

**EFFECTS OF TRAINING AND DEVELOPMENT ON HUMAN RESOURCES  
DEVELOPMENT OF TURKANA COUNTY GOVERNMENT, KENYA**

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ADMINISTRATION DEGREE IN (HUMAN RESOURCE MANAGEMENT OF  
MOUNT KENYA UNIVERSITY**

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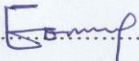


## DECLARATION AND APPROVAL

### DECLARATION AND APPROVAL

#### Declaration by the Candidate

This research project is my original work and has not been presented for a degree in any other University.

Signature .....  .....

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#### Approval by University Supervisor

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

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Date ..... 14/07/2021 .....

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## **DEDICATION**

I sincerely extend my heartfelt gratitude to my wife, Esther Ikol Epale, and our sons, Timothy and Fabrizio Eripon, for their unwavering love, encouragement, and steadfast support, which have been a constant source of strength and inspiration throughout this academic journey.



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## ABBREVIATIONS AND ACRONYMS

<b>CBBE</b>	Customer Based Brand Equity
<b>EMCG</b>	Fast Moving Consumer Good
<b>MBA</b>	Master of Business Administration
<b>NACOSTI</b>	National Commission for Science Technology and Innovation
<b>UK</b>	United Kingdom
<b>SACCOs</b>	Savings and Cooperative Societies
<b>SASRA</b>	Sacco Society Regulatory Authority
<b>SPSS</b>	Statistical Package for Social Sciences

## ABSTRACT

The County Government of Turkana, Kenya, has consistently prioritised staff training through a variety of interventions—including induction programmes, benchmarking exercises, exposure tours, and capacity-building workshops—to equip public administrators with the competencies needed for effective service delivery. However, the degree to which these training efforts translate into tangible improvements in employee performance remains insufficiently assessed, raising questions about their return on investment. This study investigated the influence of training on administrative performance, focusing on four key dimensions: technical skills, managerial competence, attitude change, and ethical conduct. The research was theoretically grounded in **social capital theory**, which emphasises the value of relationships and networks in improving organisational function, and **human capital theory**, which underscores the importance of knowledge and skill development in enhancing employee productivity. A descriptive cross-sectional design was adopted, targeting 102 county employees, from which a stratified random sample of 87 respondents was drawn. Data were gathered through structured questionnaires and interview schedules, with instrument reliability confirmed via a pilot study conducted in Trans-Nzoia County and a Cronbach's Alpha threshold of 0.7. The drop-and-pick method supported efficient data collection, while SPSS version 27 was used for analysis through descriptive statistics and multiple regression. The results demonstrated that training significantly impacts employee performance across all four focus areas. Technical skills training improved task execution and service delivery; managerial training enhanced planning, leadership, and decision-making; attitude-based training increased motivation, accountability, and work commitment; and ethics training fostered professionalism and adherence to public service codes. Moreover, regression results revealed that organisational culture, institutional structure, and adoption of digital technologies also played a notable role in shaping performance outcomes. Descriptive statistics showed high mean scores and low standard deviations, indicating a strong consensus among respondents regarding the relevance of these training aspects. The study concluded that a strategically designed and well-aligned training framework is essential for enhancing administrative performance in the public sector. Based on these insights, it is recommended that the County Government of Turkana implement strategic workforce planning to better align training and recruitment with current and anticipated needs; regularly update training content to match evolving public sector demands; promote a high-performance culture anchored in innovation, accountability, and continuous learning; restructure organisational systems to foster agility in service delivery; invest in appropriate digital tools for effective public administration; and institutionalise ethics and integrity training to reinforce transparency and professional conduct. If adopted, these measures will enhance the efficiency and impact of training investments, leading to sustained improvements in employee performance and service delivery within the County Government of Turkana.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Overview

This chapter includes background information, the problem statement, the study's objectives, its hypothesis, its justification, its significance, its limitations, its scope, its delimitations, its assumptions, and an operational definition of terms.

### 1.1 Background of the Study

In today's public service landscape, employee performance remains a fundamental pillar for achieving effective governance, efficient service delivery, and sustainable socio-economic progress. As citizens demand better accountability, faster responsiveness, and higher standards from government institutions, especially at the county level, investment in staff training and development has become a strategic priority. Training equips employees with technical expertise, managerial competence, and ethical grounding necessary for executing public duties effectively. Empirical studies from both developed and developing economies consistently show that structured training interventions—when well-designed and contextually grounded—positively influence job performance, decision-making, and institutional responsiveness (Noe, 2020; Salas et al., 2012; Kum et al., 2014). Yet, despite the global appreciation of training as a driver of performance, many public institutions—particularly in resource-constrained and marginalised counties—continue to grapple with persistent inefficiencies, poor service delivery, and demotivated personnel, raising doubts about the actual impact of training investments on ground-level outcomes. In Kenya, the 2010 Constitution ushered in a devolved system of governance, transferring service delivery responsibilities to 47 county governments. This shift was expected to bring

public services closer to wananchi and address long-standing regional inequalities. However, counties such as Turkana—an arid and semi-arid region with high poverty levels, historical marginalisation, and logistical hardships—continue to face deep-rooted human resource challenges despite numerous training efforts. Government performance audits and official reports highlight persistent challenges in service delivery, staff motivation, and effective utilisation of skills within the County Government of Turkana (Office of the Controller of Budget, 2023). While the county has rolled out induction programs, benchmarking visits, workshops, and technical training, there is insufficient empirical evidence showing whether these interventions have translated into better employee performance. Available studies mostly focus on more developed counties like Nairobi, Uasin Gishu, or Kisumu (Njuguna & Ochieng, 2021; Kiprotich et al., 2020), with very limited attention to how training works—or fails—in fragile, under-resourced county contexts like Turkana.

Additionally, anecdotal observations and audit reports point to a mismatch between training content and actual job needs, political interference in training selections, weak evaluation frameworks, and lack of post-training support structures. Generic training programs, absence of systematic needs assessments, and poor alignment between training and performance expectations have rendered many interventions ineffective. The lack of structured training policies and inconsistent performance appraisals further complicate efforts to measure impact. Given Turkana's unique socio-cultural and geographic context, it cannot be assumed that training models from other counties will work the same way here. There is a pressing need for evidence-based inquiry into what works, for whom, and under what conditions in this county. This study seeks to address the identified gap by critically

examining the impact of training and development initiatives on employee performance within the County Government of Turkana. It will assess key performance indicators such as task efficiency, accountability, motivation, and service quality. In addition, the study will explore the extent to which institutional factors—such as training needs assessment, programme design, and evaluation mechanisms—serve as facilitators or constraints to effective training outcomes. The ultimate objective is to generate practical insights for enhancing human capital development in marginalised counties and to contribute to the broader discourse on strengthening public sector performance within Kenya’s devolved governance framework.

### **1.2 Statement of the Problem**

Despite the constitutional imperative requiring Kenyan county governments to deliver essential services under the devolved governance framework (Republic of Kenya, 2010), the actualisation of this mandate continues to hinge on the competence, motivation, and effectiveness of county personnel. In recognition of this, counties—including Turkana—have increasingly prioritised employee training and development initiatives, including workshops, induction programmes, benchmarking missions, and capacity-building forums, often facilitated by national institutions such as the Kenya School of Government. These interventions aim to enhance the capabilities of county staff in executing devolved functions. However, in marginalised and under-resourced contexts such as Turkana, the extent to which such programmes translate into measurable performance improvements remains unclear.

While the global literature consistently underscores the pivotal role of training in enhancing organisational performance (Aguinis & Kraiger, 2009; Noe, 2020), empirical studies in

Kenya have largely focused on well-resourced or urbanised counties—such as Nairobi, Kisumu, and Uasin Gishu (Kiprotich, Chepkwony & Kimosop, 2020; Njuguna & Ochieng, 2021)—leaving a gap in evidence from arid and semi-arid regions. In Turkana, the absence of a coherent, strategically aligned staff development framework has led to fragmented and sporadic training initiatives. These efforts often exclude non-technical support personnel—such as clerks, drivers, and subordinate staff—whose contributions are vital to administrative continuity. The systematic exclusion of such groups diminishes morale and undermines the collective performance capacity of the county workforce (Kwasira, 2021). This challenge is compounded by the prevalence of self-sponsored training among employees, a reflection of inadequate institutional investment in professional development planning. Oversight reports and internal audits have repeatedly identified persistent performance deficiencies within Turkana’s county administration, including limited service delivery, underutilisation of skills, and low staff motivation—issues that more structured training programmes could potentially mitigate (Office of the Controller of Budget, 2023). Moreover, the lack of systematic post-training evaluation, poor alignment between training content and job functions, and weak monitoring mechanisms further reduce the impact and sustainability of such efforts.

In response to these gaps, the present study critically investigates the influence of training and development on employee performance within the County Government of Turkana. It moves beyond generalised models drawn from better-resourced counties and instead focuses on the inclusivity, contextual relevance, and organisational alignment of training initiatives in a marginalised setting. Additionally, the study explores how institutional structures and systemic constraints shape the relationship between training and

performance outcomes. The findings are intended to inform evidence-based, context-sensitive human resource development strategies that enhance staff effectiveness and contribute to improved public service delivery in underserved county governments.

### **1.3 General Objectives of the Study**

The overarching objective of this study was to examine the influence of training and development on the performance of administrators within the County Government of Turkana.

#### **1.3.1 Specific Objectives**

- (i) To examine the effect that technical skills had on the performance of administrators in the County Government of Turkana.
- (ii) To determine how managerial competence influenced the performance of administrators in the County Government of Turkana.
- (iii) To establish the role that attitude change played in enhancing the performance of administrators in the County Government of Turkana.
- (iv) To assess the impact of ethical conduct on the performance of administrators in the County Government of Turkana.

### **1.4 Research Questions**

- (i) What were the effects of technical skills on the performance of administrators in the County Government of Turkana?
- (ii) How did managerial competence influence the performance of administrators in the County Government of Turkana?
- (iii) What was the effect of attitude change on the performance of administrators in the County Government of Turkana?

- (iv) How did ethical conduct affect the performance of administrators in the County Government of Turkana?

### **1.5 Justification of the Study**

Although a substantial body of research has explored the relationship between training and employee performance, most of these studies have predominantly focused on the private sector, with comparatively limited attention to public sector institutions, particularly county governments. This has resulted in a critical knowledge gap regarding how training and development initiatives influence the performance of public administrators in devolved units such as Turkana County. In response to this challenge, the County Government of Turkana implemented a range of training initiatives aimed at enhancing administrative performance. However, prior to this study, empirical evidence assessing the actual effectiveness of these programmes remained limited.

This research addressed that gap by evaluating the effect of training and development—specifically in the domains of technical skills, managerial competence, attitude change, and ethical conduct—on the performance of county administrators. The study’s findings hold significant implications for policy, practice, and academic inquiry.

From a practical and managerial standpoint, the results offer valuable insights for decision-makers in county governments. Administrative leaders and departmental heads are now equipped with empirical evidence identifying which training dimensions most effectively enhance job performance. These insights can inform the planning, design, and execution of future training initiatives, ensuring that staff development investments yield measurable improvements in productivity and service delivery. Furthermore, the study identifies gaps

in existing training structures and provides guidance for strengthening and institutionalising more responsive and effective development frameworks.

The findings are also relevant to policy-makers and training institutions such as the Kenya School of Government and the Public Service Commission. These bodies can use the study's insights to tailor training content and methodologies to the real-world needs of county administrators. By identifying which types of training—whether technical, managerial, attitudinal, or ethical—are most impactful, training providers can refine their programmes to better align with job-specific performance requirements in the public sector.

From an academic perspective, the study contributes substantively to the literature on human resource development in public administration. It shifts the research focus from merely identifying essential skills to evaluating the effectiveness of training in imparting those skills and improving actual job performance. By generating empirical evidence on how various dimensions of training influence administrative effectiveness, the study lays a robust foundation for further research in this field.

Additionally, the study offers new perspectives on the interplay between training content, delivery mechanisms, and performance outcomes within devolved governance structures. It underscores the importance of structured, needs-based, and context-sensitive training approaches. As such, it contributes to ongoing discussions on public sector performance management and will serve as a useful reference for future scholars and postgraduate students investigating employee performance, human capital development, and public sector reform in marginalised or decentralised contexts.

## **1.6 Significance of the Study**

This study examined the performance of staff within the County Government of Turkana, Kenya, with a specific focus on the effects of human resource management (HRM) training practices on job performance. As a devolved unit mandated to provide essential public services, the County Government of Turkana relies heavily on the efficiency, commitment, and competencies of its administrative personnel. The study assessed the influence of training interventions—centred on technical skills, managerial competence, ethical conduct, and attitude change—on administrators’ capacity to fulfil their duties effectively. The significance of this research is multifaceted, offering valuable contributions to practice, policy, and academia.

