

EFFECT OF TRAINING ON EMPLOYEE PERFORMANCE IN THE COUNTY GOVERNMENTS IN KENYA: A CASE OF LAIKIPIA COUNTY

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ABSTRACT

The current study sought to establish the effect of training on employee performance in the County Governments in Kenya by taking the case of Laikipia County. The study specifically sought to establish the effects of training contents, training programs, evaluation of training programs and training delivery methods on employee performance in the County Governments in Kenya. The study was guided by the following theories: Human capital theory, Skill Acquisition Theory, Resource Based View (RBV) Theory and Action Theory. Descriptive survey research was employed in the study. The study targeted 96 senior, middle and lower management officials in the HR department from each of the 9 ministries and officials of the Directorate of Human Resources Management and Administration Services where only 89 respondents were involved in the study. The study adopted a census approach and utilized structured questionnaire in collecting data. Both descriptive and inferential statistical techniques were used to analyze the data with the assistance of SPSS statistical tool. The findings of the study revealed that training contents, training programs, evaluation of training programs and training delivery methods have a positive and significant effect on employee performance in the county government of Laikipia. The study recommends that county governments should focus on enhancing the contents used in training since the practice leads to positive and significant effects on employee performance in counties. The study also recommends that county governments should focus on enhancing training programs since the practice leads to a positive and significant effect on employee performance in counties. This can be achieved by formulating training programs based on training objectives and training itself, selecting specific trainers in different training programs, tying formulation of the training programs with training lesson and preparing trainees for specific training programs. The study further recommends that county governments should emphasize on evaluating training programs since the practice leads to a positive and significant effect on employee performance in the county. This can be achieved by determining the effectiveness of corporate training programs through employee's behavior, basing effectiveness of corporate training programs on the results of the program and attitude of the employees, carrying out a simple end-of-course reaction process to assess the effectiveness of the

training and obtaining the employees' opinions immediately upon completion of training programs to assess the effectiveness of the training. The study finally recommends that county governments should focus on enhancing training delivery methods since the practice leads to positive and significant effects on employee performance in the counties.

Key Words: *Training Contents, Training Programs, Evaluation Of Training Programs, Training Delivery Methods And Employee Performance*

Introduction

The promulgation of the new constitution in 2010 ushered in 47 county governments as new centres of power whose main mandate was better service provision to the citizenry who had long suffered from marginalization by the central government (Mwikali & Lucy, 2016). Devolved Government specifically provides for the setting up of the County Governments with among others, enhanced checks and balances, an enhanced role of Parliament and citizens, an independent judiciary, and a most progressive Bill of Rights. Notably, the Constitution provided for a major devolution not only of resources and functions, but also creating a whole new layer of county government. Workers who are happy with their activity will have higher employment execution, and in this manner preeminent occupation maintenance, than the individuals who are not content with their occupations (Walumbwa et al., 2011). On a similar note, representatives are bound to stop their present work environment in the event that they are not fulfilled and henceforth demotivated to demonstrate great execution. Perceiving the job of preparing rehearses empowers the top administrators to make better workplace that eventually improves the inspirational dimension just as the execution of the workforce. As per Marquardt (2011), an association that offers worth to information as a wellspring of increasing focused edge than contenders, should develop framework that guarantee consistent learning, and on the compelling method for doing as such is preparing. Hafeez and Akbar (2015) features that well-prepared workforce is increasingly equipped for accomplishing execution targets and increasing upper hand in the market. Preparing is resolved as the way toward empowering worker to finish the errand with more prominent effectiveness, accordingly viewed as imperative component of dealing with the human asset execution deliberately (Hafeez and Akbar, 2015).

As indicated by Choudhary, Akhta and Zaheer (2013), worker execution, accomplished through preparing, alludes to prompt upgrades in the information, aptitudes and capacities to complete occupation related work, and henceforth accomplish more representative responsibility towards the hierarchical objectives. On a similar note, successful representative preparing results to the way of life of improving learning, to raise worker execution and eventually higher quantifiable profit (in preparing) for the firm. The growth of any business in the contemporary business world relies upon the nature of HR accessible to it to start and actualize its arrangements and projects. As indicated by Solkhe, and Chaudhary (2011), human asset is the most imperative factor of creation and work profitability. As needs be, a positive future-situated human asset advancement is fundamental for the productivity and adequacy of open area workers. Resounding a similar estimation, Pfeffer, (2012) contended that associations everywhere throughout the world contribute a few a huge number of cash on preparing and advancement of HR for the presentation of their particular associations. Training level and professional background of elected leaders can have significant effect on the type of leadership that they provide in fulfilling their legislative body's mandate. The UN HABITAT handbook on training of elected leaders at local government level notes that Local governments worldwide have taken on new significance in recent years. The drive for democracy is responsible for much of this since local self-

governance is the foundation of democracy. If it doesn't work at this level of governance, it probably won't work at higher levels of interaction between citizens and those who represent them. In addition, there is growing recognition that local governments hold the key to the delivery of most basic human services (UN-HABITAT, 1996). In any case, Bhatti and Quareshi (2010) expressed that one of the main difficulties in the executives has been actualizing powerful representative advancement projects to upgrade execution of workers in the open division. Subsequently specialists in Human Resource Management have worried on compelling representative improvement approaches and projects. Ideal utilization of human asset can be a key wellspring of upper hand since it is hard for contenders to duplicate. This asset - based view has prompted significant consideration in worker advancement concentrating on execution. As indicated by Rowden and Conine (2013), an extensive piece of the laborers feeling of occupation fulfillment and execution can be credited to work environment taking in circumstances they profit by. The nonappearance of suitable and adequate staff advancement projects or systems may in this manner records to an expansive degree for the poor execution of representatives in the region governments.

