

## **EMPLOYEE TRAINING, DEVELOPMENT AND SERVICE DELIVERY**

### **1. PETER MBURU MAINA**

**STUDENT: DOCTOR OF PHILOSOPHY (HUMAN RESOURCE MANAGEMENT OPTION), KENYATTA UNIVERSITY, KENYA.**

### **2. DR. PETER PHILIP WAMBUA**

**LECTURER: DEPARTMENT OF BUSINESS ADMINISTRATION, KENYATTA UNIVERSITY, KENYA.**

### **ABSTRACT**

Many organizations are currently grappling with issues of poor service delivery translating into cases such as low profit margins and very high rates of staff turnover. This is in spite of the organizations spending highly on training and development of their workforce. Many researchers have thus endeavored to unravel this mystery by conducting numerous studies on the influence of training and development on service delivery of employees. The previous studies however reviewed by the researcher are on direct influence of training and development on service delivery without due consideration of moderating and mediating variables. The general objective of this study is to examine the relationship between training and development of employees and service delivery. The specific objectives of this study are to determine the relationship between training needs assessment and service delivery, to investigate the relationship between training and development methods on service delivery, to examine the relationship between training and development policy on service delivery of employees, to determine the mediating effect of motivation on the relationship between training and development and service delivery of employees and to examine the moderating effect of education level on the relationship between training and development and service delivery of employees.

The study will help in providing future scholars with literature which will provide a basis for further studies. The delimitation of the study is that the researcher endeavors to conduct the studies on both private and public sector. The study results can nevertheless be generalized for the consumption of both educators and human resource managers. The study is built on Resource Based View Theory, Human Capital Theory and Goal Setting Theory. Positivism philosophy is proposed since it is based on facts and reason. The researcher proposes the use of descriptive research design and use of questionnaires for

data collection in the future. Stratified random sampling is advocated for since it minimizes biasness in the sampling procedure. The researcher concludes that although there are numerous studies on service delivery and training and development of employees, most of the studies done have been primarily on other sectors other than the public sector. The researcher recommends that each study done should have a conceptual framework that guides it and should also incorporate moderating and mediating variables for a more conclusive analysis.

**Keywords:** Service Delivery, Training Needs Assessment, Training and Development Methods, Training and Development Evaluation, Training and Development Policy, Motivation and Education Entry Level.

## 1.0 INTRODUCTION

Most of the world countries today are undergoing major transformations in their areas of public service as a result of the second world war. All this is geared towards improving efficiency and effectiveness of the services offered. Hood (2013) in a study postulates that restructuring the public service has been an ongoing pursuit in many developing and developed countries for a long time. Expenditures on training require an in depth analysis to ascertain if training and development provided contributes to efficiency in organizations. Training involves a planned effort by an institution to enhance learning of its work force so as to gain attitudes, knowledge and skills that enables improvement of service delivery at both organizational and individual level (Hassan, 2016). Employees' development on the other hand refers to improvement of competencies to meet the demands of the environment and to enable employees to adapt well in the future. Training and development is the means of enhancing systematic development of expertise of individuals with the goal of improving service delivery (Swamson, 2001). The workforce becomes better, perform exemplarily and the overall performance is bettered which by the end of the day results to improvement of productivity. Training and development is a crucial ingredient especially when dealing with high unemployment, low pay and poverty eradication (Ogunade, 2011). According to Odinga (2010), training and development is an important undertaking in higher institutions of learning and it is believed that it helps in bettering service delivery by employing acquired skills, technology and knowledge. Organisations that train and develop their work force according to Kipkebut (2010) inculcate a culture of valuing and improving their workforce and are also able to invite a skilled class of work force. Job training,

mentoring, career development and coaching helps employees to have support, abilities and knowledge that then translates into employability and marketability. Employability involves skills, knowledge and competencies that improve capability of employees to get and retain the job opportunity offered. Human Resource Development is a crucial undertaking aimed at bettering performance of organizations and training and development are the main parts of it (Juhary, 2000). According to Swart (2005), organizations need to have training interventions so as to bridge the gap between desired and actual delivery of service. Continuous training and development of employees assists in ensuring that organizations attain competitive advantage. Organisations in this light thus invest a lot on training and development (Salas et al., 2012). Training helps in improving competitiveness, performance and organisation's revenues. A good number of governmental, private and international organizations do not appreciate the significance of training and development and they end up cutting their budget allocations when the economy dips. This has in the end resulted to high hiring costs, rise in labour force turnover and eventual lower organisation's profitability (Evans & Lindsay, 1999).

