



ISSN 2278 – 0211 (Online)

An Assessment on the Effect of In-Service Training on Employees Performance: A Case of Secretaries in Baringo County, Kenya

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Abstract:

The purpose of the study was to establish effects of in-service training on performance of secretaries in Baringo County Government. The specific objectives of the study were to; establish the in-service approaches employed on secretaries, to determine the effect of Government training policies on performance of secretaries, to evaluate the effect of employees training needs assessment on performance of secretaries, and to investigate effect of in-service training contents on performance of secretaries. The study was guided by Uncertainty Reduction Theory (URT). Descriptive survey design was adopted; the study area was Baringo County Government headquarters. The target population was secretaries at the County headquarters. All the 143 secretaries at the County headquarters participated in the study. Cronbach's Alpha Coefficient was determined to establish the reliability of the instrument. Questionnaires were used to collect data from the secretaries. The results indicated that secretaries in Baringo County government have undergone in-service training. Various approaches were used in administering in-service training to secretaries; conferences, workshops, and seminars, orientations, lecture method, and apprenticeship. The secretaries in Baringo County government are aware of the government policy on employees training. The criteria for employees' selection for in-service training were found to be transparent and fair. The study established that the policy stipulates budgetary allocation for employees in in-service training and that the policy recognizes in-service training in consideration for promotion. The study established that human resource department undertakes training needs assessment before organizing in-service training. The study further established that employees lack the capacity to perform their duties efficiently without in-service training. The new changes in the governance structure of the County government necessitate in-service training of the employees. The study indicated that in-service training has enabled secretaries improve their job skills, has enhanced their capacity to take new responsibilities, and improved problem-solving skills of the secretaries. In-service training has also enhanced personal career development of the secretaries and has reduced job related stress. It was also established that in-service training has contributed to cooperation among employees, has made clear the responsibilities of the employees hence reducing conflicts in work place, and enhanced professional rules adherence, and improved work relations among the employees. The study recommends: an evaluation to ascertain the approach that has more impact on the employees' performance, implementation to the letter and spirit of the training policies, and deploying modern technologies such as HRIS in order to enhance timely information on training needs.

1. Introduction

1.1. Background of the Study

In the improvement of today's worldwide business sector, organizations are constantly looking for approaches to develop and stay aggressive through training of its employees. Giving new employees trust in their basic leadership process for the organizations and in addition, enhancing their efficiency is key focus of every organization. Dependence on technology keeps on growing in general workplaces; the duties of office secretaries have significantly evolved. Office computerization and restructuring have prompted secretaries to take up obligations that were once held by managerial staff. Office secretaries now lead research on the web, operate and trouble shoot new office technologies, coordinate administrative activities, store, recover and incorporate data for dissemination to staff and customers (Bureau of Labour, 2006).

The American humanity for Training and Development (2006) gauges that United States organizations use \$109.25 billion on employee training and improvement every year, with about 75% (\$79.75 billion) spent on corporate sponsored training activities with the rest spent on external services. With such a significant interest in employee training, induction is a vital segment. As indicated by Ngirwa (2009), the Secretaries are those representatives who give support of the standard work stream of the organizations. Employee Performance to a great extent relies upon the aptitudes and training of different employees. The timely and better are these trainings, the more will be the flexibility of organization to the evolving environment. Along these lines enhancing the effectiveness of

organization's Human Resource depends intensely on the quality and capability of the organizations Human Resource. In-service training is one of the most effective tools for managers to deal with environmental changes and ensure appropriate services particularly in government and services agencies.

The act on part of the personnel is the driving force behind the survival of any business firm. Efficiency and success of an organization is achieved through well performing employees. Performance is crucial for the organizations and making strategies to advance presentation and measuring it as from time to time are a basic step that is to be taken. Without preferred performance outcome, it is of no use continuing to invest in processes and projects (Hameed & Waheed, 2011). Indicators of performance given by Aguinis (2006) are: procedural knowledge, declarative information, and incentive. Declarative understanding is inclusive of the facts about diverse guiding principles, procedures, particulars and the occupation errands; procedural knowledge is to know the way of doing the job properly and the skills required to perform the job for example, technical, functional, and cognitive skills.

Hailesilassie (2009), in his study on determinants of public sector staff presentation, has declared motivation and awareness about job roles as the determinants of employee performance. Homayun, (2005) assessed the adequacy of in-service training and arrived at the conclusion that the training of staff enhanced their insight, mentalities and employment abilities. Metani and Karrubi (2009) in their study entitled as engaging the Human Resource through in-service in preparing staffs of Islamic Azad College, the findings indicated that the in-service training was powerful on job satisfaction and performance of employees. In a study of Uganda Revenue Authority employees by (Emojong, 2004), their in-service training courses was taxation courses i.e. postgraduate diploma in taxation, for eighteen months, diploma in taxation revenue administration, a nine-month program for non-graduate offices, which have all been beneficial to the staff at URA at different lengths. The above literature indicates a relationship between employees' in-service training and performance. There are few studies on effects of in-service training on performance of office secretaries in Kenya. The current study therefore seeks to establish effects of in-service training on performance of secretaries in Baringo County Government.

1.2. Statement of the Problem

Secretaries provide information to managers in offices, plan and calendar meetings, take minutes at meetings, organize and maintain paper work and electronic files, disseminate information among other obligations (Bureau of Labour, 2006). In perspective of the above exceptionally difficult secretaries' obligations, combined with present day ultra-modern office, it is therefore, legitimate to revive their knowledge through in-service training to sufficiently grant in them the required abilities, learning and capabilities to successfully and proficiently fit into the workplace environment of 21st century.

In-service training has been demonstrated to produce performance change through development of employee knowledge, skills, capability, proficiency and behavior (Appiah 2010). Hatami (2009) analyzed the adequacy of in-service training of HR Officers in enhancing performance of employees of Islamic Azad College, the study showed that the in-service training has significant impact in the field of knowledge acquisition, aptitudes, attitudes and employment behavior. The County governments are putting resources training of secretaries to meet the regularly changing roles in their line of duty with the point of enhancing their performance. It is therefore notable that little has been done in Kenya on the study on the effect of in-service training of secretaries in an organization and public service. Therefore, the effect of in-service training on the performance of office secretaries was a case worth studying.

1.3. General Objective of the Study

The study sought to establish the effect of in-service training on performance of secretaries in the County Governments.

1.3.1. Specific Objectives

- i. To assess the effect of in-service training approaches on employee performance in the County Government of Baringo
- ii. To determine the effect of Government training policies on employee performance in the County Government of Baringo
- iii. To evaluate the effect of employees in-service training needs assessment on employee performance in the County Government of Baringo
- iv. To investigate the effect of in-service training contents on employee performance in the County Government of Baringo

1.3.2. Research Questions

- i. How do in-service training approaches adopt affect employee performance in the County Government of Baringo?
- ii. How does government policy influence employee performance in County Government of Baringo?
- iii. What is the effect of in-service training needs assessment on employee performance in the County Government of Baringo?
- iv. What are the in-service training contents on employee performance in the County Government of Baringo?

1.4. Significance of the Study

Despite the fact that the influence of staff training and development on the organization performance is widely explored and recognized areas in various organization: however, there are few studies conducted to assess the effect of in-service training on performance of the secretarial staff. The findings from this study will be of significance to the government in formulating policies for human resource training and development. The findings will be of significance to the county government of Baringo in designing capacity building programmes for secretaries in the County. Finally, the study will contribute to theoretical literature in the field of human resource and related fields.

1.5. Scope of the Study

The aim of the study was to establish the effects of in-service training on performance of secretaries in the County Governments. The target respondents were secretaries working in the County government of Baringo. The study was limited to Baringo County headquarters. The study was carried out in 2016 for a period of one month, from August to September, 2016.

1.6. Limitation of the Study

Given that the study was conducted in One County only, it will limit generalization of the findings to other counties. The study involved secretaries; hence this may limit the generalization for all employees. The respondents for this study were the secretaries in the County Government of Baringo. The researcher encountered the challenge during data collection due to the busy schedule of the secretaries. To overcome this limitation, the questionnaire was left with them for two days in order to give them ample time to respond.

2. Literature Review

2.1. Theoretical Framework

2.1.1. Uncertainty Reduction Theory (URT)

The study conducted by Uncertainty Reduction Theory (URT), set forward by Falcione and Wilson (1988). The theory recommends that when a worker enters an organization or accepts another position inside an organization, she/he encounters large amounts of uncertainty. To lessen the uncertainty, the employee assembles information in different areas and from different sources. The information obtained then serves to make work place more understandable, predictable, and controllable. It is through this procedure that fruitful socialization happens. This hypothetical idea has served as the premise for what is thought about socialization as far as training strategies and information seeking. Saks and Ashforth (1997), With regards to URT, numerous scientists have seen socialization as a learning process. In this connection, studies have demonstrated that there are four particular logical areas that are important to the socialization development: duty, responsibility, group and managerial domains (Fisher, 1986). The task domains deal with all aspects related to the actual job performance and operation of some equipment. The role domain is concerned with non-task specific expectations for the position, such as code of conduct and responsibilities. Group processes encompass the organizational values and management of events within the organization.

Organizational domain is comprised of information in regards to hierarchical structure, history, organizational goals/values, administrative issues and communication. Research has demonstrated those employees who believe that they are competent in the information domains were more fulfilled; more dedicated and better adjusted Ostroff and Kozlowski, (1992) demonstrated that learning in the undertaking and part areas were most essential to fruitful socialization and that information had a tendency to be least in the hierarchical space.

In the current study, the researcher presumes that in-service training assists the employee to acquire job related skill that will enhance their performance. If this process is done successfully the result is that the employee will be productive and loyal, will experience job satisfaction and have positive attitude towards work. Hence, he/she will see no point in leaving the organization and so will be motivated to contribute effectively to the achievements of organizations' goals and objectives, hence improve employees' performance.

2.1.2. Reinforcement Theory

This theory stipulated that, learning have occurred when students evidence suitable reinforcement of relationship linking a particular reply and stimulus (Smith & Ragan, 2005). McKenna and Beech (2006) explained that, to develop trainees' performance there has to be strengthening of what has been learnt it affects the tendency to make specific responses again. This can be in the form of feedback wherever learners will be accorded by responses concerning the development plus achievements during the training process. Nassazi (2013) adds that, behavioral scientists have demonstrated that people study well through instant strengthening of good manners. Banaji (2011) explains that positive reinforcement theory suggests that for trainees to acquire knowledge, change behavior, and modify skills, the trainer needs to identify the results of student that is mainly good and bad, and then link those outcomes to the training practices. This theory suggests that trainees are likely to adopt a desired behavior, through training, if the changed behavior will be of benefit to them.

2.1.3. Social Learning Theory

The assumption insists on the significance to observe the action, attitudes, and emotional reactions of others. It implies that people study by observing other people (Braton, 2007). Observation allows people see the consequences of other people's behavior, in that people can gain some idea of what might happen if they act in one way or another (Alkelabi, Jehanzaeb & Ahamad, 2012). Social learning theory is also influenced by a persons' self- efficacy. Self- efficacy is said to the capability of a human being to discover information plus skills of a particular job. It is important to determine one's self- efficacy particularly during needs assessment stage of the exercise process.

A trainee with high self- efficiency will put additional effort to learn in an exercise program while in distinction, people with low effectiveness resolve contain worries about mastering the content of the exercise program plus are further expected to pull out psychologically or physically. This people believe that they are unable to learn, regardless of their effort level (Mineka&Zinbarg,

2006). Chowdhury (2006) explains that social learning theory has four key processes that include consideration, preservation, motor copy plus motivational procedure. Attention suggests that people cannot be taught by watching if they are not aware of the significant aspects of the model's performance. Attention is influenced by the characteristics of the model and learners must be aware of the skills and behaviors they are supposed to observe and learn.

Retention allows learners to be able to retain or absorb what they have learnt. Motor reproduction means trying out observed behavior to see whether they effect in the same underpinning the model established. The capability to replicate the same behavior and skills depends on the extent to which the beginner can remember the skills or behavior. Motivational process is where learners are more likely to adopt modeled actions if it results in positive outcomes. Social learning theory provides valuable information that is directly linked to training practices used in organizations. It encourages training practices to use training methods that allow trainees or employees to incorporate the knowledge, and skills acquired during training in their day-to-day work tasks (Newman, Baum & Wienman, 1995). In in-service training, the training strategies such as job rotation, and delegation and coaching allow the workers to acquire relevant skills in the job. This theory therefore relevant to the study in that it involves the learning of certain skills by secretaries while performing the task. Therefore, it is important for the organization to encourage team building among the workers in order to enhance information exchange in the work place and allow employees to acquire necessary skills.

