examination Officers solicited information that was useful in determining factors that influence clerical officers’ performance in the proficiency examination. The researcher prepared an interview guide (see Appendix III) in line with the research questions to ensure that respondents were interviewed on all issues articulated.
3.6.3 Observation Guide

The researcher also used an observation guide (see Appendix IV) to assess the work environment. An observation guide is a checklist used by the researcher and contains a list of behaviors exhibited by particular subjects (Kasomo, 2007). It was constructed and used to collect additional data from ministries/departments regarding the environment in which clerical officers operate. Ogula (2002) asserts that direct observation provides support for data collected from other sources.

3.7 Validity and Reliability of Instruments

Validity and reliability of instruments was established to ensure that data collected was authentic and could be relied upon to make valid conclusions and recommendations for the study.

3.7.1 Validity

Validity concerns the extent to which an instrument measures the construct under investigation, that is, the content included in the questionnaire must be relevant to the field of study (Kothari, 2005). Content validity, which is a more systematic approach, was used to obtain an idea of how valid the instrument was. Content validity is the degree to which the sample item represents the content that the instrument is designed to measure, and therefore there must be a link between the questions and the research questions of the study. To ensure content validity of the research instruments, discussions between the researcher and professional experts i.e. examination officers, trainers and human resource development officers were held. Adjustments were then made to address areas of concern.
3.7.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results of data after repeated trials (McMillan & Schumacher, 2001). Reliability is concerned with consistency, dependability or stability of a test. An instrument is reliable if it can produce the expected results. Berthoud (2000) states that a reliability index of 0.6 is satisfactory for any research instrument. To test the reliability of the instruments, the instruments were piloted at the Public Service Commission. Ten (10) clerical officers were given the questionnaire to complete. Split-half Reliability Test (coefficient of internal consistency) was employed to test the questionnaires (Gay, 1992). The questionnaire items were divided into two comparable halves (even and odd numbers) and a coefficient of correlation calculated for the two halves using Spearman Rank Order Correlation Coefficient Formula. The scores on the odd numbered items of the test were correlated with the even numbered items. To transform split-half correlation into appropriate reliability for the test, the Spearman-Brown Prophecy Formula was employed.

A reliability coefficient of 0.85 was obtained. A correlation coefficient of 0.1 is rated as weak that of 0.9 as strong while 1 is rated as perfect (Mugenda and Mugenda, 2003). Therefore the instrument was found to be reliable and consistent in determining the factors influencing performance of clerical officers in the proficiency examination in line with the variables identified.

3.8 Data Collection Techniques

The study utilized both primary and secondary data. Primary data presents the actual information that was obtained for the purpose of the research study. Primary data was gathered
through the use of a questionnaire, interview and observation guides. Secondary data was gathered through literature review and forms chapter two of the research report.

3.9 Data Analysis

Both quantitative and qualitative techniques were used in data analysis. Quantitative analysis method was applied to analyze quantitative data where data was scored by calculating percentages. The Statistical Package for Social Sciences (SPSS) computer software version 17.0 was used specifically for the purpose of analyzing the quantitative data and presenting it inform of tables and diagrams. Before data analysis, questionnaires were edited to correct any errors or omissions. Data was then coded and classified into common categories following the objectives of the study. The data was then tabulated and summarized using percentages. Pie-charts and bar-graphs are used in the research report to give a Birdseye view of findings.

Qualitative data was summarized according to the major themes of the study. Key responses from each of the research questions were grouped together and summarized. The findings are reported as per each of the research objectives of the study.
CHAPTER FOUR
RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

The chapter deals with research findings. Findings are reported along the major themes of the study which included the following: Influence of pre-service qualifications on clerical officers’ performance in the proficiency examination; effects of induction on clerical officers’ performance in the proficiency examination; influence of in-service training on clerical officers’ performance in the proficiency examination; influence of work environment on clerical officers’ performance in the examination; and influence of clerical officers’ perceptions of the examination on their performance in the same examination.

4.2 Instruments’ Return Rate

The research targeted clerical officers, their supervisors and examination officers at the Public Service Commission. Out of the 100 clerical officers who were targeted, 76 (76%) responded while out of the 55 interviews scheduled with the supervisors and examination officers only 30 (54.54%) were conducted. The failure to conduct all interviews as scheduled was occasioned by non availability of the supervisors or their deputies at the time of the visit to the section. In some sections one of them was either on leave or attending to issues of duty. The study had targeted both the supervisor and their deputy in the sample. The total number of respondents were therefore 106 (68.38%).
4.3 Respondents’ Bio-data

The study considered bio-data of respondents who participated in the study. The bio-data included: gender; age brackets; ministry/department; section of deployment; and years of working experience.

4.3.1 Distribution of Respondents by Gender

Table 4.1: Distribution of Respondents by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency of Respondents</th>
<th>Percentage of Responses (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>47.37</td>
</tr>
<tr>
<td>Female</td>
<td>56</td>
<td>52.63</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.1 indicates that out of the 106 respondents who participated in the study, 52.63% were females whereas 47.37% were males. This means that the sample was balanced in terms of gender. The statistics contradict with those of an earlier research conducted by the Ministry of State for Public Service which found out that 28% of civil servants is women. (Daily Nation, 3rd July, 2011). The increase in the number of women in the Civil Service could be attributed to the current affirmative action policy which requires 30% of those to be employed in any post to be women.
4.3.2 Distribution of Respondents by Age brackets

Table 4.2: Distribution of Respondents by Age

<table>
<thead>
<tr>
<th>Age bracket</th>
<th>Frequency of Respondents</th>
<th>Percentage of Responses (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-30</td>
<td>60</td>
<td>56.58</td>
</tr>
<tr>
<td>31-40</td>
<td>25</td>
<td>23.68</td>
</tr>
<tr>
<td>41-50</td>
<td>15</td>
<td>14.47</td>
</tr>
<tr>
<td>51 and above</td>
<td>6</td>
<td>5.26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.2 indicates that 56.58% of the respondents were in the 18-30 years age bracket. Those in the age group of between 31-40 years were 23.68%. The respondents whose ages ranged between 41-50 years were 14.47% while those above 51 years were 5.26%. The statistics indicate that the sample was balanced although the young generation was more. The younger respondents including age groups 18-30 and 31-40 were mostly clerical officers who provided very vital information for the study. The supervisors and examination officers were mostly in the other two age groups.
4.3.3 Distribution of Respondents by Ministry/Department

Table 4.3: Distribution of Respondents by Ministry/department

<table>
<thead>
<tr>
<th>Ministry/Department</th>
<th>Frequency of Respondents</th>
<th>Percentage of Responses (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>14</td>
<td>13.20</td>
</tr>
<tr>
<td>Finance</td>
<td>17</td>
<td>16.04</td>
</tr>
<tr>
<td>State Law Office</td>
<td>23</td>
<td>21.70</td>
</tr>
<tr>
<td>Immigration &amp; Registration of Persons</td>
<td>28</td>
<td>26.42</td>
</tr>
<tr>
<td>Provincial Administration and Internal Security</td>
<td>20</td>
<td>18.87</td>
</tr>
<tr>
<td>Public Service Commission of Kenya</td>
<td>4</td>
<td>3.77</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.3 indicates that respondents were drawn from four government ministries including Education 13.20%, Finance 16.04%, Immigration and Registration of Persons 26.42% and Office the president, Provincial Administration and Internal Security 18.87%. The two government departments i.e. State Law Office and Public Service Commission each was represented by 21.07% and 3.77% of the respondents respectively.
### 4.3.4 Distribution of Respondents by Sections of Deployment