### **1.1 Independent Study Paper Statement**

If quality service is offered to customers in an organization and their needs satisfied, then the organization can be said to have achieved the fundamental goal of service delivery. Because of the competitive nature of the market today, there is need to create ties that are strong and will win the customers. This is however realizable if the organizations can see to it that they do timely and quality service delivery. Any organization should then strive to meet the needs of its customers so as to maintain relevance in the market since the customers are the only ones who can make use of the goods and services produced after all. Many researchers have thus tried to conduct studies on how best to improve service delivery in organizations. Phoethe (2017) in her study purposed to find out how training and development of secretaries in the county government of Baringo influence their performance. The researcher found out that there is a positive significant relationship between service delivery and training and development of the secretaries. However, many researchers performed direct studies on the relationship between training and development and service delivery without incorporating the moderating and mediating variables which would help in more accurate analysis of the relationships.

Despite the numerous studies conducted then, many organizations perceive training as more of a cost than an investment and it is thus the first to be done away with whenever a

firm is facing a cash hitch. Many organizations still continue facing high turnovers and low profits realization despite investing highly on training and development of its work force. According to the Kenya Police Service Annual Crime Report (2018) for example, the Kenya Police Service continue recording rising crime cases over the years despite the change in training curriculum of new recruits and officers already serving. It is on this premise then that the researcher wishes to do an in depth study on training and development and find out how far it has impacted on organizational service delivery by incorporating moderating and mediating variables in the study.

## **1.2 Objectives of the Study**

### **1.2.1 General Objective**

The general objective of the study is to examine the relationship between training, development and service delivery of employees.

### **1.2.2 Specific Objectives**

The specific objectives of this study are;

- i) To determine the relationship between training needs assessment and service delivery.
- ii) To investigate the relationship between training and development methods and service delivery.
- iii) To explore the relationship between training and development evaluation and service delivery.
- iv) To examine the relationship between training and development policy and service delivery.
- v) To determine the mediating effect of motivation on the relationship between training and development and service delivery.
- vi) To examine the moderating effect of education level on the relationship between training and development and service delivery.

## **1.3 Significance of the Study**

The study will help the management of organizations in evaluating the extent to which training undertaken by organizations has helped in improving performance. This would in turn help in either improving the training programs designed or do away with the non-fruitful ones. The study will also help future researchers and scholars in provision of

literature that can be used as a basis for their studies. The suggestion for further research made in this study could assist future researchers in identifying new research areas.

## **2.0 Conceptual Overview**

### **2.1 Employee Training and Development**

According to Noe (2001), organizations that value training and development enhance retention of suppliers, employees, shareholders and other stakeholders because they are taken as better handlers of the interest of the stakeholders. This in the end results to better financial performance. Training and development betters the performance of both the employees and the entire organization. Development of employees is crucial for sustainable organizational development. Employees that quickly adapt to their organizations are required in the labour market that is ever changing. There is need for organizations to invest in training and development for the general success of organizations. Organisations that adapt faster to changes learn faster than their competitors and are the ones who are favourable in the current times. (Rashad, 2013). Training is the process of equipping employees with skills and knowledge for better performance. It is an effort that is planned by an institution to help the employees to acquire competencies that are related to the job. The competencies encompasses knowledge, behaviors and skills which are crucial for a successful organizational performance (Noe, 2010). Foot and Hook (2005) refers training as the undertaking in which skills, knowledge, behaviors and attitudes are modified so as to better performance of activities undertaken. Employee development is the improvement of competencies of individual employees in a bid to meet the future environmental demands (Armstrong, 2010). Training and development improves the efficiency and effectiveness of employees and the entire organization. Training experts posits that the four steps of training process are assessment, design and development, delivery and followup and evaluation (Blanchard & Thaker, 2012). Kenya's economic growth forecasted at 10% can only be realized if organizations empower their employees through offering them training and development opportunities. Kipkebut (2010) postulates that organizations that train and develop their employees are able to attract a highly skilled pool of employees.