Statement of the Problem

Since the inception of the devolved form of government in Kenya that was officially launched in the aftermath of the 2013 general elections, strikes and go slows have been witnessed in most of the counties that have paralyzed delivery of essential services to the public. Lubaale (2015) pointed out the case of increasing client complaints being experienced in almost all counties mainly because of poor service deliver. For instance, the quality of services ranging from poor garbage and solid waste management, pollution, water shortages and poor roads among others have raised firm concerns across all the counties with poor service delivery by the employees of the counties cited as the main reason. On the same note, following the launching of the county governments in 2013, there was an exodus of workforce from other sector of the economy into the county government setup with majority citing effectiveness and efficiency in service delivery as the key motivation. However, repressive working conditions characterized by subjective performance appraisal, poor working conditions, leadership method, employee management method, training, compensation, and political factors have adversely affected the performance of the county employees. All these point out to poor employee performance meaning that the employee productivity is very low. Laikipia County is no exception to the deplorable state of service delivery. Training of employees in the devolved government setting is a procedure by which the representatives are supported in arranging an approach to get better capacities required to perform different capacities related with their present or anticipated utilitarian jobs, build up their general abilities as people and find and adventure their very own inalienable possibilities for their own, and, or province improvement forms, build up a hierarchical culture in which bosses subordinate relationship is certain or solid; cooperation and joint efforts among sub-units are solid and add to the expert prosperity, inspiration and the pride of workers (Boxall, and Purcell, 2011). HR incorporate learning, aptitudes, capacities and experience constrained by the region that empowers it to enhance its exhibition, aggressiveness, development, adequacy and viability. This is on the grounds that, representatives' aptitudes, learning and capacities are among unmistakable and inexhaustible assets whereupon an association can draw their vital administration and relative preferred standpoint. Notwithstanding the expanding impacts on preparing and advancement of representatives by County Government, there is as yet restricted writing on preparing and improvement issues in creating Countries (Debrah and Ofori, 2014) and

expanding worries on nature of administration conveyance in the region governments. It is further important that while much is thought about the impact of preparing in the created world, investigations of issues related with preparing in the creating nations are insufficient. The existing studies in this relation by Leisink and Steijn (2010) on public service motivation and job performance of public sector employees in the Netherland, Chandrasekar (2011) on workplace environment and its impact on organizational performance in public sector organisations and Alonso *et al.*, (2001) on public service motivation and job performance have taken a general human resource management focus creating gap on issues such as the effect of training and development on performance of employees. This study will contribute in minimizing this gap in the literature and thereby establish the basis to assess the influence of training on employee performance in the County Governments in Kenya by taking the case of Laikipia County.

Research Objectives

- i. To establish the effect of training contents on employee performance in the County Governments in Kenya
- ii. To analyze the effect of training programs on employee performance in the County Governments in Kenya
- iii. To determine the effect of evaluation of training programs on employee performance in the County Governments in Kenya
- iv. To find out the effect of training delivery methods on employee performance in the County Governments in Kenya

Literature Review

Theoretical Review

Human Capital Theory

The proponent of the human capital theory was Schultz (1961) who recognized the human capital as one of the significant elements of national monetary development in the cutting edge economy. Becker (1993) contends that there are various types of capitals that incorporate tutoring, PC instructional class and consumptions on medicinal consideration (Marimuthu *et al.*, 2009). The hypothesis contends that individual's formal instruction decides his or her acquiring power. The possibility of human capital begins from the perception that tutoring builds up specific characteristics in individuals and that these characteristics improve financial profitability and monetary development (Walker, 2009). Interest in human could be seen as like interest in different methods for generation, similar to manufacturing plants or mines. In building up Becker's work further, Schultz mapped how rates of come back from instruction could be determined in nations with various dimensions of pay, various frames of mind to renouncing income to create human capital (Severine and Lila, 2009). Human capital hypothesis holds that it is the key capabilities, aptitudes, learning and capacities of the workforce that adds to associations upper hand. It centers consideration around resourcing, human asset improvement, and reward systems and practices. As indicated by Human Capital Theory, training is a venture since it is trusted that it could possibly present private and social advantages (Odhong *et al.*, 2014). Human capital hypothesis decides the effect of individuals on the business and their commitment to investor esteem. It shows the HR rehearses that produce an incentive for cash in wording, for instance, of rate of profitability. As indicated by Dae-bong (2009), Human capital scholars trust that training and acquiring power are corresponded, which implies, hypothetically, that the more instruction one has, the more one can procure, and that the aptitudes, information

and capacities that instruction gives can be moved into the work as far as efficiency. Human capital alludes to the learning, ability, and aptitude one gathers through instruction and preparing. Human capital scholars battle that associations can build their human capital by inside building up the information and abilities of their present workers, and by pulling in people with high learning and aptitude levels from the outside work advertise. That is, associations can endeavor to make and purchase human capital. Human capital develops in two different ways; when the association utilizes a greater amount of what individuals know and when more individuals know a greater amount of what is helpful to the association (Choudhury and Mishra, 2010). Human capital hypothesis as the principle supporting hypothesis in concentrates identified with human capital, in this examination the hypothesis bolsters factors of preparing structure and projects since preparing includes short-and long haul an incentive from speculations in the development of knowledge and expertise in individuals and groups of individuals.

Skill Acquisition Theory

The proponents of the theory are Trofimovich and McDonough (2013) and defined skill theory as a cognitive repetition wonder in which earlier presentation to explicit language structures or importance encourages speaker's consequent language preparing. As characterized by Vanpatten and Benati (2010) expertise alludes to capacity to do as opposed to fundamental ability or mental portrayal. As per Chapelle et al., (2009), this hypothesis falls under the classification of general human learning through directed learning. The hypothesis doles out jobs for both express and understood learning and, as a general hypothesis of learning, it asserts that grown-ups begin getting the hang of something through to a great extent unequivocal procedures, and with ensuing adequate practice and presentation, move into certain procedures. Improvement, inside this hypothesis, involves the usage of explanatory information pursued by procedural learning, with the last's automatization Trofimovich and McDonough (2013). As explained by Vanpatten and Benati (2010), utilizing explanatory information includes express learning or procedures; students acquire administers unequivocally and have some kind of cognizant familiarity with those principles. The automatization of procedural information involves certain learning or procedures; students start to proceduralize the express information they possess, and through situational reasonable practice and use, the conduct turns out to be second nature. This hypothesis underpins the preparation conveyance strategies free factor in the investigation. It helped with addressing the exploration question on how preparing conveyance strategies influence performance.