Practical relevance to county governments and the Ministry of Devolution: The findings are particularly relevant to HR departments and senior management within county governments. They offer empirical evidence on the extent to which specific HRM training practices influence employee performance, thereby providing a foundation for re-evaluating current staff development approaches. This information is critical for the County Government of Turkana and the Ministry of Devolution in identifying areas where training initiatives require redesign or strengthening. By highlighting the connection between training strategies and performance outcomes, the study supports more strategic allocation of training budgets, refinement of performance appraisal systems, and alignment of staff development policies with service delivery goals. The results also provide the Ministry of Devolution and Arid and Semi-Arid Lands (ASALs) with a framework to guide evidence-based, county-level capacity-building efforts and promote benchmarking across counties.

Policy and national development implications:

At the national level, the findings inform policy-making on human capital development within the public sector. Institutions such as the Public Service Commission (PSC), Kenya School of Government (KSG), and Salaries and Remuneration Commission (SRC) can draw on the results to develop performance-driven training frameworks and to refine training content and evaluation mechanisms. By contributing to the discourse on public service accountability, the study equips policy-makers with actionable insights for improving governance, minimising inefficiencies, and enhancing the effectiveness of human resource investments.

Implications for employers and organisational leaders:

Beyond the public sector, the study's findings are relevant to organisational leaders and employers, including those in parastatals and state agencies. By establishing a clear link between structured training and improved employee performance, the research underscores the strategic value of HRM. Leaders are encouraged to adopt training as a key driver of organisational success, ensuring that development initiatives are aligned with institutional goals and employee performance metrics. The findings support a shift in perspective—viewing HRM not as a routine administrative task, but as an essential tool for long-term productivity and staff motivation.

Academic and scholarly contribution:

The study adds to the growing body of literature on public sector HRM in Kenya and Sub-Saharan Africa. It offers a context-specific understanding of how training influences performance within devolved government structures—an area that remains under-researched. Unlike prior studies that largely focus on the private sector or national civil

service, this research sheds light on HRM practices within county governments, helping to fill a notable gap in the literature. It provides a conceptual and empirical foundation for future research in public administration, human capital development, and performance management, particularly in marginalised settings.

Resource for future research and institutional learning:

In addition to its academic value, the study serves as a resource for institutions of higher learning, postgraduate students, and research think tanks investigating training and performance in public organisations. It offers a basis for longitudinal studies on the sustainability of training outcomes, the role of digital tools in public sector learning, and gender inclusivity in training programmes. Institutions such as the Kenya Institute of Curriculum Development (KICD), Kenya School of Government, and universities with HRM and public administration programs can integrate the study's findings to enhance curriculum relevance and training design.

### **1.7 Scope of the Study**

This study was undertaken to evaluate strategies for enhancing employee performance within the County Government of Turkana, Kenya. It focused on examining the role of Human Resource Management (HRM) practices in influencing staff productivity and service delivery. The research specifically investigated four core HRM dimensions: employee training, performance appraisal, career development, and compensation and incentive systems. These areas were selected based on their recognised contribution to employee motivation, engagement, and overall institutional efficiency within public sector organisations.

The geographical scope was limited to Turkana County, a devolved unit located in Kenya's arid and semi-arid northern region. The county was purposively selected due to its historical marginalisation, unique development challenges, and the critical need for a capable public workforce to implement devolved functions effectively. The study targeted a population of 269 employees and departmental managers from various county departments. These participants were selected based on their strategic roles in the formulation, implementation, and oversight of HRM policies, making them well-suited to offer informed perspectives on the effectiveness of HRM practices.

A descriptive research design was adopted to provide a detailed assessment of the existing HRM systems and their relationship with employee performance. This design allowed for the analysis of real-life practices within the public service without altering the variables, thereby ensuring an accurate reflection of institutional realities.

The study was conducted between July and August 2024, a period that coincided with the county government's mid-year performance review. This timing allowed for the collection of up-to-date data aligned with internal reporting schedules and ensured that the findings would be relevant for informing policy decisions.

In summary, the scope of this research was confined to assessing the influence of HRM practices on employee performance within the context of Turkana County. The findings are intended to support evidence-based reforms in public human capital management and to contribute to efforts aimed at enhancing service delivery and institutional performance in marginalised and underserved counties.

## **1.8 Limitations of the Study**

Given the sensitive nature of human resource matters and the County Government of Turkana's internal policy on maintaining strict confidentiality regarding personnel information, the researcher encountered notable challenges during the data collection process. A key limitation involved the limited cooperation and openness from certain members of the management team, particularly within the Human Resource (HR) departments. While HR confidentiality protocols are intended to safeguard employee privacy, they also restricted access to critical personnel-related data necessary for the study. These constraints impacted the depth of analysis, particularly in areas requiring detailed employee performance records and internal HR metrics.

A notable challenge arose from the County Government's reluctance to release certain categories of information perceived as sensitive, including performance appraisals, training histories, and incentive structures. This created limitations in gathering comprehensive data. Furthermore, the study relied exclusively on current staff members, rather than including individuals who had previously served in the county government but had since exited. This focus on active employees may have constrained the diversity and depth of perspectives on historical HRM practices and changes over time.

Despite these challenges, the researcher mitigated some of the resistance by clarifying the academic nature of the study and assuring participants that their identities and responses would be treated with strict confidentiality. This helped to alleviate concerns among respondents who were initially hesitant to disclose information for fear of reprisals or misuse of the data.

Additionally, some respondents were reluctant to participate fully or share detailed information due to fears that their responses could be misinterpreted or used against them. To address this, the researcher took proactive steps to build rapport with departmental HR managers and key informants, establishing trust-based relationships that facilitated smoother access to both participants and relevant documents. Pre-interview meetings and clear communication about the ethical framework of the study—emphasizing voluntary participation and anonymity—also helped to enhance cooperation. The study was successfully completed; it was not without challenges. Confidentiality concerns, restricted access to sensitive personnel data, and limited participation from former employees represented key constraints. Nonetheless, through ethical sensitivity, strategic collaboration, and sustained engagement with current staff, the researcher was able to collect sufficient data to support the study's objectives.

### **1.9 Delimitation of the study**

Although the study was successfully completed, several limitations should be acknowledged, particularly those related to financial resources, time constraints, and the geographical and institutional scope of the research.

One of the primary limitations was financial constraint. The research was conducted with limited funding, which posed significant challenges in meeting essential costs associated with data collection and administration. Key expenses such as printing of research tools, transportation to remote departmental offices, acquisition of data collection materials, and regular communication with respondents were affected. These limitations may have influenced the pace of fieldwork and the ability to reach a broader sample.

Time availability also posed a constraint. The study was conducted within a relatively short period, which limited the depth of engagement with participants, particularly for follow-up interviews or validation of data. Scheduling conflicts with busy county staff further reduced opportunities for prolonged interaction, which could have enriched the quality and comprehensiveness of responses.

In terms of scope, the research was geographically confined to Turkana County and institutionally focused on selected departments within the county government. While this focus provided context-specific insights, it may limit the generalisability of findings to other counties or broader national public service contexts. Nonetheless, the findings offer a valuable foundation for future studies seeking to build on this work in similar devolved or marginalised settings. To mitigate this, the researcher sought a loan from his employer to supplement personal funds. Despite careful budgeting, the resource limitations constrained the scale of the study, particularly in conducting extensive follow-ups or expanding the geographical reach of the research beyond Turkana County.

**Time Constraints.** Time was another critical limitation. The researcher was employed full-time and had to balance professional responsibilities with academic demands. To manage this, the researcher applied for study leave from the workplace and also dedicated additional hours during evenings and weekends to ensure the timely completion of the study. Although the study was completed within the set timeframe, the compressed schedule limited the duration available for deeper data triangulation and prolonged engagement with respondents.

The geographical and institutional scope of this study was deliberately confined to Turkana County, with a specific emphasis on employees serving within the County Government.

The research primarily targeted administrative personnel and selected departmental managers based at the county headquarters in Lodwar. This focus allowed for an in-depth examination of human resource management practices and their influence on employee performance within a distinct devolved government setting.

The localized scope of the study means that its findings are rooted in the administrative, economic, and organisational realities specific to Turkana County. Factors such as resource limitations, geographic isolation, and the historical marginalisation of the region have shaped both the institutional environment and staff dynamics in unique ways. As a result, the conclusions drawn from this research may not be directly applicable to county governments operating in other parts of Kenya, particularly those with different organisational structures, cultural norms, and developmental capacities.

While the study provides valuable insights into HRM practices in marginalised counties, caution should be exercised when attempting to generalise its findings to broader contexts. Future research may consider comparative studies involving multiple counties to enhance the generalisability and applicability of the results across diverse devolved units.

One notable limitation of the study was its focus on the current workforce within the County Government of Turkana. The research exclusively targeted serving employees and departmental managers, thereby excluding former staff who may have provided valuable historical perspectives on the evolution of training practices and employee performance over time. The absence of input from past employees limited the study's ability to capture long-term institutional trends, including the continuity, modification, or decline of earlier training interventions. This, in turn, may have constrained the assessment of the sustained effectiveness and adaptability of human resource development programs within the county.

### **1.10 Assumptions of the study**

These assumptions were accepted as valid within the context of the research, although they could not be empirically verified with absolute certainty.

First, the study assumed that all participating employees had received some form of job-related training following their recruitment by the County Government of Turkana. This assumption was fundamental to the research, as the core objective was to examine the influence of post-employment training and development initiatives on employee performance. It was therefore presumed that respondents had been exposed to relevant training programs—whether formal or informal—delivered through induction sessions, workshops, seminars, or in-service courses.

Second, it was assumed that participants would respond to the data collection tools with honesty and integrity. Given that much of the data was self-reported through questionnaires and interviews, the reliability of the study depended heavily on the respondents' willingness to provide accurate, truthful, and unbiased information. The research also proceeded on the assumption that participants fully understood the questions posed to them and felt free to participate without fear of reprisal or victimisation.

Additionally, the study assumed full cooperation from both management and staff of the County Government of Turkana in facilitating access to relevant data and participating in the research process. This included the assumption that participants would be available for interviews, willing to share their experiences, and that the necessary human resource records, policy documents, and training materials would be accessible to the researcher.

Finally, the research was conducted under the assumption that the county's organisational structure, human resource management policies, and performance evaluation mechanisms had remained relatively stable during the study period.

Together, these assumptions formed a critical foundation for conducting the research and interpreting its results. While certain limitations emerged during the course of the study, these assumptions were largely upheld, enabling the researcher to achieve the intended objectives and generate meaningful conclusions.



## **1.11 OPERATIONAL DEFINITION OF TERMS**

### **Attitude Change**

Attitude change, as examined in this study, refers to the observable shift in behaviour and mindset among administrators within the County Government of Turkana resulting from job-related training interventions. This transformation was marked by the development of constructive mental dispositions toward public service duties and engagement with citizens. Key indicators of attitude change included increased commitment to public responsibilities, enhanced personal accountability, higher levels of job satisfaction, and a proactive approach to problem-solving. These behavioural changes signalled a more engaged and motivated workforce, better aligned with the county's strategic service delivery objectives.

### **Ethical Conduct**

Ethical conduct in the context of this study denotes the professional and moral standards demonstrated by county administrators following participation in training programs. The findings revealed that training contributed to a notable reduction in workplace misconduct and a heightened adherence to institutional codes of conduct. Participants exhibited improved ethical judgment, loyalty to organisational values, and a stronger sense of public accountability. These developments reflected a growing commitment to professionalism and integrity in the execution of public duties.

### **Job Performance**

Job performance was conceptualised as the degree to which county administrators effectively and efficiently discharged their official responsibilities in accordance with institutional goals and public expectations. The study assessed performance using indicators such as the timely completion of tasks, the quality and responsiveness of service delivery, and the overall contribution of administrators to county development outcomes. Improved job performance was closely linked to structured training and development interventions that equipped staff with relevant competencies and work ethics.

### **Leadership Style**

Leadership style refers to the manner in which administrators guided teams, implemented strategies, and motivated staff toward achieving departmental and county-wide goals. The study analysed leadership as a mediating factor influenced by training in technical expertise, managerial competencies, ethical awareness, and positive workplace attitudes. The research identified a range of leadership styles, from transformational to transactional, which shaped how administrators managed change, inspired performance, and aligned team efforts with the county's vision and priorities.

### **Managerial Skills**

Managerial skills encompass the competencies developed by administrators to effectively plan, organise, and manage both human and material resources within their departments. Training initiatives enhanced administrators' capacity in strategic planning, decision-making, budgeting,

conflict resolution, and stakeholder engagement. These skills were essential for promoting institutional efficiency and advancing the county's service delivery and development agenda.

### **Technical Proficiency**

Technical proficiency refers to the specialised knowledge and task-specific capabilities acquired by administrators to perform complex functions within the county government. The study found that technical training improved administrators' competencies in areas such as financial management, regulatory compliance, community consultation, and operational oversight. These improvements enabled administrators to execute duties with greater accuracy, innovation, and accountability, thereby improving service quality and institutional credibility.