### **2.2 Stages and Historic Evolution of Employee Training and Development and Service Delivery.**

During the Middle Ages is the period when apprenticeship became very widespread. Children were apprenticed when the tools developed became more sophisticated and the elders could not teach their children everything any more. No pay was however advanced

to the apprentices and they used to live with their master (Sneimetz, 1976). In 1800's, training then changed from apprenticeship to the industrial revolution and eventual development of factories. The machines became very necessary to ease production processes and the huge demand for production also called for quick training (Steinmetz, 1976). According to Smith (1942), in the year 1900, vestibule training merged the classroom benefits with training on the job. Entailed setting a room with as close facilities and machines as possible to the ones in the actual working place. In 1918 during the first world war, the main activities of the time became production of weapons and ammunitions in mass large scale which translated into a huge personnel requirement. The Interrupted Apprenticeship Scheme was launched to enable enlisted men to resume their pre-war apprenticeships.

After the second world war came the individualized instruction. According to Gerry (1957), there was a boom of business and the training institutions were also very well developed. However in as much as the institutions wanted their workers to be trained, they were only willing to spend less. Individualized instruction was a move from individual natural progression to high speed computers. The stage became apparent in 1970s when the capacity of computers and their cost became feasible. At the end of 20<sup>th</sup> century, knowledge was highly needed to perform tasks well and therefore search for information became paramount during this era. The stage of Integrated Performance Support is where we can be said to be currently. Training has changed to support the changing nature of work. The changes in training and development methods appear to have been caused by changes in the kind of work being done. These changes in work involved the kind of goods produced (concrete or abstract), the kind of skills the job requires (unskilled, semiskilled, or skilled), and the size of the demand for the goods.

### **2.3 Service Delivery of Employees**

Service delivery entails an indepth comparison of organisation's expectations with its actual performance. Bitner and Zeithaml (2006) postulates that service providers should conduct a demand interpretation and arrive at services that are important in satisfying different types of clients. In the pluralistic environments where multiple service providers are contracted, there is need to do a service delivery evaluation of different providers so as to decide who can best do a job. Training, coaching, general career development and counseling are the human resource activities that helps the labour force to acquire support and abilities that improves marketability and employability (Franz & Omollo, 2014).

According to Parasuraman (1985), the SERVQUAL model otherwise known as the RATER model brings out five important dimensions of quality service namely reliability, assurance, responsiveness, empathy and tangibility. There is always an observable gap between expectations of customers and the services that are actually offered.

#### **2.4 The Key Drivers to Training and Development Concept.**

A redefining of training and development in shaping the landscape of the modern business is crucial in consideration of the developing need of a workforce that is competent. New technology, labour markets that are tight and a renewed focus on inclusion requires a rapid adaptation of organizations. The best performing workforce today undergoes continuous training and development and assists organizations to attract and retain talent and better the enabling of performance of organizations ( Gallimore, 2018). With strong organisational support and solid strategies for development of talents, training and development professionals can help organizations to tackle these changes in the workforce market. This requires a willing approach that cultivates high training and development expectations and a sound environment of learning – since the said factors impact highly on new recruits in organizations.

