

**EFFECT OF TRAINING ON STAFF PERFORMANCE IN PUBLIC ORGANISATIONS
IN KENYA. A CASE OF MINISTRY OF INTERIOR AND NATIONAL
ADMINISTRATION, HARAMBEE HOUSE, NAIROBI.**

PATRICIA HAIGWO SALAT

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DECLARATION

This Research Project is my original work and has not been presented for a degree in any other University

Signature..... Date

PATRICIA HAIGWO SALAT

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

Signature..... Date

Mr. David Kanyanjua

The Management University of Africa

DEDICATION

I humbly dedicate this research project to my parents, Mr. Bernard Buya and Mrs. Lydia Salat, my siblings, Teddy, Oscar, Brian, Derrick, Kennedy, Laureen, Miriam and Adrine and my niece, Loyce

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ABSTRACT

The study investigated the effect of training on staff performance in public organizations in Kenya, with a specific focus on the Ministry of Interior and National Administration at Harambee House, Nairobi. The research was inspired by the concern that training programs in the public sector often fail to translate into improved performance due to limited access, lack of continuity, and weak evaluation mechanisms. The study examined four training dimensions: on-the-job training, off-the-job training, training frequency, and training evaluation methods. A descriptive research design was adopted, targeting 403 management-level employees across three state departments, with a stratified random sample of 80 respondents selected using Yamane's formula. Data was collected through structured questionnaires, validated through expert input and piloting, and tested for reliability, yielding a Cronbach's alpha coefficient of 0.78. Analysis involved descriptive statistics, with results presented in frequencies, percentages, and mean scores. Findings revealed that on-the-job training had the strongest effect on staff performance, with hands-on training and mentorship recording the highest mean ratings, while orientation programs and role rotation scored low, reflecting weak induction and monitoring practices. Off-the-job training was also effective, with external workshops and seminars achieving the highest mean score of 4.50 (SD = 0.53), followed by online training at 4.20, sponsorships for further studies at 4.10, and simulations at the lowest with 3.90 (SD = 0.74). Training frequency was found to be a critical determinant of staff performance, with quarterly training achieving the highest mean of 4.40 (SD = 0.52), structured annual schedules and updated calendars each scoring 4.30, while refresher courses (4.00) and new training programs (4.10) were rated moderately effective due to their generic content. Training evaluation methods were rated positively overall, with post-training feedback forms recording the highest mean of 4.40, supervisory evaluations and pre/post-performance comparisons each at 4.20, post-training tests at 4.00, and return-on-investment assessments recording the lowest score at 3.80, reflecting weak implementation. The study concluded that effective training significantly enhances staff performance, but its impact depends on relevance, consistency, and evaluation rigor. It recommended strengthening mentorship and practical training, redesigning orientation and role rotation programs, contextualizing simulations, ensuring structured training schedules, and improving evaluation frameworks, especially ROI assessments. The study also suggested future research on the long-term effects of training on employee retention and career progression, as well as cross-ministry comparative studies to establish broader insights into training effectiveness in Kenya's public sector.

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ACRONYMS AND ABBREVIATIONS

COVID-19	Coronavirus Disease 2019
E-Learning	Electronic Learning
NVQs	National Vocational Qualifications
OJT	On-the-Job Training
OffJT	Off-the-Job Training
ROI	Return on Investment
VET	Vocational Education and Training
WIOA	Workforce Innovation and Opportunity Act

OPERATIONAL DEFINITION OF TERMS

On-the-Job Training (OJT)	This refers to a hands-on training approach where employees acquire skills and knowledge while performing their actual job tasks under the supervision of experienced colleagues or trainers. It includes methods such as job rotation, apprenticeships, mentoring, and coaching within the workplace.
Off-the-Job Training (OffJT)	This is a training method where employees learn skills and knowledge away from their usual work environment. It includes structured programs such as seminars, workshops, simulations, conferences, and classroom instruction. OffJT allows employees to gain specialized knowledge without work-related interruptions, fostering a broader understanding of their roles.
Training Frequency	This refers to how often employees undergo training programs within a given period. It can be measured in terms of regularity (e.g., monthly, quarterly, or annually) and the number of training sessions attended.
Training Evaluation Methods	These are systematic approaches used to assess the effectiveness and impact of training programs on employees and organizational performance. Common evaluation methods include feedback surveys, performance assessments, knowledge tests, behavioral observations, and return-on-investment (ROI) analysis.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The background of the study, problem statement, research objectives and questions to be addressed by the study, justification of the study and scope are explored in this section.

1.1 Background of the Study

Training is seen as a strategic tool for improving workforce skills worldwide. It involves not only job-specific skills but also broader competencies such as problem-solving, communication, and leadership skills. In the global context, multinational organizations have implemented extensive training programs to align with new technological advancements and changing business landscapes. The rise of digital training platforms, such as e-learning and virtual workshops, has expanded access to training, especially during the COVID-19 pandemic (Smith & Roberts, 2022). Furthermore, the development of training practices is highly influenced by global labor market trends, including the demand for skilled labor, and the increasing focus on lifelong learning (Hill, 2021).

Hempstone (2024) conducted a study on the role of training in the manufacturing industry in Canada, finding a positive correlation between employee training and organizational performance. Similarly, Jim (2025) examined training in the U.S. telecommunication sector and found that structured training programs significantly enhanced employee productivity and retention. In the United States, public and private sectors have established comprehensive training programs to boost workforce performance. The U.S. government, through the Workforce Innovation and Opportunity Act (WIOA), has continuously invested in training programs aimed at upskilling job seekers and current employees (U.S. Department of Labor, 2021). Canada has embedded training programs across various sectors, with studies indicating that companies investing in employee development experience higher productivity and retention rates (Martin, 2023). Mexico has focused on vocational training programs, particularly in manufacturing and technology, to modernize its workforce (Garcia & Lopez, 2020).

Li and Zhou (2020) investigated the impact of training programs in China's technology and manufacturing sectors, concluding that extensive vocational training positively influences national economic growth. Singapore has embraced lifelong learning as a national agenda, with programs such as SkillsFuture providing training opportunities for all citizens (Teo, 2022). Lee and Tan (2021) studied Malaysia's Vision 2020 and Vision 2030 strategies, emphasizing that workforce development through structured training enhances national productivity.

Schmidt and Koch (2022) analyzed Germany's dual education system, which integrates vocational training with classroom learning, and found that it significantly contributes to high employee productivity. Harrison (2020) explored training policies in the UK and observed that the National Vocational Qualifications (NVQs) system standardizes and enhances skills across industries. In Australia, Smith and Johnson (2023) examined the vocational education and training (VET) system, linking it to improved employment rates and economic growth.

Adeyemi (2022) studied training programs in Nigeria and concluded that structured training initiatives for civil servants lead to improved efficiency and service delivery. Amankwah (2021) found that Ghana's investment in vocational and professional training enhances workforce performance. In South Africa, the Skills Development Act of 1998 was assessed by Mokgoro and Mokoena (2023), who determined that workplace training significantly improves youth employment and skill development. Similarly, Getachew (2020) examined Ethiopia's public sector training programs, showing their effectiveness in enhancing governance and service delivery.

Olweny (2022) investigated Uganda's National Employment Policy, revealing that training and capacity-building programs enhance productivity, particularly in agriculture and services. Kato and Ndyanabo (2021) examined Tanzania's public service training, noting significant improvements in technical skills and governance. Nyandwi (2023) assessed Rwanda's Vision 2050, demonstrating that human capital development through training is a key driver of economic progress.

Githinji (2021) analyzed Kenya Vision 2030 and found that human resource development through training is fundamental to national progress. Ochieng and Mutuku (2020) studied

training programs implemented by the Ministry of Interior and National Administration in Kenya, concluding that employees who undergo these programs demonstrate improved job performance, increased motivation, and higher job satisfaction. Kariuki (2022) highlighted the importance of continuous training in addressing service delivery and governance challenges within Kenya's public sector.

1.1.1 Employee Performance

Employee performance refers to how well an individual fulfills their job responsibilities and contributes to organizational goals. According to Armstrong (2014), employee performance is the output of employees measured against preset known standards of accuracy, completeness, cost, and speed. Dessler (2017) defines employee performance as the degree to which an employee accomplishes assigned tasks and responsibilities effectively and efficiently within a specified timeframe. Similarly, Mathis and Jackson (2015) describe employee performance as the measurable outcomes of an employee's work that reflect the individual's ability to meet job expectations and organizational objectives.

1.1.2 On-the-Job Training

On-the-job training (OJT) involves employees acquiring skills and knowledge within their actual work environment, often through direct instruction, mentoring, or hands-on experience. According to Noe (2020), OJT is a structured training method where employees gain practical experience under the supervision of experienced colleagues or mentors, facilitating immediate application of acquired skills. Dessler (2019) defines OJT as a training approach where employees learn job-specific skills while performing their duties, ensuring that they acquire relevant competencies through real work scenarios. Armstrong (2021) describes OJT as an informal or formal process where employees receive training at the workplace, allowing them to develop skills through practice, observation, and guided instruction.

1.1.3 Off-the-Job Training

Off-the-job training (OffJT), in contrast, occurs outside the regular work environment and includes activities such as workshops, seminars, and classroom instruction. Mathis and Jackson

(2022) define OffJT as a training approach where employees receive education and skill development outside their immediate job environment, allowing them to focus entirely on learning without workplace distractions. Snell and Bohlander (2021) describe OffJT as structured training conducted away from the worksite, typically in educational institutions or corporate training centers, to enhance employees' professional knowledge and expertise. Mondy and Martocchio (2020) state that OffJT includes formal instruction methods such as lectures, simulations, and case studies designed to provide employees with theoretical and conceptual knowledge relevant to their roles.