### **Job Training**

Job training, as defined in the study, comprises both structured and informal learning processes through which administrators enhanced their knowledge, skills, and professional orientation. The training covered a broad spectrum of domains, including leadership development, managerial and technical skill-building, ethical grounding, and attitude transformation. The research concluded that job training significantly contributed to positive behavioural change, increased staff productivity, and better alignment of employee competencies with the county government's operational and strategic goals.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter delivers a structured and in-depth empirical review of literature relevant to the research objectives. Anchored in established academic discourse, it systematically explores prior studies, thereby laying a foundation for understanding the key constructs that underpin the investigation. A prominent feature of this chapter is the detailed exposition of the theoretical framework, which serves as the intellectual anchor for the study. This framework articulates the underlying theories that informed the analysis and guided the examination of core variables, including employee training, managerial competence, attitudinal transformation, and ethical behaviour, as they relate to employee performance outcomes.

In addition to the theoretical framework, the chapter incorporates a conceptual model that illustrates the presumed interrelationships among the study variables. This visual representation enhances conceptual clarity by delineating the anticipated influence of the independent variables on the dependent variable—employee performance. Through this model, the study's hypotheses are grounded within a logical structure that aligns with both empirical evidence and theoretical assumptions.

Furthermore, the literature review critically identifies existing gaps in scholarly knowledge, with a particular emphasis on the context of training and development practices within Kenya's county governments. Despite various reforms and investments in public service capacity-building, limited empirical scrutiny has been directed toward understanding how such interventions translate into measurable performance improvements at the employee level. These identified gaps provided a compelling

justification for the current inquiry, positioning the study as a response to both theoretical and practical needs.

Ultimately, this chapter establishes a solid conceptual and empirical base from which the research findings are interpreted. By synthesising and contextualising existing studies, it ensures that the ensuing discussion of results is not only well-informed but also firmly situated within the broader academic landscape.

## **2.1 Technical Skills and Performance**

Technical skills encompass the specialized competencies and practical knowledge required for effective execution of job-specific responsibilities. These skills typically involve the application of tools, methodologies, software systems, or domain-specific processes that are central to an employee's role (Kumar & Rao, 2017). Within the operational context of Turkana County Government in Kenya, the acquisition and deployment of technical skills are essential for boosting internal efficiency, enhancing the quality of public service delivery, and supporting the county's broader socio-economic transformation agenda.

In public sector settings, especially at the county level, technical proficiency forms the bedrock of successful job performance. Employees are often tasked with managing multifaceted administrative, operational, and financial responsibilities that necessitate a working command of diverse technical domains. These include, but are not limited to, data analytics, project implementation, financial management systems, and information and communication technologies (ICT) (Wambugu, Njeri, & Kamau, 2021). The degree of technical competence directly affects the quality, timeliness, and reliability of work outputs, with implications for both internal workflows and service outcomes experienced by the public.

For a county like Turkana—characterized by arid terrain, infrastructural limitations, and unique developmental needs—technical skill development is not merely functional, but strategic. It equips employees to engage with pressing challenges such as water scarcity, inadequate infrastructure, and limited access to healthcare. As Odhiambo (2019) observes, enhancing technical capacity enables the formulation of locally relevant, sustainable solutions, making county-level interventions more adaptive and responsive to community-specific realities.

The empirical literature offers strong evidence linking technical competence to elevated job performance. Technically proficient employees tend to exhibit higher work quality, faster adaptability to technological change, and a proactive approach to process optimization (Yahaya & Ebrahim, 2020). Such skills also strengthen employees' problem-solving abilities, enabling them to undertake complex tasks with minimal oversight, which in turn contributes to greater efficiency and a reduction in procedural errors.

Practical examples reinforce this linkage. Training programs that focus on enhancing familiarity with financial management software, for instance, allow public officers to monitor budgets more accurately, identify discrepancies swiftly, and uphold transparency in financial operations (Mutuku & Gikandi, 2020). These capabilities do not only augment individual performance but also strengthen institutional governance, which is fundamental for cultivating public trust and accountability.

Empirical findings from diverse contexts validate the positive impact of technical training. Nguyen, Dang, and Nguyen (2021) report that public employees who underwent structured technical training displayed greater efficiency and responsiveness. In the Kenyan context, Karanja, Waweru, and Kabiru (2019) found that such training within county governments

was positively associated with employee innovation, work quality, and productivity. These results underscore the strategic importance of technical skill development in driving effective public service delivery.

Technical competencies contribute to performance through multiple channels. They lessen mental workload by automating routine tasks, freeing up cognitive resources for strategic decision-making and problem-solving (Rodriguez et al., 2022). They also improve employees' confidence and job satisfaction, both of which enhance engagement and motivation (Noor & Maqbool, 2020). Additionally, technical skills foster improved interdepartmental coordination, promoting coherence in operations and facilitating collaborative service delivery (Mwangi & Kihoro, 2018).

In devolved governance systems such as Kenya's, these functional pathways are particularly significant. Counties like Turkana enjoy a degree of administrative autonomy, which requires a skilled workforce capable of interpreting policy accurately, applying complex procedures, and leveraging technology to meet statutory obligations (Ochiel, 2020). For example, proficiency in geographic information systems (GIS) is critical for managing land and natural resources, allowing for more precise planning and sustainable development strategies.

However, technical skill development in Turkana County is constrained by a range of contextual barriers. Infrastructural challenges—such as inconsistent electricity supply and limited internet access—restrict the implementation of digital and remote learning platforms, which are increasingly essential for modern training delivery (Odhiambo, 2019). Budgetary limitations also curtail the regularity and breadth of technical training programs, making sustained skills enhancement difficult.

Moreover, disparities in educational attainment among county employees present further challenges. Many staff members, particularly in frontline roles, hail from underserved backgrounds with limited access to formal education, reducing their readiness for advanced training (Njagi & Wanjiru, 2021). Effective capacity-building in such contexts requires adaptive training strategies that start by reinforcing foundational knowledge before introducing complex technical concepts.

Cultural and linguistic diversity within Turkana also influences the success of training initiatives. The county's multi-ethnic population necessitates culturally sensitive approaches to training content and delivery to ensure inclusivity and relevance (Njagi & Wanjiru, 2021). Without such adaptations, training interventions risk alienating sections of the workforce, thereby limiting overall effectiveness.

Despite these obstacles, numerous opportunities exist to strengthen technical capacity within Turkana County Government. Strategic partnerships with local institutions—such as universities, technical colleges, and non-governmental actors—can enable the co-creation of context-specific training programs (Ochiel, 2020). The adoption of mobile-based learning and e-learning platforms presents a scalable way to overcome geographical and infrastructural limitations (Nguyen et al., 2021). Moreover, embedding mentorship and hands-on learning within the workplace fosters practical application of skills and continuous knowledge transfer (Karanja et al., 2019).

Building a culture that values lifelong learning and continuous professional development is vital. Competency-based frameworks aligned to county-specific development objectives can help assess skill gaps and inform the design of targeted training interventions. Such frameworks ensure that skill development efforts are strategically aligned with broader

institutional goals and that training investments yield tangible improvements in public service outcomes (Mutuku & Gikandi, 2020).

Recent empirical research in Kenya's devolved governance context further affirms the critical role of technical skills in public sector performance. Karanja et al. (2019) observed that counties with robust technical training frameworks reported enhanced employee productivity, reduced administrative errors, and improved service outcomes. Similarly, Wambugu, Njeri, and Kamau (2021) demonstrated that technical competence was a key predictor of operational efficiency, particularly in the execution of infrastructure and financial projects. In Turkana, Odhiambo (2019) emphasized the urgent need to build skills in ICT and financial systems as part of broader governance reforms aimed at improving public sector effectiveness. These findings resonate with Kenya's national development priorities under Vision 2030 and the Sustainable Development Goals, both of which underscore the value of capacity development as a driver of equitable growth and institutional resilience.

## **2.2 Managerial Competence Skills and Job Performance**

Managerial competence encompasses the integrated set of knowledge, skills, attitudes, and behaviours that enable individuals in managerial roles to perform effectively and achieve organisational objectives (Muduli, 2016). Competent managers are typically equipped with a blend of technical, interpersonal, and conceptual abilities that allow them to lead teams, make informed and timely decisions, communicate with clarity, and respond adaptively to shifting organisational demands (Abbas & Yaqoob, 2019). In the public sector—particularly within devolved units such as Turkana County Government—managerial

competence plays a pivotal role in enhancing job performance, optimising resource use, and ensuring the efficient delivery of services (Ahmed, Youssef, & Mohamed, 2020).

The academic literature identifies several core dimensions of managerial competence that are directly linked to employee performance: leadership, decision-making, communication, emotional intelligence, and technical proficiency (Khan, Khan, & Ullah, 2021; Onyango, Okello, & Owuor, 2019). Among these, leadership capacity is considered fundamental, particularly the ability to inspire, motivate, and guide teams toward common objectives. Transformational leadership, which involves articulating a shared vision, fostering innovation, and recognising individual employee contributions, has been associated with heightened staff engagement and improved institutional outcomes (Onyango et al., 2019; Javed, Naqvi, & Khan, 2019).

Equally critical is the competence to make sound decisions based on data analysis, critical thinking, and contextual judgement. Within county governments, decision-making is frequently complicated by political interference, budgetary limitations, and competing development priorities. As such, managers must possess the analytical capacity to make choices that align with organisational goals and public interests. Studies have shown that effective decision-making contributes to better project execution and employee morale, while indecisiveness or poor judgement results in resource misallocation and operational inefficiencies (Mugambi & Mboya, 2019; Wanjiru & Njuguna, 2021).

Communication skills form another vital aspect of managerial competence. Managers must convey organisational goals, delegate responsibilities, provide constructive feedback, and maintain clear and consistent communication across departments. In county contexts such

as Turkana, where logistical and infrastructural constraints may impede regular interaction, effective communication becomes even more critical for coordination, team cohesion, and employee motivation (Kamau & Muathe, 2021; Ochola, 2020). Poor communication, on the other hand, has been linked to role ambiguity, workplace conflict, and employee disengagement.

Emotional intelligence (EI) has gained increasing recognition as a determinant of managerial effectiveness. The ability to understand, regulate, and use emotions constructively enables managers to resolve conflicts, manage stress, and foster a supportive organisational culture. High emotional intelligence enhances trust, empathy, and collaboration—all of which are essential in managing teams within the often-challenging public sector environment (Javed et al., 2019). In devolved counties like Turkana, where socio-political complexity can create a tense work atmosphere, emotionally intelligent leadership is essential for staff wellbeing and productivity.

Technical competence, meanwhile, refers to the mastery of job-specific tools, systems, and procedures. In the context of public administration, this includes understanding government regulations, public finance frameworks, policy implementation processes, and service delivery mechanisms (Muduli, 2016). Managers lacking these competencies may struggle to navigate bureaucratic systems or implement reforms effectively, leading to performance deficits.

Empirical evidence consistently supports the positive influence of managerial competencies on job performance across various sectors. Abbas and Yaqoob (2019) found that managerial capability significantly predicted outcomes such as employee motivation,

satisfaction, and commitment. Competent managers tend to build trust within teams, fostering a culture of accountability and high performance. Ahmed et al. (2020), in their study of Egyptian public institutions, similarly observed that managers with strong interpersonal and leadership skills were more successful in aligning employees' efforts with institutional goals, thereby improving service delivery.

Within the Kenyan devolved system, comparable findings have been reported. Onyango et al. (2019) noted that county governments with skilled managerial leadership exhibited smoother project implementation and higher employee morale. In addition, Mugambi and Mboya (2019) found that counties where managers demonstrated sound decision-making practices experienced more efficient resource use and citizen-centred service delivery. Conversely, poor decision-making was linked to organisational dysfunction and diminished employee engagement.

Communication competence has also been directly associated with job performance. Kamau and Muathe (2021) documented that county managers who communicated clearly and frequently fostered improved teamwork, reduced conflict, and enhanced productivity. Ochola (2020) further emphasised that communication breakdowns among managerial staff often contributed to staff turnover and a decline in institutional cohesion. Similarly, emotional intelligence has been linked to enhanced workplace relations, particularly in challenging governance settings. Javed et al. (2019) argued that managers with high EI not only manage interpersonal dynamics more effectively but also support employees through periods of institutional stress, enhancing both morale and output.

Training and capacity-building interventions remain essential for strengthening managerial competencies in the public sector. As policies and governance models continue to evolve, ongoing professional development ensures that managers remain responsive to emerging challenges. Chepkemai (2018) and Njuguna and Mutua (2020) demonstrated that leadership development programmes and skills training significantly improved managerial effectiveness and organisational performance. Counties that invested in continuous professional development reported more timely project delivery and greater employee satisfaction.