The rising statutory requirements in issues of training and development in that current professional bodies specify training requirements for example money laundering awareness training is a requirement for the work force in the financial services sector. Product and technical training and development is very crucial in many sectors since the employees require to know about an organization's products and how to sell or be qualified in operating them. In many service sectors, customer service is not realizable without the provision of information technology or systems' training especially in the current technological era. Electronic learning is predicted to be used by virtually all organizations. The use of coaches that are executive and involvement of training consortia are predicted to increase in the near future. The economic climate currently is throwing up a problem that is knottier for training and development. Organisations require a high performance if they are to meet highly demanding business goals. Innovation in training and development is paramount in meeting the high business targets for productivity. The recruitment of highly trained and skilled workforce is necessitating continuous training and development to reduce the high labour turnover. The organizations are increasingly required to do enough budgetary training allocations for the work force if retention of these special talents can be realized. According to a report by Walmart in 2016, the US' retail industry alone lost nine billion dollars to entry level voluntary turnover.

Although a better part of all training and development has continued to be tutor led classroom training, organizations are beginning to shift focus to other modes of learning including virtual instructor led learning, on the job, online self study, collaborations and apprenticeship. Video has emerged as the main approach of delivery of content over a mobile device. Many employees are quickly rushing to youtube to learn how to do something. A report by Deloitte (2015) indicates that when employees were asked how they would like to learn and lead, more than 60 percent of millenials said that they needed a mentor. Today's employees are likely to evaluate a potential employer with an emphasis on how the organization trains and develops its employees. Tomorrow's worker will join an organization if they are enabled to develop own skills.

### **3.0 Theoretical and Empirical Review**

#### **3.1 Theoretical Review**

##### **3.1.1 Resource Based View Theory**

Resource Based View Theory was proposed by Penrose in the year 1959 and posits that resources provide an organization with competitive advantage when they are unique, are imperfectly imitable and cannot be substituted by the competitors with others and they impact positively on the firm. Resource Based Theory stipulates that training can be taken to be an investment that provides unique knowledge, skills and abilities that add value to an organisation.

##### **3.1.2 Human Capital Theory**

The theory was proposed by Garrick (1999) and postulates on the need to invest on growth and development of the workforce. Training and development raises levels of service delivery by growing employees wholistically (Bratton, 2007). This in the end results to a higher return on investment. Training and development should not only be viewed from a cost perspective but as a very crucial organizational resource if the organisation's goals are to be achieved.

##### **3.1.3 Goal Setting Theory**

Goals which are hard and difficult to attain obtains higher performance than easy to do ones. Specificity of goals also leads to a higher performance improvement (Robbins, Judge & Campbell, 2010). Peoples' behaviours are affected by objectives which direct energy and attention and the ones that are effort sustaining over time (Noe, 2010). Kiruja and Mkulu (2013) postulates that when employees set their own goals, they are heavily driven

towards attaining them. Locke and Lotham (2006) asserts that commitment to a goal is the degree used for determining whether particular accepted goals can be achieved.

### **3.2 Empirical Review**

#### **3.2.1 Training Needs Assessment and Service Delivery**

Training Needs Assessment entails identifying knowledge, skills and behavior of an individual and identifying the mismatch between what is in and what should be in an organization (Rothwell, 2007). Phoethe (2017) in a study found out that TNA assists in exposing the future and present deficiencies in an organisation's management. Mumanthi (2014) postulates that TNA ought to be carried out at departmental, organizational and individual levels. TNA can be done by observing how an employee is performing his duties and evaluation of whether the performance is being done in the right way. TNA helps in arriving at critical skills that impact positively on the performance of an organization. Khakayi (2016) when doing a study on the influence of training on performance of non teaching employees at management level in selected public universities in Kenya found out that TNA had a significant influence on the performance of non teaching employees at management level. Angweny (2017) while performing a study on the influence of training on performance in Postal Corporation of Kenya found out that there exists a positive significant relationship between training and development and employee performance.