1.1.4 Frequency of Training

The frequency of training is a critical factor in maintaining and enhancing employee competencies. Werner and DeSimone (2019) define training frequency as the regularity with which organizations conduct training sessions to ensure continuous skills development and knowledge retention. Goldstein and Ford (2021) describe training frequency as the structured planning of learning interventions to prevent skill degradation and support employees' adaptability to industry changes. Kramar et al. (2022) define frequent training as a strategic HR practice aimed at sustaining employee competency by offering consistent learning opportunities throughout their careers.

1.1.5 Training Evaluation Methods

Training evaluation methods are essential for assessing the effectiveness of training programs and their impact on employee performance. Kirkpatrick and Kirkpatrick (2016) define training evaluation as a systematic process used to determine the efficiency, effectiveness, and impact of training programs on employee performance and organizational success. Phillips and Phillips (2018) describe training evaluation as the application of qualitative and quantitative measures to assess whether training objectives are met and how they translate into improved job performance. Saks and Haccoun (2021) define training evaluation as the process of analyzing post-training performance metrics, feedback, and learning outcomes to refine and enhance future training initiatives

1.2 Statement of the Problem

In an ideal scenario, training is seen as a key factor in improving employee performance within organizations. Effective training equips employees with the necessary skills and knowledge to perform their jobs more efficiently, boosts their problem-solving abilities, enhances job satisfaction, and contributes to the overall success of the organization (Smith & Roberts, 2022). Around the world, companies and government institutions in countries like Canada, Singapore, and Germany have long recognized the positive link between training and improved employee productivity and organizational competitiveness (Harrison, 2020).

However, in Kenya's public sector, particularly within the Ministry of Interior and National Administration, training has not always achieved the desired outcomes. While training programs exist, their relevance and effectiveness in improving performance have been questioned. A study by Mutua (2021) revealed that approximately 68% of employees in the Ministry reported limited access to training opportunities that directly supported their job-specific skills and performance. Additionally, training programs were perceived as isolated, one-time initiatives lacking structured follow-up or continuous development, significantly reducing their long-term impact on productivity and service delivery. This reality contrasts sharply with the ideal scenario, where training is envisioned as a continuous, structured process that enhances employee performance and organizational effectiveness (Ndegwa, 2020).

The consequences of ineffective training within the Ministry of Interior are far-reaching. It hampers the efficiency of public service delivery, resulting in delays, poor customer service, and a lack of accountability in government operations. This inefficiency erodes the public's trust in government institutions and undermines the achievement of national development goals. Furthermore, employees who are inadequately trained struggle to adapt to new technologies or changes in policies, making it difficult for the government to respond to evolving public needs. If not addressed, this issue could lead to persistent challenges in service delivery, employee retention, and overall government performance (Ochieng & Mutuku, 2020).

While there have been some studies on training in Kenya's public sector, these typically focus on general employee satisfaction or skills development. However, they rarely explore the direct

connection between training and measurable improvements in employee performance, particularly within the Ministry of Interior (Githinji, 2021). Furthermore, many studies overlook the long-term effects of training and fail to assess the adequacy of specific training programs in public institutions. This study seeks to bridge this gap by examining the effect of on-the-job training, off-the-job training, training frequency and training evaluation methods on employee performance within the Ministry of Interior and National Administration, specifically at Harambee House, Nairobi.

1.3 Objectives

The general objective this study was to examine the effect of training on Staff Performance in Public Organisations in Kenya with a focus on Ministry of Interior and National Administration, Harambee House, Nairobi.

1.3.1 specific objectives

- i) To examine the effect of on-the-job training on staff performance in the Ministry of Interior and National Administration.
- ii) To assess the effect of off-the-job training on staff performance in the Ministry of Interior and National Administration.
- iii) To evaluate the influence of training frequency on staff performance in the Ministry of Interior and National Administration.
- iv) To determine the effect of training evaluation methods on staff performance in the Ministry of Interior and National Administration.

1.4 Research Questions

- i) How does on-the-job training affect staff performance at the Ministry of Interior and National Administration?
- ii) To what extent does off-the-job training affect staff performance at the Ministry of Interior and National Administration?
- iii) How does training frequency influence staff performance at the Ministry of Interior and National Administration.

- iv) To what extent do training evaluation methods affect staff performance at the Ministry of Interior and National Administration.

1.5 Justification of the Study

This study is significant to various stakeholders, including the Ministry of Interior and National Administration, policymakers, researchers, and academicians. The findings of this research will help shaping future training programs and contribute to enhancing employee performance in Kenya's public sector.

The Ministry of Interior and National Administration will benefit from this study as it directly addresses the effectiveness of training programs on employee performance. By evaluating the impact of training, the Ministry will gain a clearer understanding of the strengths and weaknesses of its current training programs. This knowledge can guide the Ministry in revising and improving its training initiatives to better equip employees with the necessary skills to perform their duties more efficiently.

For policymakers, this study is of great importance as it highlights the connection between training and improved public sector performance. Policymakers can use the results to advocate for more effective human resource policies, particularly in the area of training and development. The findings may encourage the formulation of policies that prioritize continuous, systematic training for public employees, aligning workforce development with the country's overall development objectives, such as those outlined in Kenya Vision 2030. Additionally, policymakers can use this research to evaluate the impact of existing public sector training policies and, if necessary, adjust them to ensure that they are adequately addressing the performance gaps in government institutions.

This study contributes to the growing body of literature on training and development in public sector organizations, particularly in developing countries like Kenya. Researchers interested in employee performance, training effectiveness, and public administration will find this study valuable as it offers empirical data on the relationship between training and performance within the Kenyan context. It also provides a foundation for further research that could explore specific

aspects of training, such as its frequency, content, and alignment with job requirements, and how these factors influence employee performance in public institutions.

For academicians, this study offers theoretical and practical insights into the role of training in enhancing employee performance. It provides a basis for the development of new frameworks or models that could be applied to other sectors or countries facing similar challenges in training and performance management. Additionally, the findings could be incorporated into curricula for academic programs in public administration, human resource management, and development studies.

1.6 Scope of the Study

This study examined the effect of training on staff performance in public organisations in Kenya with a focus on Ministry of Interior and National Administration, Harambee House, Nairobi. The target population was 403 senior management staff from the three state departments under the Ministry of Interior and National Administration based at Harambee House in Nairobi. The study was conducted between February 2025 and August 2025.

1.7 Chapter Summary

This section has analyzed the background of the study and clearly articulated the problem statement, highlighting the key issues addressed by the research. Additionally, the general and specific objectives, as well as the research questions, have been outlined to guide the study. The significance of the research, detailing its importance to various stakeholders, and the scope of the study, which defines its focus and boundaries, have also been clearly presented. In the next chapter, the literature related to the topic under investigation will be reviewed to provide a theoretical framework and context for the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section of the document focuses on the theoretical foundations that underpin the study, including an examination of relevant theories. It also reviews previous research on the same subject, providing a comprehensive summary of these studies. Additionally, it identifies gaps in the existing literature that the current study aims to address. Finally, this section presents the study's conceptual framework, outlining the key concepts and their relationships within the context of the research.

2.1 Theoretical Literature Review

This study was anchored on the Human capital theory supported by Kirkpatrick's, training evaluation model and Social Learning theory

2.1.1 Human Capital Theory (HCT)

Proposed by Gary Becker in 1964, Human Capital Theory (HCT) posits that employees are valuable assets whose skills and knowledge can be enhanced through targeted training, leading to improved organizational productivity. Becker argued that investments in employee development yield long-term economic returns by increasing efficiency and innovation. This theory underscores the importance of aligning training programs with organizational goals to maximize their impact on performance.

HCT assumes that both organizations and employees act rationally, prioritizing training that directly enhances job-related competencies. It presumes that training effectiveness hinges on its relevance to organizational objectives and the implementation of robust evaluation mechanisms to measure outcomes. Additionally, the theory assumes that sustained investment in human capital fosters a competitive advantage for institutions (Becker, 1964).

Critics highlight HCT's overemphasis on economic rationality, which overlooks socio-cultural and structural barriers to training adoption. For instance, in Kenya's public sector, bureaucratic inefficiencies and resistance to change often hinder training implementation, as noted by Njoroge and Letting (2020). The theory also underestimates contextual challenges such as budget

constraints and mismatched training content, which limit its applicability in resource-scarce environments.

HCT is integral to all four variables in this study. First, on-the-job training aligns with Becker's emphasis on workplace-specific skill development, evidenced by Njoroge and Letting's (2020) findings on mentorship improving problem-solving in Kenyan ministries. Second, off-the-job training reflects HCT's advocacy for formal education, as Kipkorir and Chebet (2021) linked certifications to enhanced service delivery. Third, training frequency resonates with the need for regular skill updates, supported by Mwangi and Nyaberi's (2022) study on quarterly workshops reducing obsolescence. Finally, training evaluation methods align with HCT's focus on ROI measurement, exemplified by Omondi and Wambua's (2023) analysis of Kenya's post-training assessments.

2.1.2 Kirkpatrick's Training Evaluation Model

Developed by Donald Kirkpatrick in 1994, this model evaluates training effectiveness through four hierarchical levels: reaction (participant satisfaction), learning (knowledge acquisition), behavior (application of skills), and results (organizational impact). It emphasizes systematic assessment to ensure training aligns with strategic goals.

The model assumes that comprehensive evaluation at all four levels provides actionable insights into training efficacy. It presumes that organizations can allocate sufficient resources to conduct multi-level assessments and that behavioral changes directly correlate with training quality (Kirkpatrick, 1994).

Implementing all four evaluation levels is resource-intensive, particularly in Kenya's public sector, where budget constraints limit rigorous assessments. Kamau and Njiru (2021) also noted that the model neglects organizational culture's role in sustaining behavioral changes, such as rigid hierarchies stifling innovation post-training.