Resource Based View (RBV)

The proponent of the theory, Barney's (1991), gave a determination of the qualities vital for a manageable upper hand. The Resource-Based View (RBV) breaks down and recognizes an association's key points of interest dependent on analyzing its one of a kind arrangement of assets and abilities as a firm (Pearce and Robinson, 2009). An association's capacities or capabilities and the executives' capacity to marshal the assets and their arrangement examples to create unrivaled execution is a wellspring of upper hand (Grant, 1991). The RBV centers around association's inside condition, authoritative confidence, specialized learning and the company's capacities that are, the aptitudes the administration's capacity and methods for consolidating assets that an organization uses to change contributions to yields (Pearce and Robinson, 2009). A company's interior condition can allude to firm-level establishments while specialized learning, aptitudes and experience allude to the board capability. Using HRM groups, initiative style,

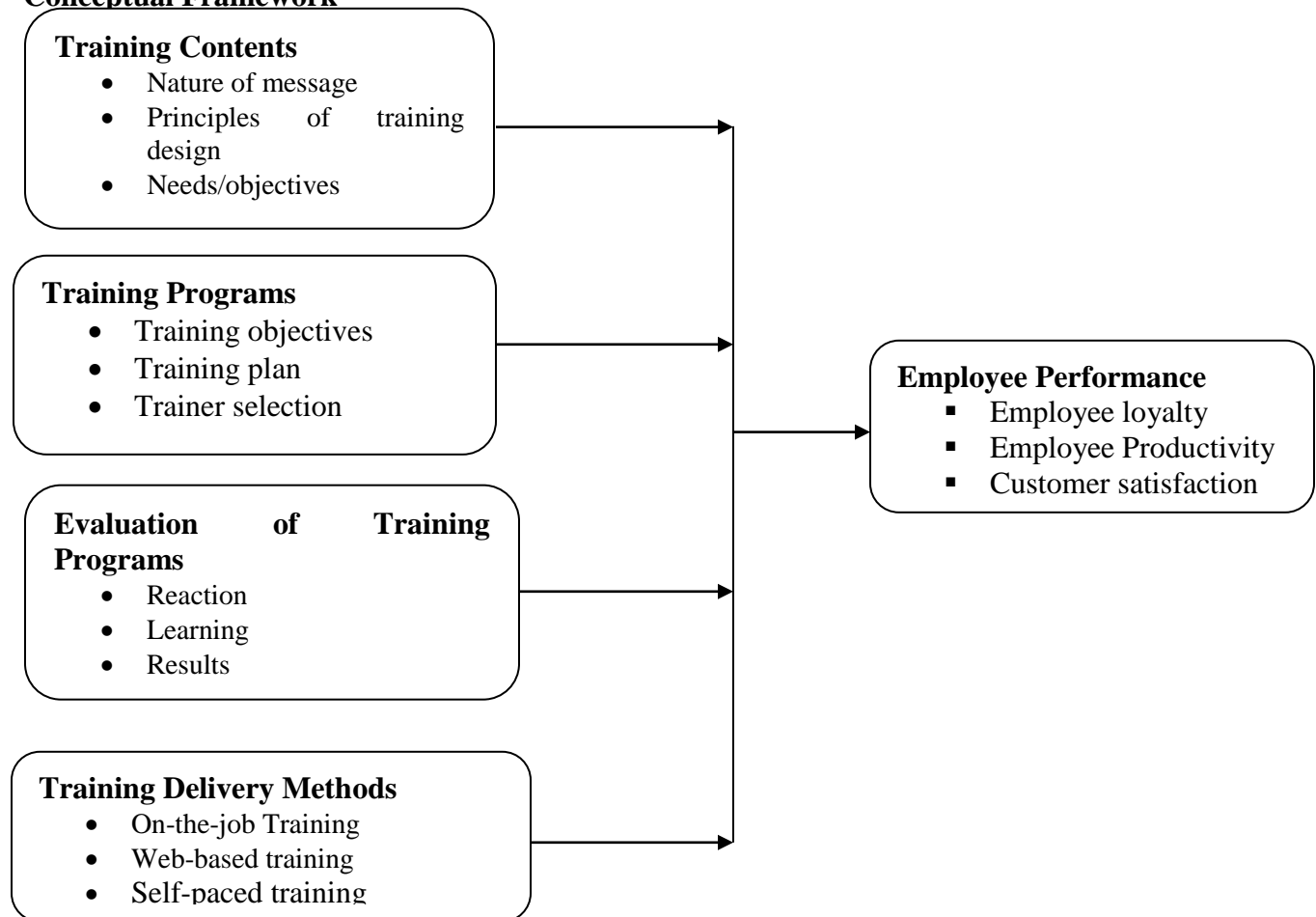
authoritative approaches, hierarchical structures and a culture of fitness can prompt the accomplishment of representative aptitudes, capacities, ability and confidence. Wright and McMahan (1992) looked into the hypothetical points of view that had been connected HRM and contended that the RBV is one viewpoint that gives a method of reasoning to how an association's HR could give a potential wellspring of maintainable upper hand. In particular, they noticed that most models of HRM dependent on fit accept that a specific business system requests an interesting arrangement of practices and dispositions from representatives and certain human asset approaches produce a one of a kind arrangement of reactions from workers. They further contended that numerous inside methodology have certainly expected that it is simpler to rework corresponding resources/assets given a decision of procedure than it is to improve technique given a lot of HR and the Resource Based View of the Firm Thus, they suggested that the asset based view may give a hypothetical reason to why HR could have suggestions for system definition just as execution. From an asset based view, HR are the beneficial administration individuals offer an association as far as their aptitudes, information and thinking and basic leadership capacities. Market analysts allude to these assets as human capital, which underlines the way that they are solid and made through interest in instruction and preparing (Kazlauskaitė, 2008). Distinguishing and assessing the load of human capital inside a firm is unpredictable and troublesome. HR are assessed at the season of enlistment where capabilities and experience are utilized as pointers of execution potential, and in business, regularly through yearly execution surveys (Dokko, Wilk and Rothbard, 2009). The confinements of capabilities, individual suggestion, and conventional execution surveys as pointers of a person's capability to add to the execution of the association have progressively been perceived, (Mahoney and Pandian, 1992). All together for an association to choose and hold qualified and skilled individuals who are best fit to the association's methodology, culture and qualities there is have to concentrate on appraisal and structuring enlistment forms, recognizing ability needs, building up an ability fascination system, distinguishing basic achievement factors, deciding sourcing techniques, framing employing administrators and guaranteeing a positive applicant experience. This theory explains the need to focus on technical knowledge, skills and experience that create organisational competence through training and therefore underpins the effect of training on employee performance.