2.1.4. Human Capital Theory

Another theory that is relevant to this study is Human capital theory by Garrick, (1999), which proposes that investing in employees is a worthy course. The improved employees' performance can be seen as return on investment (Bratton 2007). It is a theory that can explain in-service training. Bratton (2007) state that training attempts to close the breach by bringing employees up to the preferred standard or competence. Lucas (Bryan 2006) who argues that at the micro level, human capital of employees contributes to competitive advantage supports this. The theory is relevant to the study since secretaries' work performance is expected to be determined through in-service training, which requires funding as an investment. As secretaries upgrade their skills, they maintain the mastery of their work likely to bear fruit. In-service training is a costly exercise, it is therefore important for organization to view it as an investment where by the improve employees' performance will improve the overall performance of the organization, and hence the organization reap from the investment. Similarly, training motivate the employees to put more efforts to achieve the organizations goals.

2.2. Approaches Used by in-service Training

Training delivery advance may be extra effective than others because all training delivery approaches are capable and planned to communicate precise expertise, acquaintance, attitudinal or task information to trainees, so dissimilar training delivery approaches can be preferred in order to deliver different training contents (Hamid, 2007). According to Wexley and Latham (2002), the must considers skill and tasks characteristics in shaping the most effective exercise delivery approaches should be noted. Various typologies have been offered for categorizing talent and errands (Gagne, Briggs and Wagner, 1997) which can be classified into two broad categories: people or technical ability (Poon and Othman, 2000), is critical in conniving training programmes. Several organizations fail because their employees are not trained adequately in skills that matter in the age of information. nevertheless, public skills are characteristically tough to study; quantify and measure as much as what is needed for on a daily basis in life and work because it has to do with how people speak about each other: conversing, giving feedback, listening, engaging in dialogue lend a hand as team member, solving troubles and resolving difference (Coates, 2004). The benefits of people skills training according to (Menguin, 2007); provided that a platform to display technical skills, serving in the fast lane, bring out the headship qualities and serving personal growth. To provide the preferred motivation and responsibility, it is a good idea to evaluate people skills prior to the training programmes by providing work for executives who able to tutor their administrator and subordinates in making sure frequent response, support and reinforcement. So, organizations can realize the desired return on a significant investment in people skills training. Organizations should recognize that their employees have the most up-to-date technical skills training, which are considered and offered by organizations in keeping informed their existing skills and acquiring latest technologies that will best outfit with organizations' technical training desires, purpose and budgets. Employees need to be taught precise skills for assessing an inclusive new hiring training programmes and able to act upon explicit job tasks (Hamid, 2007).

The plan of employees training and development helps the employees to be conventional to quick changes in services prerequisites and keeps them redesigned to fresh advances and system. By large there are two expansive kinds of training and development approaches accessible to individuals in public service: on-job and Off-job training methods. What tactic ought to be utilized for the organization is controlled by the circumstances and reasons for training and development program (Saakshi, 2005). On-job strategies refer to the systems that are linked in the work place, while the staff is in fact working to get particular skills. This approach is required to develop the staff that had lacking scholastic ability for his employment implementation. There are three strategies that are utilized by organizations to train staff these are: orientation, coaching and job rotation (Saakshi, 2005).

Off-job strategies are utilized far from work puts; few abilities and information are hard to train employees at the work place, so off-job training will be very important. Staffs get training far from their workstation. The strategy also allows the employment of more prominent variety of training systems, these incorporates: assistantships, apprenticeship, exceptional study, movies, lecture, TV, seminars, recreation, customized guideline and research trainings. The organization can figure out which strategies to make use of reliant upon the provisions and goals of the training (Khanka, 2007).

Induction is given to newly employed staff. It shields new employees from committing expensive errors. Induction strategy is critical for newly promoted staff to empower them and increase self –confidence and perform better to meet the expected results. The periods

may differ from few days to couple of weeks depending upon the circumstance Saakshi (2005). Work turn embrace moving representatives to differing positions in the association in order to enlarge their approaching and capacities. The strategies are amazing for widening an individual's presentation to the hierarchical operations and for transforming an authority into generalist, build the individual encounters, permits the staff to assimilate new data and thoughts (Khanka, 2007).

Instructing is frequently given by authorities from inside or outside the association who focus on certain regions of aptitudes or practices, for instance administration. Likewise, something that can happen at the work atmosphere. As a HR supervisor of the area you ought to be readied and ready to go about as a tutor when important to see that learning happens (Khanka (2007). As per Khanka (2007), addresses the most normally utilized direct approach for preparing. This strategy includes both down to earth and hypothetical showing process, which should be probable inside or outside an association. It is a conventional strategy of preparing workers. Staff goes to formal address courses and classes to obtain certain information and build up their calculated and investigative capacities. Address courses and classes advantage from today's innovation and are regularly offered in a separation learning plan. Input and interest can be enhanced when examination is allowed alongside address process. It is a relative monetary technique.

Gilley et al (2010) uphold that coaching involves communicating with an employee for improving on the job performance or behavior. It is asserted that coaching is a type of systematic feedback intrusion measured to improve employees' professional skills, interpersonal awareness and personal effectiveness. Peterson and Hicks describe five strategies of coaching processes: forging organizations, inspiring assurance, developing skills that construct new competencies, developing a never-say die attitude among employees and shaping environment to create conditions that nourish individual growth and progress whilst Gilley et al recognize four phases: tackle poor performance, mentoring, training and career coaching each of which merge to forge synergistic relationships involving managers and employees that ultimately lead to improved performance(Gilley et al 2010).

Freedman (2009) posits that mentoring is renowned since single means of ensuring knowledge at place of work is intended to make use of direct learning to expand knowledge and skills necessary for high performance. Mentoring is theorized in two categories: career and psychosocial. Mentoring is helpful to improve socialization, performance, provide support and complement other professional development activities. The outcomes can be associated to learning, psychosocial (development of the person) like self-analysis in the context of service, working with others and being optimistic towards work and career benefits.

Tiberondwa, (2000) describe induction programs as organized locally through attachment, seminars, and workshops for various cadres of the staff. These courses can be done contained by sections or departments and units. In here, newly selected department heads or newly recruited employees are expected to undergo specified short courses to familiarize them to their new responsibilities. Induction would help staff to be equipped with the basics as they get used to classroom environment and get initiated.

Saakshi (2005), meetings strategies are utilized to help workers create critical thinking abilities. It is a sequence of instructive and work sessions. Gatherings of individuals meet together over a brief timeframe to focus on a characterized range of concern. These workshops incorporate aptitudes that can be connected in the work environment. Movies, TV and video are regularly utilized for preparing as a part of an assortment of connections. Recordings can be made use of to show specific undertakings, for example, the techniques to take after while catching a suspect or stifling a compound flame. Recordings are utilized as a part of introduction sessions to present foundation data on the organization history, reason, and objectives. This operation disposes the requirement for mentors to rehash themselves for every single new staff and guarantees that the same data is exhibited without fail.

The training delivery approaches used varied due to research substance area (Poon and Othman, 2000). Companies carry out training programmes used one or more types to come up to for delivering guidance objectives and increasing their management workers. Band have become increasingly accepted within offices of every size plus industries since most administrators believe that teams often provide better results such as improving efficiency, enhancing creativity, reducing response times and improving decision making (Hartenian, 2003), fairly than persons. Company instruction is one of delivery approach of teaching in which individuals learn how to work efficiently in problem – solving groups, where direct scrutiny and response is needed in the process of guidance (Forbush and Morgan, 2004). Organizations need ongoing, real time training which continually raises the bar for performance principles for individuals, teams and the organization as a whole, where real time training learn from the achievement and disappointment of current practices. Mentoring is a delivery advanced training, which mentors are the person who have additionally firm – specific of knowledge, skills and capability in problem solving, communication, conflict resolution, goal setting and planning (Hartenian, 2003). Customarily, mentoring meant serving others learn business –related training swiftly with less risk and also based on chemistry involving two people who had a lot in common. Currently mentoring involves everything that is done to sustain career advancement and professional progress in order to make best use of learning and development. Mentoring relationships have been proved with many positive results, plus enhanced socialization, upgrading, reduced turnover intentions, and career satisfaction. Additionally, mentoring activities have great value for building a society with a well-built culture that keeps it competitive in the battle for talent and laying foundation for addressing the sequential issues that many organizations face (Miller, Devaney, Kelly and Kuehn, 2008). Bohlander, (2001) explains that on-the-job training method is relatively straightforward. Employees are trained by doing or watching others for a while and mimic them. This “other “experienced employee or supervisor that takes the latest employee “under his or her wing” to demonstrate how to perform job duties. Mattare and Lyons (2010) found out that in view of limited personnel and financial resources on-the-job training methods such as observation, mentoring and job rotation schemes address the training needs of SME organizations, as these approaches are inexpensive, flexible and can be used on-site.

Dalkir (2005) explains that it is not possible to observe someone's knowledge, but it is possible to observe the behavior of an expert or the expertise of a person. Observing the behavior of another person when he or she is applying knowledge in daily situations is a source of learning in small firms where learning takes place since the intended effect is to transfer knowledge from one person to

another. Ambaradar (2013) explains further that training programmes foster improved knowledge procedure, expands employees' capability, which leads to high organization performance.

The informal trainings in organizations are mostly by self-learning so that the respective employees can catch up with the latest trends and the rest of the team (Ellinger 2004). While the formal learning takes place via peer training and coaching. Whichever the case, studies have shown that over 70% of employees acquire computers lessons by observation (Lambrech et al 2004). Most organizations do not consider the informal trainings as valid because they are unable to measure the depth of knowledge acquired. In a study, to establish the most popular method of learning computers in organizations, self-learning came top. Formal and peer training came in almost equal in popularity while simulation was last. Toward 2004, self-study was losing popularity from 57-32% while peer training was gaining popularity from 45-60%. It was also noted that a hybrid approach of more than one method was gaining popularity (Srinivas, 2004).

Technology training is implemented by many organizations to improve their performance. The time out strategy has been found to be very useful to the employees who are often stressed by the routine of their job designation (Minton 2000). Organizations can implement trainings to acculturate the employees to new systems of the organization by use of computer and associated simulations. Even though the traditional classes have been around for decades, computer and simulations trainings will open the new outbound world to the employees (Minton 2000). Therefore, organizations need to be positioned appropriately with this new trend so that the employees also embrace learning with minimum resistance (Khirallah 2000).

2.3. *Employees Training Policies*

Human resource advancement exercises are guided by policies, procedures, circulars and directives world over. Development of employees' skills is a widespread Human Resource Management (HRM) practice that deals with the methodical way of developing individuals and groups to enhance the employee performance (Kraiger and Passage, 2007). Such a presumption appears to exist, at any rate, taking into account its application across nations and social settings (Dysvik and Kuvaas, 2008). One of the ways that the government guarantees that its employees are stayed up to date with worldwide patterns, developing issues and technological changes. Ahmed and Hanson (2011) observed that in building the capacity of employees, it is significant to lay emphasis on fundamental issues of leadership improvement, that incorporate building the capacity of the managers to impart certainty and persuade employees into a common vision to for attaining organizational objectives. Employees' capacity improvement in this manner is relied upon to upgrade institutional initiative in Africa to contend in today's quickly globalizing world and information society, and, to add to social capital and social cohesion (Labonte and Laverack, 2001).

The effectiveness of training can be maximized from a communication approach that is clear on objectives of what is to be learnt. The employees should be given a chance of implementing what they have learnt from the training as a protest of the effect of the training. The employees also need to be aware of the next training schedules (Meredith & Benton 2005). Organizations should convey these trainings from a technology proposal so that they gain from optimized costs (Saratoga Institute Benchmark 2003).

Laing (2009) found out that organizations have resources that can help determine who needs training such as: Training policy, which spell out whom to train, in what, and on what frequency. Such policies are essential for the following reasons: to provide guidelines for those responsible for planning and implementing training and to provide an equal opportunity for each employee to be trained in the organization.