Kirkpatrick's model directly informs the fourth objective (training evaluation methods). Kamau and Njiru (2021) applied it in Kenya's health sector, revealing that ministries prioritizing behavioral evaluations saw higher staff retention. However, Omondi and Wambua (2023) caution

that bureaucratic structures in Kenya often restrict holistic evaluations, necessitating contextually adapted frameworks.

2.1.3 Social Learning Theory (SLT)

Introduced by Albert Bandura in 1977, Social Learning Theory (SLT) posits that individuals learn through observation, imitation, and modeling within social contexts. It highlights peer interactions and mentorship as critical to knowledge retention and skill application. This theory underscores the role of social reinforcement, where recognition from peers or leaders strengthens learning outcomes. As such, SLT encourages the creation of collaborative learning environments within organizations to enhance performance.

SLT assumes that learning is most effective in collaborative environments where employees observe and emulate peers or supervisors. It presumes that supportive organizational cultures foster confidence and willingness to adopt new practices (Bandura, 1977). When employees feel psychologically safe, they are more likely to take risks, ask questions, and engage fully in the learning process. Therefore, trust and openness become essential enablers of learning under this theory.

The theory's applicability diminishes in hierarchical organizations where junior staff hesitate to challenge superiors, as seen in Kenyan ministries (Wairimu & Mwangi, 2020). Additionally, SLT requires sustained peer engagement, which may falter in understaffed or siloed public sectors. The absence of feedback mechanisms and role models further weakens the effectiveness of observational learning. Moreover, rigid command structures can stifle creativity and discourage informal mentoring among employees.

SLT supports the first objective (on-the-job training) by advocating mentorship and peer learning. Wairimu and Mwangi (2020) found that shadowing programs in Kenyan ministries boosted staff confidence. Such programs enhance contextual learning by allowing trainees to apply new knowledge in real-time settings. However, SLT's focus on informal learning limits its direct relevance to structured evaluation methods, underscoring the need for complementary frameworks like Kirkpatrick's mode.

2.2 Empirical Literature Review

The empirical review section is based on the objectives of the study which involve examining the effect of training on staff performance. The variables under consideration include on-the-job training, off-the-job training, training frequency and training evaluation methods.

2.2.1 On-The-Job Training on Staff Performance

Bafaneli and Setibi (2015) conducted a case study at Riley's Hotel in Botswana to assess the impact of on-the-job training on employee performance. Using questionnaires, the study revealed that on-the-job training was widely practiced at the hotel, with most employees having participated and recognizing its positive impact on their job effectiveness. However, the study also identified significant challenges, such as heavy workloads and limited time, which hindered the full implementation of training programs. The authors suggested that hiring already trained personnel could help overcome these barriers. Despite these challenges, the findings underscore the value of on-the-job training in enhancing employee performance, offering insights relevant to organizations aiming to improve through similar initiatives (Bafaneli & Setibi, 2015). While this study was set in the hospitality sector, the current study seeks to explore whether similar effects and challenges are experienced within the public service context at Kenya's Ministry of Interior and National Administration.

Similarly, the study by Tukunimulongo (2016) examines the impact of on-the-job training (OJT) on employee performance at Mumias Sugar Company Limited in Kenya. Using a descriptive research design, the author surveyed 90 employees (from a target population of 115) and analyzed data via questionnaires, chi-square tests, and frequency tables. The findings revealed that OJT significantly enhances employee capabilities, aligns with task requirements, and improves job satisfaction. Specifically, OJT programs were shown to address skill gaps among unskilled workers promoted to technical roles, directly contributing to operational efficiency. The study recommends that organizations prioritize tailored OJT initiatives to boost performance and foster employee engagement. Although this study was focused on a manufacturing firm, the current study will examine whether similar training approaches have comparable impacts on performance within a highly structured government ministry setting.

Furthermore, Saide (2019) investigated the impact of on-the-job training (OJT) on academic staff performance at Wollega University, Ethiopia. Using a sample of 102 academic staff from a population of 897, the study highlights that OJT increases employee retention, with trained staff more likely to remain at the institution. However, critical gaps were identified, including a lack of post-training feedback and non-professional trainers, which diminished perceived training effectiveness. Despite these challenges, OJT enhanced employee performance, aligning individual outcomes with organizational goals and fostering formal recognition of high performers. The study underscored the importance of structured feedback mechanisms and qualified trainers to maximize training efficacy. The current study intends to build upon this by determining whether similar feedback gaps exist in Kenya's Ministry of Interior, and whether they affect the success of OJT programs among civil servants.

Kipruto and Mose (2021) investigated the effect of on-the-job training (OJT) methods on employee performance at Kenya's Agriculture Finance Corporation (AFC). The study focused on four OJT methods: coaching, understudy assignments, special assignments, and job rotation. Using a descriptive research design and census approach (due to the small population of AFC senior management staff), data was collected via structured questionnaires. Results indicated that all four OJT methods had a positive and significant effect on employee performance, with coaching and understudy methods contributing most substantially. The study emphasizes prioritizing special assignments and job rotation as complementary strategies. Key challenges included inconsistent implementation and resource allocation. Building on this, the current study will not only explore which OJT methods are used at the Ministry of Interior but also evaluate the frequency and outcomes of these methods in a public administration context.

Mabungela and Mbukanma (2023) examined the impact of on-the-job training (OJT) on staff performance among users of Integrated Tertiary Software (ITS) at Walter Sisulu University in South Africa. Adopting a qualitative approach, the study gathered insights through semi-structured interviews involving twelve purposefully selected participants from the Registrar's Division and various academic faculties. The analysis, conducted using Atlas.ti software, revealed that OJT significantly contributed to skill development for both new and existing employees, enhancing their productivity and motivation. Furthermore, the study emphasized that continuous staff development plays a crucial role in promoting institutional effectiveness,

particularly in tech-driven environments. While their focus was on a university setting and used qualitative methods, the current study will apply a descriptive design to assess the role of OJT in enhancing employee performance within the Ministry of Interior, where service delivery and public administration outcomes are critical.

2.2.2 Off the Job Training and Staff Performance

Nansamba et al. (2024) investigated the effect of off-the-job training (e.g., workshops, seminars, conferences) on employee commitment (EC) among foreign academic staff in private universities in Uganda's Kampala Metropolitan Area. Using a questionnaire survey of 208 foreign academic staff, the study found moderate levels of both EC and off-the-job training implementation. However, hierarchical regression analysis revealed a positive and significant relationship between off-the-job training and EC. The authors conclude that enhancing structured off-the-job training programs—such as group discussions and professional workshops—can improve commitment and retention of international academic staff. They recommend university management prioritize these practices to foster engagement and align with organizational goals .

Mahadevan and Yap (2019) explored how different training approaches influence employee performance within a Malaysian direct selling firm. Their regression analysis revealed that both on-the-job and off-the-job training had a statistically significant positive effect on employee performance, with standardized beta values of 0.370 and 0.546, respectively, and a p-value of 0.000. The research compared the effectiveness of the two training types in enhancing staff output. However, the study introduced a methodological limitation by employing a comparative design, whereas the current study will adopt a descriptive research approach to examine how off-the-job training affects staff performance within Kenya's Ministry of Interior and National Administration.

A study by Njoroge and Wambua (2022) focused on the effect of off-the-job training in Kenya's public healthcare sector, where 150 nurses across government hospitals were surveyed. The researchers found that external training programs—such as workshops and certification courses—enhanced clinical decision-making by 35% and significantly reduced procedural errors. The study emphasized the value of structured off-site learning in improving service delivery and

ensuring compliance with national health standards. However, limited funding emerged as a key challenge, pointing to the need for greater investment in continuous professional development. These insights are particularly relevant as the current study seeks to explore the impact of on-the-job training on staff performance at Kenya's Ministry of Interior and National Coordination.

Building on the theme of public-sector training, Mkhize and Dlamini (2021) assessed the role of off-the-job training in improving educator performance within South Africa's Department of Basic Education. They found that workshops on digital tools and curriculum development significantly boosted teaching innovation and student engagement. However, logistical constraints such as travel costs and time limitations restricted broader participation. These challenges mirror those faced in Kenya's public service, suggesting that while off-the-job training has merit, on-the-job approaches might be more accessible and sustainable within resource-constrained government departments like the Ministry of Interior.

Similarly, Nansamba et al. (2024) evaluated how external training affects the commitment of foreign academic staff in Uganda's private universities. The study, using data from 208 participants, found that participation in seminars and international conferences moderately improved job satisfaction and retention. While the setting and employee profiles differ from those in Kenyan public service, the research underscores how structured developmental programs—regardless of format—foster organizational loyalty and performance, a useful parallel when considering the morale and commitment of Ministry staff.

In Nigeria's private banking sector, Adeyemi and Okafor (2020) analyzed the role of off-the-job training programs such as professional certifications and retreats. They found that such programs enhanced productivity and decision-making capabilities, while also reducing turnover by improving job alignment and satisfaction. Though focused on a private-sector context, the study echoes the broader principle that external training can significantly contribute to workforce performance—something that the Ministry of Interior could consider for leadership development in key departments.

2.2.3 Training frequency and staff performance

Analyzing data from 210 nurses across five hospitals, Van der Westhuizen and Alexander (2021) found that quarterly training sessions on updated clinical protocols reduced procedural errors by 27% and improved patient care efficiency. Nurses who received training every three months reported greater confidence in managing complex cases compared to those trained annually. The authors emphasized that regular and structured training intervals are essential for maintaining high standards of patient care in resource-constrained public health environments. While this study highlights the importance of training frequency in healthcare, it presents a contextual gap, as it does not address how similar training intervals influence employee performance in non-medical public-sector institutions. The current study will bridge this gap by examining the effect of training frequency on staff performance within Kenya's Ministry of Interior and National Coordination, a key government agency with unique operational demands.