Action Theory

As described by Frese (2007), action theory attempts to explain how learning is managed and how individuals can change their conduct to progressively meet goals in ordinary and additionally uncommon circumstances. Arranged and scientific learning strategies include novel circumstances and expect students to be inventive somewhat. As opposed to numerous psychological and data preparing hypotheses, activity hypothesis is connected to conduct and explicit working settings and results. It is likewise worried about the procedures engaged with the connection between natural sources of info and conduct in the one hand and how insight directs conduct and execution then again (Paul, 2010). As per Salisbury (2008), activity hypothesis is an orderly device for seeing how learning of psychological procedures in an act circumstance is managed by utilizing the center, arrangement, activity structure segments (Frese, 2007) and the establishments of the hypothesis which connect progressively. The activity structure is the most significant segment in connection to scientific forms. Through affectability to the multifaceted nature of the learning procedure, educators can oversee student desires to diminish data over-burden. After learners feel increasingly great with the scientific model, they

regularly endeavor to apply it to different issues in the work environment (Paul, 2010). This theory will inform the study on assessment the extent to which is regarded when designing the training programs for county employees.

Conceptual Framework



Independent Variables

Dependent Variable

Figure 1 Conceptual Framework

Training Contents

Training contents is developing new training and educational courses and lessons for the existing employees. It roots out the gaps in training and fills them in with new material for better performances. It also allows an organization and particularly employees to grow their skills rather than becoming static in their roles. The training contents to be adopted should focus on the mode of delivery i.e. whether the training is to be conducted in a classroom, delivered using an electronic format or using some combination of methods. The content should also take into

account the various factors of training design (viewpoint, elements, considerations, benefits and model). Another area that the training contents is based is the basic principles of training contents which are the principles that constitute the field of human performance improvement, which help to ensure that people achieve the best possible results on the job. They are the principles that underpin adult learning. Training contents allows an organisation to assess its needs and present solutions in clearly defined goals. When training employees to learn a new task, there is need to first understand the scope of what they already know and how they could improve. Needs can come from an overall organizational and strategic point of view, from departments or teams or from an individual evaluation. Assessing these needs then set the training objectives. These objectives will become the building blocks of the training contents. By finding the shortcomings of the previous employee training or knowledge and addressing the needs of an organisation, it is possible to bring into perspective the direction of the design. Once the training objectives are set, there is need to pay attention to the delivery mode of the message. All training contents must fit into a pre-existing budget, or be proposed with a budget.

Training Programs

One of the things to consider in designing a training program is what the program is to accomplish, that is the objectives. In other words a training program cannot be designed until what that program is to accomplish is known. It is imperative for organizations to realize that in designing a training program, it is equally important to consider what the trainees should know or be able to do after the training is complete (Noe & Peacock, 2002). Training objectives should however be attainable and measurable. A training program is successful if the objectives are achieved. There is also the need for the organization and the employees to know the motive for which they undergo training. It can, therefore be concluded that training programs will not be more effective unless the purpose for which it was administered is known. Therefore in planning training, it should go through these stages; develop a training plan, designing a training lesson, selecting the trainer and prepare the trainee (Sitzmann, & Ely, 2011). The vast majority of the advantages got from preparing are effectively achieved when preparing is arranged. This implies the association, coaches and learners are set up for the preparation well ahead of time.

Evaluation of Training Programs

The evaluation scheme that many corporate training programs use is Kirkpatrick's four level of evaluation; reaction, learning, behaviour and results (Kirkpatrick 1994). However, surveys of the evaluations of corporate training programs show limited applications of the levels other than at the reaction level. Training participant's reaction is the most commonly used criterion for determining the effectiveness of corporate training programs. Most corporate trainers evaluate the training programs by using a simple end-of-course reaction, an end-of-event questionnaire (Rothwell & Whiteford, 2011). Research has indicated that majority of organizations evaluate the reactions and opinions of their training participants immediately upon completion of training programs. The main purpose of reaction evaluation is to enhance the quality of training programs, which in turn leads to improved performance. The ultimate objective is to make training programs more efficient and more effective for organizational performance empowerment. Reaction evaluation is type of formative evaluation where the results are used for program modification and the redesigning of content, course materials and presentations (Rothwell *et al.*, 2011). Generally they collect information that is specific enough to help make revision and improvements in the training programs. Reaction evaluation provides programs

designers with insights about the participants' degree of satisfaction with a program design and implement. This is crucial information. If participants are not satisfied with the training experience they may not use what they have learned and will probably advise others not to attend the training program. Reaction evaluation can also be summative in nature. In such cases the goal of reaction evaluation is to determine the value, effectiveness or efficiency of a training program to make decisions concerning program continuation, termination, expansion, modification or adoption.