**Table 4.4: Distribution of Respondents by Sections of Deployment**

<table>
<thead>
<tr>
<th>Sections of Deployment</th>
<th>Frequency of Respondents</th>
<th>Percentage of Responses (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resource</td>
<td>37</td>
<td>34.90</td>
</tr>
<tr>
<td>Accounts</td>
<td>21</td>
<td>19.81</td>
</tr>
<tr>
<td>Procurement/Supplies</td>
<td>15</td>
<td>14.16</td>
</tr>
<tr>
<td>Registry/ Mail Office</td>
<td>29</td>
<td>27.36</td>
</tr>
<tr>
<td>Exams</td>
<td>4</td>
<td>3.77</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.4 indicates that respondents cut across the four major sections where clerical duties are performed in government. Those deployed in the Human Resource Section were 34.90%, while 19.81% were deployed in Accounts. Procurement/Supplies section was represented by 14.16%. Registry/Mail office was represented by 27.36% of the respondents while the Exams department at the Public Service Commission had 3.77% of the respondents. The statistics indicate that all the sections were represented although the Human Resource Section and Registry/Mail office had the bulk of the respondents. However, the data provided would represent the clerical function as it is in government.
4.3.5 Distribution of respondents by years of working experience

Table 4.5: Distribution of Respondents by Years of Experience

<table>
<thead>
<tr>
<th>Years of experience</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>55</td>
<td>51.89</td>
</tr>
<tr>
<td>5-15</td>
<td>28</td>
<td>26.41</td>
</tr>
<tr>
<td>15-25</td>
<td>18</td>
<td>16.98</td>
</tr>
<tr>
<td>25 and above</td>
<td>5</td>
<td>4.72</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.5 indicates that 51.89% of the respondents had between 0 and five years of working experience while 26.41% had worked for between 5 and 15 years. Respondents who had worked for between 15 and 25 years were 16.98% while the remaining 4.72% had worked for over 25 years. The statistics indicate that the sample had different experiences to contribute on the topic of research on factors influencing performance of clerical officers in the proficiency examination. However, the bulk of the sample represented by 51.89% has not served for long in the service but could still contribute since all respondents had attempted the examination and was either a supervisor of clerical officers or an examination officer at the Public Service Commission.
4.4 Influence of Pre-service Qualifications on Performance in Proficiency Examination

The first objective of the study sought to investigate the extent to which pre-service qualifications may influence performance of clerical officers in the proficiency examination. A total of three questions were articulated to the respondents and the following were the findings.

4.4.1 Academic Qualifications of Respondents at Secondary School Level

Table 4.6: Distribution of respondents by Academic Qualifications

<table>
<thead>
<tr>
<th>Grades</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-minus</td>
<td>21</td>
<td>27.63</td>
<td></td>
</tr>
<tr>
<td>C-Plain</td>
<td>13</td>
<td>17.11</td>
<td></td>
</tr>
<tr>
<td>C-Plus</td>
<td>12</td>
<td>15.79</td>
<td></td>
</tr>
<tr>
<td>B-Minus</td>
<td>14</td>
<td>18.42</td>
<td></td>
</tr>
<tr>
<td>B and above</td>
<td>3</td>
<td>3.95</td>
<td></td>
</tr>
<tr>
<td>KCE Div II</td>
<td>4</td>
<td>5.26</td>
<td></td>
</tr>
<tr>
<td>KCE Div III</td>
<td>7</td>
<td>9.21</td>
<td></td>
</tr>
<tr>
<td>KACE</td>
<td>2</td>
<td>2.63</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.00</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.6 indicates that all the respondents had attained secondary school level of education. In line with the examination grading system, those who had scored grade C-minus were 27.63% while 17.11% had scored grade C-plain. Grade C-plus was represented by 15.79% while 18.42% had a grade of B-minus. Respondents who had scored grade B and above at KCSE were 3.95%. KCE division II and KCE division III scores were represented by 5.26% and 9.21% of the respondents respectively. The remaining 2.63% were KACE certificate holders. This clearly shows that although the minimum grade required by the scheme of service is grade C-minus at KCSE, majority of the clerical officers join the service with higher academic qualifications which may influence performance in the examination as those with higher qualifications are likely to perform better. Nidiadwala (2009) contends that academic qualifications ensure that an individual have the basics in learning and that if one is grounded in mathematics, they can succeed in life because the subject allows one to calculate, innovate and communicate. In order to prove that someone has acquired this knowledge, they are tested and if their learning is satisfactory, they are given a certificate to indicate their performance. Individuals with good academic qualifications are hence expected to perform well in life and excel in other areas including proficiency examination.

However given the fact that there is poor performance in the examination, there could be other factors apart from academic qualifications that influence performance in the proficiency examination. A study by Micceri (2002) did not find support for the relationship between entry qualifications and graduate success. Truitt (2002) in his studies found out that there was no association between entry qualifications and graduate success.
4.4.2 Professional Qualifications of Respondents

Table 4.7: Distribution of Respondents by Professional Qualifications

<table>
<thead>
<tr>
<th>Professional qualifications</th>
<th>Responses Frequency</th>
<th>Percentage (%) of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Certificate</td>
<td>21</td>
<td>27.60</td>
</tr>
<tr>
<td>Diploma</td>
<td>21</td>
<td>27.60</td>
</tr>
<tr>
<td>University Degree</td>
<td>3</td>
<td>3.90</td>
</tr>
<tr>
<td>Kenya Accountants National Examination Board</td>
<td>11</td>
<td>14.50</td>
</tr>
<tr>
<td>No other qualifications</td>
<td>20</td>
<td>26.30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.7 indicates that 27.6% of the respondents were college certificate holders, 27.6% were diploma holders, 3.9% were university degree holders while 14.5% were holders of Kenya Accountants National Examination Board qualifications at various levels. Only 26.3% did not possess a tertiary level certificate at the time of employment. The findings reveal that although it is not a requirement of the scheme of service for clerical officers to have professional qualifications at the time of employment, majority of the respondents had such qualifications. With these tertiary qualifications, the clerical officer is expected to perform well in the
examination. However, since there is poor performance in the proficiency examination (Public Service Commission Annual report 2009), there could be other factors apart from professional qualifications that may be contributing to this trend. The findings agree with those of an earlier study by Ward low (1989) which found a weak correlation of 0.38 between undergraduate ability as rated by academic advisors and the final rating at the end of the degree program.

4.4.3 Influence of Professional Qualifications on Performance

The researcher required the respondents to rate the influence that professional qualifications may have on performance in the proficiency examination.

Table 4.8: Influence of Professional Qualifications on Performance

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency of Respondents</th>
<th>Percentage of Responses (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Influential</td>
<td>48</td>
<td>63.16</td>
</tr>
<tr>
<td>Influential</td>
<td>17</td>
<td>22.37</td>
</tr>
<tr>
<td>No influence</td>
<td>11</td>
<td>14.47</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.8 indicates that 63.16% of the respondents were for the opinion that professional qualifications were very influential to the performance of clerical officers in the examination while 22.37% were for the opinion that such qualifications are influential. The rest
14.47% were for the opinion that professional qualifications had no influence at all in the performance of clerical officers in the proficiency examination.

Interviews with supervisors and examination officers found out that pre-service qualifications including academic and professional qualifications may influence performance in the examination. It was in the opinion of 29(97.7%) of those interviewed that acquired knowledge skills and attitudes through pre-service qualifications may be transferred into the work environment thus improving performance in the examination. It was the view of 25(83.3%) of the respondents that those with tertiary qualifications like Degrees, Diplomas, College Certificates and CPA qualifications may perform better as some concepts tested in these examinations are likely to be replicated in the proficiency examination. The findings concur with those of earlier studies on CPA candidates’ performance conducted by Titard and Rusell (1989) and Boone, Leggoria, Seifart & stammerjohn (2006). Data analyzed in these studies showed without question that individuals with advanced degrees are more successful in the examination than those without such degrees.

Clerical officers with tertiary qualifications are likely to perform well in the examination as they may already have been exposed to some content. A good example is that of a clerical officer who already has a Certified Public Accountant (CPA) qualification and registers for proficiency examination. The candidate will be advantaged as some subjects in the CPA program are also in the proficiency examination program.
4.5 Effects of Induction on Performance in Proficiency Examination

The second objective of the study sought to find out the influence of induction on performance of clerical officers in the proficiency examination and the following were the findings.