Okeke and Eze (2018) explored the relationship between training frequency and employee productivity in Nigeria's telecommunications sector. Surveying 300 staff across three firms, they found that bi-monthly technical workshops boosted task completion rates by 32% and reduced system downtime by 19%. Employees who underwent frequent training demonstrated better adaptability to technological changes and reported higher job satisfaction. Whereas this study offers valuable insights into training frequency in the fast-paced private sector, it does not address the structured impact of such practices in public-sector institutions, particularly those with security and administrative functions. The current study extends this understanding by assessing how training frequency influences staff performance at Kenya's Ministry of Interior and National Coordination.

Chepkwony and Kemboi (2020) assessed the effect of training frequency on the performance of Kenya's public-sector administrative staff. Using a mixed-methods approach with 180 participants, they found that semi-annual leadership workshops improved workflow efficiency by 24% and promoted better interdepartmental coordination. However, irregular training caused by limited funding often led to inconsistent application of skills. The authors recommended that the government introduce quarterly training schedules to improve consistency in civil service delivery. While this study provides a useful national context, it focuses broadly on administrative roles and does not zero in on critical service sectors like national coordination and interior security. The current study will therefore fill this gap by focusing specifically on how training

frequency affects performance within the Ministry of Interior and National Coordination, where timely and effective service is crucial.

Mutisya and Were (2019) examined training frequency in Kenya's private hospitality industry, focusing on 150 employees from five-star hotels. Their findings revealed that monthly customer service training sessions improved guest satisfaction by 18% and reduced staff turnover by 15%. Regular training was associated with stronger problem-solving abilities and higher emotional resilience among workers. While this study underscores the benefits of high-frequency training in the service sector, it introduces a contextual and sectoral gap, as the dynamics of hospitality differ substantially from those in national administration and public coordination. The current study addresses this gap by investigating the role of training frequency on staff performance in the Ministry of Interior and National Coordination—where precision, consistency, and accountability are fundamental.

2.2.4 Training Evaluation methods and staff performance

Ndlovu and Mkhize (2022) examined the effect of 360-degree feedback as a training evaluation tool on staff performance in South Africa's public healthcare sector. Based on data from 250 nurses, the study revealed that multi-source feedback enhanced teamwork and clinical accuracy by 23%, with valuable insights generated from peers and supervisors. However, the absence of consistent follow-up sessions hindered long-term performance improvement. The authors underscored the importance of combining feedback with mentorship to support sustainable behavioral change. While this study offers relevant insights into public-sector evaluation mechanisms, it does not address training evaluation practices within security-driven administrative agencies. The current study therefore seeks to bridge this gap by assessing training evaluation strategies and their impact on staff performance at the Ministry of Interior and National Coordination.

Adebayo and Okafor (2021) analyzed the implementation of pre- and post-training assessments in Nigeria's private telecommunications industry. Drawing from 180 employee responses, the study found that competency-based evaluations increased skill retention by 29% and reduced technical errors. Regular assessments were also linked to greater motivation to apply newly

acquired skills. The study concluded that aligning evaluation with key performance indicators is essential for enhancing training outcomes in dynamic sectors. However, the findings focus on the private sector and lack applicability to government institutions with structured protocols and service delivery mandates. This study addresses that gap by evaluating how structured assessments influence performance in a critical government entity—Kenya’s Ministry of Interior and National Coordination.

Kiprop and Chebet (2020) investigated the role of supervisor-led evaluations in Kenya’s public education sector. Utilizing mixed methods with a sample of 150 teachers, they discovered that structured post-training assessments led to an 18% improvement in classroom innovation. Nonetheless, irregular feedback mechanisms resulted in uneven skill application. The authors recommended standardized frameworks for equitable post-training assessment across the education sector. While the study is rooted in Kenya’s public service, it concentrates on education rather than interior or national coordination functions. The current study expands this perspective by exploring how training evaluations affect staff performance within the Ministry of Interior and National Coordination, where standardization and accountability are paramount.

Wanjiru and Otieno (2019) explored the impact of using quantitative metrics—such as sales performance and customer feedback—in training evaluations for retail banking staff in Kenya. Surveying 120 employees, the study showed that linking evaluations to job performance enhanced productivity by 21% and improved adherence to service protocols. The authors highlighted the value of data-driven evaluation methods for aligning employee development with organizational goals. However, the research is anchored in the private financial sector, limiting its applicability to public governance contexts. To address this sectoral gap, the current study investigates how performance metrics and evaluation practices influence staff effectiveness at the Ministry of Interior and National Coordination.

2.3 Summary and Research Gaps

This section provides a summary of empirical literature and the gaps identified

Table 1: Summary and Research Gaps

Author/ Researcher	Topic/Theme	Research Findings	Knowledge Gaps	Focus of Current Study
Bafaneli & Setibi (2015)	The impact of on-the-job training on employee performance: The case of Riley's Hotel	Improved job effectiveness despite challenges like workload and time constraints.	Hospitality sector focus; does not explore public service.	Assess similar effects in the Ministry of Interior, Kenya.
Tukunimulongo (2016)	Effect of on-the-job training on employee performance in Kenya: Case of Mumias Sugar Company Limited	Enhanced capabilities, satisfaction, and operational efficiency.	Limited to manufacturing sector.	Explore OJT's effects in structured government context.
Kipruto & Mose (2021)	Effect of on-job training methods on employee performance in Agriculture Finance Corporation in Kenya	All four OJT methods improved performance, especially coaching.	Issues with resource allocation and implementation.	Evaluate use and outcomes of OJT methods in government.
Mabungela & Mbukanma (2023)	Impact of on-the-job training (OJT) on staff performance among users of Integrated Tertiary Software (ITS) at Walter Sisulu University in South Africa.	Improved skills, motivation, and productivity in IT context.	University/IT context, qualitative method focus.	Use descriptive design for government staff training.
Author/ Researcher	Topic/Theme	Research Findings	Knowledge Gaps	Focus of Current Study

Researcher		Findings	Gaps	Study
Nansamba et al. (2024)	Effect of off-the-job training on employee commitment among foreign academic staff in private universities in Uganda	Improved commitment and retention of foreign academic staff.	Private university context with international staff.	Assess effects on public sector staff commitment.
Njoroge & Wambua (2022)	On-the-job mentorship in Kenyan ministries	Reduced errors, improved clinical decision-making.	Limited funding hindered effectiveness.	Explore in public administrative context.
Adeyemi & Okafor (2020)	Training and Development in Nigeria's Public Sector: A Strategic Approach	Improved productivity, reduced turnover.	Private banking focus.	Explore relevance for civil service leadership.
Sharma & Reddy (2023)	Off-the-Job Training	Improved safety and adherence in transport sector.	Transport-focused public sector only.	Apply to Ministry's transport and safety role.
Van der Westhuizen & Alexander (2021)	Sustaining healthcare quality through regular training: Insights from South Africa	Quarterly training reduced errors, boosted confidence.	Healthcare-specific context.	Study effect in public admin ministry.
Okeke & Eze (2018)	Training frequency and employee productivity in Nigeria's telecom	Improved adaptability and satisfaction via bi-monthly training.	Telecom private sector focus.	Explore in structured public service.

sector				
Author/ Researcher	Topic/Theme	Research Findings	Knowledge Gaps	Focus of Current Study
Chepkwony & Kemboi (2020)	Training frequency and public sector performance: Evidence from Kenya.	Semi-annual training improved workflow, coordination.	Broad administrative scope, not specific to national coordination.	Target Ministry of Interior's functions.
Mutisya & Were (2019)	Enhancing hospitality performance through frequent training: A Kenyan perspective	Monthly training improved service and reduced turnover.	Hospitality industry focus.	Assess relevance in Ministry service standards.
Ndlovu & Mkhize (2022)	Multi-source feedback in healthcare training: A South African case	360° feedback improved teamwork and accuracy.	Lacked follow-up and mentorship for sustainability.	Explore evaluation's long-term impact in government.
Adebayo & Okafor (2021)	Training evaluation and performance outcomes in Nigeria's telecom sector	Assessments improved skill retention and motivation.	Private sector limits public relevance.	Evaluate structured assessments in public ministry.
Kiprop & Chebet (2020)	Role of supervisor-led evaluations in Kenya's public education sector.	Post-training assessments boosted innovation.	Focused on education sector only.	Expand scope to interior/national coordination ministry.