Training Delivery Methods

In request to accomplish present and future objectives, human asset directors must concentrate on human asset advancement conduct, in order to improve worker execution by furnishing them with new capacities and aptitudes to play out their employments. Contingent upon the sort of preparing happening, one of the accessible conveyance strategies can be picked over the other. A few bosses trust that preparation exercises led for representatives amid work at the working environment give a few advantages to them, for example, continuous work process with the goal that these workers can accomplish attractive objectives at the working environment. Businesses additionally trust that there are a few advantages from preparing representatives by means of redistributing for example, access to aptitude and improving authoritative proficiency. McKimm et al., (2013) expressed that new techniques utilized in preparing representatives have turned out to be not so much formal but rather more viable as far as conveyance and exactness of data passed on, for example, recognizing issues utilizing video instructing and electronic learning.

Hands on instructing is one approach to encourage representative aptitudes preparing. Hands on instructing alludes to an affirmed individual preparing a representative on the aptitudes important to finish undertakings. An administrator or somebody with experience tells the representative the best way to play out the genuine activity. The choice of a hands-on mentor should be possible in an assortment of ways, however as a rule the mentor is chosen dependent on identity, aptitudes, and information. This kind of aptitudes preparing is typically encouraged in-house (Frazis, and Loewenstein, 2014). Tutoring is likewise a kind of preparing conveyance. Tutoring is a procedure by which a worker can be prepared and created by an accomplished individual. Ordinarily, coaching is utilized as a proceeding with strategy to prepare and build up a worker. One weakness of this sort of preparing is conceivable correspondence style and identity struggle. It can likewise make overdependence in the mentee or micromanagement by the coach. This is more not the same as hands on training, which will in general be present moment and spotlights on the abilities expected to play out a specific occupation (Connor, and Pokora, 2012).

Performance of Employees in the County Governments in Kenya

Employee performance, accomplished through preparing, alludes to prompt enhancements in the information, aptitudes and capacities to do work related work, and consequently accomplish more representative duty towards the authoritative objectives (Latif, Jan and Shaheen, 2013). Preparing prompts the way of life of upgrading learning, to raise worker execution and eventually higher quantifiable profit for the firm.

Research Methodology

The study adopted a descriptive survey research design. The study targeted 96 senior, center and lower the board authorities in the HR office from every one of the 9 services and authorities of the Directorate of Human Resources Management and Administration Services. Seven of the

respondents were arbitrarily chosen and utilized in the pilot think about subsequently making aggregate of 89 respondents. The study adopted a sampling formula from Cooper and Schindler (2014) to derive a sample of 83 respondents. The study used questionnaires with open and close ended questions to collect captured through a 5-point likert scale. Inferential and descriptive statistics was used to analyse data. Results of the analysis were presented by use of tables and figures. Inferential statistics was used to establish the association between independent variables and dependent variable. The study used the following regression model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon.$$

where: Y= Performance of employees in the County Government, β_0 = Constant, X_1 = Training Content, X_2 = Training Programs, X_3 = Evaluation of Training Programs, X_4 = Training Delivery Methods, ε = Error term and $\beta_1 \dots \beta_4$ = regression coefficient of four variables.

Results

The study administered 89 questionnaires where 74 questionnaires were filled and returned. This represented a response rate of 83.1%. The response rate was good for analysis since Cooper and Schindler (2009), notes that 50% response rate is justifiable for analysis and publishing with 60% considered good while 70% and above is considered to be very good.

Descriptive statistics and Analysis

Descriptive statistics enables the researcher to use statistics in describing distributions of measures or scores. The study used means percentages and mean standard deviations to present the study findings. The study rated the responses from a scale of 1-5 and presented the mean response per statement for all the study variables.

Training Contents

The study requested the respondents to indicate their agreement levels with statements on training content using a scale of 1 to 5. The results as presented in table 1 shows that respondents were in agreement with the statements that the training content is based on the delivery mode of the message (mean= 3.96, standard deviation= 1.00), that there are well established principles of formulating a training contents(mean= 4.13, standard deviation= 0.78), that the needs of the county are properly assessed and incorporated during formulation of training contents(mean= 3.85, standard deviation= 1.06), that there is thorough assessment of objectives of county training exercise during formulation of the training contents(mean= 3.56, standard deviation= 1.14), and that structuring instructional classes depends on all around expressed points and standards(mean= 4.06, standard deviation= 0.94). So also, respondents concurred that instructional classes content is rehashed now and again (mean= 4.12, standard deviation= 0.98), that substance of the course is identified with the necessities of work (mean= 3.67, standard deviation= 1.09) and that External instructional classes are effective in accomplishing their points (mean= 3.85, standard deviation= 1.06). In any case, respondents were uncertain on whether there is thorough assessment and incorporation of various factors affecting formulation of training contents (mean= 3.37, standard deviation= 1.26) and on whether Courses aiming at solving work problems are developed (mean= 3.21, standard deviation= 1.36). On average, respondents were in agreement with the statements on training contents as shown by average mean of 3.778 and average std.dev of 1.064. The findings of the study are consistent with April (2010) who asserts that training plays a very important role in organizational development by

enhancing performance improvements and increasing the levels of productivity which eventually puts the organization in a better competitive position.

Table 1 Descriptive Statistics on Training Design

| Statements | Mean | Std. Dev |
|--|--------------|-----------------|
| The training design is based on the delivery mode of the message | 3.96 | 1.00 |
| There are well established principles of formulating a training design | 4.13 | 0.78 |
| Needs of the county are properly assessed and incorporated during formulation of training design | 3.85 | 1.06 |
| There is thorough assessment of objectives of county training exercise during formulation of the training design | 3.56 | 1.14 |
| There is thorough assessment and incorporation of various factors affecting formulation of training design | 3.37 | 1.26 |
| Designing courses for training is guided by well stated standards and aims | 4.06 | 0.94 |
| The training courses content is repeated from time to time | 4.12 | 0.98 |
| Content of the course is related to the requirements of work | 3.67 | 1.09 |
| External training courses are successful in achieving their aims | 3.85 | 1.06 |
| Courses aiming at solving work problems are developed | 3.21 | 1.36 |
| Average | 3.778 | 1.064 |

Training programs

The study requested the respondents to indicate their agreement levels with statements on training programs using a scale of 1 to 5. The study findings in table 2 revealed that respondents agreed with statements that formulation of programs for training is guided by objectives of training (mean=3.79 and std.dev=1.16), that formulation of programs for training is guided by the plan for training (mean=3.57 and standard deviation=1.29), that specific trainers are selected for the different training programs (mean=4.19 and standard deviation=0.64), that training programs formulation is tied to the training lesson (mean=3.64 and standard deviation=1.25), and that there is preparation of the trainee for the specific training programs (mean=3.88 and standard deviation=1.21). On average, respondents agreed with statements on training programs as shown by average mean of 3.814 and average std.dev of 1.11. The findings of the study are consistent with Nassazi (2013) findings which indicated that training programs positively affects employees performance.