Nonetheless, challenges persist. Limited budgetary allocation for training, the absence of tailored curricula, and weak monitoring mechanisms often constrain the effectiveness of these programmes (Muduli, 2016). Additionally, capacity development must be contextualised to reflect the specific demands of counties like Turkana, which contend with geographic isolation, underdeveloped infrastructure, and complex socio-political dynamics (Wanjiru & Njuguna, 2021). Off-the-shelf training solutions rarely address these nuances.

Despite existing policy frameworks promoting capacity building in devolved units, Turkana County continues to face pronounced challenges related to managerial competence. Existing literature indicates that deficiencies in leadership, communication, and technical skills have hampered policy execution, weakened service delivery, and negatively impacted employee motivation (Onyango et al., 2019; Wanjiru & Njuguna, 2021). Given the region's unique developmental context, improving managerial competencies is not only desirable but necessary for enhancing governance and institutional performance.

Tailored training and development programmes—grounded in local realities—can empower managers in Turkana to navigate operational constraints more effectively. Building such competence would improve strategic planning, foster interdepartmental synergy, and enhance responsiveness to citizen needs. Ultimately, a well-trained managerial cadre is essential for the realisation of effective, accountable, and inclusive local governance.

### **2.3 Managerial Competence Skills and Job Performance**

Managerial competence constitutes a fundamental pillar in the effective operation of public institutions, particularly within devolved entities such as Turkana County Government. In contexts marked by governance complexities and constrained resources, the necessity for skilled and adaptive leadership becomes paramount. Managerial competence broadly refers to the integration of essential skills, knowledge, behaviours, and attitudes that enable managers to carry out their responsibilities effectively (Boyatzis, 2018). These competencies are often grouped into three core domains—technical, conceptual, and interpersonal—each of which contributes distinctly to both individual job performance and overall organisational success.

Within the framework of human resource development (HRD), managerial competence assumes a strategic role, as managers not only influence their own outcomes but also significantly affect team dynamics, motivation, and organisational culture. The ability to cultivate these competencies through well-structured capacity-building initiatives is central to enhancing performance in Turkana County Government. Such initiatives align with

Kenya's devolved governance agenda, which calls for improved public sector efficiency, citizen engagement, and service responsiveness at the county level.

Technical competence, in particular, entails a manager's mastery of specialised knowledge and practical skills relevant to specific functions within their role (Müller & Turner, 2017). In public administration, these skills span financial management, legal compliance, public policy execution, digital governance tools, and project implementation methodologies. The ongoing digitisation and complexity of government operations in Kenya have elevated the importance of technical expertise among public managers (Mensah & Amankwaa, 2019). For Turkana County, where institutional development efforts are intensifying, technically skilled managers are essential for overseeing budgets, monitoring project progress, and ensuring policy adherence.

Evidence suggests that technical competence directly enhances operational accuracy and institutional accountability. Kamau and Mbugua (2018), in their study of Kenyan private universities, found that technical proficiency significantly boosted employee productivity and reduced procedural errors—a conclusion equally applicable to the public sector. In Turkana, where service demands are growing and institutional systems are evolving, managers with up-to-date technical knowledge can drive administrative efficiency and uphold compliance with public sector regulations. Furthermore, the incorporation of technologies such as Geographic Information Systems (GIS) and e-governance platforms in county planning necessitates continuous technical training to keep managers adept at leveraging digital tools for public benefit.

Beyond technical know-how, conceptual competence is integral to strategic leadership. This domain refers to a manager's capacity to analyse complex situations, think critically, and synthesise information to inform policy and planning decisions (Mumford et al., 2018). Conceptual skills allow public sector managers to assess socio-economic conditions, anticipate institutional challenges, and formulate innovative responses. In a county like Turkana—characterised by geographical remoteness, climate-related vulnerabilities, and diverse community expectations—conceptual competence enables effective long-term planning and the prioritisation of limited resources in alignment with Kenya Vision 2030 and local development blueprints.

Managers with robust conceptual skills can also interpret national frameworks such as the County Governments Act (2012) and translate them into practical, locally grounded policies. This competence promotes coherence between national and county-level initiatives and ensures the effective operationalisation of devolved mandates. As Kamau et al. (2022) observe, conceptual clarity among managers is closely associated with improved organisational performance, due in part to greater adaptability and foresight. Additionally, evidence-based decision-making—a hallmark of conceptual competence—enables managers to assess programme outcomes and adjust strategies based on empirical data, reinforcing both transparency and accountability in public administration.

Among the triad of managerial competencies, interpersonal skills often exert the most immediate and profound impact on workplace performance. These skills encompass communication, emotional intelligence, teamwork, stakeholder engagement, and conflict resolution (Goleman, 2017). Managers in Turkana operate within a socio-politically

sensitive environment, where effective communication and trust-building are vital for maintaining harmony among diverse stakeholders. The ability to navigate interpersonal dynamics, foster collaboration, and inspire collective purpose is thus a key determinant of managerial success.

Strong interpersonal skills not only enhance employee morale but also contribute to reduced conflict and improved teamwork. Kamau et al. (2022) report that interpersonal competence had the strongest positive correlation with job performance in government settings. Moreover, the success of Kenya's devolved governance model—rooted in participatory decision-making—relies heavily on managers' ability to engage effectively with the public and coordinate with civil society actors. Interpersonal competence ensures that such engagements are inclusive, transparent, and productive, ultimately improving the quality of service delivery and public trust.

Emotional intelligence, a critical element of interpersonal competence, plays a particularly vital role in high-stress environments. Agyemang and Ofei (2018) highlight that emotionally intelligent managers are better equipped to handle stress, empathise with employees, and foster organisational commitment. In Turkana, where social disparities and operational challenges persist, emotionally intelligent leadership contributes to staff resilience, cohesion, and sustained productivity.

Developing these managerial competencies requires deliberate investment in training and professional development. Structured programmes tailored to the contextual realities of Turkana County can significantly enhance the capacity of public managers to deliver on their mandates. Sakwa and Kwasira (2018) demonstrated a strong link between training

interventions and performance improvement within Kakamega County Government, indicating the broader relevance of such initiatives across devolved units. Targeted training in technical tools, strategic thinking, and soft skills can foster a well-rounded managerial profile capable of navigating the county's developmental terrain.

These development programmes also have intrinsic motivational value. As Bandura (2018) posits, enhanced self-efficacy—gained through relevant training—boosts job satisfaction and commitment, both of which are essential for sustained high performance. In Turkana's context, where infrastructural and logistical barriers often dampen managerial morale, continuous learning opportunities can reinforce purpose, innovation, and professional growth.

Managerial competence—comprising technical, conceptual, and interpersonal capabilities—plays a decisive role in influencing job performance within Turkana County Government. The cultivation of these competencies through strategic, locally responsive training and development initiatives is imperative for strengthening county-level governance. As Turkana navigates its development challenges, building a cadre of competent, adaptive, and emotionally intelligent managers will be key to enhancing service delivery, improving institutional resilience, and achieving broader national and regional development goals.

#### **2.4 Attitude Change Skills and Job Performance**

Attitude change skills constitute a critical dimension of managerial effectiveness, particularly in public sector institutions such as Turkana County Government, where

employees operate under constrained resources, socio-economic adversity, and the intricate demands of devolved governance. These skills refer to the capacity to influence, reshape, and align the cognitive, emotional, and behavioural orientations of individuals within an organisation to support positive workplace outcomes (Noor & Maqbool, 2020). In such contexts, the ability of managers to guide and transform employee attitudes is essential not only for enhancing job performance but also for fostering an organisational culture characterised by motivation, adaptability, and accountability.

The structure of attitudes, as conceptualised in organisational behaviour literature, comprises three interrelated components: cognitive (beliefs and thoughts), affective (emotional responses), and behavioural (actions or predispositions to act) (Ajzen, 2019). Together, these elements influence how employees perceive their roles, respond to workplace challenges, and engage with organisational goals. In public sector settings, particularly those facing persistent constraints, negative attitudes—manifested through resistance to change, disengagement, or low morale—can undermine even the most comprehensive human resource policies and performance frameworks (Chauhan & Malik, 2021). In contrast, cultivating a workforce with positive attitudes promotes creativity, commitment, and sustained high performance (Rodriguez et al., 2022).

Attitude change skills involve an integrative set of competencies—emotional intelligence, persuasive communication, conflict resolution, and motivational leadership—that enable managers to foster constructive shifts in employee outlook and behaviour (Rodriguez et al., 2022). These capabilities are especially valuable in Turkana County, where socio-political complexities and development disparities require managers to build trust, defuse

tensions, and reinforce alignment between employee values and public service objectives. In devolved governance systems, where accountability pressures are increasing, the importance of such relational and transformative skills cannot be overstated.

Empirical evidence affirms the strong link between attitude change and improved job performance. Noor and Maqbool (2020) found that managers proficient in influencing attitudes substantially enhanced employee engagement and motivation, both of which are precursors to high-quality task execution and discretionary effort. These findings are consistent with the Job Characteristics Model developed by Hackman and Oldham (2015), which underscores the influence of positive psychological states—such as a sense of purpose and ownership—on job satisfaction and performance. Within Kenyan county governments, including Turkana, employee receptiveness to institutional reforms, adoption of new technologies, and commitment to service delivery are all significantly influenced by their attitudinal disposition (Mwangi & Kihoro, 2018).

Managers equipped with attitude change skills are better positioned to mitigate resistance and uncertainty, particularly during periods of institutional transformation. Inclusive practices—such as participatory decision-making, open dialogue, and empathetic leadership—create safe spaces for expression and foster a sense of belonging among staff (Njagi & Wanjiru, 2021). These approaches not only diminish workplace resistance but also cultivate a shared ownership of change processes, thereby enhancing both the psychological wellbeing of employees and the effectiveness of reform initiatives.

Beyond motivation and engagement, attitude change competencies also contribute to the reduction of absenteeism, interpersonal conflict, and staff turnover—all of which are

known barriers to institutional productivity (Chauhan & Malik, 2021). Managers who engage in coaching and mentoring, while addressing conflicts with emotional acuity, can transform divisive moments into opportunities for growth, collaboration, and innovation. The centrality of emotional intelligence in this process is evident; it enables managers to attune themselves to the emotional landscape of the organisation and respond with empathy, tact, and self-awareness (Rodriguez et al., 2022).

Capacity-building programmes aimed at fostering these competencies typically encompass training in communication strategies, emotional intelligence, conflict mediation, and negotiation. Such programmes are especially vital in public institutions where managers often encounter diverse stakeholder interests and complex interpersonal dynamics. However, in a setting as culturally rich and economically diverse as Turkana County, training content must be locally grounded. Contextualisation ensures that interventions resonate with prevailing cultural norms, gender expectations, and community values (Njagi & Wanjiru, 2021). For instance, integrating indigenous leadership practices into modern HRD frameworks can bridge generational divides and improve the acceptability of change initiatives.

Moreover, reinforcing attitude change beyond formal training requires continuous, experiential learning mechanisms. Platforms such as peer mentoring, coaching circles, and structured feedback systems allow managers to model positive behaviours and attitudes consistently (Mwangi & Kihoro, 2018). When senior leaders visibly embody openness, resilience, and integrity, these values often cascade through the organisational hierarchy, gradually shaping a culture of mutual respect, motivation, and high performance.

Evidence from both local and international studies substantiates the positive influence of attitude change on public sector performance. Noor and Maqbool's (2020) research in Pakistan revealed notable improvements in job satisfaction and retention following targeted attitude change interventions. Similarly, Njagi and Wanjiru (2021) reported that in Kenyan counties, middle-level managers with strong attitudinal leadership skills played a pivotal role in elevating employee morale and productivity, ultimately contributing to more responsive and citizen-centred service delivery.

In the specific case of Turkana County, where employees contend with geographic remoteness, harsh working conditions, and limited advancement opportunities, the strategic development of attitude change skills among managers is not merely beneficial—it is essential. By enabling leaders to influence employee mindsets positively, these competencies help create resilient teams capable of navigating uncertainty, embracing change, and striving for continuous improvement in service provision.

Attitude change skills are an indispensable component of human resource development and institutional capacity within Turkana County Government. Their application fosters a culture of engagement, adaptability, and performance excellence—qualities that are crucial in realising the goals of Kenya's devolved governance and national development agendas. As such, deliberate investment in training and mentorship programmes that prioritise attitude change is central to building an effective, people-centred public administration.

## **2.5 Theoretical Review**

A theoretical review serves as the intellectual foundation of any empirical inquiry, offering a lens through which the dynamics among research variables can be critically examined

and understood. It involves the identification, evaluation, and application of established theories that not only contextualise the study but also justify the selection of variables and the expected relationships between them. In exploring the effects of training and development on human resource development within Turkana County Government, the application of relevant theoretical frameworks provides a structured basis for interpreting how training initiatives impact both individual competencies and broader organisational outcomes.