2.4 Conceptual Framework

Conceptual framework gives a summary of the study structure. This study's conceptual framework is given by the dependent and the independent variables. The dependent variable is the staff performance. The independent variables on the other hand include on-the-job training, off-the-job training, Training Frequency and Training Evaluation Methods

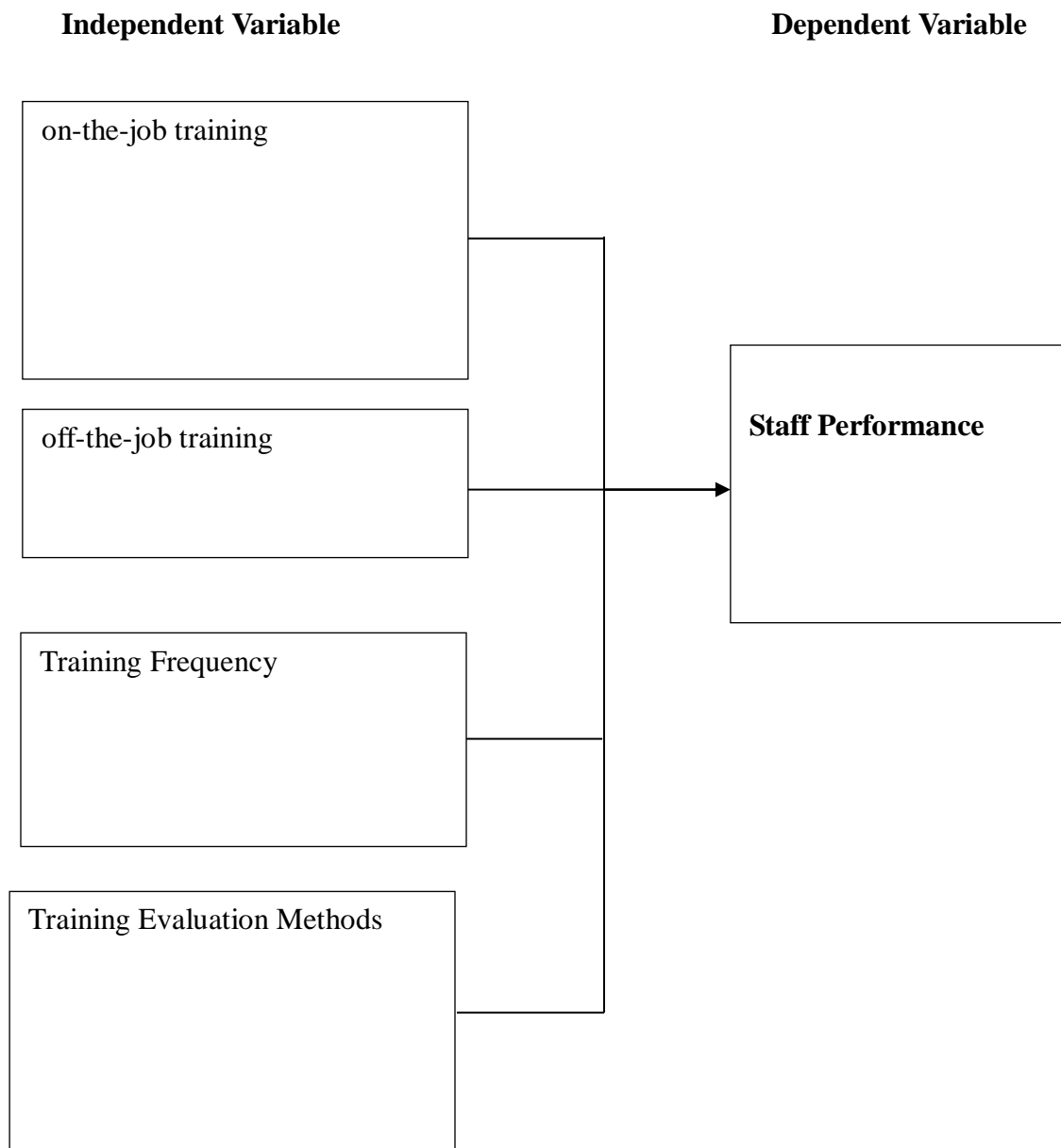


Figure 1: Conceptual Framework

2.5 Operationalization of Variables

Table 2: Operationalization of Variables

Variable	Indicator	Measurement
on-the-job training	<ul style="list-style-type: none"> • Coaching during tasks • Real-time supervisor feedback • Job rotation • Hands-on orientation • Learning by doing 	(1 – 5) Likert scale
off-the-job training	<ul style="list-style-type: none"> • Workshops/seminars • Online courses • Sponsored academic programs • In-house expert sessions • Simulations/case studies 	(1 – 5) Likert scale
Training Frequency	<ul style="list-style-type: none"> • Quarterly training • Annual training schedule • New programs regularly • Refresher courses • Updated training calendar 	(1 – 5) Likert scale
Training Evaluation Methods	<ul style="list-style-type: none"> • Post-training tests • Feedback forms • Before-and-after performance checks • Supervisor evaluations • ROI analysis 	(1 – 5) Likert scale
Staff Performance	<ul style="list-style-type: none"> • Task completion rate • Quality of work output • Timeliness in meeting deadlines • Initiative and problem- 	(1 – 5) Likert scale

solving

- Teamwork and collaboration
-

2.6 Chapter Summary

This chapter reviewed the literature on the factors affecting employee satisfaction in the manufacturing sector. The chapter commenced with the introduction which was then followed by the study's theoretical review. The empirical section was reviewed according to the study's objectives which involved determining the effect of training on staff performance. The conceptual framework is then reviewed followed by the operationalization of variables and then the chapter summary. The next chapter will outline the methodology that will be used in data collection and analysis.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter provides a comprehensive overview of the research methodology employed in the study. It delineates the research design, which incorporates aspects such as the target population, sampling technique, and sample size determination. Furthermore, it outlines the data collection instruments, pilot study, and measures undertaken to ensure the validity and reliability of the research findings. Additionally, it elucidates the data analysis and presentation techniques, ethical considerations, and concludes with a summary of the chapter's key components

3.1 Research design

A research design serves as the blueprint that guides researchers in their quest to address research inquiries (Cooper & Schindler, 2013). In this study, a descriptive research design was employed to investigate the relationship between training and staff performance (Kothari, 2014). Descriptive research, as highlighted by Cooper and Schindler (2013), focuses on uncovering details about "who, what, where, when, and how much" regarding a particular phenomenon

3.2 Target Population

In research, making inferences often involves analyzing a group of elements known as a population (Cooper & Schindler, 2013). These elements typically share observable characteristics that make them suitable for analysis. Additionally, the target population of a study refers to the specific group to which the research findings will be applied or generalized (Mugenda & Mugenda, 2019). In this study, the target population comprised 403 management-level employees working in the three state departments of the Ministry of Interior and National Administration namely; State Department for Internal Security & National Administration (192), State Department for Correctional Services (115) and State Department for Immigration & Citizen Services (96). These target population is as summarized in table 3

Table 3: Target Population

Category	Number	Percentage
State Department for Internal Security & National Administration	192	48
State Department for Correctional Services	115	29
State Department for Immigration & Citizen Services	96	23
Total	403	100

Source: Ministry of Interior and National Administration (2025)

3.3 Sample and Sampling Technique

Sampling, the process of selecting individuals from the accessible population, is crucial in research due to limitations in time and resources that prevent studying the entire population (Mugenda & Mugenda, 2019). In this study, the researcher employed stratified random sampling technique along with Yamane's (1967) formula to ensure a representative sample is obtained. Stratified random sampling involves dividing the population into homogeneous subgroups, or strata, based on certain characteristics, and then selecting samples from each stratum. This method allows for more precise and accurate representation of different segments of the population. By using Yamane's formula, the sample size will be determined based on the population size, ensuring that the selected sample adequately represents the entire population. Overall, this sampling approach enhances the reliability and validity of the study's findings by minimizing bias and ensuring that the sample is truly representative of the population. The assumption is confidence level is at 90%

$e = 0.1;$

$$n = \frac{N}{1 + Ne^2}$$

Where: n = sample size

N = Target population

e = the accepted sampling error

$$n = \frac{403}{1 + 403 * 0.03^2} = \frac{403}{5.03} = 80$$

The sample size was 80 respondents from the target population. The sample size was proportionately computed accordingly as shown in the table 4.

Table 4:Sample size

Category	Target Population(A)	Sample size=A/403 *80
State Department for Internal Security & National Administration	192	38
State Department for Correctional Services	115	23
State Department for Immigration & Citizen Services	96	19
Total	403	80

3.4 Instruments

The study relied on primary data, which was gathered from respondents through the use of questionnaires. This method was chosen because it is a practical way to collect relevant information from a large group. A structured questionnaire was particularly useful, as it provided uniformity in responses, made administration and analysis easier, and saved both time and resources. Respondents also found the tool convenient and appreciated the anonymity it offered. The questionnaire contained both open-ended and closed-ended questions and was organized into six sections: A (demographic information), B (on-the-job training), C (off-the-job training), D (training frequency), E (training evaluation methods), and F (staff performance).

3.5 Pilot Study

A pilot study is one of the crucial states of the research process. It is done so as to highlight any possible complications and inadequacies in the data collection instrument that may inhibit the main study shortcomings and essential phase in conducting research (Yesavage, 2006). Hassan, (2006) postulates that the effectiveness of a research instrument can be validated through

piloting. The process of piloting helps to ensure that unclear and vague instructions in an instrument with the aim of enhancing instrument efficiency through inclusion of any suggestions put forth by the respondents. A pilot study on a tenth of the sample size is recommended for descriptive studies (Mugenda and Mugenda, 2019). In this study, a Pilot study involving eight employees from ministry of education at Jogoo House was done. This represents approximately a tenth of the total sample. The outcome of the pilot study was used in testing instrument validity and reliability (Sekaran, 2015)

3.5.1 Validity

The extent to which a sample of test items is able to capture the concept being measured by the study is called validity (Oso & Onen, 2008). This study employed content validity which involves measuring the extent to which data collected using a particular instrument represents a specific domain or content of a particular concept. Instrument validity can be measured using the input from experts in the particular aspect under study (Mugenda & Mugenda, 2019). The researcher consulted with the research supervisor in aligning the instrument items to the concept under study. The supervisor's suggestions were invaluable in enhancing the suitability and relevance of the questionnaire items thus improving the content validity of the data obtained from the respondents. A closer scrutiny of the responses from the pilot study also helped to enhance instrument validity.

3.5.2 Reliability test

Ensuring consistency and reliability of research instruments is crucial in obtaining accurate and dependable data (Best & Kahn, 2014). One commonly used measure to assess the reliability of instruments is Cronbach's alpha coefficient. A coefficient exceeding 0.8 is generally considered indicative of good reliability (Sekaran, 2015). The Cronbach's alpha coefficient for this study instrument was 0.78 making it reliable for data collection.

3.6 Data Collection Procedure

Before the commencement of data collection, a research authorization was obtained from the Dean of School at the Management University of Africa. The researcher also obtained

authorization from the Ministry of Interior and National Administration to allow distribution of questionnaires to staff in the three state departments. The questionnaires were administered by use of drop and pick later criterion. The respondents were given two weeks after which the questionnaires were collected for data analysis and report writing.