Table 2 Descriptive Statistics on Training Programs

| Statements | Mean | Std. Dev |
|--|--------------|-----------------|
| Formulation of programs for training is guided by objectives of training | 3.79 | 1.16 |
| Formulation of programs for training is guided by training plan | 3.57 | 1.29 |
| Specific trainers are selected for the different training programs | 4.19 | 0.64 |
| Formulation of programs for training is tied to the training lesson | 3.64 | 1.25 |
| There is preparation of the trainee for the specific training programs | 3.88 | 1.21 |
| Average | 3.814 | 1.11 |

Evaluation of Training Programs

The study requested respondents to indicate their agreement levels with statements on evaluation of training programs using a scale of 1 to 5. The results presented in table 3. shows that respondents agreed with the statements that employee's behavior is the most commonly used criterion for determining the effectiveness of programs used in corporate training (mean=3.59 and std.dev=1.23), that results are used to evaluate the effectiveness of programs for corporate training (mean=3.96 and std.dev=0.96), that employees learning attitude determines the effectiveness of programs for corporate training (mean=3.65 and standard deviation=1.19), that a training effectiveness is assessed through a simple end-of-course reaction process (mean=4.12 and std.dev=0.91) and that employees' opinions obtained on completion of training programs are used in assessing the effectiveness of the training (mean=3.87 and std.dev=1.09). However, respondents were uncertain on whether employee's reaction is the most commonly used criterion for determining the effectiveness of corporate training programs (mean=3.29 and standard deviation=1.86). On average, respondents agreed with the statements on evaluation of training programs as shown by average mean of 3.75 and average std.dev of 1.205. The results are consistent with Phillips (2012) who noted that evaluation is an integral feature of training, but it could be difficult because it is often hard to set measurable objectives.

Table 3 Descriptive Statistics on Evaluation of Training Programs

| Statement | Mean | Std. Dev |
|---|-------------|-----------------|
| Employee's reaction is the most commonly used criterion for determining the effectiveness of corporate training programs. | 3.29 | 1.86 |
| Employee's behavior is the most commonly used criterion for determining the effectiveness of corporate training programs | 3.59 | 1.23 |
| Effectiveness of programs for corporate training is assessed through results of the program | 3.96 | 0.95 |
| Effectiveness of programs for corporate training is assessed on employees learning attitude | 3.65 | 1.19 |
| A simple end-of-course reaction process is carried out to assess the training effectiveness | 4.12 | 0.91 |
| Employees opinions are obtained on completion of training programs to assess the training effectiveness | 3.87 | 1.09 |
| Average | 3.75 | 1.205 |

Training Delivery Methods

The study requested respondents to indicate their agreement levels with statements on training deliver methods using a scale of 1 to 5. The results as presented in table 4 revealed that respondents were in agreement with the explanations that Content of instructional classes is conveyed through showings (mean=3.65 and standard deviation= 1.19), that Content of instructional classes is conveyed through self-guided workshops (mean=3.73 and standard deviation= 1.15), Content of instructional classes is conveyed through gatherings strategy (mean=3.65 and standard deviation= 1.19), and that Content of instructional classes is conveyed through pretending method(mean=3.73 and standard deviation= 1.15). The respondents were anyway unsure on articulations that Content of instructional classes is conveyed through lecturing(mean=3.31 and standard deviation= 1.87), that Content of instructional classes is conveyed through online preparing (mean=3. 2 and standard deviation= 1.89), that Content of instructional classes is conveyed through occupation swapping strategy (mean=3.46 and standard deviation= 1.36) and that Content of instructional classes is conveyed through the challenges technique (mean=3. 2 and standard deviation= 1.89). By and large, respondents were unsure on explanations on preparing conveyance techniques as appeared normal mean of 3.49 and normal std.dev of 1.46.The findings concur with McKimm et al. (2013) who stated that new methods used in training employees have become less formal and more effective in terms of delivery and accuracy of information.

Table 4 Descriptive Statistics on Training Delivery Methods

| Statements | Mean | Std. Dev |
|---|-------------|-------------|
| Content of training courses is delivered through lecturing | 3.31 | 1.87 |
| Content of training courses is delivered through demonstrations | 3.65 | 1.19 |
| Content of training courses is delivered through web-based training | 3.2 | 1.89 |
| Content of training courses is delivered through self-paced workshops | 3.73 | 1.15 |
| Content of training courses is delivered through job swapping method | 3.46 | 1.36 |
| Content of training courses is delivered through conferences method | 3.65 | 1.19 |
| Content of training courses is delivered through role playing method | 3.73 | 1.15 |
| Content of training courses is delivered through the contests method | 3.2 | 1.89 |
| Average | 3.49 | 1.46 |

Employee Performance

The study requested respondents to first indicate their agreement levels of with statements on performance of employees using a scale of 1 to 5. The results as presented in table 5 revealed that respondents were in agreement with statements that Employee loyalty has improved (mean= 3.58 and standard deviation 1.19), that there was an improvement in employees productivity (mean= 4.62 and std.dev 0.78), that there is an improved level of professionalism (mean= 4.68 and std.dev=0.43) and that there is improved level of teamwork (mean= 4.55 and standard deviation 0.52). Additionally, respondents agreed that the attitude of the employee towards job demands has improved (mean= 4.89 and standard deviation 1.23) and that there is an improvement in employee engagement in their job. However, respondents were uncertain on the statement that there is a strong desire by the employee to extend their duration in the county (mean= 3.33 and standard deviation 1.69). On average, respondents agreed with statements on employee performance as shown by average mean of 4.15 and average std.dev of 0.94. The study

findings are consistent with Latif, Jan and Shaheen (2013) who noted that training leads to the culture of enhancing learning, to raise employee performance and ultimately higher return on investment for the firm.