Three key theories—Human Capital Theory, Social Learning Theory, and the Resource-Based View (RBV)—emerge as particularly pertinent in explaining the mechanisms through which training and development contribute to performance enhancement. Each offers a distinct yet complementary perspective on the value of investing in human capacity as a means of achieving institutional effectiveness.

Human Capital Theory posits that individuals possess skills, knowledge, and attributes that, much like physical assets, can be developed through investment to yield greater productivity (Becker, 1993). This theory underscores the economic rationale for training by asserting that enhanced employee competencies result in improved work output, innovation, and service quality. In the context of Turkana County, where public servants often operate under challenging socio-economic and infrastructural conditions, structured investment in employee development is not only a strategic imperative but also a means of achieving equitable and efficient public service delivery.

Social Learning Theory, advanced by Bandura (1977), offers a behavioural dimension to the analysis by emphasizing the importance of observation, imitation, and modelling in the acquisition of new skills and attitudes. This theory highlights the significance of the social

environment in shaping learning outcomes, suggesting that employees in Turkana County are more likely to adopt new behaviours when training is embedded within supportive, interactive, and feedback-rich settings. The collaborative nature of public sector work further amplifies the relevance of this theory, as peer learning and mentoring are often instrumental in fostering knowledge transfer and attitudinal change.

The Resource-Based View (RBV), on the other hand, provides a strategic organisational perspective by positing that sustained competitive advantage arises from the internal resources and capabilities that are valuable, rare, inimitable, and non-substitutable (Barney, 1991). Applied to public administration, RBV suggests that a well-trained workforce constitutes a critical resource that can enhance institutional performance, responsiveness, and innovation. For Turkana County Government, leveraging employee development as a core capability aligns with efforts to build resilient governance systems that can meet local development needs and contribute to national goals.

Collectively, these theoretical frameworks offer a comprehensive understanding of why and how training and development initiatives are integral to human resource development in devolved governance structures. They not only support the study's conceptual foundation but also provide analytical tools for evaluating the outcomes of capacity-building efforts within the public sector. By grounding the inquiry in well-established theories, the research is positioned to make meaningful contributions to both academic discourse and practical policy formulation.

### **2.5.1 Social Learning Theory**

Social Learning Theory (SLT), formulated by Albert Bandura in the mid-20th century, remains one of the most enduring frameworks for understanding how individuals acquire

new behaviours, skills, and attitudes within social environments. Distinct from traditional behaviourist perspectives that rely solely on conditioning and reinforcement, SLT introduces the notion that learning can occur vicariously—through observation, imitation, and modelling—without the need for direct experience (Bandura, 1977). Central to this theory are four cognitive and behavioural processes: attention, retention, reproduction, and motivation. These elements explain how observed behaviours are internalised and later enacted, making SLT particularly relevant in organisational contexts where learning often takes place informally or experientially (Bandura, 2006a).

In the context of public administration—especially within low-resource and decentralised environments like Turkana County Government in Kenya—the applicability of SLT becomes especially pertinent. Many county governments operate under fiscal and infrastructural constraints that limit access to formal, classroom-based training. In such environments, learning frequently occurs through observation of supervisors, experienced colleagues, or mentors in real work settings (Mugambi & Iravo, 2020). SLT thus offers a practical model for skill transfer and capacity building through social interaction, making it highly relevant to the realities of human resource development (HRD) in devolved governance structures.

The theoretical underpinning of SLT rests on the assumption that human learning is both socially and cognitively mediated. Individuals do not simply mimic behaviours; they evaluate what they observe, assess its relevance, and selectively adopt it based on perceived outcomes and contextual alignment (Ormrod, 2016). In the workplace, this process encompasses not only technical skill acquisition but also the learning of ethical practices,

communication strategies, leadership traits, and collaborative behaviours. Employees tend to emulate individuals whose behaviours are associated with competence, success, or organisational approval. Within the public sector, especially in settings where leadership and professional conduct are central to effective service delivery, this modelling process plays a critical role in shaping employee behaviour (Kigen et al., 2022).

In Turkana County, for instance, junior staff and new entrants often look to senior personnel as exemplars of appropriate conduct, particularly in environments where formal mentoring systems are underdeveloped. Informal learning through observation thus becomes a key mechanism for professional socialisation. However, the effectiveness of this process hinges on the perceived credibility and relevance of the observed models—an idea reinforced by Bandura's (2006b) later work, which emphasised that identification with the role model significantly influences learning outcomes.

Empirical research within the region further supports the practical application of SLT. A study by Mwangi and Kihara (2020) on Nairobi County Government highlighted the positive impact of job shadowing and peer learning on employee competence and service delivery. Similarly, in Ethiopia, Asfaw, Argaw, and Bayissa (2021) found that observational learning strategies, such as mentorship and modelling, significantly improved problem-solving and communication skills among civil servants. These findings are especially relevant to Turkana, where logistical and geographical barriers often impede access to conventional training, making socially embedded learning mechanisms more viable and sustainable.

SLT also contributes meaningfully to the development of ethical standards and accountability in the public sector. Employees tend to mirror the behaviours of leaders who exemplify integrity, fairness, and professionalism. Kigen et al. (2022) assert that exposing public servants to diverse and inclusive leadership models during training fosters attitudinal shifts that promote transparency, gender equity, and citizen-oriented service delivery. These outcomes are particularly important in Turkana, where institutional credibility and public trust are critical to the success of devolved governance.

Role-playing, simulations, and other experiential training methods aligned with SLT have also been shown to enhance ethical reasoning and interpersonal competence (Mugambi & Iravo, 2020). Such methods allow employees to observe, practice, and refine desired behaviours in realistic settings, reinforcing learning through feedback and social reinforcement. Integrating these practices into Turkana County's HRD strategies can significantly elevate the quality of service delivery and institutional integrity, even in the face of systemic resource limitations.

Moreover, the motivational dimensions of SLT underscore the importance of both intrinsic and extrinsic reinforcements in sustaining learned behaviours. While observational learning initiates behavioural change, continued application is often driven by rewards—such as recognition, promotions, or personal satisfaction. In the context of public service, where financial incentives are often constrained, non-monetary reinforcements—such as commendation, leadership opportunities, and career advancement pathways—are crucial to maintaining employee motivation and performance (Bandura, 2006a). For Turkana County Government, adopting visible recognition practices for exemplary behaviour can

bolster morale, enhance retention, and cultivate a culture of high performance (Ng'ethe & Iravo, 2018).

Despite its widespread applicability, SLT is not without limitations. Critics argue that the theory may underplay individual agency and cognitive interpretation, overemphasising the external social environment as the primary driver of learning (Slife & Rychlak, 1982). Cultural factors also influence the extent to which individuals are willing or able to model behaviour, particularly in hierarchical or collectivist settings where authority and conformity are deeply ingrained (Ormrod, 2016). Nevertheless, modern adaptations of SLT increasingly incorporate cognitive-behavioural principles that account for self-efficacy, personal reflection, and motivational factors, thereby addressing many of these critiques.

In decentralised and resource-limited governance systems like Kenya's, SLT offers an adaptable and scalable approach to human capital development. Its integration into blended training models—combining digital platforms, in-person mentoring, and experiential learning—can expand learning opportunities and improve institutional performance. For Turkana County, such a socially grounded and context-sensitive framework aligns well with the county's strategic HRD objectives and the broader goals of Kenya's public sector reform agenda.

Social Learning Theory provides a robust conceptual foundation for understanding how employees acquire and sustain new behaviours in public institutions. Its emphasis on modelling, reinforcement, and contextual learning offers practical guidance for designing effective training and development programs in settings like Turkana County. By leveraging SLT-based approaches, county governments can enhance employee

competence, promote ethical conduct, and foster institutional resilience—all of which are essential for responsive, inclusive, and accountable public service delivery.

### **2.5.2 Human Capital Theory**

Human Capital Theory (HCT), originally articulated by Theodore Schultz in the early 1960s and subsequently expanded by Gary Becker (1964), presents a foundational framework for analysing how investments in individuals contribute to economic productivity and institutional performance. At its essence, the theory views people as carriers of valuable attributes—such as knowledge, skills, experience, and competencies—that, when developed through education, training, and health interventions, function as productive assets yielding both individual and societal returns (Becker, 1993; Nafukho, Hairston, & Brooks, 2016). Human capital, thus conceived, is comparable to physical or financial capital in its ability to generate future benefits in the form of innovation, efficiency, and adaptability within organizations and economies alike.

From a theoretical perspective, HCT is grounded in the assumption of rational decision-making by individuals, organizations, and governments. It posits that actors will invest in human capital when the anticipated long-term benefits outweigh the immediate costs. These returns may manifest as higher individual earnings, improved organizational effectiveness, or broader socio-economic gains such as reduced inequality and enhanced civic engagement (Tan, 2014). Notably, the theory extends its utility beyond the private sector, offering critical insights into how public institutions—particularly those in developing or decentralized governance systems—can leverage human capital investments to drive reform and service delivery.

Within Kenya's devolved system of governance, Human Capital Theory assumes particular relevance. The enactment of the 2010 Constitution devolved key functions—including healthcare, infrastructure, and local economic development—to the 47 county governments, thereby amplifying the need for a competent and responsive public service (Republic of Kenya, 2010). However, institutional reviews have repeatedly highlighted capacity deficits across various counties, including Turkana, where skill shortages, weak systems, and limited training opportunities continue to impede effective service delivery (CRA, 2021). HCT interprets such challenges not simply as administrative shortcomings but as symptomatic of underinvestment in the human capital stock essential for effective local governance.

Turkana County's human resource challenges—ranging from low technical proficiency to leadership gaps—underscore the need for structured and context-sensitive capacity-building initiatives. Human Capital Theory suggests that well-conceived investments in training and development can transform the capabilities of public officers, improving not only individual performance but also institutional effectiveness. Studies such as Mwangi and Kihara (2020) have shown that county staff in marginalized regions often lack competencies in critical areas like public financial management, project monitoring, and ICT integration. Targeted training interventions in these domains can significantly enhance professional competence, foster organisational commitment, and ultimately translate into better governance outcomes.

Furthermore, HCT places strong emphasis on the alignment of human capital development with strategic organizational goals. In the public sector, this means that training programs

must be integrated with broader county development plans, such as the County Integrated Development Plans (CIDPs), and national strategies like Vision 2030 and the Sustainable Development Goals (SDGs). Chege and Ngugi (2019) affirm that such alignment ensures that capacity-building is not ad hoc but directly supports measurable progress in service delivery and institutional performance. In Turkana—where development challenges are exacerbated by geographical isolation and socio-economic vulnerabilities—this strategic integration is vital to achieving both operational efficiency and long-term development impact.

Empirical evidence further validates the practical value of HCT within county governments. For instance, Githinji and Ochieng (2021) found that continuous and strategically implemented training led to significant improvements in service delivery, innovation, and staff morale in several Kenyan counties. Similarly, Otieno and Moronge (2018) documented a correlation between professional development and improved financial accountability, faster project execution, and deeper citizen engagement. These findings support the argument that investing in human capital is not simply a statutory requirement but a strategic imperative for counties like Turkana that seek transformative growth.

In Turkana's case, the relevance of HCT becomes even more pronounced when considering sector-specific skills shortages in areas such as procurement, healthcare administration, and urban planning (CRA, 2021). These gaps not only compromise the quality of services provided but also limit the county's capacity to absorb development funds effectively. By equipping public officers with relevant skills—including data literacy, leadership, and

digital innovation—Turkana County can strengthen evidence-based decision-making and more effectively implement policy interventions. Training in Geographic Information Systems (GIS), for example, could significantly enhance land use planning and infrastructure development, which remain key challenges in the region.

Importantly, HCT recognises the dynamic and cumulative nature of human capital. Skills must be continually updated in response to technological change, policy evolution, and emerging social demands (Baron & Armstrong, 2021). This reinforces the need for continuous professional development rather than one-time training interventions. Counties that embed lifelong learning—through mechanisms such as in-service training, mentorship programs, digital learning platforms, and partnerships with academic institutions—are more likely to become adaptive, learning-oriented public organizations. Mutua and Gichure (2022) observe that such learning ecosystems are essential for navigating uncertainty and fostering innovation in the public sector.

Equally critical is the institutional environment within which training occurs. HCT underscores that training alone is insufficient without the organisational systems that facilitate the application and reinforcement of newly acquired skills. Structural enablers such as leadership support, adequate funding, performance management systems, and organisational accountability are essential to realizing the full benefits of human capital investments. Wambua and Mwangi (2021) argue that successful capacity-building efforts are those embedded within comprehensive public sector reforms that promote transparency, decentralised decision-making, and results-based management. In Turkana County, where institutional fragility has often been compounded by political interference

and weak governance systems, capacity development must therefore proceed hand-in-hand with reform of the enabling environment.