3.8 Data Analysis and Presentation

Information collected was both Quantitative and qualitative in nature. The study employed descriptive statistics to examine quantitative data. Means, percentages frequencies were used to display quantitative data gathered. To analyze qualitative data, content analysis was utilized. Themes and narratives were used to convey qualitative data. This was accomplished by counting answers and using SPSS (Version 22) for calculations.

3.8 Ethical Considerations

Ethics has been defined as that branch of philosophy which deals with one's conduct and serves as a guide to one's behavior (Mackinnon, 2011). The purpose of ethics in research is to ensure the researchers conduct research with integrity and do not undertake research for personal gain or research that will have a negative effect on others. In addressing research ethics, the study concern itself with informed consent, voluntary participation, confidentiality, privacy and anonymity.

3.8.1 Informed Consent

The ethical principle of ensuring that respondents are empowered to participate in a study based on adequate information is commonly referred to as informed consent (Silverman, 2002). By obtaining informed consent, researchers demonstrate respect for participants' autonomy and uphold their rights to make voluntary and informed decisions about their involvement in the research (Hesse-Biber & Leavy, 2019).

3.8.2 Voluntary Participation

The principle of voluntary participation is fundamental in ethical research practices, ensuring that respondents are not coerced or compelled to take part in a study against their will (Trochim,

2006). This principle underscores the importance of respecting the autonomy and rights of individuals in research endeavors (Hesse-Biber & Leavy, 2019). Researchers must actively promote an environment where participants are fully informed about the study's purpose, risks, and benefits, and where they have the freedom to decide whether or not to participate

3.8.3 Confidentiality

Maintaining confidentiality in research is crucial to protect the privacy and rights of participants, especially when dealing with sensitive information. Confidentiality in research refers to the ethical obligation to protect participants' private information from unauthorized access, disclosure, or misuse. It ensures that personal identities and responses are not linked in any way that could cause harm, embarrassment, or breach of trust (Creswell & Creswell, 2017). In this study, confidentiality was upheld by anonymizing participant data, using coded identifiers instead of names, and securely storing collected information. Only the researcher had access to raw data, and findings were reported in aggregate form to prevent identification of individual responses.

3.8.4 Privacy

Upholding the privacy and confidentiality of respondents is paramount in research to safeguard their rights and maintain ethical standards (Creswell & Creswell, 2017). In this study, stringent measures were implemented to ensure that respondents' identities remained confidential and protected throughout the data collection process. One such measure involved employing codes and pseudonyms to anonymize participants' responses, thereby preventing any possibility of identification.

3.8.5 Anonymity

Maintaining anonymity is crucial in research to protect the privacy and confidentiality of participants, preventing any potential identification that could compromise their rights or well-being (Creswell & Creswell, 2017). Anonymity extends beyond simply withholding participants' names; it also entails refraining from providing any details in research reports or publications that could potentially lead to the identification of individuals (Mugenda, 2019). To uphold

anonymity in this study, the researcher adhered to strict protocols to ensure that no participant details or characteristics that could potentially reveal their identity were disclosed. This included refraining from collecting or reporting information such as cultural background, ethnicity, or any other personal identifiers (Creswell & Creswell, 2017). By omitting such details, the researcher minimized the risk of inadvertently disclosing participants' identities and thereby safeguarded their anonymity.

Furthermore, each participant was assigned a unique code or identifier, which was used consistently throughout the study to anonymize their responses (Guest, Namey, & Mitchell, 2012). These codes replaced any personally identifiable information on questionnaires or interview transcripts, ensuring that participants' identities remained confidential and protected (Smith, Flowers, & Larkin, 2009). Participants were explicitly instructed not to provide their actual names on any research instruments, further safeguarding their anonymity.

3.9 Chapter Summary

This section explains the methodology that guided the study. It outlines the research design that was adopted and describes the population from which the sample was drawn, including the intended sample size. It also highlights the instruments that were applied in collecting data from respondents. Finally, the section presents how the data was processed and analyzed to address the research objectives.

CHAPTER FOUR.

RESEARCH FINDINGS AND DISCUSSIONS.

4.0 Introduction

This section presents the findings obtained from respondents through questionnaires and the subsequent analysis. Descriptive statistical methods were applied to interpret the data, and the results are summarized in tables to illustrate the research variables. The discussion following each set of results links the analyzed data to the study objectives, highlighting the implications and significance of the findings.

4.1 Presentation of Findings

4.1.1 Response Rate

The study targeted a sample size of 80 employees drawn from the Ministry of Interior and National Administration, Harambee House, Nairobi. Out of the 80 questionnaires distributed, 59 were completed and returned, representing a response rate of 73.8%.

Table 5:Response Rate

Questionnaires distributed	Number of questionnaires completed and returned	Response Rate
80	59	73.8%

This response rate indicates that while not all targeted respondents participated, the number of completed questionnaires was sufficient to provide credible and reliable findings representative of the sampled employees. According to Mugenda and Mugenda (2019), a response rate above 70% is considered adequate for analysis and reporting. Therefore, the achieved response rate was satisfactory for the study.

4.1.2 Age of the Respondents

The research examined the age categories of employees serving at the Ministry of Interior and National Administration. Information gathered from the respondents was analyzed to show how staff were distributed across different age groups. The outcomes are summarized in Table 6, illustrating the representation of younger, middle-aged, and older employees within the ministry

Table 6:Age of the Respondents

Age Group	Frequency	Percent	Valid Percent	Cumulative Percent
18–30	22	37.3	37.3	37.3
31–45	29	49.2	49.2	86.5
46 and above	8	13.5	13.5	100.0
Total	59	100	100	

Table 7 illustrates the age distribution of the respondents. The majority (49.2%) were aged between 31–45 years, making this the most represented group. Respondents aged 18–30 accounted for 37.3%, while 13.5% were aged 46 years and above. This distribution indicates that most employees are in the early and mid-career stages, with fewer respondents nearing retirement.

4.1.3 Level of Education

The study sought to establish the educational qualifications of respondents working at the Ministry of Interior and National Administration. The data collected was analyzed to determine the distribution of employees across different academic levels. The results are summarized in Table 7, showing the variations in education attainment among the respondents.

Table 7:Level of Education

Level of Education	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	23	38.9	38.9	38.9
Bachelor’s Degree	29	49.2	49.2	88.1
Master’s Degree	7	11.9	11.9	100.0
TOTAL	59	100	100	

The results show that the majority (49.2%) of respondents held a bachelor’s degree, while 38.9% held diplomas and 11.9% had a master’s degree. This indicates that most employees in the

ministry have attained tertiary-level education, with a significant proportion having undergraduate qualifications.

4.1.4 Length of Service

The research aimed to determine the length of time respondents had served at the Ministry of Interior and National Administration. Data gathered from the participants was analyzed to establish the distribution of staff across different service periods. The summarized findings are presented in Table 8, highlighting the variations in tenure among the respondents.

Table 8:Length of Service

Period Worked	Frequency	Percent	Cumulative Percent
0–5 years	24	40.7	40.7
6–10 years	19	32.2	72.9
11–15 years	7	11.8	84.8
16 years & above	9	15.2	100.0
Total	59	100	

Findings indicate that the largest group of employees (40.7%) had worked in the ministry for less than five years, followed by 32.2% who had served for 6–10 years. Those with more than 16 years of service made up 15.2%, while the least represented group was employees with 11–15 years of service (11.8%). This shows that a large portion of the ministry’s staff is relatively new, with fewer employees having long tenure.

4.1.5 On-The Job Training and Staff Performance

The study sought to examine the effect of on-the-Job Training on staff performance. Data obtained from respondents was systematically analyzed and interpreted to establish meaningful patterns and relationships aligned with the study objectives. The results of this analysis are presented in Table 9

Table 9:On-The Job Training and Staff Performance

Statemen	Standard	
	Mean	Deviation

Coaching from supervisor enhances performance	4.07	0.87
Real-time feedback improves efficiency	4.13	0.82
Role rotation improves job performance	3.67	0.99
Orientation equipped me well	2.8	0.92
Learning through practical experience enhances performance	4.17	0.87

The results show that practical learning opportunities had the most positive influence on staff performance, as reflected by the highest average ratings. This suggests that staff who engage in hands-on experiences and real work situations during training are more likely to develop relevant competencies. A study by Koech and Simiyu (2022) on technical institutions in Kenya confirmed that practical exposure during internships significantly enhances job readiness and performance upon employment.

Supervisor guidance and regular feedback were also rated highly, indicating their essential role in nurturing employee development and accountability. In a study involving government ministries, Kiplagat and Otieno (2021) found that mentorship and structured feedback mechanisms improved task execution and raised motivation levels among public servants. These findings reinforce the importance of an interactive support system in workplace training programs.

On the other hand, orientation programs appeared to have minimal impact, based on low average scores, implying a gap in onboarding effectiveness. Otieno and Waithaka (2020) discovered that ineffective induction processes in county governments led to poor role clarity and limited early-stage productivity. Similarly, role rotation was not as impactful as other variables, which could reflect implementation challenges. According to Mwangi and Wanjiru (2019), rotational programs in state agencies often lack planning and monitoring, reducing their effectiveness in skill diversification.