Table 5 Descriptive statistics on Employee Performance

| Statements | Mean | Std. Dev |
|---|-------------|-------------|
| Employee loyalty has improved | 3.58 | 1.19 |
| Employee productivity has improved | 4.62 | 0.78 |
| There is improved level of professionalism | 4.68 | 0.43 |
| There is improved level of teamwork | 4.55 | 0.52 |
| The attitude of the employee towards job demands has improved | 3.89 | 1.23 |
| Employee engagement to their job has improved | 4.43 | 0.72 |
| There is a strong desire by the employee to extend their duration in the county | 3.33 | 1.69 |
| Average | 4.15 | 0.94 |

Respondents were further requested to indicate the levels of changes in customer satisfaction based on surveys conducted in the county between 2016 and 2018. The results as presented in table 6 revealed that in 2016, 20% indicated that the satisfaction levels of customers was below 10%, 30% indicated that the satisfaction levels of customers was between 10-20%, 40% indicated 21-30% while only 10% indicated that the satisfaction levels of customers was above 30%. In 2017, 15%, 20%, 35% and 30% indicated that the satisfaction levels of customers in the county was below 10%, between 10% and 20%, between 21% and 30% and above 30% respectively. In 2018, 10% indicated that the satisfaction levels of customers was below 10%, 15% indicated that the satisfaction levels of customers ranged between 10% and 20% and 30% indicated that the satisfaction levels of customers ranged between 21% and 30% while 45% indicated that the satisfaction levels of customers was above 30%. The results indicate an upward trend in the levels of customer's satisfaction from 2016 to 2018. This is related to the trainings offered to county employees who enhance their efficiencies and effectiveness in delivering when serving citizens.

Table 6 Level of Customer Satisfaction

| YEAR | Below 10% | 10-20% | 21-30% | Above 30% |
|------|-----------|--------|--------|-----------|
| 2018 | 10% | 15% | 30% | 45% |
| 2017 | 15% | 20% | 35% | 30% |
| 2016 | 20% | 30% | 40% | 10% |

Inferential Statistics

Correlation Results

The study established the relationship between independent variables of the study and dependent variable. Consequently, a correlation coefficient matrix to assess relationship between study variables (independent variables) themselves is also indicated. The results are as shown in table 7. The results shows that the correlation between training contents and performance of employee is 0.352 and a p-value of 0.009. This means that the correlation is positive and significant implying that increase in training contents leads to increase in employees performances in the

county. The findings are consistent with are consistent with April (2010) who asserts that training plays a very important role in organizational development by enhancing performance improvements and increasing the levels of productivity which eventually puts the organization in a better competitive position. The results of correlation analysis also indicate that the correlation between training programs and performance of employee is 0.463 and a p-value of 0.000. This means that the correlation is positive and significant implying that increase in training programs levels leads to increase in performance of employee in the county. The findings concur with Imran and Elnaga (2013) who revealed a positive critical connection between preparing viably and representative execution. The consequences of relationship investigation further demonstrate that the connection between assessment of preparing projects and execution of worker is 0.384 and a p-value of 0.003. This means that the correlation is positive and significant implying that increase in practices on evaluation of training programs leads to increase in employees' performance in the county. The findings are consistent with Asfaw, Argaw and Bayissa (2015) findings which revealed that training and development and evaluation of programs for training positively correlates and bears statistical significant relationship with employee performance and effectiveness. The results of correlation analysis finally indicate that the correlation between methods of training delivery and employees' performance is 0.432 and a p-value of 0.000. This means that the correlation is positive and significant implying that improvement on training delivery methods leads to increased employee performances in the county. The findings concur with Mozael (2015) who revealed that creation of new delivery methods provides employees with practical training which enhances their performance and save on organizational cost.

Table 7 Correlation Analysis

| | | Training Contents | Training Programs | Evaluation of Training Programs | Training Delivery Methods | Employee Performance |
|--|---|----------------------|----------------------|---------------------------------------|---------------------------------|-------------------------|
| Training Contents | Pearson Correlation Sig. (2-tailed) | 1 | | | | |
| Training Programs | Pearson Correlation Sig. (2-tailed) | 0.141 0.284 | 1 | | | |
| Evaluation of Training Programs | Pearson Correlation Sig. (2-tailed) | 0.018 0.471 | 0.169 0.185 | 1 | | |
| Training Delivery Methods | Pearson Correlation Sig. (2-tailed) | 0.264 0.094 | 0.099 0.478 | .344* 0.011 | 1 | |
| Employee Performance | Pearson Correlation Sig. (2-tailed) | .352* 0.009 | .463** 0.000 | .384** 0.003 | .432** 0 | 1 |
| | N | 74 | 74 | 74 | 74 | 74 |

Multiple Regression Analysis

The statistical relationships between independent variables and dependent were evaluated through a multiple linear regression analysis. The regression was conducted at 95% confident level ($\alpha = 0.05$). The analysis results are presented in table 8. The results shows a strong relationship between training contents, training programs, evaluation of training programs and training delivery methods and employee performance as shown by $R = .613$. The model also indicated that R-squared which is the coefficient of determination was .596 implying that 59.6% of variation in performance of employee in the county can be explained by training contents, training programs, evaluation of training programs and training delivery methods.

Table 8: Model Summary

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------------------|-----------------|--------------------------|-----------------------------------|
| .613 ^a | 0.596 | 0.574 | 0.110 |

The ANOVA results in table 9 also indicated that the overall model linking training contents, training programs, evaluation of training programs and training delivery methods with employee performance was statistically significant. The significance levels are confirmed by comparing the value of F critical at (4, 69) and F calculated value. The value of calculated $F = 13.6413$ while of F critical value = 2.5252. The F calculated value exceeds the F critical value confirming the statistical significance of the model.