#### **3.2.2 Training and Development Methods and Service Delivery**

On the job training and off the job training are the two main methods employed while developing and training employees. Employees in on the job training are trained in their respective workplaces. Off the job training focuses on learning concentration rather than on performance. The main off the job training methods used by organizations are audio visual, vestibule, role playing and lectures. In role playing, a trainee is presented with a situation and he or she is asked to perform the role either with other trainees or alone. Lecturing entails disseminating information verbally to a large audience (Dessler, 2003). Maina (2017) posits that presentations, videos and films are the audio visual training methods used. Audio visual training enhances easy assimilation and remembering. Vestibule training is normally done through industrial attachment and calls for technology and skills transfer which are the requisites. Vestibule training is undertaken in facilities that resemble those in the real job environment (Jackson, 2008). On the job training provides specific knowledge and skills to workforce and should have an exact relationship with the task's needs. Mentoring, induction, case studies and drills are the main on the job training

methods usually used. According to Keber (1990), a case study is based on the grounds that expertise can be gotten from discussion of concrete cases. The employees are provided with a problem to identify and then offer tentative answers. Drills entail arriving at habits through regular practicing of stereotyped exercises. The mind in the end adopts the habits and manifests through usage of hands and legs ( Schofield, 1972). Induction is done when new employees join an organization so as to make them aware of matters regarding values, ethics, norms and values of an organization. Nassazi (2013) asserts that new job entrants are familiarized on the new job's requirements. Mentoring entails a supervisor orienting employees on the job and helping employees when gearing themselves for assumption of new responsibilities in the work place. It is however worth noting that a coworker does not qualify to be a mentor. Odhiambo (2018) in his study on the effect of training and development on employee performance at Safaricom Limited found out that training and development methods significantly influenced service delivery. Nassazi (2013) performed a study to evaluate the effects of training on employees' performance using a case of telecommunication industry in Uganda and found out that training methods have a clear effect on the performance of employees.

### **3.2.3 Training and Development Evaluation and Service Delivery**

The most commonly used tool of training evaluation is the Kirk Patrick's four levels of evaluation and learning, reaction, results and behavior are the four levels of evaluation of learning (Ryan, 1994). Reaction evaluation is the most commonly used criterion by organizations. After evaluation of training, the programs are modified and course content, presentations and materials redesigned (Anthiel & Casper, 1996). Reaction evaluation helps in determining efficiency, effectiveness and value of a training program (Bradenberg & Smith, 1991). According to Worther, Sandler and Fizz Patrick (1997), summative evaluation assists in providing information about the merits of a training program. Training facilities, trainees, strategies and materials of training are the aspects that calls for evaluation in a training program. There is need to do an accurate evaluation of benefits and costs of a training program prior to undertaking it (Kenney, 1992). There is need for a joint evaluation by the managers, trainers and trainees and the said evaluation should be done before, during and after the actual training. Hamlin (1974) asserts that evaluation of training is a hard and complicated undertaking because it involves coming up with objectives, an undertaking that is not easy. Mohamud (2014) while investigating the effect of training on performance in NHIF in Machakos County recommended that performing

staff be appraised and reasons for dismal performance be determined rather than condemning them.

### **3.2.4 Training and Development Policy and Service Delivery**

Stephens and Armstrong (2005) asserts that policies are designed to give guidelines on action and helps in decision making by setting limits. A policy document entails coming up with broad management objectives for interests that are mutual. According to DPM (2002), the Kenyan government for a long time has not had a policy that is comprehensive enough to guide development of employees. There is no policy document in Kenya that guides career advancement, a situation that has demotivated employees especially of the young ages with a zeal to advance their career service (Kisero, 2003). Organisations should have various training and development policies depending on the level of employment or class of employees to be trained. Training policies are important in that they provide guidelines for implementing training and development and ensuring that there are equal training and development opportunities for all. A training and development policy document should be free and accessible by everyone without discrimination and should spell out clearly the training plans of an organization including rules and procedures that should be observed by all employees in the organization. Improvement of performance requires a view of the entire organization, an undertaking that ought to be systematic. This thus calls for any serious organization having a policy training framework. Muhamud (2014) in his study on effects of training on performance of employees in Machakos County found out that NHIF has a training policy aimed at meeting the training and development needs and which provides a coherent structure that improves training and development undertakings for all.