4.5.1 Attendance of Induction by Clerical Officers

Figure 4.1: Attendance of induction

The researcher required the respondents to indicate whether they had attended induction at the time of employment. Figure 4.1 indicates that 60.53% of the respondents had been inducted while 39.47% had not been inducted. The findings contravene the Public Service Recruitment and Training Policy that directs all public sector organizations to carry out induction
training within three months of officers joining the service (Directorate of personnel management, 2005).

4.5.2 Organizer of Induction for Clerical Officers

Figure 4.2: Organizer of induction

The researcher sought to establish who organized the induction. Figure 4.2 indicates that 57.89% of the respondents attended own ministry/department organized training, 10.53% attended training organized by the Ministry of State for Public Service, while 31.58% had not attended any induction. The findings reveal that although the Proficiency Examination Syllabus and Regulations for Clerical Officers (2006) directs that clerical officers should undergo a two
weeks induction organized by their respective ministries immediately after employment, some ministries do not organize such induction. This is likely to affect clerical officers’ performance in the proficiency examination. Alvenfors (2010) argues that new employees need to develop theoretical and practical skills towards the performance of the new job and also satisfy the needs of interaction that exist among new employees. Failure to attend induction may therefore lead to poor performance on the job and later in the proficiency examination.

4.5.3 Venue of Induction

Figure 4.3: Venue of induction

Figure 4.3 indicates that 34.62% of the respondents were given induction at the Government training Institutes (GTIs) while 65.38% were trained at venues sought by specific ministries/departments. With the majority of clerical officers receiving induction training at ministry’s own organized venues, performance in proficiency examination may be poor as such venues may have inadequate training resources.
4.5.4 Duration of Induction

Figure 4.4: Duration of induction

Figure 4.4 indicates that 57.69% of the respondents were trained for only one week contravening the requirements of the syllabus and regulations for clerical officers (2006) that recommends two weeks induction (Public Service Commission, 2006). Those respondents who trained for two weeks were 17.31%. A similar number of the respondents were given three weeks training, while 7.69% were trained for four weeks. The duration of training may affect the content covered and consequent performance in the examination.
4.5.5 Relevance of Induction to Content of Proficiency Examination Syllabus

Figure 4.5: Relevance of induction

Figure 4.5 indicates that 94.23% of the respondents were for the opinion that the content covered during induction was relevant to the content specified in the proficiency examination for clerical officers’ syllabus while 5.77% indicated otherwise. This means that those who undergo such training are likely to perform better in the examination as compared to those who do not attend the induction as they are already exposed to the content.
4.5.6 Influence of Induction on Performance on-the job and In the Proficiency Examination

Table 4.9: Influence of induction on performance

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Responses Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>43</td>
<td>56.60</td>
</tr>
<tr>
<td>Agree</td>
<td>28</td>
<td>36.80</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>3.90</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>2.60</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The researcher sought the opinions of clerical officers on the influence that induction may have on both their job performance and performance in the proficiency examination. Table 4.9 indicates that 93.4% of the respondents were in the affirmative as they either strongly agreed or just agreed. The rest 6.5% either disagreed or strongly disagreed.

According to 23(76.7%) of respondents interviewed, clerical officers who undergo induction are generally well informed on the functions and organization of government and laws and regulations in force in the Public Service which are tested in the examination. It was in the opinion of 25(83.3%) of the respondents that induction further gives them guidelines on how
government procedures are carried out and enlightens them on their role in service delivery which is vital while preparing for proficiency examination.

The findings agree with earlier findings by Armstrong (2003). Armstrong argues that induction training is absolutely vital for new starters. Good induction ensures new starters are retained, and then settled in quickly and happily to a productive role (Armstrong, 2003).

4.5.7 Challenges Associated with Induction for Clerical Officers

The researcher sought from respondents some of the challenges that they felt were associated with induction for clerical officers in the Public Service. It was the opinion of 50(65.8%) of the respondents that the training duration was inadequate to cover the content stipulated. The lecturers were also found to be inadequately experienced by 60(78.9%) of the respondents as they regularly missed lessons. Training resources and facilities were also found to be inadequate as indicated by 58(76.3%) of the respondents. When induction is faced with these challenges, even those who undergo through it may not gain much and are likely to perform poorly in the examination.

4.5.8 Measures to improve Induction

Respondents were required to suggest intervention measures that may be put in place to improve induction in the Public Service in order to assist clerical officers pass proficiency examination within the shortest time possible. It was in the opinion of 70(92.1%) of the respondents that all clerical officers should undertake induction training which should take a minimum of four weeks. According to 68(89.5%) of the respondents, clerical officers should be exposed to the proficiency examination syllabus during induction. Training materials and
reference books should be provided at the training venues as indicated by 58(76.3%) of the respondents. Experienced and committed lecturers should be engaged to facilitate in the induction program as suggested by 60(78.9%) of the respondents.

4.6 Influence of In-service Training on Performance in Proficiency Examination

The third objective of the study sought to establish the influence of in-service training on performance of clerical officers in the proficiency examination. In-service training includes: on-the-job training through job rotation; short courses organized by the employer; and professional development courses by clerical officers themselves.

4.6.1 Practice of Job Rotation in the Public Service

Figure 4.6: Job rotation practice

![Pie chart showing job rotation practice](image)

Figure 4.6 indicates that 57.89% of the respondents had been rotated on the job while 42.11% indicated that they had not. This contravenes the requirement of the syllabus and
regulations for clerical officers (2006) which directs that all clerical officers be rotated to various sections where clerical duties are performed in government. This may lead to poor performance in the examination.

### 4.6.2 Usefulness of Supervisors in on-the Job Training

**Table 4.10: Ratings of Supervisors’ knowledge ability by Respondents**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency of Respondents</th>
<th>Percentage of Responses (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Knowledgeable</td>
<td>46</td>
<td>60.53</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>24</td>
<td>31.58</td>
</tr>
<tr>
<td>Not Knowledgeable at all</td>
<td>6</td>
<td>7.89</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.10 indicates that 60.53%, of the respondents rated their supervisors as very knowledgeable, 31.58% as knowledgeable while 7.89% rated them as not knowledgeable at all. Supervisors’ knowledge ability may influence performance in both the job and the examination. Supervisors are expected to train clerical officers on the job. The more knowledgeable they are the more likely that such knowledge will be passed on to the clerical officers who are likely to perform well on the job and in the proficiency examination.
4.6.3 Usefulness of Operations Learnt on the Job

Figure 4.7: Usefulness of operations learnt

Figure 4.7 indicates that 75% of the respondents were for the opinion that the operations learnt on the job were very useful in preparing for proficiency examination while 18.42% indicated that they were useful. The rest 6.58% indicated that the operations learnt were not useful at all. Operations learnt on the job are tested in the examination. The usefulness of the operations learnt may therefore influence performance in the examination. If non-useful operations are learnt, then such officers are likely to perform poorly in the examination.
4.6.4 Influence of Job Rotation on Performance in the Proficiency Examination

Table 4.11: Influence of job rotation on Performance

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Responses Frequency</th>
<th>Percentage (%) of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>42</td>
<td>55.26</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>28.95</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>3</td>
<td>3.95</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>9.21</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>2.63</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.11 indicates that 55.26% of the respondents strongly agreed that failure to practice job rotation may negatively influence acquisition of competencies required of a clerical officer in order to pass the proficiency examination. The rest 28.95% agreed, 3.95% did not know, 9.21% disagreed while 2.63% strongly disagreed. This finding concur with the findings of an earlier study by Ortega (1999) who concluded that job rotation is a kind of catalyst of assimilating knowledge. He argued that when an employee is rotated to a new position, he must do his best to master the new knowledge required by the new job as soon as possible. In doing so, employees always integrate all kinds of knowledge resources both internal and external.
4.6.5 Attendance of Programmed Block Release Training