Kenney et al (1992) makes a point that companies ought to have diverse policies for training depending on the class or rank of employment or level of staff to be trained. They critically called out that training policies are essential for the following reasons: To offer guidelines for those liable for planning and employing training, to ensure that a company's teaching resources are allocated to pre-determined requirements, to offer for equality of chance for training for the duration of the company; and, to inform employees of working out and development occasions. As much as these policies seem to be correct, they are still on the basics of budgetary provision and top management hold up for training. Michael Armstrong in his book: *A Handbook for Personnel Management Practice* (2005), training policies are expressions of the teaching thinking of the organization. He also insists the assertion of Kenny et al (1992), but further stated that training policy shows the percentage of turnover that should be billed to training. Training and development falls in Human Resource Development function which has been argued to be a vital function of Human Resource Management (Weil & Woodall 2005). Nadler (1984) renowned that all the human resource development activities are meant to either pick up performance on the present job of the person, train latest skills for new job or new position which is upcoming and general growth for boatpersons and business so as to be able to meet organization's present and future objectives.

Training is one of the main functions in Human Resource Management. Training has for long been documented and thus attracted vast research attention by academic writers (Beardwell, Holden & Claydon 2004). One of a manager's mainly important jobs is to administer the employee development which comprise his/her personal enlargement and career development (Linda Maund, 2001).

For any enterprise to function efficiently, it must have funds, materials, provisions, equipment, thoughts about the services or products to present those who may use its outputs and in conclusion people, which is the human reserve, to lope the enterprise. The useful management of people at work is Human Resource Management, Armstrong (2006). Human Resource Management has materialized as a major purpose in most organizations and is the focal point for a wide-ranging discussion relating to the nature of the up to date employment relations. Managing human resources is one of the key inessentials in the harmonization and administration of work organizations. More than a few new technologies are used to make sure the creation and release of services and merchandise in present economies. Whatsoever, means are used, the responsibility of persons and groups as employees and the aptitude of management to efficiently deploy such a resource is imperative to the attention of both the member of staff and organization. Conventionally, Human Resource apprehends itself with recruitment, assortment, residency, training, reimbursement and industrial

relations among others, (Armstrong 2003). Beer et al (1984) described Human Resource Management as the participation of all management decisions and proceedings that influence the nature of the link between the organization and its employees-the individual resources. According to Beer et al (1984), broad management make chief decisions daily that influence this relationship and this show the way to a map of Human Resource Management region.

The comprehensive competition and rapidity of changes highlight the meaning of human capital surrounded by organizations, as well as the rapidity and conduct of knowledge ahead of that capital. In the nation where doubt is the only certainty, knowledge is becoming a consistent source of continued competitive improvement. Knowledge is becoming fundamental capital and it activates development. Formerly built on underpinning of possessing specific resources and small costs, present day competition is based on knowledge possessing and well-organized knowledge management. Contemporary organizations consequently use their wealth (money, moment in time, energy, in sequence, etc.) for lasting training and advancement of their workers. Organizations which are continuously generate new knowledge, make longer it through the whole organization and put into practice it quickly inside the new-fangled technologies, extend good products and brilliant services. These activities settle on the company as a scholarship organization with unvarying innovation being its sole business. These are institute which become conscious that learning and innovative knowledge are becoming the key of success, and that education is vital for abundance.

The majority of the workers and managers' know-how their work environment as increasingly uncertain, with superior pressure to deliver far above the ground levels of performance using smaller number of resources and people (Macneil, 2001). In cooperation workers and managers are anticipated to make obvious more knowledge and a wider range of proficiency, along with self-motivation, inventiveness and innovation. Importance is placed on teams that work collaboratively and contribute to knowledge, which take for granted that managers have relinquished the customary command and control approach. At an assortment of times managers need to perform as instructor, conflict mediator, adviser and trainer. Flatter organizational formation rely more on relationships and informal set of connections. The study brings into being that line managers (rather than HR) had most important responsibility for promotions, coaching, performance management, employee disciplinary action, extinction decisions, career development, and employment and assortment. At the same time, the study established that line managers did not feel comfortable with a lot of these responsibilities. This is not amazing. Antonioni (2000) articulated that most managers are selected because of their prowess in technical functions, and they for that reason tend to be uncomfortable with the training and development portion of the managerial role.

Organizations over and over again begin their involvement in training with executive coaching. In state of affairs wherever the results are helpful, the association can afterward decide there is importance in extending training additional down through the management ranks. In most cases, outside trainers are so occupied for these purposes, and the collision on both persons and the organization can be thoughtful. For example, a revision by Manchester Consulting (McGovern et al, 2001) bring into being that 77% of executives account superior working associations with their direct reports.

The incidence of training and programs is increasing. About 60% of the 25 largest public companies in Australia had training programs in 2001. The CCH Australia/Australian Graduate School of Management survey for 2001 found that 26% of all organizations had training schemes in place for workers, an increase from 19% in 1996. Infact, Kinlaw (2000), an author of one of the additionally popular books on corporate training, explains training as a "distributed leadership function". The author says training is a chore that can be executed at various times by any member of a team, not just by the individual in appointed leadership. Various factors are required for training programs to be efficient. Firstly, there have got to be a degree of organizational readiness. The (Kulik and Bainbridge, 2004) explored the swing responsibility involving Human Resource managers as well as line managers for different community management functions, including training. It established that Human Resource managers were additionally hopeful than line managers about the benefits of line manager involvement for the union (in terms of superior employee approval and employee performance).

For civil service to have a productive workforce there must be policies and rules to program the way forward on performance improvement techniques to be adopted. Mamoria et al (2007) opined that the presence of policy on management which is made clear to everybody what the organizational expectations are. The enactment of a policy statement urges the top management to justify their purpose behind investing resources in to particular strategies. The Handbook for Civil Service Staff Induction (2006) in Kenya describes induction as a process that helps fresh members of staff to adjust and accustom with the new posts and governmental setting. When the training procedures and policies are never followed it clearly shows that in the final analysis there is organizational loss that may never be clearly quantified. It is clear that many public ministries do not have a T.N.A to guide their training projections and priorities. This is not an isolated case for Kenya as Sreekumar (2009) exposed the training departments in India.

Intensification of service delivery is a key strategy to attain the Kenya Vision 2030 (KV 2030) being a state development blue-print whose main purpose is to offer high quality life to the inhabitants in a clean and protected setting by transforming the country into a recently industrializing, middle-income state by 2030 (GoK, 2007). The Kenya regime has applied key public-sector reforms initiatives to produce an efficient and productive public service, with focused on transforming it into a more pro-active, superficial looking and outcome oriented system (GoK, 2008). Introduction of performance contracting has facilitated the government to correctly line up ministerial and departmental deliberate plans in order to progress efficiency and responsibility. Public organizations in Kenya have now taken up employee capacity building as a means of improving the superiority, competence and speed of public service delivery (UNDP, 2013). Acknowledgment of the workers is the means resource in any association has also hastened the need for capacity building (Ahmed & Hanson, 2011). Government, through its training agency, the KSG, urbanized various programs for public servants. The KSG is a Kenya Vision 2030 flagship project that combined the Kenya Institute of Administration (KIA) (KSG, 2013). Some of the courses offered for secretarial officers are: secretarial management, public relations and customer care, skills improvement, records management and senior management course for senior secretaries and senior officers (GOK, 2008).

2.4. Trainees Needs Assessment

Training Needs Assessment (TNA) communicate developing composite impression of the professional setting and comprise inquiries concerning short and long-term business approach, physical work environment, departmental society, performance ability and the personalities of the staff. However, conducting a systematic TNA is a critical early step to design a training program and can substantially influence the overall efficacy of training programmes (Goldstein and Ford, 2002), which also affected the performance of workers (Wagonhurst, 2002).

Appiah (2012) found out that a good training plan follows the following steps in order to accomplish the training objectives and develop an effective program. The steps include; Determining the training needs, employees to be trained, how best to train the employees, knowing your trainees and, Drawing up a detailed training plan. Yang (2010) explains that establishing the need for training always results from the difference between an ideal expect from employees' performance and the actual performance. Bediako (2002) further explains that the purpose of establishing a training need is to identify a gap that exists between the required and actual competencies employees are expected to have in order to determine the kind of training that can bridge this gap.

In the direction of Buckley and Caple (2000), in attendance are five major settlement by having and stating TNA in the guidance, which are; deterrence in teaching excessively much or too small, little training indicate insufficient training which may not provide a stimulus for improvement, while overload training can lead to overtraining syndrome, guidelines for the training lineplan are the foundation designed for producing enabling objectives plus knowledge points, clarification of what are the goals in the training for the reference to the trainers and for the trainees, effectiveness of the training in terms of knowledge, skills and attitudes expected of the apprentice, the minimum amount and good enough performance standards and the circumstances under which the performance is measured and substantiation of the training which on condition that the link between working out needs and the training.

An organized needs consideration can guide and serve as the basis for the design, improvement, delivery and appraisal of the training program; it can be second-handed to spell out a number of key features for the accomplishment and appraisal of training programmes. The anticipation of the training objectives to be accomplished at the end of the program; the circumstances of affairs under which the learners are able to make obvious their learning and the principles that must be get in touch with to confirm level of competence and thoughtful are another proportions of TNA, which have been talked about by preceding researchers (Bersin, 2006 and Buckley and Caple, 2000). What is more, is that the existence and comprehensiveness of TNA be supposed to be associated to the on the whole effectiveness of working out because it provides the device whereby the questions essential to doing well training programmes can be answered. So, in the blueprint and development of the training programmes, orderly attempts to appraise the training needs of the organization, make out the job requirements to be trained and recognize who needs training and the kind of training to be brought should result in further efficient training (Wagonhurst, 2002).

Employees' needs assessment is important phase in designing training and development for employees'. Trainees' needs assessment involves a scan of the organizations and its environment, relooking at tasks and evaluating employee performance after which then priorities are drawn. Specific training objectives are set and evaluation criteria developed. An important input to training which is lacking in most African countries is the Training Needs Assessment (TNA). Goldstein (2007), it is unlucky that some training programs have not gone through appropriate needs assessment, and many organizations do not collect data to determine the usefulness of their training programs. Their approaches continue unevaluated, apart from in support of the high esteem by which they may be regarded by their developers. This lay the organization to undue losses and a pessimistic attitude towards training. Training needs analysis has not been adequately conducted in public service, since trainings are governed by the policies, thereby making training more supply driven. This implies that the key areas of needs are rarely targeted by training hence lack of effectiveness.

Organizations need to carry out a computer and simulation training needs analysis ahead of carrying out the training itself. This analysis has the purpose of establishing who need that training and the desirable content values that will be transformed from the training. The training should be analyzed from a task, skill and capabilities dimension. The training needs to bear in mind the current level of knowledge of the employees so that the resources can be utilized efficiently. The training needs analysis should be specific on the employees to attend (Meredith & Benton 2005)

Stewart (2001) argue that organizations sometimes emphasize on the techniques of in-service training and not and not enough emphasis on the training needs assessment of the employees. In addition, fewer than 50% of all organizations even try to measure the value of training, and fewer still compute the return in monetary terms. This is true even of sales training which would seem easy to measure. Just 11% of the companies attempt to assess the payoffs of training on sales. Frances *et al* (2000) were of the view that training is a major investment, hence training should be focused. Training needs analysis and training evaluation are vital tools in ensuring that this objective is achieved. So, business needs should be the driving force for training systems. Reddy (2001) in his research work emphasized that the objective of training should expand beyond the application of on-the-job skills training. He highlighted the need for designing and developing educational and developmental programs to enable employees to learn for possible future needs. The study examined, analyzed and suggested the introduction of developmental programs to help individuals prepare for higher levels of responsibility and increase productivity and output.

Studies have in the past attributed poor performance to a mismatch between training course contents and actual job executions. Thus, ILO (2008) noted that training course contents must be aligned to the prevailing and projected skills requirements. Within organizations, there are various levels of employees who must be constantly trained (McManus, et al 2004). These are transferred, displaced, new and older workforces (Collison 2002). Transferred workforces require training to induce them to the new location or duties. Displaced staff needs induction training. New workforces need fresh training staring from the organization culture. Older workforces need training to improve their investment skills, achieve better work quality and adapt to upcoming technology and skills (ILO 2008).

(Accenture and SAP (2004), the higher work performance can be achieved by basic scheduled training that will enable the employees to make a step towards the anticipated organizational changes. These trainings need to keep in trend with industry developments and an objective evaluation system of the training should be in place.

Staff improvement has in this way turned into the vehicle for significant change which has fundamental impact in building up the authoritative theory, objectives and desires. It is through advancement and preparing and improvement exercises which contrast in broadness in connection to the necessities and assets of the organization that polished skill, profitability and individual and authoritative viability and individual execution can be expanded (Kaczynski, 2002). Yahya and Goh (2002) concentrates on the employees training needs and the most imperative ability that ought to be considered in training programs including showing aptitudes, advancement and inventiveness, reporting forms, team building, supervisory abilities, critical thinking expertise, and enhancing aptitude. In the event that these necessities are considered in training programs, positive results are realized (Yahya and Goh, 2002).