From a policy perspective, HCT points to the necessity of developing tailored training frameworks that are grounded in local realities. This entails conducting regular training needs assessments (TNAs), defining clear learning outcomes, evaluating impact, and institutionalising monitoring and feedback loops. Such practices ensure that capacity development remains relevant, cost-effective, and strategically aligned with county and national priorities. Furthermore, linking training outcomes to measurable indicators—such as staff retention, audit performance, and citizen satisfaction—reinforces a culture of performance and accountability within public institutions.

In sum, Human Capital Theory offers a robust theoretical lens for interpreting the role of training and development within Kenya's devolved governance system, and particularly in under-resourced counties like Turkana. By shifting the narrative from compliance-based training to strategic human capital investment, HCT encourages county governments to view their workforce as a critical engine of development. The theory supports a holistic approach that blends skills acquisition with institutional reform, continuous learning, and strategic alignment. In the case of Turkana County Government, applying HCT principles can significantly improve service delivery outcomes, institutional responsiveness, and long-term developmental resilience. Such an approach ensures that public servants are not only better equipped to perform their duties, but are also empowered to contribute meaningfully to transformative governance and sustainable development.

### **2.5.3 Resource-Based View (RBV)**

The Resource-Based View (RBV) of the firm offers a strategic lens through which organizations can assess their internal capabilities as the foundation for achieving sustainable competitive advantage. Initially introduced by Penrose (1959) and further developed by Barney (1991), RBV argues that the performance and success of an institution depend on its ability to acquire, develop, and deploy resources that are valuable, rare, inimitable, and non-substitutable—commonly referred to as the VRIN criteria. These resources enable an organisation to differentiate itself in service delivery, adapt to evolving environmental conditions, and maintain long-term effectiveness, even in complex public sector contexts (Barney, 1991; Wernerfelt, 1984).

Among the most critical of these strategic assets is human capital—particularly the skills, knowledge, and competencies that individuals gain through structured training and professional development. When nurtured within an institutional context, human capital can become a distinctive and inimitable source of advantage. Unlike physical infrastructure or financial capital, human resources have the ability to learn, innovate, and adapt over time, making them especially crucial in public sector environments that require responsiveness to citizen needs and policy shifts (Barney & Wright, 1998; Wright, Dunford, & Snell, 2001).

The RBV framework is especially pertinent to Kenya's devolved governance structure, where county governments face significant institutional and operational challenges. With limited external funding and intense competition for skilled personnel, these sub-national units must rely heavily on internal capacity to fulfil their service delivery mandates (Perry & Wise, 2010). For Turkana County Government, which operates in a region marked by vast geography, historical marginalisation, and socio-economic vulnerabilities, the

development of internal capabilities through human capital is not simply desirable—it is essential. A skilled and adaptable workforce provides the foundation for effective project planning, resource management, and citizen engagement, all of which are necessary for sustainable development in such a challenging environment (Mutua & Gichure, 2022).

Crucially, RBV suggests that training and development must move beyond generic skill-building to focus on capabilities that are embedded within the county's strategic context. This means identifying knowledge areas that are both functionally relevant and difficult to replicate. For Turkana, this could include targeted training in climate resilience, pastoralist livelihood planning, public health logistics, and the integration of indigenous knowledge into policy frameworks. When training programs are aligned with these local priorities and institutional development plans, they are more likely to produce transformative outcomes (Grant, 1991). As Onyango and Otieno (2021) note, counties that invest in context-driven training tend to achieve superior performance outcomes, including increased efficiency, innovation, and stakeholder trust.

Furthermore, the RBV underscores the importance of creating systems that enable knowledge retention and institutional learning. One-off training interventions, while useful, may not yield lasting change unless they are integrated into broader organisational cultures that promote continuous development. For Turkana County, this may involve establishing mentoring programs, creating knowledge-sharing platforms, or developing partnerships with local academic institutions to institutionalise skills transfer and support succession planning. Such initiatives help build institutional memory and ensure that capabilities are not lost due to staff attrition or leadership transitions (Zheng, Yang, & McLean, 2010).

In operational terms, the strategic integration of training within county planning and performance management systems is vital. Rather than treating training as a compliance obligation or an isolated human resources function, the RBV calls for embedding capacity development within the county's broader development strategy. This includes aligning training with the County Integrated Development Plans (CIDPs), performance contracting frameworks, and service delivery targets. For Turkana County—where implementation capacity has often lagged behind budgetary allocations—this approach ensures that training investments directly support institutional effectiveness and citizen satisfaction (NDMA, 2022).

The theory also highlights the strategic importance of resource complementarity. Human capital, no matter how capable, must be supported by the appropriate systems, tools, and institutional frameworks. For example, investments in ICT literacy must be accompanied by functioning digital infrastructure; training in procurement must be aligned with transparent and accountable procurement systems. When human capabilities are reinforced by complementary assets and supportive environments, counties are more likely to realise the full value of their capacity development efforts (Wright et al., 2001).

Another distinguishing feature of RBV is its focus on the uniqueness and irreproducibility of certain capabilities. Human capital, when cultivated in ways that reflect local knowledge, cumulative experience, and organisational culture, becomes difficult for other counties or institutions to imitate. In Turkana's case, expertise developed through years of working within pastoralist communities or navigating logistical challenges in remote sub-counties cannot be easily replicated by external actors. This embedded knowledge enhances institutional autonomy and reduces reliance on consultants or external

contractors, leading to cost efficiencies and greater ownership of development outcomes (Barney & Hesterly, 2019).

The RBV also implies that training should be viewed as a long-term strategic investment rather than a short-term operational expenditure. Counties that adopt this mindset are more likely to create learning organisations capable of continuous adaptation and innovation. In practice, this would require Turkana County to institutionalise lifelong learning opportunities, invest in local training institutions, and foster a culture that values knowledge creation and professional growth. Such an approach not only enhances employee performance but also builds institutional resilience in the face of uncertainty, environmental stress, and policy shifts.

The Resource-Based View provides a robust and nuanced framework for understanding the strategic role of training and development within Kenya's county governments. For Turkana County, RBV shifts the discourse from remedial training to capability-building, from transactional HR practices to transformational capacity development. By investing in context-specific, non-replicable, and strategically aligned human capital, the county can enhance its institutional performance, improve service delivery, and strengthen its capacity to respond to complex governance challenges. This theoretical orientation, when translated into practice, has the potential to transform human resource development from a procedural activity into a cornerstone of sustainable public administration.

## **2.6 Research Gaps**

Despite an expanding body of literature on the role of training and development in strengthening human resource outcomes, considerable empirical and contextual gaps remain—particularly within Kenya's devolved governance framework and in marginalised

regions such as Turkana County. These gaps not only expose limitations in the current academic discourse but also underscore the relevance and urgency of the present study.

To begin with, much of the existing research tends to focus on the broader public sector or urban organisational contexts, with limited attention to the unique socio-economic, geographic, and institutional dynamics of arid and semi-arid regions. While Chege and Ngugi (2019) affirm the positive contribution of training to public service delivery in county governments, their analysis does not sufficiently account for the systemic challenges faced by historically disadvantaged counties like Turkana. These include chronic infrastructural deficits, constrained fiscal environments, and persistent human resource shortages—factors that significantly influence the implementation and impact of training interventions. Likewise, although Onyango and Otieno (2021) emphasise the importance of tailoring training to local contexts, their findings are drawn from relatively better-resourced counties, thereby excluding regions where developmental needs are most acute and training efficacy remains largely undocumented.

Moreover, empirical studies that directly link training and development to specific human resource development (HRD) outcomes—such as staff motivation, retention, productivity, and institutional capacity—within Turkana County are notably scarce. While research by Mwangi and Kihara (2020) and Wambua and Mwangi (2021) acknowledges the role of training in enhancing public sector capacity, such studies tend to generalise findings without examining how these interventions operate in environments marked by low baseline competencies and high operational inefficiencies. Consequently, there is a critical need for context-specific evidence that illustrates how training programmes affect core HRD indicators in settings characterised by structural disadvantage.

Another limitation within the literature lies in the dominant reliance on quantitative and descriptive research methodologies. Although these approaches provide useful data on measurable outcomes, they often fall short in capturing the organisational, behavioural, and cultural dimensions that influence the uptake and application of skills acquired through training. For example, while Githinji and Ochieng (2021) quantitatively assessed post-training improvements, their study did not explore how leadership practices, employee perceptions, or institutional norms affect the sustainability of those outcomes in under-resourced counties like Turkana.

In addition, the question of long-term sustainability of training outcomes remains under-explored. Few studies investigate whether the benefits of training are retained, institutionalised, or scaled over time—particularly in contexts characterised by high staff turnover, limited succession planning, and constrained budgets for continuous professional development. As Mutua and Gichure (2022) point out, without mechanisms to embed training gains into institutional routines, the impact of such interventions is likely to be transitory. This raises important questions about the resilience of HRD initiatives in counties where systemic fragilities often compromise implementation continuity.

Furthermore, while digital learning and e-training platforms are increasingly recognised as cost-effective and scalable tools for HRD, their application in marginalised and technologically underserved regions remains inadequately explored. Although the digitisation of training has accelerated globally, its uptake in counties like Turkana is limited by infrastructural barriers, digital illiteracy, and poor connectivity. This digital divide highlights the need for empirical inquiry into how e-learning can be adapted to low-

resource environments, and whether it holds viable potential for addressing the logistical constraints that hinder access to conventional training methods.

Lastly, the integration of training and development into county-level strategic planning and performance management remains insufficiently addressed in the literature. While theoretical perspectives such as the Resource-Based View (Barney, 1991) and Human Capital Theory (Becker, 1964) underscore the importance of aligning training with broader organisational goals, empirical studies detailing how such alignment is operationalised within county governance structures—especially in Turkana—are limited. For instance, little is known about how training needs assessments, budgeting processes, and monitoring frameworks are linked to HRD priorities or whether training outcomes are evaluated against performance indicators set out in County Integrated Development Plans (CIDPs) and other strategic documents (CRA, 2021; Mutua & Gichure, 2022).

Collectively, these gaps highlight the necessity for a contextually grounded investigation into how training and development influence human resource performance in Turkana County Government. Addressing these issues can contribute to a more nuanced understanding of public sector HRD in devolved and marginalised settings and inform more responsive, sustainable, and strategically aligned training interventions.

## **2.7 Conceptual Framework**

The conceptual framework underpinning this study delineates the relationship between training and development—as the independent variable—and human resource development (HRD)—as the dependent variable—within the operational dynamics of Turkana County Government in Kenya. Anchored in both theoretical perspectives and empirical research, the framework reflects how structured and purposeful training

initiatives contribute to the enhancement of individual and institutional capacity within public service settings.

Training and development refer to an organised, continuous process designed to improve employees' competencies, knowledge base, and skill sets, ultimately fostering improved organisational performance and adaptability (Noe, Clarke, & Klein, 2020). Within public sector institutions, particularly those operating under devolved governance structures, training efforts typically target technical proficiency, managerial capability, and regulatory compliance—areas critical for achieving service delivery objectives and strengthening institutional effectiveness (Salas et al., 2012; Aguinis & Kraiger, 2009). In resource-constrained contexts such as Turkana County, where human capital limitations intersect with governance complexities, these capacity-building interventions become not just administrative necessities but strategic levers for sustainable development and performance enhancement.

Human Resource Development (HRD) refers to the holistic advancement of employees through continuous learning, career development, and performance improvement strategies that collectively contribute to individual and organizational growth (Garavan, Carbery, & Rock, 2019). In public organizations like Turkana County Government, HRD is critical for building a capable workforce that meets the demands of governance, policy implementation, and service provision (Tessema, Ready, & Embaye, 2013).

The framework posits that training and development positively affect HRD by: Enhancing employee skills and competencies, Increasing job satisfaction and motivation, Improving organizational commitment, Fostering career progression and leadership development.