Figure 4.8: Attendance of training

Figure 4.8 indicates that 23.68% of the respondents had attended the programmed block release training while 76.32% indicated that they had not. This contravenes the requirement of the Syllabus and Regulations for Clerical Officers (2006) that requires all clerical officers to be exposed to such training before sitting the proficiency examination. Failure to attend this training may lead to poor performance in the examination.
4.6.6 Duration of Programmed Block Release Training

Table 4.12: Duration of Training

<table>
<thead>
<tr>
<th>Duration of the training</th>
<th>Frequency of Responses</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 Weeks</td>
<td>6</td>
<td>33.3</td>
</tr>
<tr>
<td>2-4 Weeks</td>
<td>8</td>
<td>44.5</td>
</tr>
<tr>
<td>4-6 Weeks</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The researcher sought to establish whether the duration of the programmed block release training is six weeks as required by the proficiency examination syllabus (2006). Table 4.12 indicates that 33.3% of the respondents had attended the programmed release training for a period of 1-2 weeks while 44.5% attended for 2-4 weeks. The rest 22.2% had attended the training for a period of between 4-6 weeks. This means that only a few of those who attended the training had adequate time to cover the syllabus. The short training duration indicates that the content may not be adequately covered. The trainee-lecturer contact is reduced which implies that the clerical officer covers most of the syllabus on his/her own. The time the trainee spends with other trainees for discussions and group work is also quite reduced. This may lead to poor performance in the examination as the recommended duration is six weeks.
4.6.7 Adequacy of Training Duration

Figure 4.9: Adequacy of training duration

Figure 4.9 indicates that 28% of the respondents were for the opinion that the duration of the programmed block release training was adequate while 72% felt that the duration was inadequate. Inadequacy of training duration may lead to poor performance in the examination as the syllabus may not be adequately covered.
4.6.8 Influence of Programmed Block Release Training on Performance

Table 4.13 Influence of training on performance

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Responses frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>49</td>
<td>64.47</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>23.68</td>
</tr>
<tr>
<td>Don't Know</td>
<td>1</td>
<td>1.32</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>9.21</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>1.32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Table 4.13 indicates that 64.47% of the respondents strongly agreed that failure to attend the programmed block release training may lead to poor performance of clerical officers in the examination; 23.68% just agreed; 1.32% didn’t know; 9.21% disagreed; and 1.32% strongly disagreed. The findings concur with findings of an earlier study by Akinyele and Taiwo (2007) among different organizations in Nigeria. The researchers found out that for efficient performance of staff, different Nigerian organizations should embark on training programs and intensify their effort in training their workers while in service. In-service training according to the two Nigerian researchers may lead to increase in employees’ productivity.
4.6.9 Involvement in Professional Development Courses

The researcher sought to establish whether clerical officers are engaged in professional development courses before sitting the proficiency examination. Figure 4.10 indicates that 64.47% of the respondents had enrolled in a professional development course while 35.53% had not. The syllabus and regulations for clerical officers (2006) requires clerical officers to be engaged in private study to broaden their knowledge in order to pass the examination. The findings reveal that majority of the officers are conforming to this requirement which is expected to lead to good performance in the examination.
4.6.10 Influence of Professional Development on Performance

Table 4.14: Influence of professional development on performance

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Responses Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>38</td>
<td>50.00</td>
</tr>
<tr>
<td>Agree</td>
<td>33</td>
<td>43.42</td>
</tr>
<tr>
<td>Don't Know</td>
<td>3</td>
<td>3.95</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1.32</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>1.32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The researcher sought to establish the influence of having attended a professional development course on performance in the proficiency examination. Table 4.14 indicates that 50% of the respondents strongly agreed that engagement in professional development courses may influence performance of clerical officers both on the job and in the proficiency examination. The rest 43.22% agreed, 3.95% didn’t know, 1.32% disagreed while 1.32% strongly disagreed. The proficiency examination syllabus requires clerical officers to undertake private study for self development as well as preparing for the examination (Public Service Commission, 2006).
4.6.11 In-service Training and Proficiency Examination Performance

All respondents interviewed were for the opinion that in-service training is cardinal to a clerical officer if they are to perform well in the examination. In-service training equips candidates with knowledge and skills that enhances their performance and build capacity to understand proficiency examination syllabus requirements.

According to 25(83.3%) of respondents interviewed, in-service training may have great impact on performance in the examination in the sense that the clerical officers are rotated in various areas of operations where they learn on the job. This helps in exposing the officer to all areas where clerical duties are performed which the examination focuses on. It was the opinion of 28(93.3%) of the respondents that clerical officers who engage in professional development courses are likely to be more advantaged as similar concepts tested at the tertiary level may be replicated by the proficiency examination. In-service training may prepare candidates psychologically by removing any fears hence approaching the examination on a positive attitude as expressed by 15(50%) of the respondents.

The findings concur with the findings of a study on the relationship between training and performance in the hotel industry which showed significant relationship between individual training factors and resultant performance dimensions. The employees who have more on-the-job experience have better performance because there is an increase in both skills and competencies (Afaq & Khan, 2009).
4.6.12 Challenges associated with In-service Training for Clerical officers

Respondents were required to state three challenges that may be associated with in-service training of clerical officers before sitting the proficiency examination. According to 65(85.5%) of the respondents, very few clerical officers attend the programmed release training. In the opinion of 13(72.4%) of the respondents who had attended the programmed block release training, the training duration, training materials and equipment scheduled for such training were inadequate. In their view, lecturers who facilitated were inexperienced. Inadequate job rotation in the service and inadequate support from immediate supervisors are other challenges that were cited by all respondents.

4.6.13 Measures to improve In-service Training

The respondents were required to suggest how in-service training may be improved in order to assist clerical officers obtain a full pass in the proficiency examination within the shortest time possible. According to 74(97.4%) of the respondents, all registered candidates should be enrolled in the programmed block release training. In the opinion of 13(72.4%) of the respondents who had attended the programmed block release training, adequate time and training materials should be provided. In their view, the program can be enriched by administering continuous assessment tests, issuing assignments and engaging experienced lecturers. It was in the opinion of 70(92.1%) of the respondents that all clerical officers should be rotated on the job and be accorded better supervision while on the job.
4.7 Influence of Work Environment on Performance in Proficiency Examination

The fourth objective of the study sought to establish the influence of work environment on performance of clerical officers in the Proficiency examination. Specifically the researcher addressed adequacy of tools and equipment at the place of work, accessibility of training materials, adequacy of study time and interpersonal relations with colleagues at work.

4.7.1 Adequacy of Tools and Equipment at Work Place

Table 4.15: Adequacy of tools and equipment

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Responses Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>10</td>
<td>13.16</td>
</tr>
<tr>
<td>Agree</td>
<td>35</td>
<td>46.05</td>
</tr>
<tr>
<td>Don't Know</td>
<td>10</td>
<td>13.16</td>
</tr>
<tr>
<td>Disagree</td>
<td>16</td>
<td>21.05</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>6.58</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.15 indicates that 13.16% of the respondents strongly agreed that they had adequate tools and equipment 46.05% agreed, 13.16% did not know, 21.05% disagreed while 6.58% strongly disagreed. The findings reveal that some clerical officers have adequate tools and
equipment while others do not have. Inadequacy of tools and equipment may lead to poor performance both on the job and in the examination. Rene (2003) argues that employees will contribute skills to perform the work and in return expects certain preferred conditions such as adequate tools and equipment and a safe and comfortable place to work in.

4.7.2 Adequacy of Training Materials at Work Place

Table 4.16 Adequacy of training materials

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>9</td>
<td>11.84</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>34.21</td>
<td></td>
</tr>
<tr>
<td>Don't Know</td>
<td>2</td>
<td>2.63</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>27</td>
<td>35.53</td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>12</td>
<td>15.79</td>
<td></td>
</tr>
</tbody>
</table>

| Total           | 76        | 100.00    |                |

Table 4.16 indicates that 11.84% of the respondents strongly agreed that they had adequate training materials at their work place while 34.21% agreed, 2.63% did not know, 35.53% disagreed and 15.79% strongly disagreed. The findings reveal a situation where some clerical officers had adequate training materials while others did not have. Lack of adequate
training materials is likely to lead to poor performance as candidates may lack the required resources to prepare for the examination.