Robert, (2001) is of the opinion that both the ability of an employee and his contribution to the organization can at least partially be controlled by the organization. All motivation effort assumes that employees have the proper abilities to actually perform the job. Training is therefore a critical activity for an organization. It is one of the only two ways of ensuring that employees have abilities to do their work. Guthridge, *et al* (2008) are of the view that organizations like to promote the idea that employees are their biggest sources which give them competitive advantage, yet most of them are not working towards the challenge of investing adequate attention and resources in finding and making the right employees for the right job, motivating them to contribute and retaining capable retaining capable employees. Although the importance is acknowledged by the executives, adequate attention has not been paid to address issues appropriately.

2.5. Effects of In-service Training Contents on Performance

The main purpose of training is to obtain and improve information, skills and attitudes towards work related household tasks. It motivates workers both for short-term and long-term settlement (Cole (2002). Training and progress in the public-sector organization has been agreed by various researchers as an important function in improving work routine of the employees and ultimately to the organization as a whole. Study conducted in Scotland, UK, on 150 organizations showed that 89% of the organizations surveyed level employee training as powerfully affecting employees' performance (Soltan, *et al.*, 2004). The study recommended that, the HR personnel widely regarded the procedure of the performance appraisal as one of the main instruments for identifying training needs.

Fey *et al.*, (2000), conducted study on the effect of training and development on employee performance, recommended that, there is a strong positive relationship involving both management development and employee training and development program, and organization performance in Russian. The findings exposed that employee development significantly affect performance. He further proposed that, a focus on employee development, as well as employments security, is possible to be shared by employees in terms of high level of organizational dedication. Reserves in employee training and development may also be important for organizations striving to achieve competitiveness through high quality products and services.

According to Armstrong (2005), employees are the main factor of production; this type of investment enhances the production quality and improves the effectiveness in using spiritual and material sources through increasing the staffs' skill and expertise. Abdulhadiyan(2002), Studied the relationship between in-service training and human and conceptual skills, the study concluded that the in-service training increases employees' conceptual skills. Homayun, (2005) evaluated the effectiveness of in-service training on employees' performance, the findings indicated that in-service training improved knowledge, attitudes and job skills of employees. Hatami (2009) examined the effectiveness of in-service training on employees' performance. The results obtained from this analysis indicated that the in-service training enhance knowledge, skills, attitudes and job behavior.

Metani and Karrubi (2009) studied empowering the human resources through in-service training in concluded that the in-service training was effective on job satisfaction and job performance. Yaqmayi Sabeq (2012) examined the impact of in-service training on job skills and concluded that in-service training increases the job skills of employees. Davis (2006) in his study showed that the in-service courses of teachers lead to greater adherence to corporate rules, enhanced cooperation in school, enhanced capabilities of teachers and improved academic performance of students. In a study by (Spinosa,2009) on education needs of librarians in Spain, the results showed that in-service increased skills and expertise of the employees.

Ambetsa (2006) studied the effect of technical and vocational training on employees; the study found out that short term training contributes to individuals' personal development, increases their productivity and income at work and facilitates everybody's participation. Bigambo (2004), in his study among Moi University academic staff found out that the performance of lecturers was below expectations. Emojong (2004) in his study on in-service training programs and their effects on performance of staff at Ugandan Revenue Authority found out that the training courses the organization offers to its employees have been on immense significance on their performance at work. Some of the training courses URA centre offers as brought out by Emojong (2004) are taxation courses i.e. postgraduate diploma in taxation, for eighteen months, diploma in taxation and revenue administration.

Typically, an organization encourages the employees' training so that their changed behavior adds to the fulfillment of the organizations' objectives and targets. Reports of training expenditure in the social department offices in the UK recommend increasing amounts of money are put in such activities keeping in mind the end goal to meet the changing demands set on common care and superior expectations for advanced standards in service delivery (Clarke, 2001). Today, organizations attempt to achieve the development, survival and discipline, furthermore endeavor to accomplish the fast development, constant change, productivity, intelligent benefit, adaption for future and having the most elevated circumstance in their movement Field (Ansar, 2009). Employees

training as the most vital path for enhancing HR can have essential part on making change in intervention arrangement of supervisors and workers towards organizations and expanding their job capacities.

Training can make expand responsibilities, self-confidence, job satisfaction, future developing of employees, and diminishing contrasts and stresses (Alavi, 2000). In-service training expands the feeling of being wealth and job satisfaction in workers. Staff development has become a vehicle for employees' fulfillment in the job environment. Aithen (2000) proposed that the workers state of mind can be changed by setting in-service trainings with high and attractive quality. The findings demonstrated that organizations can be identified with the nature of in-service terms. The study concluded that training ought to be given by specialized individuals with the goal that employees get as higher as aptitude and learning to expand the nature of organization (Aithen, 2000).

Ghanbari (2003) concentrated on the effectiveness of teacher's In-service training instead of class managing, communication with students' parents and colleagues, use of academic media, evaluating students' learning and job satisfaction. The researcher found that in-service training builds teaching skills, class room management, communications with parents and colleagues, and supervisory skills (Ghanbari, 2003). Yahya and Goh (2002) research findings demonstrate that training can build the self-confidence for problem solving abilities and provision of reliable solution. Problem solving abilities is a vital component in enhancing employee performance. According to (Kamal, 2003) in-service training is making the employees advance their self-assurance and overcome their weaknesses furthermore inspire them to work. Yahya and Goh (2002) established that in-service training can improve the employee's self-competent to work towards attaining employee performance.

Technical skills training shows the way to the performing arts of more skills on the organizations advanced scores on written skills test (Remmen, et al., 2001); and enhanced employees presentation (Bradley and Bligh, 1999). Technical training engages in recreation by tutor or trainer projected a positive attitude towards the technique of role playing, which achieved better results in employees' obligation and presentation (Nikendei, et al., 2005).

2.6. Effects of In-service Training on Employees Performance

The societies are moving from being conventional towards being industrial and from being industrial towards being post-industrial, the science and innovation are changing, developing and progressing. In the previous decades, there have been major changes in management science and structural initiative generally on the human role in the achievement and advancement of the organizational leadership. In today's industrial world, employees have accomplished great improvement. Armstrong (2001) sets out three particular training needs for the workers. The main goal is to build up the capabilities of employees and enhance their performance. Second target is for individual employees to develop within the organization such that its future requirements for HR can be met from within the organization, and the third one is to decrease the learning span for workers starting in new jobs on appointment, transfer or promotion, and ensure that they become competent quickly.

Training is very crucial to any public sector in enhancing performance of employees. According to Ngirwa (2009), argue that for organizations to remain competitive it has no choice but to train their employees. The value of employee training carried out vary. Cole, (2002), recognized that factors influencing the number plus value of employee training and development actions like; the degree of change in the external environment, the degree of organization change, the competent of employees within the existing staffs and the extent to which management see training as a motivating factor in work.

One most important area of the Human Resource Management function is training and development for the effective performance of employees. In the present situation training is increasingly viewed as only fostering the capacity of the individual employee but as an integrated part of organizational development. Barrington and Stimpson (2002), clarified that there should be set targets to be met through training of employees. In this study secretaries job performance will be based on indicators like speed in typing, accuracy, meeting deadlines, time management, customer care services, and number of unexplained absences, achievement of objectives and other observables.

In the direction of Cole (2002) training can attain: high self-confidence - human resources who obtain training have amplified confidence and motivation; inferior cost of manufacture – training get rid of risks because skilled personnel are able to make better and trade and industry use of material and equipment in that way reducing and avoiding waste; lesser turnover – training brings a sense of safety measures at the workplace which trim down labour turnover and non-attendance is avoided; Adjust management-training helps to supervise change by escalating the understanding and participation of employees in the change process and as well provides the skills and abilities desired to adjust to new situations; give recognition, better responsibility and the likelihood of increased pay and promotion; give a feeling of individual satisfaction and achievement, and enlarge opportunities for career progression; and help to get better the availability and quality of staff.

The majority of researches including Colombo and Stanca (2008), Sepulveda (2005) and Konings & Vanormelingen, (2009), give you an idea about that training is a fundamental and powerful instrument in successful achievement of the firm's goals and objectives, follow-on in higher productivity. Jalal & Abu Bakr, (2010) premeditated effect of in-service training technical programs on good organization of workers in the Palestinian financial market. The study brought into being that the technical training shows the way to stability in the work, and amplifies the efficiency of workers in the Palestinian financial market. Ghannam, et al., (2010) the impact of training on the performance of the employees in the Palestinian insurance sector, the study established that their relationship sandwiched between the training and performance upgrading, and the external training is the most excellent training procedure, the study also instituted that there are consequential of the training on the organizational obligation of employees in the insurance sector in Palestine.

Study by Sezar, (2009) on relations between implementation of in-service training activities and human resources management organizations in service businesses: A sample in hotels. The study concluded that in the hotels, where they have a manager of human

resources and training, the workers have outstanding performance; in addition to that there is a close relationship between in-service training programs offered and management of human resources. Appiah, (2010) suggested in-service training enhances knowledge, skills, aspect and competencies and at the end of the day worker performance and efficiency in organization. Data was collected from 30 employees of HFC bank Ghana. Cross functional study was used to give good reason for the findings. Findings of the study gives you an idea about that training gets better the, abilities, knowledge competencies, skills, behavior and self-confidence of the employee. Githinji, (2014) recommended that the training effects the performance of employee surrounded by the international civil servants. A study research design was used for this study 144 staff of the United Nation supports office for the African mission in Somalia implicated in this research the finding demonstrated that in general training superior employee engagement on change processes. Onyango (2012) on his study on consequences of in-service training on performance of employees in at Mudete Tea Factory, Descriptive survey method was used and the data was collected through random sampling method. Findings bring to a close that if Mudete tea factory wants to hire and keep excellent employees it is a good policy to empower in training and development. Ngugi et al., (2014) pointed that training plays a momentous role in the development of competencies of new-fangled as well as existing employees for effectual performance. Data was collected from 800 employees of geothermal development company in Nairobi. This study gives you an idea about the relationship stuck between training & development and employee performance. Results shows that the training of employees is very imperative factors of both the association and the workers because it enhances work performance encourage employees and build confidence in the employees. The employees are supposed to acquire knowledge and skills which will give a hand them in improving their presentation by applying relevant courses based on the organizational objectives. Mohamud, (2014) recommended that in-service training effects the employee performance in public zone organization of Kenya. Data was collected from 100 staffs of Machakos branch. Data analysis was prepared through descriptive statistic. Findings confirmed training has a significant impact on employee performance and significant to both the individual employees and the organization at large. Glaveli & Karassavidou (2011) pointed out trustworthiness of the employees and the quality of services made available to the customers as the indicators of performance. Noe (2008) has given the factors that deter the transfer of training on individual's part. These comprise the unavailability of appreciation and positive feedback from co-workers, the organization itself, and the managers in terms of not providing the necessary resources and working conditions. Dessler&Varkkey (2010) discussed various methods of measuring the performance of employees: Interchange ranking(ranks employees from best to the worst player), Graphic ranking(rank employees based on the score won in the list of personality included on the rating graph),Harmonizing comparisons(making pairs of employees by making a decision on assured traits then measuring the individuals' status on each trait and declaring who is better), Forced distribution(employees are to be ranked on predefined criteria), Critical incidents (manager notes down the incidents of critical significance together good & bad as well as evaluating the employee), and Behaviorally secured rating scale(it uses a combination of rating methods and critical incidents). These methods are preferred by supervisors based on the evaluation principles of the organization. Also, the selection to evaluate the method could be based on the approach being favored by the performance management scheme in practice in any organization.

The study of Raja et al (2011) illustrated that there is a positive relationship among the two variables training & employee performance areas. Also, as per the finale results of Afshan Sultana et al (2012) which was examined in the telecom sector of Pakistan resulted in R square of 0.501 meaning that 50.1% of change in the employee performance can only be accomplished by proper training sessions. With T-value of 8.58 explanations that training is a good explanatory variable to the member of staff performance.

2.7. Conceptual Framework

The aim of the study was to establish the effect of in-service training on performance of secretaries in the County Governments. The independent variables are; government employees training policies, training needs, training contents, approaches used to administer in-service training, and while the dependent variable is employee performance.