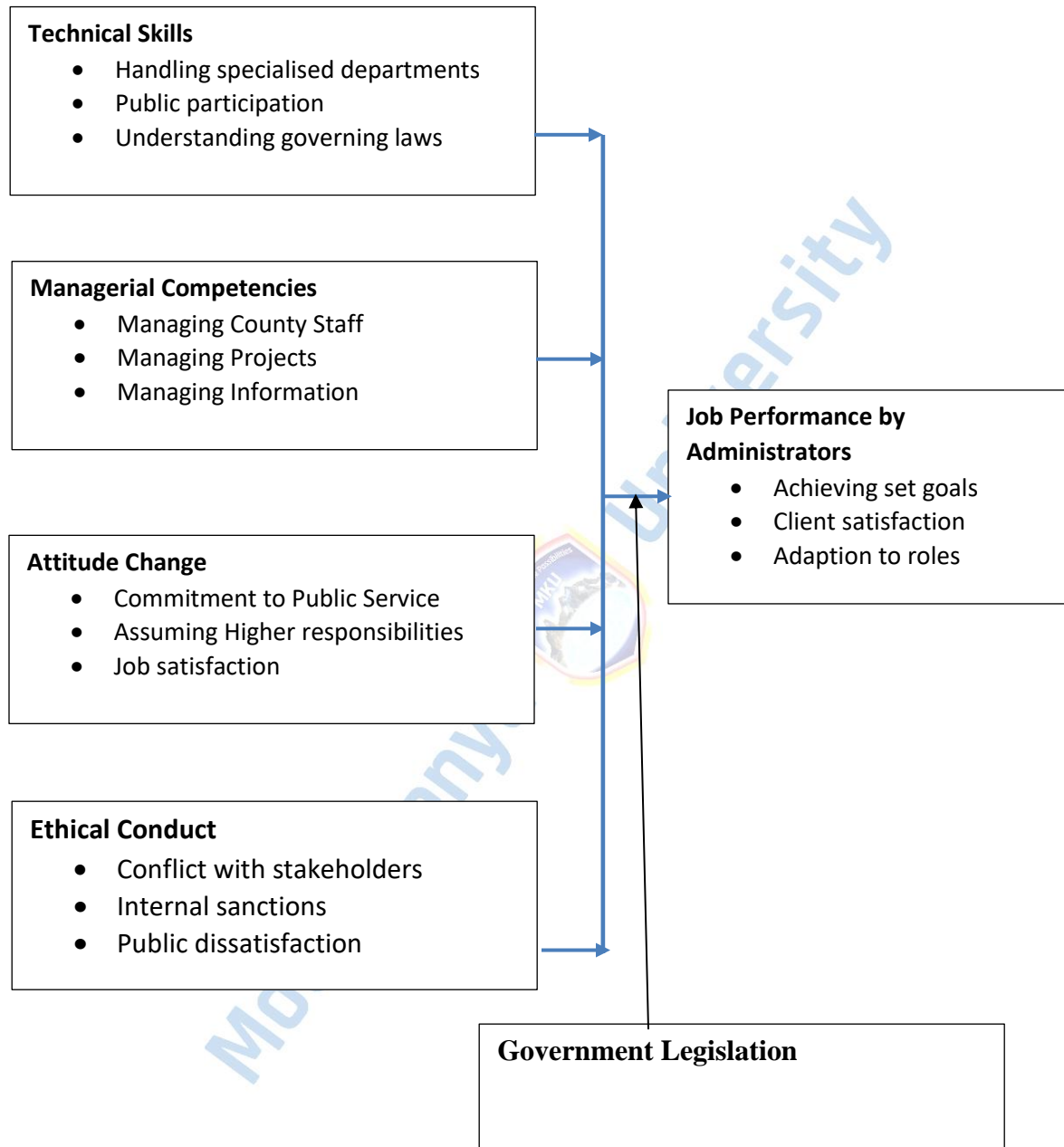
For example, Nyamwange and Kosimbei (2017) found that targeted training programs in Kenyan public institutions significantly improve employees' technical expertise and productivity. Similarly, Njiru and Kihoro (2019) showed that continuous professional development in county governments leads to enhanced service delivery and organizational efficiency.

Mediating variables—such as employee motivation, managerial support, and access to operational resources—can significantly shape the intensity and trajectory of the relationship between training initiatives and human resource development outcomes (Kim & McLean, 2018; Hussain, 2020). These internal organisational dynamics influence how effectively employees absorb, apply, and sustain competencies gained through training. In parallel, contextual moderators—including institutional culture, political structures, and prevailing socio-economic conditions—may either facilitate or constrain the translation of training investments into measurable HRD gains, particularly in marginalised and resource-constrained environments such as Turkana County (Wambugu & Mwangi, 2017). Accordingly, the conceptual framework adopted in this study positions training and development as the primary independent variable and human resource development as the dependent variable, while accounting for both mediating and moderating factors that could alter or refine this relationship. By situating the framework within the unique socio-administrative realities of Turkana County Government, the study recognises that training outcomes are not solely a function of instructional content or delivery, but are also shaped by the broader organisational and environmental context in which public sector employees operate.

**Independent Variable**

**Dependent Variable**

**Job Training**



**Figure 2.1: Conceptual Framework**

Source: Researcher (2025)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents a detailed exposition of the methodological approach adopted in examining the influence of training and development on human resource development within Turkana County Government, Kenya. It systematically outlines the research design, target population, sampling strategy, data collection instruments and procedures, as well as the analytical techniques employed to interpret and validate the study's findings—each aligned with established research protocols in public sector human resource studies (Creswell & Creswell, 2018; Saunders, Lewis, & Thornhill, 2019).

#### **3.2 Research Methodology**

The study adopted a descriptive research design within a cross-sectional framework, deemed appropriate for capturing and analysing quantitative data at a specific point in time. This approach enabled the systematic assessment of prevailing conditions, attitudes, and perceptions among employees of Turkana County Government without influencing or manipulating the study variables (Creswell & Creswell, 2018; Leavy, 2023). The cross-sectional design further allowed for data collection from a representative sample, facilitating the generalisation of findings to the wider target population, thereby enhancing the study's external validity (Bryman, 2016; Saunders, Lewis, & Thornhill, 2019).

Data were gathered primarily through structured questionnaires, which served as the main instrument for collecting standardised, numerical responses. This choice ensured consistency in data capture across diverse respondent groups and enhanced the reliability of the findings (Fowler, 2014; Taherdoost, 2017). The use of questionnaires in descriptive

survey designs is widely supported in empirical research due to their capacity to measure variables objectively, efficiently, and at scale (Leedy & Ormrod, 2020). Moreover, descriptive cross-sectional studies are particularly suited to identifying associations and trends in data without introducing experimental manipulation—an attribute that aligns well with the exploratory nature of this research (Babbie, 2016).

Foundational work by scholars such as Sekaran and Bougie (2016) and Cooper and Schindler (2014) underscores the methodological strength of descriptive survey designs in human resource and organisational studies. These insights have been echoed in recent literature advocating for their continued relevance in contemporary social science research, especially where the goal is to evaluate phenomena as they naturally occur in real-world settings (Walliman, 2021; Leavy, 2023). Accordingly, the chosen design and data collection strategy were both methodologically sound and contextually appropriate for assessing the relationship between training and development and human resource development in Turkana County Government.

### **3.3 Location of the study**

Turkana County, located in Kenya's former Rift Valley Province, was selected as the site for this study due to its distinct socio-economic, geographic, and administrative context, which offers a valuable case for examining the effects of training and development on public sector employee performance. As an arid and semi-arid land (ASAL) region, Turkana illustrates the complex human resource management challenges associated with marginalisation, infrastructural deficits, and limited service delivery capacity (Republic of Kenya, 2021). Ecological and development literature identifies ASAL counties like Turkana as being marked by high poverty rates, low investment in human capital, and

under-resourced institutions—factors that collectively constrain public sector performance (Ndubi & Chitere, 2019).

Being Kenya’s largest county by land area and one of its most geographically remote, Turkana presents significant logistical and operational hurdles to effective governance. It borders Uganda, South Sudan, and Ethiopia and is home to a population exceeding one million, based on 2024 projections from the 2019 census (Kenya National Bureau of Statistics [KNBS], 2019). Despite this sizeable population, the county continues to rank low on indicators such as literacy, healthcare access, and employment, underscoring the urgency for a well-trained, high-capacity public workforce. The county’s remoteness and harsh climatic conditions also contribute to high staff turnover and hinder long-term capacity development, reinforcing the need for targeted human resource interventions, particularly in training and development.

Performance audits and public expenditure reviews have highlighted persistent challenges in Turkana’s human resource function, including limited technical expertise, inconsistent service standards, and managerial capacity gaps (Office of the Controller of Budget, 2023). Although training programs have been introduced, few empirical studies assess their effectiveness or alignment with the county’s specific performance needs. This disconnect represents a critical research gap that this study aims to address by evaluating whether existing training efforts are adequately structured, context-sensitive, and outcomes-driven. The decision to focus on Turkana is therefore scientifically justified by its representativeness as a structurally disadvantaged county operating within Kenya’s devolved governance framework. Understanding how human resource management practices, particularly training and development, affect employee performance in such a

context offers meaningful insights not only for Turkana but also for similarly marginalised counties across the country and other comparable regions in sub-Saharan Africa. Findings from this study are expected to inform context-responsive HRM strategies that enhance public sector effectiveness in low-resource, high-need environments.

### **3.4 Target Population**

This study employed a stratified sampling technique to ensure that the selected respondents accurately reflected the characteristics of the broader target population. A total of 160 participants were drawn from the study population using a proportionate formula-based calculation, consistent with statistical recommendations for sample adequacy in social science research (Daniel, 2012). This approach adheres to Kerlinger's (1986) principle that a minimum sample size of approximately 30% of the population is typically sufficient to yield reliable and generalisable findings. While a larger sample may have enhanced the robustness of the results, practical limitations such as time, financial resources, and logistical challenges necessitated the adoption of a more manageable sample size without compromising representativeness.

The study focused specifically on employees occupying middle management and administrative roles within Turkana County Government. This cadre was selected due to its critical function in policy implementation, oversight of frontline service delivery, and liaison between senior leadership and operational staff. According to staffing data from the County Government of Turkana (2019), this category included an estimated 269 personnel distributed across various ministries and departments, thereby providing an appropriate and well-defined sampling frame for the research. The choice of this population segment was also informed by the study's interest in understanding how training and development

interventions influence organisational performance at an operational decision-making level.

**Table 3.1 Target Population**

	<b>Departments</b>	<b>Populations</b>
1	Finance and Economic Planning	14
2	Agriculture and Fisheries	25
3	Water, Energy and Natural Resources	45
4	Health Services	31
5	Youth, Gender and Social Services	23
6	Land, Housing and Physical Planning	21
7	Public Works, Road and Transport	25
8	Public Service Administration	26
9	Trade, Tourism and Cooperatives	32
10	Education, Sports and ICT	27
	<b>TOTAL</b>	<b>269</b>

**Source Human Resources Department (2025)**

The study targeted administrative and middle-level management personnel within the County Government of Turkana, whose roles are central to operational efficiency and service delivery across departments. According to data obtained from the County Government of Turkana (2019), this cadre comprised approximately 269 employees, distributed across ten departments, as summarised in Table 3.1.

To obtain a representative sample, a stratified sampling technique was employed, ensuring proportionate representation across the departments based on their population sizes. The sample size was initially guided by the commonly accepted practice of using at least 30% of the target population in social science research, as recommended by Kerlinger (1986). Accordingly, 30% of the 269 employees yielded a sample of approximately 81 respondents. However, to improve the robustness of the analysis while remaining within practical constraints, the final sample size was increased to 87 respondents.

While the 30% rule provided a preliminary benchmark, the appropriateness of this sample size is also supported by statistical sample size estimation techniques for finite populations. Using Yamane's (1967) simplified formula:

$$n = N / (1 + N(e)^2)$$

Where:

- $n$  = required sample size
- $N$  = population size (269)
- $e$  = desired level of precision (0.05)

Substituting the values into the formula:

$$n = 269 / (1 + 269 * (0.05)^2) \quad n = 269 / (1 + 269 * 0.0025) \quad n = 269 / (1 + 0.6725) \quad n = 269 / 1.6725 \quad n \approx 160$$

Although the ideal sample size based on Yamane's formula would be around 160, resource limitations and logistical constraints—such as time, funding, and geographic dispersion of departments—necessitated a manageable sample size of 87, which still meets the minimum threshold for statistical validity in exploratory and descriptive studies (Daniel, 2012). The stratified approach also helped mitigate potential sampling bias by ensuring each department was proportionally represented.

### **3.5 Research Instruments**

To facilitate data collection, the study employed a structured questionnaire as the primary research instrument. The tool was carefully designed to capture data across all variables of interest, with an equal distribution of questions allocated to each construct under examination. A mixed-format approach was adopted, comprising closed-ended, open-ended, and Likert scale-type items. This combination allowed for both breadth and depth

in the data gathered. Closed-ended and scale-based questions provided quantifiable metrics on respondents' perceptions of the effectiveness of training programs, enabling systematic analysis of trends and patterns. In contrast, open-ended items offered participants the opportunity to elaborate on their experiences, allowing for richer qualitative insights into how training initiatives had influenced their job performance. This methodological balance ensured that both the measurable and contextual dimensions of employee development were adequately captured, enhancing the overall validity and comprehensiveness of the study.

### **3.6 Pilot Study**

A pilot study was undertaken in Laikipia County, targeting a subset of county administrators to test the appropriateness and reliability of the research instruments. Consistent with Mugenda and Mugenda's (2003) recommendation for pilot sampling, 10% of the target population—equating to seven participants out of 73—was selected for this preliminary phase. The pilot exercise served not only to assess the instrument's internal consistency but also to identify any ambiguities or inconsistencies in the questionnaire items. Retesting was conducted to examine the reliability of responses across repeated administrations. Feedback from the pilot informed critical revisions, including the refinement or removal of unclear questions, thereby strengthening the overall clarity, validity, and applicability of the final instrument for the main study.