4.7.3 Adequacy of Time to Prepare for the Examination

Table 4.17: Adequacy of time to prepare for the examination

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Responses Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>10</td>
<td>13.16</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>15.79</td>
</tr>
<tr>
<td>Don't Know</td>
<td>2</td>
<td>2.63</td>
</tr>
<tr>
<td>Disagree</td>
<td>43</td>
<td>56.58</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>9</td>
<td>11.84</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The researcher sought to establish whether clerical officers had adequate time to prepare for the proficiency examination. A statement indicating that they had adequate time to prepare for the examination was articulated and they were required to give their opinions. Table 4.17 indicates that 13.16% of the respondents strongly agreed, 15.79% agreed, 2.63% did not know, 56.58% disagreed while 11.84% strongly disagreed. Inadequacy of time to revise for the examination was as a result of difficult supervisors who could not allow them time off to study.
as cited by 68(89.5%) of the respondents as a challenge. Clerical officers may also lack adequate time to revise due to the fact that they are working and preparing for the examination at the same time. Lack of adequate time to study may lead to poor performance in the examination.

### 4.7.4 Adequacy of Office Space, Appropriate Furniture, Lighting and Ventilation at Work Place

#### Table 4.18: Adequacy of office space, appropriate furniture, lighting and ventilation

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Responses Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>13</td>
<td>17.11</td>
</tr>
<tr>
<td>Agree</td>
<td>28</td>
<td>36.84</td>
</tr>
<tr>
<td>Don't Know</td>
<td>6</td>
<td>7.89</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
<td>26.32</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>9</td>
<td>11.84</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The researcher sought to establish whether clerical officers are provided with appropriate furniture, enough lighting and adequate ventilation at the work place. Table 4.18 indicates that 17.11% of the respondents strongly agreed, 36.84% agreed, 7.89% did not know, 26.32% disagreed while 11.84% strongly disagreed. The findings reveal that 53.95% of the respondents
indicated that they had favorable working environment in terms of office space, appropriate furniture, lighting and ventilation. However, 37.16% of the respondents indicated otherwise. Unfavorable working environment may lead to poor productivity, low morale and consequent poor performance in the examination. A study by Dilani (2004) found out that companies are striving to reduce stress in work environment by investing in employees’ quality of life the argument being made that measurable productivity increases will result. The findings concur with those of an earlier study by Miles (2000) which found out that additional investment in ergonomic tables and chairs for workers yielded a 5-month payback in terms of increased productivity.

4.7.5 Interpersonal Relations with Colleagues at Work Place

Table 4.19: Interpersonal relations with colleagues

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Responses Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>27</td>
<td>35.53</td>
</tr>
<tr>
<td>Agree</td>
<td>36</td>
<td>47.37</td>
</tr>
<tr>
<td>Don't Know</td>
<td>4</td>
<td>5.26</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>7.89</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>3.95</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
The researcher sought to establish whether clerical officers’ interpersonal relations with colleagues at work place are cordial and whether this may influence their performance in the proficiency examination. Table 4.19 indicates that 35.53% of the respondents strongly agreed, 47.37% agreed, 5.26%, did not know, 7.89% disagreed while 3.95% strongly disagreed. The findings reveal that interpersonal relations between clerical officers and their colleagues at work place are good and this may impact positively on those preparing for the examination. Although the interpersonal relations with colleagues at work place seemed cordial as observed by the researcher, 68(89.5%) of the respondents cited poor relationship with supervisors as a major challenge. Dawis (2003) concluded that a hostile work environment exists when an employee experiences work place harassment and fears going to work because of the offensive, intimidating or oppressive atmosphere generated by the boss.

4.7.6 Work Environment and Proficiency Examination performance

Tools and equipment in 32(80%) of offices visited by the researcher were found to be inadequate as most offices lacked computers. The training materials were found to be inadequate. In 3(60%) of ministries/departments visited, libraries were not operational. The offices from where the clerical officers operate were well ventilated with adequate lighting however; the chairs and tables though available were not comfortable to encourage private study. The offices were congested and this may impact negatively on a clerical officer preparing for proficiency examination and requires privacy in order to study. These findings were also cited as challenges in the work environment by 72(94.7%) of clerical officers who responded. It was the view of 50(65.8%) of the respondents that the salary of a clerical officer is too low to pay for the proficiency examination registration fee. All respondents indicated that they had inadequate time
to study due to heavy workloads which may impact negatively on those preparing for proficiency examination.

According to 25 (83.3%) of respondents contacted through interviews, an environment where there are improved facilities like library, adequate facilities like computers and adequate time to revise for the examination may motivate the officer to read and might enhance performance in the proficiency examination. It was in the opinion of 28 (93.3%) that unhealthy working conditions may affect the health of employees hence not performing well. All respondents were for the opinion that good relationships at work from supervision and colleagues may encourage the clerical officer to pursue career through engagement in personal professional development courses. This may lead to scoring high in examinations.

The findings agree with those of an earlier study by McCoy and Evans (2005) who found out that stressors in the work environment affect employee performance adversely when they are of high intensity or prolonged; they slow down the individual’s ability to process and understand the number and predictability of signals’, which increase with task complexity. Potential stressors (i.e. elements that interfere with task performance, motivation and social relationships) include ‘spatial organization, architectonic details, ambient conditions and resources, and view or visual access from the workspace. As environmental stressors, [these] can influence physiological processes, produce negative effect, limit motivation and performance, and impede social interaction (McCoy and Evans, 2005).
4.7.7 Measures to improve Work Environment

The researcher sought to establish how the work environment may be improved in order to assist clerical officers in the Public Service pass proficiency examination within the shortest time possible. All respondents were of the opinion that candidates undertaking the examination should be given off duty to revise and be provided with a separate study room where they can read and make discussions. According to 65(85.5%) of the respondents, ministry/department libraries should be equipped with reference materials. User friendly working tools and equipment should be procured.

According to 25(83.3%) of the respondents interviewed, employers should support candidates e.g. through provision of leave and offs for studying/revision. It was in the opinion of 20(66.6%) of the respondents that employers should give financial support to candidates during examination administration. Adequate training materials/resources should be provided as expressed by 15(30%) of the respondents. Training manuals on each subject should be developed. All respondents interviewed were for the opinion that all ministry/department libraries’ should be made operational and be equipped with reference materials to enable candidates prepare for the examination.

4.8 Influence of Clerical Officers’ Perceptions of the Examination on Performance

The fifth objective of the study sought to establish the influence of clerical officers’ perceptions of the examination on their performance in the same examination. Specifically the researcher wanted to find out whether the proficiency examination is useful to the service and
whether it is the only avenue through which clerical officers can acquire the competencies required to perform their jobs.

4.8.1 Usefulness of Proficiency Examination Program

Figure 4.11: Usefulness of proficiency examination

Figure 4.11 indicates that 25.0% of the respondents strongly agreed that the proficiency examination program is very important in the Public Service while 21.1% agreed, 30.3%
disagreed, and 23.7% strongly disagreed. The findings indicate different perceptions of the examination by the clerical officers with some having positive perceptions and others negative perceptions. Those with negative perceptions are likely to perform poorly in the examination.