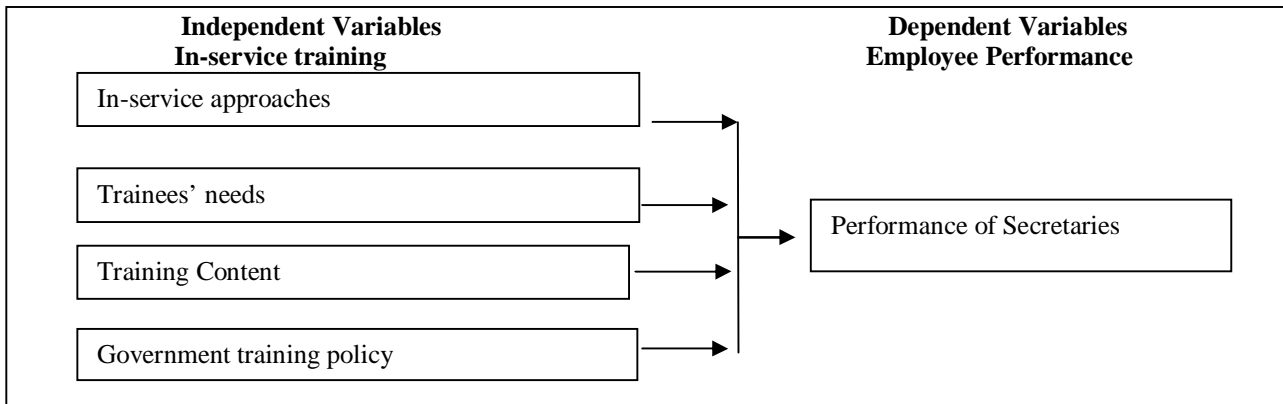


Figure 1: Conceptual Framework
Source: Author (2016)

3. Methodology

3.1. Research Design

A research design is a rational and methodical strategy prepared for directing a research study. It is a program that directs the academician in the manner of gathering data, analyzing and interpreting (Kothari 2004). The researcher adopted descriptive survey design. It involves collecting data in order to answer questions concerning the study. This design was justifiable because it gives a representation of the whole population with minimum bias. Moreover, descriptive survey makes standardized measurement more precise by enforcing uniform definitions upon the respondents (Borg, 2006). The design was therefore appropriate in establishing effect of in-service training on performance of secretaries in Baringo County government.

3.2. Study Area

The study was conducted in the County Government of Baringo headquarters. The County is among the 47 in Kenya. It borders the counties of West Pokot to the North, Elgeyo Marakwet to the West, and Samburu County to the East. It covers an area of 3,029.8 km square.

3.3. Target Population

According to Sekaran (2001), population is the whole group of individuals, occasions or things of attention that the researcher desires to examine. While the target population is the total collection of elements about which the researcher wishes to make some inferences (Okiro&Ndungu, 2013). A population consists of a group that share common characteristics from which individuals or units of analysis are then chosen out of the population for the study (Fox and Bayat, 2007). The researcher targeted secretaries employed in the County Government of Baringo Headquarters. The human resource records at the County headquarters indicate that there is a total of 143 secretaries at the County headquarters. Therefore, this formed the target population of the study.

3.4. Sampling Procedure

Leary (2004) defined sampling as the process by which a researcher selects a sample of participants for a study from the population of interest. A sample therefore is the portion of the population of interest that is selected for a study (DoylePortillo, 2009). Additionally a sampling frame is a complete and correct list of population members only (Cunanan& Cruz 2008). Sampling procedure refers to part of research plan that indicates how cases are to be selected for observation while sample size refers to number of items sampled from bigger population that their findings was used to generalize about the whole population (Kothari, 2004). A sample is a part of the target or accessible population that has been procedurally selected to represent it, (Oso and Onen, 2005). The researcher selected all the secretaries at the County headquarters for the study; hence there was no need for sampling. Census technique was adopted as per Saunders *et al*, (2003), that census is collection and analysis of data from every possible case or member in a population.

3.5. Data Collection Instruments

The primary data was collected through the use of questionnaire by drop and pick strategy to ensure high response rate. The use of questionnaire was adopted because it ensured that data collection was standardized such that each respondent got the same question and in the same format. Questionnaires also enabled collection of original data from the sample of the population within a short time and at low cost for purposes of describing the entire population (Ogutu 2012). The questionnaire was structured according to the research objectives. The questionnaire was in six parts. Part A explored the background information, part B covered training approaches, Part C covered training policies, and part E covered training needs assessment, part F is on training contents while part G covered employees' performance.

3.6. Validity

According to (Paton, 2002) validity is quality attributed to proposition or measures of the degree to which they conform to establish knowledge or truth. The content validity of the instrument was determined by the study through discussion of the items in the instrument with the supervisors, lecturers from the department and colleagues. In order to evaluate the content validity of the instruments, the research came up with dimensions and elements that constituted adequate coverage as per the studies' objectives.

3.7. Reliability

Reliability is the measure of the degree to which a research instrument yields steady outcome of data after repeated trials (Orodho, 2004). The questionnaire was pre-tested before the final distribution. Cooper and Schindler (2001) noted that this is usually done to detect any weaknesses in the research instruments. The questionnaires were tested for reliability by conducting a pilot study in Nakuru County. Cronbach's Alpha Coefficient was determined to establish the reliability of the instrument. The pilot results produced Cronbach's Alpha Coefficient of 0.81, which indicated that the instrument was reliable, since Amin, 2004 recommend the least Cronbach's Alpha Coefficient of 0.7.

3.8. Data Collection Procedure

The introductory letter was obtained from Kisii University. The introductory letter together with the signed proposal was used to secure research permit from National Commission of Science, technology and Innovation. The research permit was used to obtain permission from the County authorities to conduct research. Questionnaires were used to collect data from the secretaries. The

questionnaires used composed of structured questions. Structured questions allowed the response to be subjected to statistical analysis. The researcher administered the questionnaires in person and collected them the following day to grant the respondents' adequate time to respond the questions. The fact that the researcher presented the questionnaires to the respondents allowed the researcher to clarify any questions that the respondents had.

3.9. Data Analysis

The purpose of data analysis is to describe, discuss, evaluate and explain the content and characteristics of collected information so as to be able to answer the research questions (Matthews and Ross, 2010). Cooper and Schindler (2000), described data analysis as the process of editing and reducing accumulated data to a manageable size, developing summaries, seeking for patterns and using statistical methods. The completed questionnaires were cleaned, coded and analyzed using descriptive statistical methods, frequencies and percentage with the aid of Statistical Package for Social Science version 20.0 (SPSS). According to (Mugenda and Mugenda, 2003) descriptive statistics features assist in variable response comparison and give a clear indication of response frequencies. Pearson correlation analysis was used to assess the relationship between the independent variables and dependent variables. Pearson correlation qualified for use because the instruments were of interval and ratio-scaled variables. The data was presented using tables and figures.

3.10. Ethical Consideration

According to Neuman (2007), Ethics has to do with concerns, dilemmas' and conflicts that arise over the proper way to conduct research. Ethics help in defining what is or is not legitimate to do, or what "moral" research procedure involves. The study ensured that an approval to carry out the research was obtained from NACOSTI. The purpose of the study was explained to the respondents. The researcher assured the respondents of confidentiality and that the data supplied would be used for research purposes only and not to cause damage to their integrity and interests at the workplace. This was possible due to the fact that the respondents were advised not to indicate their names anywhere in the questionnaire. The participation of respondents was voluntary with no benefits attached

4. Data Analysis and Presentation

4.1. Demographic Characteristics of the Respondents

The researcher sought to establish the demographic characteristics of the respondents in order to ascertain the distribution of the respondents in relation to the target population. The demographic characteristics were also important in understanding some of the responses. The demographic characteristics of the respondents that were of interest to this study were; gender, age distribution, educational level, and whether they have undergone in-service training.

4.1.1. Gender of the Respondents

The majority of the respondents 104(83.0%) were females while 22(17.0%) were males, as indicated in Figure 2. This indicates that secretarial duties are dominated by females. The explanation that can be leveled is that men are more likely to take up senior management positions because leadership in the African content has largely been masculine and are therefore the natural choice when a chance occurs (Lutta-Mukhebi, 2004). The explanation can be supported by the findings by Ngure, (2013) who undertook the study on capacity building in Kenyan public service, the respondents were public servants undertaking senior management courses. The study established those 70.9% males and 29.1% females, a suggestion that men are almost three times more likely to occupy senior management positions. The main reason can be attributed to historical prevalence of education is the boy child.

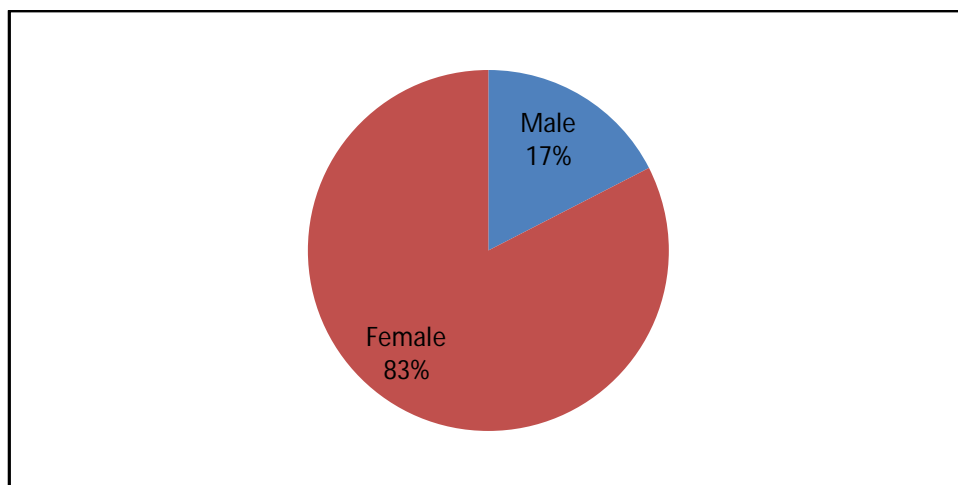


Figure 2: Gender of the respondents
Source: Author (2016)

4.1.2. Age Distribution of the Respondents

The study findings indicated that, majority of the respondents 42(33.3%) aged between 26-35 years, 28(22.2%) aged between 36- 45 years, similar proportion were aged 46-55 years while 14(11.1%) aged below 25 years and also those above 55 years were 14(11.1%), as indicated in Figure 3. The results indicated that the study capture the information from the respondents across the ages, hence reflection of the opinion of the entire population.

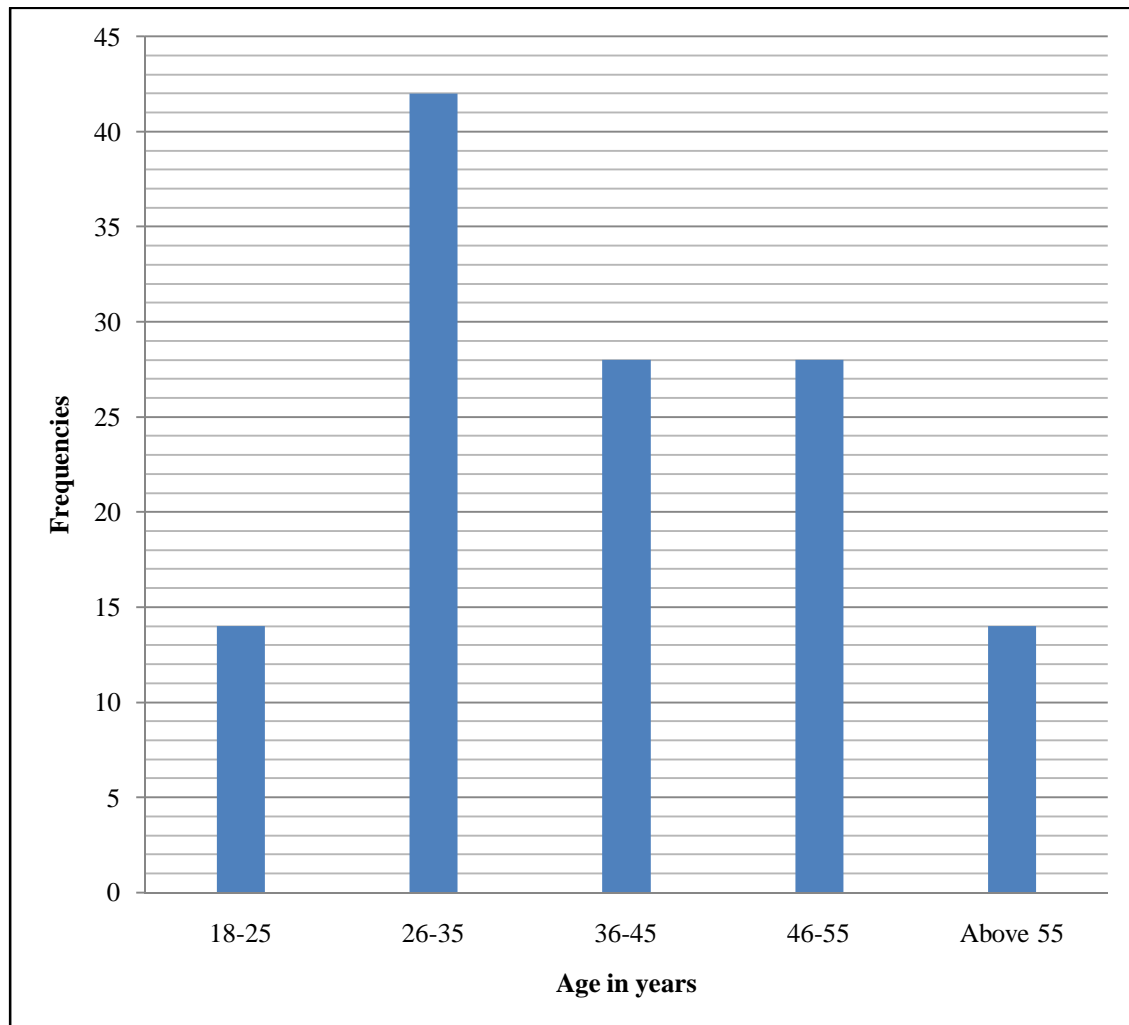


Figure 3: Age of the respondents
Source: Author (2016)