### **3.2.5 Employees' Motivation and Service Delivery**

Motivation is the process whereby incentives are developed which assists in helping people to perform their duties optimally. It helps employees to get what they deserve most in return for better performance in their work place (Mumanthi, 2014). Sponsorship for example helps in promoting engagement of employees so as to motivate them and in realization of a quality service delivery culture. According higher responsibilities to employees is termed as the major form of non financial motivation (Mullins, 2010). Intrinsic rewards are internal and entails competence, responsibilities, accomplishments, recognition and personal growth. Promotions act as forms of motivation in that they are external rewards alongside wages, salaries and other motivators that are extrinsic. Gullu (2016) in a study on impact of training and development programs on motivation of employees in the banking sector found out that training and development programs

provides motivation in employees. Munyua (2017) in a study on the relationship between motivation and job performance in K Unity Savings and Credit Cooperative Society found out that by investing in and utilizing non financial rewards, job performance is improved.

### **3.2.6 Employees' Educational Entry Level and Service Delivery**

Comprehending sociological and psychological components of the community in which one works is crucial for the work force for effectiveness of the duties performed. Acquisition of college education improves on the ability of independent thinking, knowledge base and also lowers the level of dogmatism as postulated by Telep (2011). There is a positive correlation between higher education levels and non abuse of the authority accorded. According to Paoline and Terrill (2007), employees who have a higher training level do not coerce members of public and give services that attracts satisfaction ratings that are higher. Chelagat (2016) in her study found out that employees who are degree holders cleared their matters relatively faster in comparison to diploma holders and high school finalists. Sanderson (1977) did a specific study and realized that police officers with a college education qualification attracted less civilian complaints than the ones who did not have college degrees.

### **4.0 Research Methodology**

The research undertaking was done through reviewing what previous researchers have done in the concerned area of interest and also by thoroughly studying books written on training and development and service delivery. The research is desk type and therefore no data collection was envisaged. To identify the right materials online, keywords namely service delivery, training needs assessment, training and development policy, training and development evaluation, training and development methods, motivation and education entry level were used.

### **5.0 Conclusions.**

A positive correlation between service delivery and training and development of employees was evident from the reviews done by the researcher. Most of the studies done on training and development have been extensively in different sectors other than in the public sector. In conclusion, the researcher hopes that this review informs researchers on training of the need to improve research at the organizational level and to integrate training research at the individual-level of analysis.

## 6.0 Recommendations

The researcher recommends that future studies conducted should have mediators and moderators being factored in the researches involving training and development and service delivery of employees. Most of the papers reviewed by the researcher also lacked a conceptual framework to better illustrate how independent variables impact on the dependent variables and thus the researcher recommends that future research studies on the same should not lack conceptual frameworks.

## 7.0 Suggestions for Further Research

The researcher suggests that a study be done on the public sector so as to understand how public service delivery can be improved. The researcher further suggests that such studies should also incorporate mediating and moderating variables for a more comprehensive understanding. Use of longitudinal research design in regard to how training and performance affects service delivery would help in painting a more meaningful picture since the researcher would be able to study the effect over time.

## REFERENCES

- Angweny, L.K. (2017). *Employee Influence of Training on Performance in Postal Corporation of Kenya*. (Master's Thesis, Kenyatta University, Kenya).
- Anthell, J.H., & Casper, L.G. (1996). Comprehensive Evaluation Model: A Tool for the Evaluation of Non-Traditional Educational Programs. *Innovative Higher Education*, 11, 55-64.
- Armstrong, M. (2009). *Armstrong's Handbook of Human Resource Management Practice* (11th Ed.). London: Kogan Page.
- Armstrong, M. (2010). *Armstrong's Handbook of Human Resource Management Practice* (11th Ed.). London: Kogan Page.
- Blanchard, P. & Thacker, J. (2012). *Effective Training. Systems, Strategies, and Practices. International Edition*, 5th edn, Pearson Prentice Hall, Pearson Education, Inc, England.

Bratton, J., & Gold, J. (2007). *Human Resource Management: Theory & Practice*. Palgrave: Macmillan.

Chelagat, L. (2016). *Impact of Higher Education on Kenya Police Officers' Performance: A Case Study of Nairobi City County*. ( Master's Thesis, University of Nairobi, Kenya ).