4.8.2 Proficiency Examination Program as the Only Avenue to Acquire Skills

Table 4.20 Proficiency Examination as an Avenue to acquire skills

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Respondents Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>14</td>
<td>18.42</td>
</tr>
<tr>
<td>Agree</td>
<td>24</td>
<td>31.58</td>
</tr>
<tr>
<td>Don't Know</td>
<td>11</td>
<td>14.47</td>
</tr>
<tr>
<td>Disagree</td>
<td>16</td>
<td>21.05</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>11</td>
<td>14.47</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The researcher sought views of respondents on whether proficiency examination is the only avenue through which clerical officers can acquire requisite skills. Table 4.20 indicates that 18.42% of the respondents strongly agreed that the proficiency examination program is the only avenue to acquire skills by clerical officers while 31.58% agreed, 14.47% did not know, 21.05% disagreed, and 14.47% strongly disagreed.
The findings reveal mixed perceptions of the proficiency examination program by clerical officers with some recognizing it as the only avenue to acquire skills and others dismissing it. Those with positive perceptions are likely to perform better in the examination.

Through interviews, the study found out that positive perceptions of the examination can lead to good performance while negative perceptions may lead to poor performance. According to 20(66.7%) of the respondents, some clerical officers view the proficiency examination as a punitive screening mechanism meant to pass some people and fail others. It was in the opinion of 18(60%) of the respondents that due to past experiences where many clerical officers have been failing, a poor perception is built in the prospective candidates who may then perform poorly in the examination. Those with tertiary qualifications like CPA and college diploma may view the proficiency examination as a simple ritual and may end up performing poorly as expressed by 15(50%) of the respondents.

The findings agree with those of an earlier study conducted in Metropolitan Life Insurance Company which found out that individuals with positive perceptions tend to do better in their jobs than those with neutral or negative perceptions (Luthans, 1998).

4.8.3 Strategies to Enhance Clerical Officers’ Perceptions of the Proficiency Examination

Respondents were required to suggest strategies that may be put in place to enhance clerical Officers' perceptions of the proficiency examination. According to 60(78.9%) of the respondents, candidates may be graded in the examination by being given merits like distinction or credit to encourage good performance. It was in the opinion of 50(65.8%) of the respondents that excelling candidates may be rewarded to encourage others to perform well.
All respondents were for the opinion that ministries and departments should perceive the examination positively by training their officers. According to 72 (94.7%) of the respondents, the Public Service Commission should provide timely information about the examination to clerical officers and set examination questions in line with the work of clerical officers. It was the view of 50 (65.8%) of the respondents that the examination fee should be revised as the current fee is prohibitive given the pay of a clerical officer. According to 45 (75%) of the respondents, proficiency examination should also be introduced in other cadres in the Civil Service so that clerical officers do not feel discriminated. This will improve perception of the examination.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter gives a summary of various findings by the study and also draws major conclusions as per the objectives of the study. The chapter ends with recommendations both on policy and for further research.

5.2 Summary of Findings

The study sought to establish the factors that may influence performance of clerical officers in the proficiency examination in the Public Service. The main objectives of the study were to: establish the extent to which pre-service qualifications may influence performance in the proficiency examination; assess the influence of induction on performance of clerical officers in the proficiency examination; establish the influence of in-service training on performance of clerical officers in the proficiency examination; find out the influence of work environment on performance of clerical officers in the proficiency examination; and establish the influence of clerical officers’ perceptions of the examination on performance in the proficiency examination.

The target population for the study included all clerical officers deployed in selected ministry/departments headquarters in Nairobi who have attempted the proficiency examination. The study also targeted supervisors of clerical officers in the areas they are deployed in the selected ministries/departments. The study also sought the views of examination officers at the Public Service Commission of Kenya which is the examining body.
The study established that clerical officers join the Public Service with higher qualifications than the stipulated C- at Kenya Certificate of Secondary Education (KCSE). Apart from having higher academic qualifications at KCSE only 26.3% of the respondents did not possess additional professional qualifications at the time of employment. The study found out that pre-service qualifications may influence performance of clerical officers in the proficiency examination as those with higher academic and professional qualifications at the time of employment are expected to perform better in the examination. However such good performance will only be realized if the officers have positive perceptions of the examination.

The research established that majority of clerical officers are given induction with 60.53% having undergone induction. However it was pointed out that the duration of the induction training was short as 57.69 % of those who had attended induction had been given training for only one week. The study also found out that induction can influence performance of clerical officers in the examination as there is a relationship between what the clerical officers are exposed to during induction and what is examined by the proficiency examination.

The study established that in-service training may influence performance in the proficiency examination. Tenets of in-service training included job rotation, programmed block release training and engagement in professional development courses. The study found out that although majority of the clerical officers had been rotated to different sections, 42.11% had not been rotated. This means that they had not been exposed to all areas yet the examination covers all sections in one compulsory paper entitled Governance and Civil Service Regulations. Such officers who are not rotated may find it difficult to pass the proficiency examination. The study found out that job rotation exposes the clerical officers to all operational areas and failure to
practice job rotation may lead to poor performance in the proficiency examination. The study also found out that only a few officers attend the programmed block release training before sitting the examination. Failure to attend such training may lead to poor performance in the examination. It was also established that 64.47% of clerical officers had pursued professional development courses to advance in career before they sat the proficiency examination. The study found out that engagement in such courses may impact positively on those preparing for proficiency examination as concepts taught in such courses may be examined by the proficiency examination. However, clerical officers who attend such professional development courses must have a positive perception of the examination in order to record a pass.

The study found out that although office tools and equipment are available to the clerical officers as indicated by 59.21% of the respondents, such tools and equipment are outdated. Most offices lacked computers and this may make the clerical officers not access proficiency examination related information from the Public Service Commission of Kenya website. This may lead to poor performance in the examination. The study also found out that training materials and study time are inadequate to the clerical officers as they prepare for the examination. It was the opinion of 68.42% of the respondents that they had no time to prepare for the examination. The study also established that office space is inadequate for private study which can affect preparation for the examination leading to poor performance. The study also found out that there is poor relationship between clerical officers and their supervisors which may lead to poor performance in the examination as they may deny them time off to study. The supervisors are very vital during on-the job training and when relations are not cordial learning is not likely to take place leading to poor performance in the examination.
The study established through interviews with supervisors and examination officers that negative perceptions of proficiency examination is a reality among some clerical officers in the Public Service. The study established that clerical officers with negative perceptions of the examination are likely not to prepare well for the same examination and may record poor performance.

5.3 Conclusions

The study established that clerical officers join the public service with higher academic and professional qualifications and concludes that candidates with higher qualifications are likely to perform better in the examination if they have positive perceptions of the examination. The study also concludes that although induction is carried out in the Public service, the duration of training is inadequate. The trainers and training resources are also inadequate. Induction can influence performance in the examination either positively or negatively depending on duration, content, trainers’ experience and availability of training resources.

The study also concludes that there is inadequate job rotation of clerical officers in the Public Service thus denying clerical officers to have an experience of all operational areas where clerical duties are performed in government before sitting the examination. Only very few clerical officers attend the programmed release training before sitting the examination. The training duration is short, training materials inadequate and lecturers/trainers inexperienced.

The study concludes that clerical officers lack adequate time and training resources at work place as they prepare for the examination. Office tools and equipment are outdated and majority of offices lack computers. The offices are congested which may not be conducive for private study. Although interpersonal relations with colleagues are cordial, there is a poor
relationship between clerical officers and their supervisors. The study also concludes that clerical officers have both positive and negative perceptions of the examination. Those with negative perceptions holding all other factors constant are likely to perform poorly in the examination as compared to their colleagues with positive perceptions.

5.4 Recommendations

In line with the above conclusions the study wishes to make various recommendations on policy and for further research.

5.4.1 Recommendations on Policy

The study wishes to make the following policy recommendations:

1. The Ministry of State for Public Service should ensure that all registered candidates for the proficiency examination are exposed to the programmed release training which should cover a minimum of six weeks. The training should be institutionalized. The directors of the Government Training Institutes should ensure that the institutes are well equipped with training resources including textbooks, training manuals and qualified and experienced trainers. To further enrich the program, formative evaluation in form of continuous assessment tests and assignments should be incorporated.

2. The administrator of the scheme of service for clerical officers i.e. Ministry of State for Public Service should ensure that job rotation is made mandatory for all clerical officers who have not passed the proficiency examination. Job rotation guidelines should be developed to actualize this directive. This will enhance the
exposure clerical officers have in all operational areas and will hasten their success in the proficiency examination.