4.1.3. Education Level

Most of the respondents 70(55.6%) had certificate, 42(33.3%) had diploma while 14(11.1%) had bachelor's degree, as indicated in Figure 4

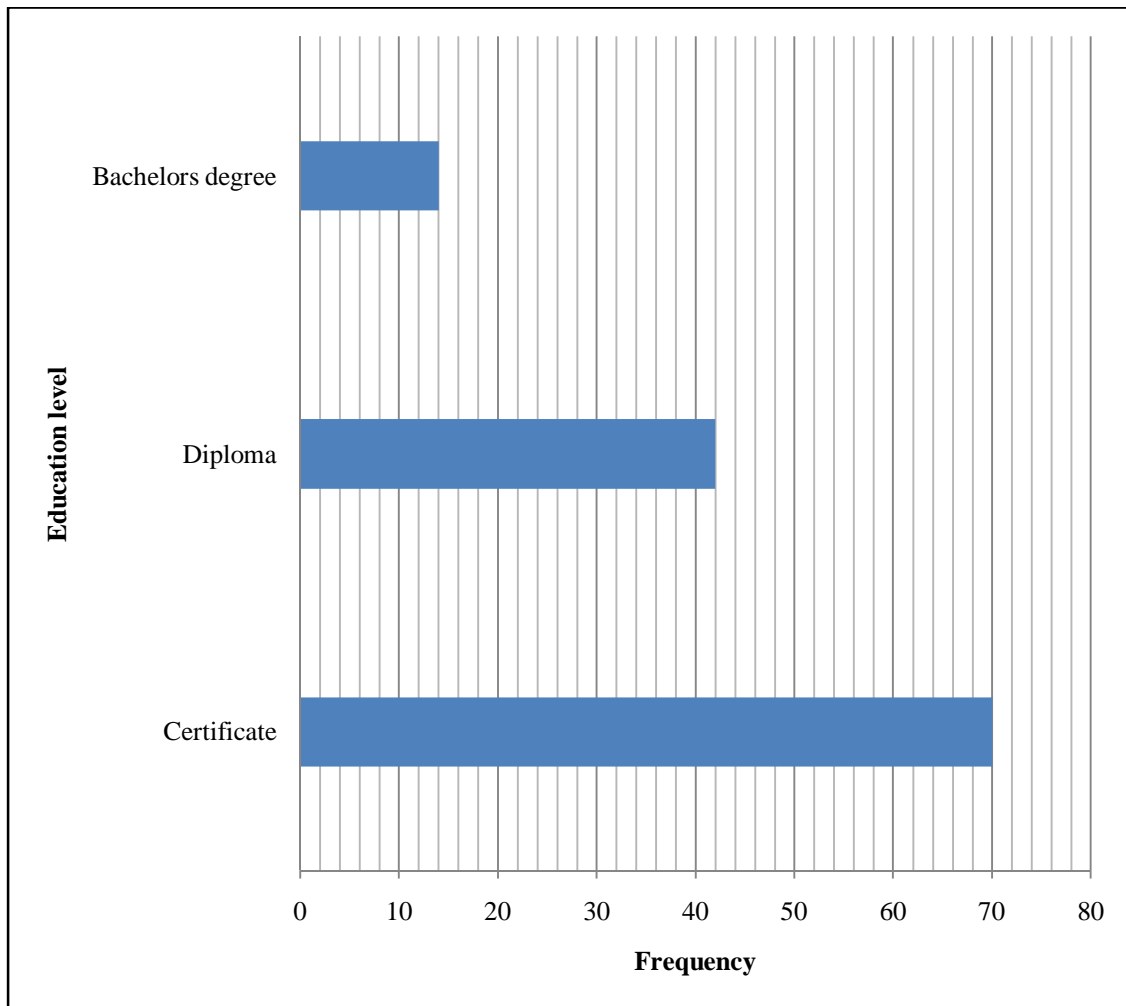


Figure 4: Education levels of the respondents
Source: Author (2016)

4.2. Approaches used in Administering in-service Training

The first objective of the study was to establish the approaches used in administering in-service training to secretaries in Baringo County. The study established that all the respondents had undergone in-service training. The study established that the respondents have undergone various in-service approaches. Most of the respondents, 56(44.4%) have attended conferences, workshops, and seminars, 28(22.2%) had undergone orientations, 14(11.1%) of the respondents had been in-serviced through coaching, similar proportion had used lecture method, while 14(11.0%) have undergone apprenticeship, as illustrated in Table 1

	Frequency	Percent
Orientation	28	22.2
Coaching	14	11.1
Lectures	14	11.1
Apprenticeship	14	11.1
Conferences/workshops/Seminars	56	44.4
Total	126	100.0

Table 1: Approaches used for in-servicing secretaries
Source; Author (2016)

The study further sought to investigate the extent in which in-service approaches that influence performance of the secretaries. From the responses, it indicates that all the approaches affect performance of the secretaries, but to difference extent. Majority of the respondents 109(86.5 %) were of the opinion that conferences/ workshops and seminars affects performance to great extent while 17(13.5%) said to some extent. 74(58.7 %) of the respondents said coaching affects performance to great extent, and 52(41.3%) said to some extent. On the extent in which lectures affect performance, 79 (62.7 %) said to some extent while 47(37.3%) said to great extent. Majority of the respondents 86(68.3%) mentioned that apprenticeship affect performance to some extent while 40(31.7%) said it affect performance to great extent. On the internship, 53(42.0%) said it affect performance to some extent while 73(58.0%) said it

affects performance to great extent. The responses are summarized in Table 2. The results indicate that each approach employed by the County in in-service training of the secretaries affects their performance. The combination of approaches could bring higher results since one method complement the weakness of the other, hence synergistic effects could be obtained when different approaches are used. According to (Hamid, 2007) training delivery approaches may be more effective than others due to the fact that training delivery approaches are capable and intended to communicate specific skills, knowledge, attitudinal or task information to trainees, so different training delivery approaches can be selected in order to deliver different training contents

In-service approaches	No extent		Some extent		Great extent	
	F	%	F	%	F	%
Orientation	0	0.0	17	13.5	109	86.5
Coaching	0	0.0	52	41.3	74	58.7
Lectures	0	0.0	79	62.7	47	37.3
apprenticeship	0	0.0	86	68.3	40	31.7
internships	0	0.0	53	42.0	73	58.0
Conference/ workshops/seminars	0	0.0	22	17.5	104	82.5

Table 2: In-service Approaches influencing performance

Source: Author (2016)

4.3. Effects of Training Policy on Performance of Secretaries

The second objective of the study was to establish effects of training policy on performance of secretaries in Baringo County Government. The respondents were presented with Likert scale questions (strongly disagree-SD, disagree – D, undecided – U, agree-A, and strongly agree- SA. Most of the respondents are aware of the government policy on employees training, as indicated by 72(57.1%) of the respondents who agreed and 15(11.9%) who strongly agreed, while 20(15.9%) disagreed and 9(7.1%) strongly disagreed. The criteria for employees' selection for in-service training was found to be transparent and fair, as depicted by 74(58.7%) of the respondents who agreed and 14(11.1%) who strongly agreed while a minority 29(23.0%) disagreed. On the statement that the policy stipulates budgetary allocation for employees in in-service training, 87(69.0%) of the respondents agreed and 21(16.7%) strongly agreed, while 11(8.7%) disagreed. The study established that the policy recognizes in-service training in consideration for promotion, as indicated by 85(67.5%) of the respondents who agreed and 19(15.1%) who strongly agreed. The response is summarized in Table 3. The results indicate that the county government of Baringo has training policy that addresses the needs of the employees; similarly, the county government has made effort to increase the awareness of the contents of the training policy to the employees. The findings also indicate that the policy covers various human resources management needs such as criteria for employee's selection, budgetary allocation for employees training and promotion of employees based on the trainings.

	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
I am aware of the government policy on employees training	9	7.1	20	15.9	10	7.9	72	57.1	15	11.9
The criteria for employees selection for in-service training is transparent and fair	6	4.8	29	23.0	3	2.4	74	58.7	14	11.1
The policy stipulates budgetary allocation for employees in-service training	4	3.2	11	8.7	3	2.4	87	69.0	21	16.7
The policy recognizes the in-service training in consideration for promotion	6	4.8	13	10.3	3	2.4	85	67.5	19	15.1

Table 3: Response on effects of training policy

Source: Author (2016)

4.4. Effect of Training Needs assessment on Performance

The third objective of the study was to establish effect of training needs assessment on performance of secretaries in Baringo County government. The study established that human resource department undertakes training needs assessment before organizing in-service training, as indicated by 84(66.7%) of the respondents who agreed, and a minority 18(14.3%) and 8(6.3%) of the respondents who disagreed and strongly disagreed respectively. Majority of the respondents, 98(77.8%) agreed that the employees lack the capacity to perform their duties efficiently without in-service training, while 17(13.5%) disagreed and 11(8.7%) strongly disagreed. On statement that the new changes in the governance structure of the County government necessitate in-service training of the employees, 90(71.4%) of the respondents agreed and 22(17.5%) strongly agreed while 14(11.1%) strongly disagreed. Majority of the respondents 70(55.6%) disagreed with the statement that the County governments secretaries lacks the experience on task required of them, while 14(11.1%) agreed. The response is summarized in Table 4. The findings indicate that the county government undertakes training needs assessment. This exercise is an important component in employees training since it will assist the County human resource department to make informed decision in designing in-service training programs to its employees. In-service training was found to have arisen due to devolution process in Kenya which results in formation of County government, hence it was necessary for

employees to undergo in-service to be made aware of the changes under the new dispensation. The trainings were also occasioned by the fact that the County government of Baringo employed fresh secretaries and others from the central Government.

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
The human resource department undertakes training needs assessment before organizing in-service training		6.3	18	14.3	14	11.1	84	66.7	2	1.6
The employees lack the capacity to perform their duties efficiently without in-service training	11	8.7	17	13.5	0	0.0	98	77.8	0	0.0
The new changes in the governance structure of the County government necessitate in-service training of the employees	14	11.1	0	0.0	0	0.0	90	71.4	22	17.5
The County governments secretaries lacks the experience on task required of them	14	11.1	70	55.6	28	22.2	14	11.1	0	0.0

Table 4: Training needs assessment response

Source: Author (2016)

4.5. Effect of in-service Training Contents on Performance

The fourth objective of the study was to establish effect of in-service training contents on performance of secretaries in Baringo County. The contents of in-service training were assessed by rating the task in which the respondents were able to accomplish after in-service training. Dalkir (2005) explains that it is not possible to observe someone's knowledge, but it is possible to observe the behavior of an expert or the expertise of a person. Observing the behavior of another person when he or she is applying knowledge in daily situations is a source of learning. Majority of the respondents 70(55.6%) agree that in-service training has enabled them improve their job skills and 14(11.1%) strongly agreed, while 27(21.4%) and 15(11.9%) disagreed and strongly disagreed respectively. The response indicates that in-service training contents covers areas that are related to the employees' job-related skills. Similarly, most respondents 84(66.7%) agreed that in-service training has enhanced their capacity to take new responsibilities, 28(22.2%) strongly agreed while 11(8.7%) disagreed.