4.1.6 Off-the-Job Training and Staff Performance

The study sought to examine the effect of off-the-Job Training on staff performance. Data obtained from respondents was systematically analyzed and interpreted to establish meaningful

patterns and relationships aligned with the study objectives. The results of this analysis are presented in Table 10

Table 10:Off-the-Job Training and Staff Performance

Statement	Mean	Std. Deviation
Participating in external workshops and seminars has significantly improved my job performance.	4.5	0.53
Online training courses provided by the ministry have enhanced my knowledge and work effectiveness.	4.2	0.63
Sponsorship for further academic studies has positively influenced my professional performance.	4.1	0.99
Sessions led by in-house experts contribute meaningfully to my skill development and job output.	4.1	0.57
Training through simulations and case studies has helped me apply theoretical knowledge to real work situations	3.9	0.74

The results show that external workshops and seminars recorded the highest mean score of 4.50, indicating a strong agreement among respondents that these interventions significantly improved their job performance. This aligns with findings by Koech and Simiyu (2022), who established that public officers exposed to external training demonstrated higher competence and responsiveness in service delivery. The relatively low standard deviation (0.53) suggests that most respondents shared a similar opinion on the impact of workshops and seminars.

Secondly, online training received a mean score of 4.20, reflecting high satisfaction with the effectiveness of these programs in enhancing knowledge and work output. These findings are supported by Kiplagat and Otieno (2021), who noted that e-learning platforms offered by government institutions improved technical proficiency and decision-making capabilities. Similarly, both sponsorship for academic studies and in-house expert sessions scored a mean of 4.10, suggesting that respondents found them moderately impactful. This result is consistent with Otieno and Waithaka (2020), who found that continuous professional development opportunities, such as sponsored education and expert-led seminars, played a moderate yet critical role in developing future-ready civil servants.

Lastly, training through simulations and case studies scored the lowest among the off-the-job training methods, with a mean of 3.90. Although still positive, the slightly lower score could be due to limited implementation or a lack of contextual relevance in the training content. Mwangi and Wanjiru (2019) observed similar trends, where experiential training was found useful but often underutilized or poorly adapted to the realities of the Kenyan public sector work environment. The moderate standard deviation of 0.74 suggests some variance in individual experiences, pointing to a need for more structured and relatable simulation content.

4.1.7 Training Frequency and Staff Performance

The study sought to examine the extent to which training frequency affects staff performance. Data obtained from respondents was systematically analyzed and interpreted to establish meaningful patterns and relationships aligned with the study objectives. The results of this analysis are presented in Table 11.

Table 11: Training Frequency and Staff Performance

Statement	Mean	Std. Deviation
Quarterly training sessions help me stay updated and consistently improve my job performance.	4.4	0.52
Having a clear annual training schedule allows me to plan and apply new skills effectively in my role.	4.3	0.48
The introduction of new training programs on a regular basis enhances my productivity and adaptability at work.	4.1	0.57
Frequent refresher courses help reinforce my knowledge and improve my work efficiency.	4	0.82
An up-to-date training calendar keeps me informed and motivated to participate in skill development activities.	4.3	0.67
Quarterly training sessions help me stay updated and consistently improve my job performance.		

The responses indicate strong agreement with the importance of training frequency, with quarterly training sessions scoring the highest mean of 4.40. This suggests that consistent,

periodic training significantly contributes to improved employee performance. These findings align with Muriuki and Nzulwa (2022), who observed that recurrent training improves employee agility and ensures alignment with dynamic work requirements in Kenya’s public institutions. The low standard deviation (0.52) further implies uniform agreement among respondents on the value of quarterly sessions in enhancing job performance.

Furthermore, the statements regarding having a clear annual training schedule and maintaining an updated training calendar each received a high mean of 4.30, reflecting respondents’ appreciation for structured planning and transparency in training activities. This is supported by the study by Ombaka and Mwangi (2020), which found that well-timed and predictable training schedules enable staff to prepare adequately, adopt new skills, and integrate them into daily tasks effectively. The presence of an updated calendar also fosters engagement and motivation, as highlighted by Wambugu and Muriithi (2021), who showed that employees were more likely to participate in training programs when timing and content were clearly communicated.

Lastly, frequent refresher courses and regular introduction of new training programs yielded mean scores of 4.00 and 4.10 respectively. While still indicating positive sentiment, these slightly lower means suggest that while staff acknowledge their value, there may be issues with relevance or execution. Otieno and Waithaka (2020) pointed out that refresher courses tend to be generic if not contextualized to the employee’s job scope, which can limit their perceived effectiveness. Nevertheless, regular exposure to updated skills is still crucial in boosting productivity and adaptability in the evolving public service environment.

4.1.8 Training Evaluation Methods and Staff Performance

The study sought to examine the extent to which training evaluation methods influence staff performance in public organizations. Data obtained from respondents was systematically analyzed and interpreted to establish meaningful patterns and relationships aligned with the study objectives. The results of this analysis are presented in Table 12.

Table 12: Training Evaluation Methods and Staff Performance

Statement	Mean	Std.
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		Deviation
Taking tests after training sessions helps reinforce learning and improve my job performance.	4	0.82
Providing feedback through post-training forms helps improve future training and my overall effectiveness at work.	4.4	0.52
Comparing my performance before and after training helps identify improvements and areas for further growth.	4.2	0.63
My supervisor's evaluation after training helps me apply learned skills more effectively in my duties.	4.2	0.42
Assessing the return on investment of training ensures that staff development efforts translate into better performance.	3.8	0.79

The relatively high mean score of 4.00 indicates that the majority of respondents agreed that post-training tests play a vital role in reinforcing learning and enhancing job performance. This perception aligns with the empirical findings of Muriithi and Wambua (2019), who examined employee training programs in Kenyan parastatals and concluded that incorporating assessments immediately after training helped solidify concepts learned, thereby improving work output and reducing operational errors.

The statement on feedback through post-training forms received the highest mean of 4.40, indicating strong agreement that such mechanisms improve future training and employee effectiveness. This observation echoes the findings of Maina and Waiganjo (2019), who discovered that structured evaluation forms helped refine subsequent training programs in Kenyan state agencies by incorporating employee feedback into training redesign, ultimately enhancing task execution.

In addition, pre/post-performance comparison (mean = 4.20) and supervisory evaluation post-training (mean = 4.20) were equally valued by employees. These tools were seen as key in identifying skill gaps and reinforcing application of knowledge. Empirical evidence from Otieno and Simiyu (2020) supports this, showing that feedback and performance tracking mechanisms positively influenced how public sector staff transferred knowledge into practice. Moreover, Wambua and Muturi (2021) reported that direct involvement of supervisors in post-training evaluations improved employee engagement and commitment to applying learned competencies.

Meanwhile, the statement on ROI assessment had the lowest mean of 3.80, though still above average. This may imply limited staff exposure to how ROI evaluations are conducted, or a lack of transparency in how development efforts are quantified. According to Karanja and Mberia (2018), many public organizations in Kenya struggle to institutionalize ROI assessments due to weak monitoring frameworks, which restrict employees from perceiving their training as performance investments.

4.2 Limitations of the Study

One of the main limitations of the study was the concern raised by some participants regarding the confidentiality of their responses. A number of respondents feared that their supervisors or senior managers might gain access to the completed questionnaires, which created hesitation in providing open and honest feedback. This apprehension may have influenced the accuracy and depth of some of the responses, as participants were cautious about disclosing views that could be perceived negatively in the workplace context.

To address these concerns, the researcher provided a detailed cover letter alongside the questionnaire, which emphasized that the study was purely for academic purposes. The cover letter also clarified that all responses would remain anonymous and would not be shared with supervisors or used for performance evaluations. By assuring participants of confidentiality, the researcher sought to enhance the reliability of the data collected, although the initial concerns highlight the sensitivity of conducting research in organizational environments.

4.3 Chapter Summary

This chapter outlined the analysis and interpretation of the data collected from employees of the Ministry of Interior and National Administration. The study mainly relied on descriptive statistics, which were used to summarize the responses and present a clear picture of the research findings. Tables were applied to display the results in an organized manner, making it easier to interpret the trends and patterns observed from the data.

The discussion emphasized the key insights from the findings and highlighted their relevance to the study objectives. In addition, the analysis demonstrated how training impacts staff performance and contributed to the broader understanding of employee development within

public institutions. By focusing on descriptive approaches, the chapter provided a straightforward and comprehensive interpretation of the data, while also suggesting possible directions for future research.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

This section presents a summary of the key findings from the study. It also outlines recommendations that can help improve staff performance in public organizations. Finally, the section provides conclusions that tie the results back to the study objectives.

5.1 Summary of Findings

5.1.1 On-the-Job Training and Staff Performance

The study found that practical learning opportunities, such as hands-on training, had the strongest impact on staff performance, recording the highest average ratings. This is consistent with Koech and Simiyu (2022), who showed that practical exposure enhances job readiness and work outcomes. Supervisor guidance and feedback were also highly rated, echoing Kiplagat and Otieno's (2021) findings that mentorship improves accountability and motivation in public service. However, orientation programs scored low, suggesting weak induction practices, similar to Otieno and Waithaka (2020), who linked poor onboarding to limited productivity. Likewise, role rotation was less effective, which Mwangi and Wanjiru (2019) attributed to poor planning and monitoring in public organizations. In conclusion, while hands-on experience and mentorship were highly effective, induction and role rotation require better design and implementation.

5.1.2 Off-the-Job Training and Staff Performance

External workshops and seminars had the highest mean score of 4.50 (SD = 0.53), showing strong agreement that they enhance employee performance, consistent with Koech and Simiyu (2022). Online training followed closely with a mean of 4.20, supporting Kiplagat and Otieno (2021), who noted that e-learning improves technical and decision-making skills. Sponsorship for further studies and expert sessions scored moderately at 4.10, aligning with Otieno and Waithaka (2020), who found such opportunities moderately impactful for career growth. Simulations and case studies recorded the lowest mean (3.90, SD = 0.74), reflecting possible implementation gaps, as Mwangi and Wanjiru (2019) also observed. In conclusion, off-the-job

training methods are generally effective, but simulations require better adaptation to workplace realities to maximize impact.