3. The Permanent Secretaries/Accounting Officers in government ministries/departments should ensure that adequate tools and equipment including computers are provided to all officers. They should ensure that adequate reading space and time for revision are provided to all registered candidates.

4. Permanent Secretaries/Authorized Officers in government ministries/departments should ensure that all clerical officers are exposed to a minimum four weeks induction after employment. The induction should be residential facilitated by experienced trainers. The proficiency examination syllabus should be exposed to the officer during induction.

5. The Public Service Commission of Kenya should play an oversight role in the training of clerical officers. The PSC (K) should endeavor to provide examination related information in good time to the prospective candidates. The Commission should evaluate the effectiveness of its examination administration procedures and adjust accordingly. This will enhance clerical officers’ perceptions of the examination.

6. The Public Service Commission of Kenya should review the syllabus and regulations for clerical officers (2006) to make it more learners’ friendly. For example it can be made in a module form where the candidates must not register for all the seven subjects in one sitting but be in stages. This may assist in
reducing the financial burden of paying registration fees which was cited as a major challenge.

5.4.2 Recommendations for Further Research

The study wishes to make the following recommendations for further research.

1. A similar study to be carried out throughout the country as the current study targeted only Nairobi County.

2. The study to be replicated in the wider Public Service as the study was delimited to the Civil Service.

3. An evaluation of the training program for clerical officers to be carried out to determine its effectiveness in preparing clerical officers for the proficiency examination.

4. An evaluation of the examination administration processes at the Public Service Commission of Kenya to be carried out to determine their efficiency and effectiveness.
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Republic of Kenya (1985), Service Commissions Act Cap 185: Nairobi, Government Printer


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Butterworth-Heinemann Elsevier Limited


APPENDIX I: APPROVAL OF RESEARCH PROPOSAL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

Internal Memo

FROM: Dean, Graduate School  DATE: 2nd July, 2011
TO: Kung’u Margaret Wairimu

REF: E55/CE/11798/08

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that your Project research proposal for M.Ed degree was
approved on 23rd June 2011.

Thank you.

JOHN M. ODONGI
FOR: DEAN, GRADUATE SCHOOL

cc. Chairman, Educ. Management, Policy & Curriculum Studies

Supervisors:
1. Dr. Florence M. Itegi

2. Dr. Florence Kithinji

JMO/fwk
APPENDIX II: RESEARCH QUESTIONNAIRE FOR CLERICAL OFFICERS

This questionnaire is part of a research entitled *Factors Influencing Performance of Clerical Officers in the Proficiency examination in the Public Service, Nairobi*. The responses will be treated with great confidence and the researcher intends to use the results specifically for academic purposes as a requirement for the award of a degree of Masters of Education (Administration) of Kenyatta University. Please answer the questions truthfully and honestly. The questionnaire will only require thirty (30) minutes to complete.

SECTION A: RESEARCH QUESTIONS

Part I: Pre-Service Qualifications

1. Indicate the grade you scored at the Kenya Certificate of Secondary Education (KCSE) or its equivalent

   C- [ ]
   C [ ]
   C+ [ ]
   B- [ ]
   B and above [ ]

   Other (specify) -------------------------------------

2. Apart from the KCSE certificate, indicate any other qualifications that you possessed at the time you were employed as a clerical officer. (You can tick more than once)
College certificate [  ]
Diploma [  ]
University degree [  ]
KASNEB (specify level) ---------------------------------------------
Other (specify) ---------------------------------------------

3. Rate the influence of the above on your performance in the Proficiency examination for Clerical Officers. Mark your rating on the scale provided with a (√)

   Very influential — — — — — — — — No influence at all

Part II: Induction

4. Were you given induction training immediately you were deployed as a clerical officer?

   Yes [  ]
   No [  ]

5. If yes, please indicate who gave the training

   Own Ministry/department [  ]
   Ministry of State for Public Service [  ]
   Other (specify) --------------------------------------

6. What was the duration of the training

   1 week [  ]
   2 weeks [  ]
   3 weeks [  ]
7. Was the content covered during induction relevant to the content specified in the syllabus and regulations for clerical officers?

Relevant [   ]

Not relevant [   ]

8. The induction training given to clerical officers in the Public Service may influence both their job performance and performance in the Proficiency examination. Do you agree?

Strongly Agree [   ]

Agree [   ]

Do not know [   ]

Disagree [   ]

Strongly Disagree [   ]

9. Outline any three challenges that you may have faced during induction training

i.  

ii.  

iii.  

10. Suggest how induction may be conducted in the Public Service in order to assist clerical officers pass Proficiency examination. State three (3) such suggestions

(i)  

(ii)  

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Part III: In-service Training

11. Job rotation has been cited as one of the methods of training clerical officers before they sit for the Proficiency examination. Have you been rotated into different sections in your ministry?

   Yes [ ]
   No [ ]

12. In your opinion, how knowledgeable were the supervisors in the different sections that you may have worked? Rate their knowledgebility in the scale provided. Indicate your rating using a tick (√)

   Very knowledgeable — — — — — — — Not knowledgeable at all

13. Rate the usefulness of the operations learnt in terms of preparation and consequent passing of Proficiency examination. Indicate your rating using a tick (√)

   Very useful — — — — — — — Not useful at all

14. Failure to practice job rotation may negatively influence acquisition of competencies required of a clerical officer in order to pass the Proficiency examination. Do you agree?

   Strongly Agree [ ]
   Agree [ ]
   Do not know [ ]
15. Clerical officers are expected to attend a six (6) months programmed block release training before sitting for Proficiency examination. Did you attend such training?

Yes [   ]

No [   ]

16. If you attended the training specified above, where was the training held?

------------------------------------------------------------------------------------------

17. What was the duration of the training?

1-2 weeks [   ]

2-4 weeks [   ]

4-6 weeks [   ]

18. In your opinion was the duration enough to adequately cover the syllabus?

Yes [   ]

No [   ]

19. If no, how long would you suggest the training to take? ----------------------------------------
20. The programmed block release training is expected to expose the clerical officer to the syllabus before sitting for the Examination. Failure to attend such training may negatively influence their performance. Do you agree?

   Strongly Agree [ ]
   Agree [ ]
   Do not know [ ]
   Disagree [ ]
   Strongly Disagree [ ]

21. Were you engaged in any personal professional development course before you sat for the Proficiency examination?

   Yes [ ]
   No [ ]

22. Personal development courses may influence both work performance and performance in the Proficiency examination. Do you agree?

   Strongly Agree [ ]
   Agree [ ]
   Do not know [ ]
   Disagree [ ]
   Strongly Disagree [ ]

23. Outline any three challenges associated with in-service training that may have influenced your performance in the Proficiency examination.

   i.  ____________________________________________________________
24. Suggest how in-service training may be improved to assist clerical officers obtain a full pass in the Proficiency examination within the shortest time possible.

   i.  

   ii.  

   iii.  

**Part IV: Work Environment**

**Indicate your response to the following statements about the work environment of a clerical officer in the Public Service**

25. I have adequate tools and equipment required to perform my duties and acquire competencies required to pass the Proficiency examination.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Do not know</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>[   ]</td>
<td>[   ]</td>
<td>[   ]</td>
<td>[   ]</td>
<td></td>
</tr>
</tbody>
</table>

26. I had access to adequate training materials to prepare for the Proficiency examination.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Do not know</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>[   ]</td>
<td>[   ]</td>
<td>[   ]</td>
<td>[   ]</td>
</tr>
</tbody>
</table>

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27. I had adequate time to prepare for the Proficiency examination.

   Strongly Agree [ ]
   Agree [ ]
   Do not know [ ]
   Disagree [ ]
   Strongly Disagree [ ]

28. I have adequate office space and my employer is concerned about my occupational health and safety by providing appropriate furniture, enough lighting and adequate ventilation in the office.