The study established that in-service training has improved problem solving skills of the respondents, as indicated by 98(77.8%) of the respondents who agreed, 14(11.1%) strongly agreed, while 7(5.6%) disagreed. On statement that in-service training has enhanced my personal career development, 100(79.4%) agreed, 12(9.5%) strongly agreed while a minority 11(8.7%) disagreed. Most of the respondents 84(66.7%) agreed that in-service training has reduce job related stress, 14(11.1%) strongly agreed and 19(15.1%) disagreed.

The study established that there are differences among employees who have undergone in-service-training and those who have not, as evidence by the majority of the respondents 70(55.7%) who agreed with the statement compared to 21(16.7%) who disagreed. It was also established that in-service training has contributed to cooperation among employees, as indicated by 78(6.8%) of the respondents who agreed, 20(15.9%) strongly agreed, and while 25(19.8%) disagreed.

Most of the respondents, 104(82.5 %) agreed that in-service training has made clear the responsibilities of the employees hence reducing conflicts in work place, 8(6.3 %) of the respondents who strongly agreed and 7(5.6%) of the respondents who disagreed. On statement that in-service training has enhanced professional rules adherence, 94(74.6%) of the respondents agreed, 18(14.3%) strongly agreed while a minority, 9(7.1%) disagreed. The study established that in-service- training has improved work relations among the employees, as indicated by 70(55.6%) of the respondents who agreed, 42(33.3%) strongly agreed while a small proportion 7(5.6%) of the respondents disagreed.

The in-service contents were measured based on the skills in which employees acquire after the training. From the findings, it was deduced that in-service training contents covers wider areas; job related skills, non-job-related skills that prepare the employees for future careers, problem solving skills, team building, and professional conduct.

	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
In-service training has enabled me improve my job skills	15	11.9	27	21.4	0	0.0	70	55.6	14	11.1
In-service training has enhanced my capacity to take new responsibilities	3	2.4	11	8.7	0	0.0	84	66.7	28	22.2
In-service training has improved my problem-solving skills	7	5.6	7	5.6	0	0.0	98	77.8	14	11.1
In-service training has enhanced my personal career development	0	0.0	11	8.7	3	2.4	100	79.4	12	9.5
In-service training has reduced job related stress	9	7.1	19	15.1	0	0.0	84	66.7	14	11.1
There are differences among employees who have undergone in-service-training and those who have not	7	5.6	21	16.7	0	0.0	70	55.6	28	22.2
In-service training has contributed to cooperation among employees	3	2.4	25	19.8	0	0.0	78	61.9	20	15.9
In-service training has made clear the responsibilities of the employees hence reducing conflicts in work place	5	4.0	7	5.6	2	1.6	104	82.5	8	6.3
In-service training has enhanced professional rules adherence	5	4.0	9	7.1			94	74.6	18	14.3
In-service- training has improved work relations among the employees	6	4.8	7	5.6	1	8	70	55.6	42	33.3

Table 5: Response on training contents

Source: Author (2016)

4.6. Performance of secretaries in Baringo County Government

The dependent variable of the study was performance of the secretaries in Baringo County. Majority of the respondents 70(55.6%) agreed, 21(16.7%) strongly agreed that the secretaries are courteous to members of the public seeking their services and 19(15.1%) disagreed and 16(12.7%) of the respondents strongly disagreed. Similarly, 74(58.7%) of the respondents agreed, and 24(19.0%) strongly agreed that the secretaries perform their duties with high level of accuracy, while 23(18.3%) of the respondents disagreed.

Majority of the respondents 56(44.4%) agreed that the office secretaries are efficient in discharging their duties, 13(10.3%) strongly agreed while 51(40.5%) disagreed. On statement that the un-explained absenteeism is rare among office secretaries, 68(54.0%) of the respondents agreed, while 32(25.4%) of the respondents disagreed.

The study established that in-service training has enhanced job satisfaction, as indicated by 83(65.9%) of the respondents who agreed and 27(21.4%) who disagreed. On statement that in-service training has improved my self-confidence at the work place, majority of the respondents 74(58.7%) agreed, 14(11.1%) strongly agreed while 29(23.0%) disagreed.

Most of the respondents, 97(77.0%) agreed that in-service training has inspired them to work towards achieving organizational goals, 12(9.5%) strongly agreed while 12(9.5%) of the respondents disagreed. It was also established that in-service training has positively influence employees' attitude towards work, since 90(71.4%) of the respondents agreed, 13(10.3%) strongly agreed while 18(14.3%) of the respondents disagreed.

The performance of secretaries was measured by rating their response on a number of performance indicators; professionalism, accuracy, efficiency, organizational goals achievement, employee's confidants, attitude and absenteeism. From the response, it was established the secretaries perform well in their duties based on their response on above indicators. The secretaries are; courteous to the members of the public, they perform their duties efficiently, they have positive attitude towards their work, they register low incidence of unexplained absenteeism, are satisfied with their job and work towards achievement of organizational goals.

	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
The secretaries are courteous to members of the public seeking their services	16	12.7	19	15.1	0	0.0	70	55.6	21	16.7
The secretaries perform their duties with high level of accuracy	5	4.0	23	18.3	0	0.0	74	58.7	24	19.0
The office secretaries are efficient in discharging their duties	6	4.8	51	40.5	0	0.0	56	44.4	13	10.3
The un explained absenteeism are rare among office secretaries	12	9.5	32	25.4	14	11.1	68	54.0	0	0.0
In-service training has enhanced my job satisfaction	16	12.7	27	21.4	0	0.0	83	65.9	0	0.0
In-service training has improved my self-confidence at the work place	6	4.8	29	23.0	3	2.4	74	58.7	14	11.1
In-service training has inspired me to work towards achieving organizational goals	5	4.0	12	9.5	0	0.0	97	77.0	12	9.5
In-service training has positively influence employees attitude towards work	5	4.0	18	14.3	0	0.0	90	71.4	13	10.3

Table 6: Performance of secretaries in Baringo County government

Source: Author (2016)

4.7. Correlation Analysis

Pearson correlation analysis was performed to establish the relationship between the independent variables (training policy, training needs assessment and training contents) on performance of secretaries in Baringo County government. The study established that training policy has significant positive correlation ($r = 0.200$, $p = 0.024$) on performance of secretaries. The training needs assessment was also found to have positive relationship ($r = 0.211$, $p = 0.018$) on performance of secretaries in Baringo County. Training contents was also found to have a significant positive relationship ($r = 0.211$, $p = 0.017$) on performance of secretaries in Baringo County Government. Training approaches was not significant in ($r = 0.20$, $p = 0.820$) in improving performance of secretaries. This is because there is no single training approach that is appropriate for all training needs, therefore the training need adopted depend on a particular skill that the employees are required to acquire.

		Performance	Training policy	Training needs	Training contents
Performance	Pearson Correlation	1	.200*	.211*	.211*
	Sig. (2-tailed)		.024	.018	.017
Training policy	Pearson Correlation	.200*	1	.403**	.155
	Sig. (2-tailed)	.024		.000	.083
Training needs	Pearson Correlation	.211*	.403**	1	-.167
	Sig. (2-tailed)	.018	.000		.061
Training contents	Pearson Correlation	.211*	.155	-.167	1
	Sig. (2-tailed)	.017	.083	.061	
Approaches	Pearson Correlation	.020	.044	.023	.082
	Sig. (2-tailed)	.820	.628	.801	.359
	N	126	126	126	126

Table 7: Correlations results

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Author (2016)

5. Summary of the Findings, Conclusions and Recommendations

5.1. Summary of the Findings

5.1.1. Approaches Used in administering in-service Training

The study established that all the respondents had undergone in-service training. The County government of Baringo employ various approaches in administering in-service training to its employees; the approaches used are; conferences, workshops, and seminars, orientations, lecture method, and apprenticeship. The findings concur with (Poon and Othman, 2000), who posed that training delivery approaches used varies as the training content areas organizations conducted training programmes used one or more types of the approaches for delivering training objectives and developing their management employees. The most popular approach for in-service to secretaries was conferences, workshops, and seminars. The results are in agreement with Saakshi (2005) who established that the conferences method was used to help employees develop problem-solving skills.

The researcher further sought from the respondents on the approaches that they feel affects their performance. It indicates that all the approaches affect performance of the secretaries. Majority of the respondents were of the opinion that conferences/ workshops and seminars affects performance, while minority mentions coaching, internship, lectures and orientations.

5.1.2. Effects of Training Policy on Performance of Secretaries

Most of the respondents are aware of the government policy on employees training. The criteria for employees' selection for in-service training were found to be transparent and fair. This is in line with The Government of Kenya (2005) through the Ministry of State for Public Service (MSPS) has put it that all public servants will be eligible for at least five days training in a year. The results are in agreement with (Ahmed & Hanson, 2011), in which the participants felt that the training was useful for their career growth with the understanding that the Senior Management Course is a prerequisite for promotion. Career growth" or "Job advancement" usually means a change from an entry level position to a job which has more duties and that receives more compensation. The study established that the policy stipulates budgetary allocation for employees in in-service training and that the policy recognizes in-service training in consideration for promotion. What was no clear was whether the budgetary allocation is sufficient? Finding by Derek et al (2005) when he points out that it is only in Sweden and France do more than a quarter of the organizations surveyed spend more than 4 per cent of the pay bill on training. With the exception of France, the majority of organizations in each of the other countries spent less than 2 percent of their pay bill on training.

5.1.3. Effect of Training Needs Assessment on Performance

The study established that human resource department undertakes training needs assessment before organizing in-service training. Majority of the respondents agreed that the employees lack the capacity to perform their duties efficiently without in-service training. The finding concurs with Ahmed and Hanson (2011) who observed that in developing the capacity of public officers, it is fundamental to place highlight on very important issues of leadership development, that include building the capacity for leaders to instillself-confidence plus inspire workers into a common idea to realize organizational objectives. The new changes in the governance structure of the County government necessitate in-service training of the employees. Majority of the respondents disagreed with the statement that the County governments 'secretaries lack the experience on task required of them. The study agrees with (Espinos, 2009) who conducted the study of continuous education needs of librarians in Spain the results showed that the quality of courses, increased skills and expertise are the important factors of participating in in-service training courses.

5.1.4. Effect of in-service Training Contents on Performance

Majority of the respondents agreed that in-service training has enabled them improve their job skills. The results agree with Okolo (2001) who said that in-service training to secretaries equips them with adequate skills, information and competencies needed to function well in office occupation. Similarly, most respondents agreed that in-service training has enhanced their capacity to take new responsibilities, according to Ratan Reddy (2001) in his research work emphasized that the objective of training should go expand beyond the application of on-the-job skills training. He highlighted the need for designing and developing educational and developmental programs to enable employees to learn for possible future needs. The study examined, analyzed and suggested the introduction of developmental programs to help individuals prepare for higher levels of responsibility and increase productivity and output. The study established that in-service training has improved problem solving skills of the respondents. The finding is similar with those of HomayunNia (2005) who evaluated the effectiveness of in-service training of staff at Khuzestan Water and Wastewater Company during 1995 -2000 and came to the conclusion that the in-service training of these staffs improved their knowledge, attitudes and job skills.

On statement that in-service training has enhanced my personal career development, majority of the respondents agreed. Most of the respondents agreed that in-service training has reduced job related stress. The study established that there are differences among employees who have undergone in-service-training and those who have not. It was also established that in-service training has contributed to cooperation among employees. Most of the respondents agreed that in-service training has made clear the responsibilities of the employees hence reducing conflicts in work place. In-service training has enhanced professional rules adherence, and improved work relations among the employees. The findings agree with Davis (2006) in his study showed that the in-service courses of teachers lead to greater adherence to corporate rules, enhanced cooperation in school, enhanced capabilities of teachers and improved academic performance of students.

5.1.5. Performance of Secretaries

Majority of the respondents agreed that the secretaries are courteous to members of the public seeking their services. Similarly, most of the respondents agreed that the secretaries perform their duties with high level of accuracy. the result concurs, with YaqmayiSabeq (2012) who examined the impact of in-service training on job skills of staffs in public libraries of Tabriz and concluded that in-service training increases the job skills of staffs. The office secretaries were found to be efficient in discharging their duties.