Table 9: ANOVA (Model Significance)

| | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|-----------------------|-----------|--------------------|----------|-------------|
| Regression | 3.454 | 4 | 0.8635 | 13.6413 | 0 |
| Residual | 4.368 | 69 | 0.0633 | | |
| Total | 7.822 | 73 | | | |

The results of model of coefficient are shown in Table 10. The results shows that training programs has a positive and significant effects on employee performance as shown by $\beta = 0.352$ and $\text{Sig} = 0.002 < 0.05$. This implies that a change in unit of training contents results to an increase of 0.352 units on performance of employee in the county. The findings are consistent with April (2010) who asserts that training plays a very important role in organizational development by enhancing performance improvements and increasing the levels of productivity which eventually puts the organization in a better competitive position. The model of coefficient also indicates that training programs have a positive and significant effects on employee performance as shown by $\beta = 0.311$ and $\text{Sig} = 0.006 < 0.05$. This implies that a change in a unit of preparing programs results to an expansion of 0.311 units on execution of workers in the province. The discoveries agree with Elnaga and Imran (2013) who uncovered a positive critical connection between preparing viably and worker execution. The model of coefficient further demonstrates that assessment of preparing programs have a positive and critical impact on worker execution as appeared by $\beta = 0.169$ and $\text{Sig} = 0.012 < 0.05$. This implies that a change in a unit in practices involving evaluation of training programs results to an

increase of 0.169 units on performance of employees in the county. The findings are consistent with Asfaw, Argaw and Bayissa (2015) findings which established that development and training and training programs evaluation positively correlates and bears statistical significant relationship with employee performance and effectiveness. The model of coefficient finally indicates that training delivery methods have a positive and significant effects on employee performance as shown by $\beta = 0.432$ and $\text{Sig} = 0.000 < 0.05$. This implies that a change in a unit in training delivery methods results to an increase of 0.432 units on performance of employees in the county. The findings concur with Mozael (2015) who revealed that creation of new delivery methods provides employees with practical training which enhances their performance and save on organizational cost.

Table 10: Model Coefficients

| Predictors | Unstandardized Coefficients | | Standardized Coefficients | | |
|---------------------------------|-----------------------------|------------|---------------------------|-------|-------|
| | B | Std. Error | Beta | t | Sig. |
| (Constant) | 0.363 | 0.121 | | 3.00 | 0.000 |
| Training Contents | 0.352 | 0.132 | 0.301 | 2.667 | 0.002 |
| Training Programs | 0.311 | 0.239 | 0.298 | 1.301 | 0.006 |
| Evaluation of Training Programs | 0.169 | 0.322 | 0.745 | 0.525 | 0.012 |
| Training Delivery Methods | 0.432 | 0.086 | 0.199 | 5.023 | 0.000 |

The optimal linear regression model for the study therefore becomes:

$$\text{Employee Performance} = 0.363 + 0.432(\text{Training Delivery Methods}) + 0.352(\text{Training Contents}) + 0.311(\text{Training Programs}) + 0.169(\text{Evaluation of Training Programs})$$

The results according to the model indicate that training delivery methods was the most significant variable, followed by training contents, then training programs and lastly evaluation of training programs.

Conclusion

The study findings led to conclusions that training contents positively and significantly affect employee performance in Laikipia County. The study further established that practices such as establishing principles of formulating a training contents, incorporating the needs of the county during formulation of training contents, thorough assessment and incorporation of various factors affecting formulation of training contents, designing training courses basing on well stated aims and standards, repeating training courses content and having a course whose contents relates to requirements of work positively and significantly affects the performance of employees in the county. The findings of the study also led to conclusions that training programs positively and significantly affect performance of employees in Laikipia County. The study further established that practices such as formulating training programs based training objectives and training itself, selecting specific trainers for different programs of training, tying training programs formulation with training lesson and preparing trainees for specific training programs positively and significantly affects performance of employee in the county. The study findings further led to conclusions that evaluation of training programs positively and significantly affects employee performance in Laikipia County. The study further established that practices such as determining the effectiveness of corporate training programs through employee's behavior, basing effectiveness of corporate programs for training on the program results and employees attitude,

assessing the effectiveness of programs for training through a simple end-of-course reaction process and obtaining opinions of employees immediately upon completion of training programs to assess the effectiveness of the training positively and significantly affects performance of employees in the county. The findings of the study finally concluded that delivery methods of training positively and significantly affect performance of employees in Laikipia County. The study further established that practices such as delivering training courses through demonstrations, self-paced workshops, conferences method and role playing method positively and significantly affects performance of employees in the county.

Recommendations for the Study

The county governments are recommended to focus on enhancing the contents used in training since the practice leads to positive and significant effects on performance of employees in counties. The county governments can achieve by establishing principles of formulating a training contents, incorporating the needs of the county during formulation of training contents, thorough assessment and incorporation of various factors affecting formulation of training contents, designing training courses basing on well stated aims and standards, repeating training contents of courses and having a course whose contents relates to requirements of work. The study also recommends that county governments should focus on enhancing training programs since the practice positively and significantly affects performance of employees in counties. The county governments can achieve this by formulating training programs based on training objectives and training itself, selecting specific trainers in different programs of training, tying training lesson with formulation of the programs and preparing trainees for specific training programs. The study further recommends that county governments should emphasize on evaluating training programs since the practice leads to a positive and significant effect on performance of employees in the county. County governments can achieve this by determining the effectiveness of corporate training programs through employee's behavior, basing effectiveness of corporate programs for training on the program results and employees attitude, assessing the effectiveness of programs for training through a simple end-of-course reaction process and obtaining opinions of employees immediately upon completion of training programs to assess the effectiveness of the training. The study finally recommends that county governments should focus on enhancing training delivery methods since the practice leads to positive and significant effects on performance of employees in the counties. The county governments can achieve this delivering by training courses through demonstrations, self-paced workshops, conferences method and role playing method.

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