5.1.3 Training Frequency and Staff Performance

Quarterly training recorded the highest mean of 4.40 (SD = 0.52), showing widespread agreement that regular sessions improve performance, in line with Muriuki and Nzulwa (2022). Structured annual training schedules and updated calendars each scored 4.30, confirming Ombaka and Mwangi's (2020) finding that predictable training boosts preparedness and application of skills. Similarly, Wambugu and Muriithi (2021) highlighted that clear schedules improve staff engagement in training. Refresher courses (mean = 4.00) and new training programs (mean = 4.10) were still valued but seen as less impactful, possibly due to generic content, as Otieno and Waithaka (2020) noted. In conclusion, consistent and well-structured training schedules are highly effective, while refresher programs need better contextualization to maximize employee benefit.

5.1.3 Training Evaluation Methods and Staff Performance

Evaluation methods were rated positively, with post-training forms scoring the highest mean of 4.40, showing strong agreement that structured feedback enhances future training, consistent with Maina and Waiganjo (2019). Post-training tests (mean = 4.00) were also seen as effective in reinforcing learning, echoing Muriithi and Wambua (2019). Pre/post-performance comparisons and supervisory evaluations each scored 4.20, supporting Otieno and Simiyu (2020) and Wambua and Muturi (2021), who found these methods useful in reinforcing knowledge application. ROI assessment, however, scored lowest at 3.80, reflecting limited staff exposure or weak organizational monitoring frameworks, as Karanja and Mberia (2018) reported. In conclusion, evaluation methods play a key role in sustaining performance gains, though ROI assessments require stronger institutional support and communication.

5.2 Conclusions

Based on the study findings, the following conclusions were drawn to show how different forms of training, their frequency, and the methods of evaluation influence staff performance.

On-the-job training proved to be highly effective, particularly through hands-on learning and supervisor support, which strongly enhanced employee performance. However, induction

programs and role rotation were less impactful, showing the need for better planning and implementation to make them more meaningful.

Off-the-job training methods such as workshops, online courses, and sponsored studies were found to be beneficial in improving staff performance. Nonetheless, simulations and case studies were less effective, suggesting that these methods require stronger contextualization to achieve their intended results.

Regular and well-structured training was shown to significantly improve employee performance, with quarterly sessions and clear training schedules proving most effective. While refresher courses and new programs were also valued, their impact was reduced when the content was too generic or poorly aligned to employee roles.

Training evaluation methods played a critical role in reinforcing learning and ensuring skills were applied effectively in the workplace. While post-training feedback and supervisory evaluations were highly effective, limited use of ROI assessments highlighted gaps in how organizations measure the value of training.

5.3 Recommendations

Based on the findings of the study, the following recommendations are proposed to strengthen the effectiveness of training and its contribution to staff performance. These suggestions are intended to help the Ministry and other public sector organisations improve training design, delivery, and follow-up for better organizational outcomes.

5.2.1 On-the-Job Training and Staff Performance

It is recommended that the Ministry invest more in practical learning opportunities and mentorship programs, as these approaches proved most effective in building staff competencies. At the same time, orientation and role rotation programs should be redesigned to make them more structured, engaging, and relevant to employee needs.

5.2.2 Off-the-Job Training and Staff Performance

The Ministry should continue supporting workshops, seminars, and online learning, as they significantly enhance staff capacity. However, more effort should be made to adapt simulations

and case studies to real workplace situations so that employees can apply the lessons more effectively.

5.2.3 Training Frequency and Staff Performance

The study recommends that training be scheduled regularly and guided by clear annual plans to sustain consistent skill development. In addition, refresher courses and new programs should be tailored more closely to employees' roles and work environments to maximize their usefulness.

5.2.4 Training Evaluation Methods and Staff Performance

The Ministry should strengthen evaluation practices by emphasizing feedback forms, post-training tests, and supervisor reviews, which were found to be highly effective. At the same time, there is a need to make ROI assessments more transparent and practical so that employees and management can clearly see the value of training investments.

5.4 Suggestions for Further Research

While this study has provided findings into the relationship between training and staff performance at the Ministry, there remain areas that future researchers could explore to build on these findings.

Future studies could examine the long-term effects of different training approaches on employee retention and career progression, since this study mainly focused on immediate performance outcomes. Researchers may also consider comparing the impact of training practices in different government ministries or agencies to determine whether the results observed here are consistent across the wider public sector.

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APPENDICES

APPENDIX I: LETTER OF AUTHORIZATION

APPENDIX II: INTRODUCTORY LETTER

Dear respondent,

RE: Filling of Questionnaires

I am Patricia Haigwo Salat, a student pursuing a Bachelor of Management and Leadership at the Management University of Africa. As part of the academic requirements for graduation, I am undertaking a research study titled: "The Effect of Training on Staff Performance in Public Organisations in Kenya: A Case Study of the Ministry of Interior and National Administration, Harambee House, Nairobi."

In line with this, I kindly request your participation in completing the attached questionnaire. Please provide honest responses based on your knowledge and experience. All information shared will be handled with the highest level of confidentiality and will be used solely for academic purposes.

Thank you.

Yours Faithfully,

PATRICIA HAIGWO SALAT

APPENDIX III: QUESTIONNAIRE

Section A: Demographic information of respondents

1. Please indicate your gender
 - Male ()
 - Female ()

2. Please indicate your age bracket
 - 30 years and below ()
 - 31 – 35 years ()
 - 36 – 40 years ()
 - 41 – 45 years ()
 - 46 – 50 years ()
 - 51 years and above ()

3. What is your highest level of education completed?
 - Secondary ()
 - Diploma ()
 - Bachelor's degree ()
 - Post-graduate diploma ()
 - Master's degree ()

Doctorate ()

Others, please

specify.....

4. Indicate the number of years you worked in the ministry

1-2 years ()

2-3 years ()

3-4 years ()

4 years and above ()

SECTION B- ON-THE JOB TRAINING AND STAFF PERFORMANCE

5. Please indicate the extent to which you agree or disagree with the following statements. Please indicate by ticking [√] your view. The Value of Scale is given below.SA-Strongly Agree (5), A-Agree (4), U-Undecided (3), D-Disagree (2), SD-Strongly Disagree (1)

Statement	SA	A	U	D	SD
	5	4	3	2	1
I receive adequate coaching from my supervisor during work tasks, which enhances my performance.					
Real-time feedback from my supervisor helps me improve my efficiency and job output.					
Rotating between different roles or departments has broadened my skills and improved my job performance.					

The hands-on orientation I received when joining the ministry equipped me well for my current responsibilities.					
I perform better when I learn job tasks through practical, on-the-job experience rather than formal training.					

SECTION C- OFF-THE-JOB TRAINING AND STAFF PERFORMANCE

6. Please indicate the extent to which you agree or disagree with the following statements. Please indicate by ticking [√] your view. The Value of Scale is given below.SA-Strongly Agree (5), A-Agree (4), U-Uncecided (3), D-Disagree (2), SD-Strongly Disagree (1)

Statement	SA	A	U	D	SD
	5	4	3	2	1
Participating in external workshops and seminars has significantly improved my job performance.					
Online training courses provided by the ministry have enhanced my knowledge and work effectiveness.					
Sponsorship for further academic studies has positively influenced my professional performance.					
Sessions led by in-house experts contribute meaningfully to my skill development and job output.					
Training through simulations and case studies has helped me apply theoretical knowledge to real work situations					

SECTION D- TRAINING FREQUENCY AND STAFF PERFORMANCE

7. Please indicate the extent to which you agree or disagree with the following statements. Please indicate by ticking [√] your view. The Value of Scale is given below.SA-Strongly Agree (5), A-Agree (4), U-Undecided (3), D-Disagree (2), SD-Strongly Disagree (1)

Statement	SA	A	U	D	SD
	5	4	3	2	1
Quarterly training sessions help me stay updated and consistently improve my job performance.					
Having a clear annual training schedule allows me to plan and apply new skills effectively in my role.					
The introduction of new training programs on a regular basis enhances my productivity and adaptability at work.					
Frequent refresher courses help reinforce my knowledge and improve my work efficiency.					
An up-to-date training calendar keeps me informed and motivated to participate in skill development activities.					

SECTION E- TRAINING EVALUATION METHODS AND STAFF PERFORMANCE

7. Please indicate the extent to which you agree or disagree with the following statements. Please indicate by ticking [√] your view. The Value of Scale is given below.SA-Strongly Agree (5), A-Agree (4), U-Undecided (3), D-Disagree (2), SD-Strongly Disagree (1)

Statement	SA	A	U	D	SD
	5	4	3	2	1
Taking tests after training sessions helps reinforce learning and improve my job performance.					
Providing feedback through post-training forms helps improve future training and my overall effectiveness at					

work.					
Comparing my performance before and after training helps identify improvements and areas for further growth.					
My supervisor's evaluation after training helps me apply learned skills more effectively in my duties.					
Assessing the return on investment of training ensures that staff development efforts translate into better performance.					

SECTION F: STAFF PERFORMANCE

This section seeks to assess staff performance in your organization. Kindly use the likert scale of 1= strongly disagree, 2= disagree, 3- neutral, 4- agree and 5= strongly agree to indicate your level of agreement on these statements.

Statement	Strongly disagree	Disagree	Moderately Agree	Agree	Strongly agree
	1	2	3	4	5
I consistently complete assigned tasks within the expected timeframe.					
The quality of my work meets or exceeds the standards set by the ministry.					
I regularly meet work deadlines without needing reminders or extensions.					
I take initiative and effectively solve problems in my day-to-					

Statement	Strongly disagree	Disagree	Moderately Agree	Agree	Strongly agree
	1	2	3	4	5
day responsibilities.					
I work well with colleagues and actively contribute to team goals.					

APPENDIX IV: SIMILARITY INDEX REPORT