The study established that in-service training had reduced un-explained absenteeism among office secretaries, since in-service training had enhanced job satisfaction andself-confidence among the employees. The findings agree with Hatami (2009) who examined the effectiveness of in-service training of Human Resources Office on enhancing the performance of faculty members of staff in Islamic Azad University to increase knowledge, skills and attitudes of managers and faculty members. The results obtained from this analysis indicated that the in-service training has consistent effectiveness in the field of knowledge, skills, attitudes and job behavior.

Majority of the respondents agreed that in-service training has inspired them to work towards achieving organizational goals. The results agree with Marcellus (2000) who asserted that in-service training provide an opportunity for guiding the personnel of the office in the use of appropriate means to its environment in order to achieve its purpose. It was also established that in-service training has positively influence employees' attitude towards work. Tiberondwa (2000) who asserts that attendance of seminars, workshops, conferences and short courses lead to effective performance in activities.

5.2. Conclusions

The secretaries in Baringo County government have undergone in-service training. Various approaches are used in administering in-service training to secretaries; conferences, workshops, and seminars, orientations, lecture method, and apprenticeship. The most popular approach for in-service to secretaries was conferences, workshops, and seminars. All the approaches used in in-service training affect employees' performance.

The secretaries in Baringo County government are aware of the government policy on employees training. The criteria for employees' selection for in-service training were found to be transparent and fair. The study established that the policy stipulates budgetary allocation for employees in in-service training and that the policy recognizes in-service training in consideration for promotion.

The study established that human resource department undertakes training needs assessment before organizing in-service training. The study further established that employees lack the capacity to perform their duties efficiently without in-service training. The new changes in the governance structure of the County government necessitate in-service training of the employees.

The study indicated that in-service training has enabled secretaries improve their job skills, has enhanced their capacity to take new responsibilities, and improved problem-solving skills of the secretaries. In-service training has also enhanced personal career development of the secretaries and has reduced job related stress. It was also established that in-service training has contributed to cooperation among employees, has made clear the responsibilities of the employees hence reducing conflicts in work place, and enhanced professional rules adherence, and improved work relations among the employees.

5.3. Recommendations

The study established that the County government of Baringo uses various approaches in administering in-service training to secretaries; conferences, workshops, and seminars, orientations, lecture method, and apprenticeship. An evaluation should be done to ascertain the approach that has more impact on the employees' performance in order to maximize on the returns.

The study established that training policy has been put in place and employees have are aware of the contents. The County government should therefore strive to implement to the letter and spirit of the training policies. Since failure to implement may demotivate the employees since they are aware of what is entitled to them.

The study established that the County government undertakes training needs assessment before administering in-service training. Since needs assessment is a dynamic and continuous process, the County government should deploy modern technologies such as HRIS in order to enhance timely information on training needs for decision making purposes.

The training contents were found to affects performance of the secretaries. The contents should therefore be design in such a way that it covers job related as well as prepare the employees for upward mobility. This will act to motivate employees and hence enhance their performance.

5.4. Areas for Further Studies

1. Future study to consider all the employees in the County Government of Baringo

6. Acknowledgement

First and foremost, I thank the Almighty God for the gift of life and for giving me the skills, knowledge and energy to be able to complete this project.

Special thanks to my supervisor, Dr. Yusuf Kibet and Dr. Solomon Letangule and Mr. Bosire for providing unlimited, invaluable and active guidance throughout the study. Their immense command and knowledge of the subject matter enabled me to shape this research project to the product it is now.

To my classmates, I appreciate your effort in refining this project.

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Appendix I: Letter of Introduction to the Respondents

**KISII UNIVERSITY,
KABARNET CAMPUS,
P.O BOX 573,
KABARNET, KENYA**

Dear Respondent,

I am a student at Kisii University currently pursuing a master’s degree in Human Resource Management, and conducting a research on “**Assessment on the effect of in-service training on employee performance. A case of secretaries in Baringo County**” The purpose of this letter is to request you to kindly allow me to carry out the study in your establishment. Your identity will remain confidential; your responses will be used for research purpose only. Please be honest in your responses and try to attempt all questions.

Yours faithfully,
PHOETH NDUKU KYULE

Appendix II: Questionnaire for the Secretaries

Introduction

I am a Student at Kisii University, currently undertaking a study on effect of in-service course on performance of Secretaries in Baringo County Government. You are requested to answer the questions below to the best of your knowledge. The information given will only be used for the purpose of this study.

Section 1: Background information

1. What is your gender
Male Female
2. What is your age
18-25 26-35 36-45 45-55 55 & Above
3. What is your highest level of education
Certificate Diploma Bachelors degree others Specify.....

Section 2: Training Policies

4. Have you undergone in-service training organized by Baringo County Government
Yes No
5. Indicate the extent in which you agree with the statements, on effects of government policy on in-service training (strongly agree-SA-5, Agree – A-4, Undecided- U-3, Disagree- D-2 and strongly disagree – SD-1)

	SD	D	U	A	SA
I am aware of the government policy on employees training					
The criteria for employees selection for in-service training is transparent and fair					
The policy stipulates budgetary allocation for employees in-service training					
The policy recognize the in-service training in consideration for promotion					

Section 3: Employees training needs

6. Indicate the extent in which you agree with the statements, on employee in-service training needs (strongly agree-SA-5, Agree – A-4, Undecided- U-3, Disagree- D-2 and strongly disagree – SD-1)

	SD	D	U	A	SA
The human resource department undertakes training needs assessment before organizing in-service training					
The employees lacks the capacity to perform their duties efficiently without in-service training					
The new changes in the governance structure of the County government necessitate in-service training of the employees					
The County governments secretaries lacks the experience on task required of them					

Section 4: Training contents

7. Indicate the extent in which you agree with the statements, on effects of in-service training on acquisition of skills (strongly agree-SA-5, Agree – A-4, Undecided- U-3, Disagree- D-2 and strongly disagree – SD-1)

	SD	D	U	A	SA
In-service training has enabled me improve my job skills					
In-service training has enhanced my capacity to take new responsibilities					
In-service training has improved my problem solving skills					
In-service training has enhanced my personal career development					
In-service training has reduce job related stress					
There are differences among employees who have undergone in-service-training and those who have not					
In-service training has contributed to cooperation among employees					
In-service training has made clear the responsibilities of the employees hence reducing conflicts in work place					
In-service training has enhanced professional rules adherence					
In-service- training has improved work relations among the employees					

Section 5: approaches

8. Select the training approaches used in in-service training

In-service approaches	
Orientation	
Job instructions	
Job rotation	
Coaching	
Lectures	
apprenticeship	
internships	
Conference/ workshops/seminars	

9. Rate the extent in which the following in-service training approaches influence Employee Performance

In-service approaches	No extent	Some extent	Great extent
Orientation			
Job instructions			
Job rotation			
Coaching			
Lectures			
apprenticeship			
internships			
Conference/ workshops/seminars			

Section 6: Performance

10. Indicate the extent in which you agree with the statements, on effects of in-service training on employees attitude change (strongly agree-SA-5, Agree – A-4, Undecided- U-3, Disagree- D-2 and strongly disagree – SD-1)

	SD	D	U	A	SA
The secretaries are courteous to members of the public seeking their services					
The secretaries perform their duties with high level of accuracy					
The office secretaries are efficient in discharging their duties					
The un explained absenteeism are rare among office secretaries					
In-service training has enhanced my job satisfaction					
In-service training has improved my self-confidence at the work place					
In-service training has inspired me to work towards achieving organizational goals					
In-service training has positively influence employees attitude towards work					

Thank You

Appendix III: Letter of Authorization

**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Ushaki House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No.

Date:

NACOSTI/P/16/01716/12906

26th August, 2016

Phoeth Nduku Kyule
Kisii University
P.O. Box 402-40800
KISII.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*An assessment on the effect of in-service training on employee performance: A case of secretaries in Baringo County*," I am pleased to inform you that you have been authorized to undertake research in **Baringo County** for the period ending **26th August, 2017**.

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

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:


The County Commissioner
Baringo County.

The County Director of Education
Baringo County.

Appendix IV: Research Permit

THIS IS TO CERTIFY THAT:
MS. PHOETH NDUKU KYULE
of KISII UNIVERSITY, 573-30400
kabarnet, has been permitted to conduct
research in Baringo County
on the topic: AN ASSESSMENT ON THE
EFFECT OF IN-SERVICE TRAINING ON
EMPLOYEE PERFORMANCE: A CASE OF
SECRETARIES IN BARINGO COUNTY
for the period ending:
26th August,2017


Permit No : NACOSTI/P/16/01716/12906
Date Of Issue : 26th August,2016
Fee Recieved :Ksh 1000




[Signature]
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officer will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEACH CLEARANCE
PERMIT

Serial No.A 11798

CONDITIONS: see back page

Appendix V: Declaration of Number of Words


KISU UNIVERSITY
SCHOOL OF POSTGRADUATE STUDIES

DECLARATION OF NUMBER OF WORDS FOR MASTERS/PROJECT/PHD THESES

DECLARATION OF NUMBER OF WORDS FOR MASTERS/PROJECT/PHD THESES

This form should be signed by the candidate and the candidate's supervisor (s) and returned to the Director of Postgraduate Studies at the same time as you submit copies of your thesis/project.

Please note at Kisu University Masters and PhD thesis shall comprise a piece of scholarly writing of not more than 20,000 words for the Masters degree and 50 000 words for the PhD degree. In both cases this length includes references, but excludes the bibliography and any appendices.

Where a candidate wishes to exceed or reduce the word limit for a thesis specified in the regulations, the candidate must enquire with the Director of Postgraduate about the procedures to be followed. Any such enquiries must be made at least 2 months before the submission of the thesis.

Please note in cases where students exceed/reduce the prescribed word limit set out, Director of Postgraduate may refer the thesis for resubmission requiring it to be shortened or lengthened.

Name of Candidate: MHELJH N. KIBILE ADM NO. LBM 11/10792/14
 Faculty: BUSINESS & ECONOMICS Department: COMMERCE

Thesis Title: AN ASSESSMENT ON THE EFFECT OF IN-SERVICE TRAINING ON EMPLOYEE PERFORMANCE IN A CASE OF SECURITIES IN BARISSA

I confirm that the word length of:

1) the thesis, including footnotes, is 2) the bibliography is
 and, if applicable, 3) the appendices are

I also declare the electronic version is identical to the final, hard bound copy of the thesis and corresponds with those on which the examiners based their recommendation for the award of the degree.

Signed: [Signature] Date: 22/09/16
 (Candidate)

I confirm that the thesis submitted by the above-named candidate complies with the relevant word length specified in the School of Postgraduate and Commission of University Education regulations for the Masters and PhD Degrees.

Signed: [Signature] Email: yusufhibet@yahu.com 0721719824 Date: 23/9/2016
 (Supervisor 1)


Signed: [Signature] Email: detanada@gnca.com Tel: 072285912 Date: 22/09/16
 (Supervisor 2)

REPEAT NAME(S) OF SUPERVISORS AS MAY BE NECESSARY

Our Vision: An efficient school committed to academic excellence in postgraduate studies
KISU UNIVERSITY IS ISO CERTIFIED 9001:2008


 192.168.000.00

Appendix VI: Plagiarism Declaration



KISII UNIVERSITY
OFFICE OF THE DIRECTOR POST GRADUTATE STUDIES

PLAGIARISM DECLARATION

Telephone: +254 710 648900
Email: ppg@kisiiuniversity.ac.ke

P. O. Box 406-80200
KISII, KENYA
www.kisiiuniversity.ac.ke

Definition of plagiarism
Is academic dishonesty which involves; taking and using the thoughts, writings, and inventions of another person as one's own.

DECLARATION BY STUDENT

- i. I declare I have read and understood Kisii University rules and regulations, and other documents concerning academic dishonesty
- ii. I do understand that ignorance of these rules and regulations is not an excuse for a violation of the said rules.
- iii. If I have any questions or doubts, I realize that it is my responsibility to keep seeking an answer until I understand.
- iv. I understand I must do my own work.
- v. I also understand that if I commit any act of academic dishonesty like plagiarism, my thesis/project can be assigned a fail grade ("F")
- vi. I further understand I may be suspended or expelled from the University for Academic Dishonesty.

Name PHOENIX NDUKWA KIOLE Signature Dave
Reg. No CBM 11/10742/14 Date 14/9/2016

DECLARATION BY SUPERVISOR (S)

- i. I/we declare that this thesis/project has been submitted to plagiarism detection service.
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