   Strongly Agree [ ]
   Agree [ ]
   Do not know [ ]
   Disagree [ ]
   Strongly Disagree [ ]

29. The interpersonal relations between my colleagues and me in the office are cordial and this greatly influences my job performance and performance in the proficiency examination.

   Strongly Agree [ ]
   Agree [ ]
   Do not know [ ]
   Disagree [ ]
30. As a clerical officer, state two challenges related to the work environment that you faced as you prepared for the Proficiency examination.

(i)  
(ii)  

31. Suggest how the identified challenges in question 33 above may be addressed in order to assist clerical officers in the Public Service pass Proficiency examination within the shortest time possible.

(i)  
(ii)  

PART V: Perception of Clerical Officers towards the Proficiency examination

32. The researcher would like to know your perception of the Proficiency examination for Clerical Officers in the Public Service. Please tick (√) the appropriate answer against each statement based on your opinion using the legend below:

Legend:

1. Strongly Disagree
2. Disagree
3. Don’t know
4. Agree
5. Strongly Agree
<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency examination Program is very important to a clerical officer’s career progression.</td>
<td></td>
</tr>
<tr>
<td>The skills acquired from the Proficiency examination program cannot be acquired in any other way by clerical officers in the Public Service.</td>
<td></td>
</tr>
</tbody>
</table>

33. In your opinion, what strategies may be put in place to enhance clerical officers’ perception of the Proficiency examination?

(i)  
(ii) 
(iii)  

SECTION B: BIO-DATA

To enable the researcher analyze the data; please provide the following personal details. Tick (✓) as appropriate.

1. Gender:

   Male [   ]
   Female [  ]
2. **Age bracket:**

   18-30 years [  ]

   31-40 years [  ]

   41-50 years [  ]

   51 and above [  ]

3. **Ministry/department**

   4. **Section:**

   Human resource [  ]

   Accounts [  ]

   Procurement/supplies [  ]

   Registry/Mail office [  ]

   Any other (specify) ---------------------------------------------

5. **Years of experience** ---------------------------------------------

---

**Thank you very much for taking your time to answer the questions**

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APPENDIX III: INTERVIEW GUIDE FOR SUPERVISORS AND EXAMINATION OFFICERS

This interview guide is part of a research entitled *Factors Influencing Performance of Clerical Officers in the Proficiency examination in the Public Service, Nairobi*. Your response will be of great significance to this research and will only be used for this purpose. Please answer the questions truthfully and honestly. The interview will last only 20 minutes.

SECTION A: RESEARCH QUESTIONS

1. What is the influence of pre-service qualifications on performance of clerical officers in the Proficiency examination?

2. What are the effects of induction on performance of clerical officers in the Proficiency examination?

3. How does in-service training impact on performance of clerical officers in the Proficiency examination?

4. What is the influence of work environment on performance of clerical officers in the Proficiency examination?
5. How does clerical officers’ perception of Proficiency examination impact on their performance in the same examination?

SECTION B: BIO-DATA

1. **Gender:**
   - Male [ ]
   - Female [ ]

2. **Age bracket:**
   - 18-30 years [ ]
   - 31-40 years [ ]
   - 41-50 years [ ]
   - 51 and above [ ]

3. Ministry/department-------------------------------

4. Section:
Human resource [ ]
Accounts [ ]
Procurement/supplies [ ]
Registry/Mail office [ ]
Any other (specify) -----------------------------------------------

5. Years of experience -----------------------------------------------

Thank you very much for taking your time to answer the questions
APPENDIX IV: OBSERVATION GUIDE

Ministry/Department

Section

<table>
<thead>
<tr>
<th>Variable</th>
<th>Yes</th>
<th>No</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequacy of tools and equipment to perform duties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of training materials including a library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational health parameters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Furniture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Lighting</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. Ventilation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. General Cleanliness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal relations with colleagues at work place</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX V: NOTIFICATION OF PROFICIENCY EXAMINATION FOR CLERICAL OFFICERS EXAMINATION AUGUST, 2011. (DAILY NATION, MONDAY MAY 9, 2011)

PUBLIC SERVICE COMMISSION OF KENYA
P.O. BOX 30095 - 00100
NAIROBI

PROFICIENCY EXAMINATION FOR CLERICAL OFFICERS, AUGUST 2011

It is notified for general information that the Proficiency examination for Clerical Officers scheduled for August, 2011 will be held from Monday 22nd to Thursday 25th August, 2011 at the following centers: Nairobi, Mombasa, Nyeri, Embu, Nakuru, Kakamega, Kisumu, Eldoret and Garissa. The actual venues for each centre will be notified to the candidates after registration.

1. ELIGIBILITY TO ENTER

To register for the Proficiency examination an officer must:

a) have passed Kenya Certificate of Secondary Education with a mean grade of C- or its equivalent;

b) have been appointed as a clerical officer in the Public Service; and

c) have served as a clerical officer in the Public Service for a minimum period of two (2) years.

2. REGISTRATION FEES

Each candidate will be required to pay registration fees as follows:

Basic Fee Ksh.1, 500/-

Fee per paper Ksh. 500/-

The fee which is non-refundable should be paid through a Banker’s Cheque only, payable to the Secretary, Public Service Commission of Kenya. Please note that Kenya Government Cheques, Personal Cheques, Money Orders and Postal Orders will NOT be accepted.

3. REGISTRATION FORM

Copies of the circular and registration Form have been sent to the following offices: The Attorney General, All Permanent Secretaries, The Controller and Auditor General, The
Registrar, High Court of Kenya, The Clerk, National Assembly and all Provincial and District Commissioners.

The duly completed registration forms accompanied by the correct registration fee should be submitted to the Secretary, Public Service Commission of Kenya

P.O. BOX 30095 – 00100, NAIROBI so as to reach the Commission not later than 3rd June, 2011.

4. LATE REGISTRATION

A late registration fee of Ksh.300.00 will be charged on all candidates who submit their forms after 3rd June, 2011.

The deadline for late registration is 17th June, 2011.

5. REVISED SUBJECT AREAS FOR THE PROFICIENCY EXAMINATION SYLLABUS AND REGULATIONS FOR CLERICAL OFFICERS

Following the promulgation of the Constitution on 27th August, 2010, the content of:

a) paper II, (code 201), Organization and Functions of Government and;
b) Paper IV, (code 401), Governance and Civil Service Regulations have been reviewed to conform to the Constitution of Kenya, 2010. The revised subjects will be examined with effect from August, 2011.

6. PAST EXAMINATION QUESTION PAPERS

The revised syllabus and past examination question papers can be down loaded from the Public Service Commission of Kenya website www.publicservice.go.ke

BERNADETTE M. NZIOKI, EBS
SECRETARY
PUBLIC SERVICE COMMISSION OF KENYA
APENDIX VI: RESEARCH AUTHORIZATION

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Republic of Kenya

Date: 27th July 2011

Margaret Wairimu Kungá
Kenya University
P. O. Box 43844
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Factors influencing performance of clerical officers in the proficiency examination in the public service, Nairobi” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending 31st July, 2014.

You are advised to report to the Permanent Secretaries of the selected Ministries in Nairobi County & the Chief Executive Officers of the selected Government Departments in Nairobi before embarking on the research project.

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

P. N. NYAKUNDI
FOR SECRETARY/CEO

Copy to:

All Permanent Secretaries
Selected Ministries in Nairobi County

All Chief Executive Officers
Selected Government Departments in Nairobi County
APPENDIX VI

RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss./Institution
Margaret Wairimu Kungu
of (Address) Kenyatta University
P.O. Box 43844, Nairobi
has been permitted to conduct research in
Location
Nairobi
District
Nairobi
Province
on the topic: Factors influencing performance
of clerical officers in the proficiency examination
in the public service, Nairobi.

for a period ending 31st July 2014

Research Permit No. NCST/RKI/12/1/35011/1011
Date of issue 27th July 2011
Fee received KES 1,000

Applicant's Signature

Secretary
National Council for Science and Technology