Dessler, G. (2003). *A Framework for Human Resource Management*. Prentice Hall.

Evans, J. R. & Lindsay W. M. (1999). *The Management and Control of Quality, 4th Edition*. South-Western College Publishing: Cincinnati Ohio, USA.

Foot, M. & Hook, C. (2005). *Introducing Human Resource Management*. London: Prentice Hall Inc.

Franz, J., & Omolo, J. (2014). *Youth Employment Initiatives in Kenya: A Report of Review Commissioned by the World Bank and Kenya Vision 2030, Nairobi*. World Bank and Vision 2030 Delivery Secretariat.

Gatiria, Z.M. (2012). *Factors Influencing Service Delivery by the Kenya Police Service: A Case of Nairobi County, Kenya*. (Master's Thesis, University of Nairobi, Kenya). Retrieved from erepository.uonbi.ac.ke

Galliers, R.D. (1991). Strategic Systems Planning: Myths, Reality and Guidelines for Successful Implementation. *European Journal for Information Systems*, 1(1), 55-64.

Gery, G. (1987). *Making CBT Happen*. Boston: Weingarten Publications.

Gullu, T. ( 2016 ). Impact of Training and Development Programs on Motivation of Employees in Banking Sector. *International Journal of Economics, Commerce and Management*, 90-99

- Hassan, S. (2016). Impact of HRM Practices on Employee's Performance. *Int J Acad Res Account, FinancManagSci*, 6, 15-22.
- Hood, C. (2013). A Public Management for all Seasons. *Journal on Public Administration*, 69, (4), 648-652.
- Ingari, L.S. (2004). *An Assessment of the Factors Affecting Training within the Motor Industry in Kenya* ( Unpublished Master's Thesis, University of Nairobi, Kenya).
- Juhary, A. (2000). *Mengurus Tenaga Kerja*. Kuala Lumpur: Dewan Bahas dan Pustaka.
- Keber, R. (1990). *The Role of the Case Study in Training for Urban and Regional Planning* (Master's Thesis, London School of Economics and Political Science, United Kingdom). Retrieved from [ethesis.ise./se.ac.uk](http://ethesis.ise./se.ac.uk)
- Kenney (1992). *Management Made Easier*. South Carolina. Omran Publishers.
- Khakayi, S.W. ( 2016 ). *Influence of Training on the Performance of Non-Teaching Employees at Management Level in Selected Public Universities in Kenya*. ( DoctoralThesis, Jomo Kenyatta University of Agriculture and Technology, Kenya ).
- Kipkebut, D. J. (2010). *Organizational Commitment and Job Satisfaction in Higher Educational Institutions: The Kenyan Case (PhD Thesis)*. London: Middlesex University.
- Kiruja, E., & Mukuru, E. (2013). Effect of Motivation on Employee Performance in Public Middle Level Technical Training Institutions in Kenya. *International Journal of Advances in Management and Economics*, 2 (4), 73-82.
- Kisero, J. (2003). *Civil Servants are the Obstacle*. Daily Nation. Nairobi: Nation Media Group

- Locke, E., & Latham, G. (2012). *The Effect of Sub-Conscious Goals on Organizational Behaviour. International Review of Industrial and Organizational Psychology*. NJ: John Willey & Sons Limited.
- Locke, E., & Latham, G. (2006). *New Directions in Goal-Setting Theory*. Toronto: Association for Psychological Science Inc.
- Mohammud (2014). *The Effect of Training on Employee Performance in Public Sector Organizations in Kenya. The Case of NHIF Machakos County*. ( Master's Thesis, University of Nairobi, Kenya).
- Mullins, L. (2010). *Management and Organizational Behavior* (9th Ed.). London: Pearson Education Limited.
- Mumanthi, C. (2014). Effect of Training on the Performance of National Police Service. *Strategic Journal of Business & Change Management*, 1(1).
- Nassazi, A. (2013). *Effects of Training on Employee Performance* (Master's Thesis, University of Applied Sciences, Uganda).
- Ngari, M. (2015). *Influence of Training on Employee Performance: A Case of Judiciary's Lower Courts in Kenya* (Master's Thesis, University of Nairobi, Kenya). Retrieved from erepository.uonbi.ac.ke
- Noe, R. A. (2010). *Employee Training and Development*. McGraw-Hill: USA.
- Odhiambo, O.J. ( 2018). *Effect of Training and Development on Employee Performance at Safaricom Company Limited* ( Master's Thesis, KCA University, Kenya).
- Odinga, M. (2010). *Staff Development Programs and Job Performance of Lecturers of Moi University*. Makerere University (MA Dissertation). Kampala: Makerere University.

- Ogunade, A. O. (2011). Human Capital Investment in the Developing World: An Analysis of Praxis. *Schmidt Labour Research Center Seminar Series*.
- Parasuraman, A., Zeithaml, V.A., & Berry, L.L. (1988). A Multiple-Item Scale for Measuring Consumer Perc. *J. Retail.* , 64, 12.
- Penrose, E.T. (1959). *The Theory of the Growth of the Firm*. Oxford University Press: Oxford.
- Phoethe, N.K. ( 2017 ). An Assessment on the Effect of In-Service Training on Employees Performance. A Case of Secretaries in Baringo County, Kenya. (Master's Thesis, Kisii University, Kenya).
- Rothwell, W., & Kazanas, H. (1994). Improving On-the-Job Training: How to Establish and Operate a Comprehensive On-the-Job Training Program. *Psychiatric Rehabilitation Journal*, 19, (4), 93-94.
- Ryan, R.M. (1994). Psychological Needs and the Facilitation of Integrative Processes. *Journal of Personality*, 63, 397-427.
- Schofield, H. (1972). *The Philosophy of Education: An Introduction*. London: George Allen and Unwin Limited.
- Smith, Anthony D.(1991). *National Identity*. London: Penguin.
- Smith, M. (2002). *Malcolm Knowles, Informal Adult Education, Self-Direction and Andragogy*.
- Solomon, P. (1993). Children's Information Retrieval Behavior: A Case Analysis of an OPAC. *Journal of the Association of Information, Science and Technology*, 44, (5), 245-264.

- Sonderling, N.E. (2013). *Scoping and Developing the Potential for SAPS Online Delivery*. Unpublished DSC Thesis: University of Pretoria. Strategic Plan 2013-2017. Department of Police.
- Steinmetz, C. S. (1976). *The History of Training. Training and Development Handbook: A Guide to Human Resource Development, 2nd Ed.* New York: McGraw-Hill.
- Swanson, R. A. (2001). Human Resource Development and its Underlying Theory. *Human Resource International Journal*, 4 (3), 299-312.
- Swanson, J. L. (2013). *Traditional and Emerging Career Development Theory and the Psychology of Working*. The Oxford Handbook of the Psychology of Working.
- Swart, J., Mann, C., Brown, S., & Price, A. (2005). *Human Resource Development: Strategy and Tactics*. Oxford: Elsevier Butterworth-Heinemann Publications.
- Telep, C. W. (2011). The Impact of Higher Education on Police Officer's Attitudes towards abuse of Authority. *Journal of Criminal Justice Education*, 22(3), 392-419.
- Tharenou, P., Moore, C., & Saks, A. (2007). *A Review and Critique of Research on Training and Organizational Level Outcomes*. University of Toronto: Canada
- Transparency International ( 2014). *Corruption Perceptions Index*.
- Transparency International ( 2016). *Corruption Perceptions Index*.
- Worthen, B.R., Sanders, J.R., & Fitzpatrick, J.L. (1997). *Educational Evaluation: Alternative Approaches and Practical Guidelines. (2nd ed.)*. White Plains, NY: Longman.
- Wright, P., & Geroy, G. (1992). "Needs Analysis Theory and the Effectiveness of Large-scale Government Sponsored Training Programmes : A Case Study". *Journal of Management Development*, 11-16.
- Zeithaml, V.A., & Mary J.B. (1996). *Services Marketing*. New York: Mclead.