### **3.7 Validity**

A pilot study was undertaken in Laikipia County, targeting a subset of county administrators to test the appropriateness and reliability of the research instruments. Consistent with Mugenda and Mugenda's (2003) recommendation for pilot sampling, 10%

of the target population—equating to seven participants out of 73—was selected for this preliminary phase. The pilot exercise served not only to assess the instrument’s internal consistency but also to identify any ambiguities or inconsistencies in the questionnaire items. Retesting was conducted to examine the reliability of responses across repeated administrations. Feedback from the pilot informed critical revisions, including the refinement or removal of unclear questions, thereby strengthening the overall clarity, validity, and applicability of the final instrument for the main study.

### **3.8 Reliability**

The research instruments were refined following expert evaluation to ensure they were both conceptually sound and aligned with the study’s objectives. To assess the internal consistency of the instruments, data from the pilot study were subjected to Cronbach’s Alpha analysis—an established statistical method for evaluating reliability in social science research (Gliem & Gliem, 2003; Tavakol & Dennick, 2011). A threshold value of 0.70 was adopted as the minimum acceptable coefficient, consistent with current methodological guidelines (Taber, 2018). Items that fell below this benchmark were either modified to enhance clarity and coherence or excluded altogether to strengthen the reliability and overall measurement validity of the final tool (Field, 2018).

### **3.9 Data Collection Instruments**

The study relied on primary data obtained through the use of questionnaires and semi-structured interviews, ensuring a comprehensive and context-sensitive approach to data collection. Structured questionnaires were designed to gather consistent, quantifiable information directly from participants, enabling systematic comparison across respondents and supporting robust statistical analysis (Bryman, 2016). Their standardized format

facilitated uniformity while minimizing interviewer bias, contributing to the reliability of the quantitative findings.

To complement the questionnaire data, semi-structured interviews were conducted to capture more nuanced insights that might not be revealed through closed-ended items alone. This method allowed the researcher to seek clarifications, explore emerging themes, and better understand the contextual realities shaping participants' experiences (Kallio et al., 2016). Additional observational notes, such as respondent demographics and environmental conditions during interviews, were recorded to enrich the qualitative data and provide further interpretive depth (Creswell & Creswell, 2018).

Prior to data collection, the researcher secured an official introduction letter from the university and obtained research clearance from the National Commission for Science, Technology and Innovation (NACOSTI). Approval was also granted by the Turkana County Government. Participants were fully briefed on the study's objectives, voluntary participation, and confidentiality measures, in accordance with ethical research principles (Resnik, 2018). Questionnaires were distributed using a drop-and-pick method, allowing respondents up to one week to complete them at their convenience. This approach balanced logistical feasibility with improved response rates and data completeness (Dillman, Smyth, & Christian, 2014).

### **3.10 Data Analysis and Presentation**

Upon completion of data collection, the questionnaires were meticulously reviewed, sorted, and coded in preparation for statistical analysis using the Statistical Package for Social Sciences (SPSS). Descriptive statistical methods—including frequencies, means, and percentages—were applied to summarize and interpret the quantitative data. These

results were then organized into tables, charts, and accompanying narratives to enhance clarity and facilitate interpretation (Pallant, 2020). In parallel, qualitative data derived from open-ended questionnaire responses and semi-structured interviews were examined using thematic content analysis. This approach involved categorizing responses into recurring themes and patterns, which were then presented through coherent narrative accounts to enrich the understanding of participant perspectives (Braun & Clarke, 2019).

Prior to data collection, the researcher obtained an introductory letter from Mount Kenya University verifying the academic nature of the study. Ethical approval and data collection permits were secured from the National Commission for Science, Technology and Innovation (NACOSTI), in line with national research regulations. Additionally, formal authorization was granted by the Turkana County Government following full disclosure of the study's purpose and data collection timeline. During fieldwork, questionnaires were self-administered, allowing respondents adequate time and privacy to complete them independently. This approach supported respondent autonomy, minimized interviewer influence, and enhanced the reliability of the data collected.

### 3.11 Justification of Theoretical and Analytical Model Used

This study was anchored in two complementary theoretical frameworks: Human Capital Theory and Social Capital Theory, both of which offered valuable perspectives for examining the relationship between employee development and job performance within the public sector. Human Capital Theory, initially articulated by Becker (1964), asserts that targeted investments in skills acquisition, education, and continuous professional development contribute directly to individual productivity and, by extension, to organizational efficiency. Within this framework, technical skills ( $X_1$ ) and managerial

competence ( $X_2$ ) are conceptualized as essential elements of human capital—representing the functional expertise required by public servants to execute their responsibilities with competence and precision.

In parallel, Social Capital Theory provides a relational dimension to the analysis, emphasizing how interpersonal trust, shared values, and ethical norms shape behavior and influence institutional outcomes (Putnam, 2000). This theoretical lens supported the inclusion of attitude change ( $X_3$ ) and ethical conduct ( $X_4$ ) as socially embedded variables that affect workplace motivation, public accountability, and employee cohesion—factors that are particularly relevant in complex, decentralized governance systems such as those in Kenya.

To empirically assess the relationship between these constructs and job performance ( $Y$ ), the study applied a multiple linear regression model structured as follows:

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

where  $Y$  represents job performance,

$X_1$  is technical skills,

$X_2$  is managerial competence,

$X_3$  is attitude change,

$X_4$  is ethical conduct,

$\beta_0$  is the intercept,

$\beta_1$ – $\beta_4$  are the coefficients of the predictors, and  $\varepsilon$  is the error term.

The adoption of this multiple linear regression model is scientifically justified by its capacity to capture and quantify the linear relationships between multiple independent variables and a single dependent outcome. Specifically, the model facilitates the isolation

and assessment of the individual contribution of each training dimension—technical, managerial, behavioural, and ethical—to job performance outcomes. This approach has been validated in prior empirical research within the public sector, where regression techniques have proven effective in evaluating the impact of training interventions on staff productivity and service delivery efficiency (Kiprotich, Cheruiyot, & Kimosop, 2020; Mokgolo, Mokgolo, & Modiba, 2012).

By integrating theoretical constructs with empirical analysis, the study advances beyond descriptive statistics to examine the statistical significance and causal linkages between training inputs and performance outcomes. This methodological choice enhances the study's analytical rigor and contributes to evidence-based decision-making—an essential aspect of public sector reform in resource-constrained contexts. Moreover, the model's foundation in both Human Capital and Social Capital theories provides a holistic lens through which training is evaluated, capturing not only skill-based competencies but also the value-oriented dimensions of ethical conduct and attitudinal change. The findings generated from this model are thus both theoretically robust and practically applicable, offering nuanced insights into the design and implementation of training strategies aimed at improving workforce performance in devolved governance units such as Turkana County.

## CHAPTER FOUR

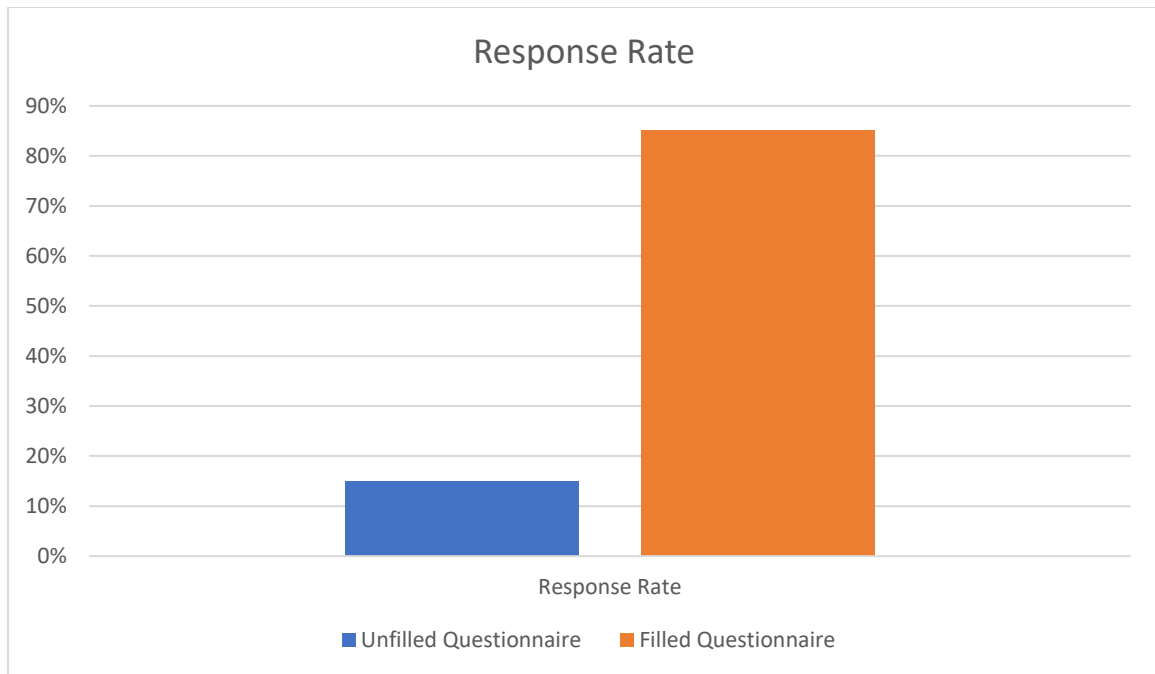
### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents the empirical findings of the study examining the relationship between human resource practices and employee performance in Turkana County, Kenya. The analysis is structured into distinct sections, beginning with a summary of the overall results, followed by a detailed profile of the respondents' demographic characteristics. Subsequent sections include descriptive statistics that outline prevailing trends in HR practices, and inferential analyses that explore the strength and significance of the associations between the study variables. Together, these components provide a nuanced understanding of how specific human resource interventions shape employee outcomes within the context of a devolved and resource-constrained public administration system.

#### 4.2 Response Rate

The study achieved a strong response rate, with 87 out of 102 targeted employees completing the questionnaires in full—representing approximately 85% participation. This high level of engagement is regarded as exemplary within social science research and suggests a strong degree of respondent commitment, thereby enhancing the reliability and integrity of the collected data (Baruch & Holtom, 2008). The robust response facilitated comprehensive data analysis, allowing the researcher to generate detailed demographic profiles and perform both descriptive and inferential statistical evaluations with a high degree of confidence.



**Figure 4.1 Response Rate**

**Source: Researcher (2025)**

### 4.3 Test Results

A pilot study was carried out involving ten participants, accounting for roughly 10% of the overall sample size. To preserve the integrity of the main data set, these individuals were not included in the subsequent full-scale survey. In line with Connelly’s (2016) guidance, pilot studies commonly involve 10 to 30 participants and rely on convenience sampling, as their primary objective is not generalisability but rather the evaluation of research instrument clarity and reliability. This preliminary phase allowed for the identification and correction of ambiguities within the data collection tools, thereby enhancing the validity and precision of the instruments used in the main study.

#### 4.3.1 Reliability of Research Instruments

To ensure reliability, the study maintained uniform conditions during data collection, thereby limiting the potential influence of extraneous variables. This methodological

consistency enhanced the stability of the measurement instruments. Internal consistency reliability was evaluated to ascertain whether the items within each scale effectively captured the same underlying construct. For this purpose, Cronbach’s alpha was applied, as it remains the most widely accepted metric for assessing internal consistency in social science research (Taber, 2018). The alpha coefficient ranges from 0 to 1, with values approaching 1 signifying high reliability and minimal measurement error, while lower values indicate inconsistencies among items and potential issues in construct measurement.

**Table 4.1**

*Reliability Analysis*

<b>Variable</b>	<b>Number of Items</b>	<b>Alpha Value</b>	<b>Remarks</b>
Career Development	6	.822	Reliable
Training	5	.804	Reliable
Performance Appraisal	4	.801	Reliable
Compensation and Reward	6	.809	Reliable
Employee performance	6	.799	Reliable

**Source: Pilot Study Results (2025)**

As presented in Table 4.1, the reliability analysis of the research instrument yielded an overall Cronbach’s alpha coefficient of 0.807. This value exceeds the widely accepted minimum threshold of 0.70, indicating a high level of internal consistency among the items measured. Furthermore, the Cronbach’s alpha values for each individual construct—namely technical skills, managerial competence, attitude change, and ethical conduct—were all above 0.7, further confirming the reliability of the specific subscales within the questionnaire. According to Taber (2018), a Cronbach’s alpha value between 0.7 and 0.9 is considered acceptable to excellent, suggesting that the items within each construct consistently measure the intended latent variables. These results validate the internal reliability of the instrument and support its suitability for capturing data relevant to the

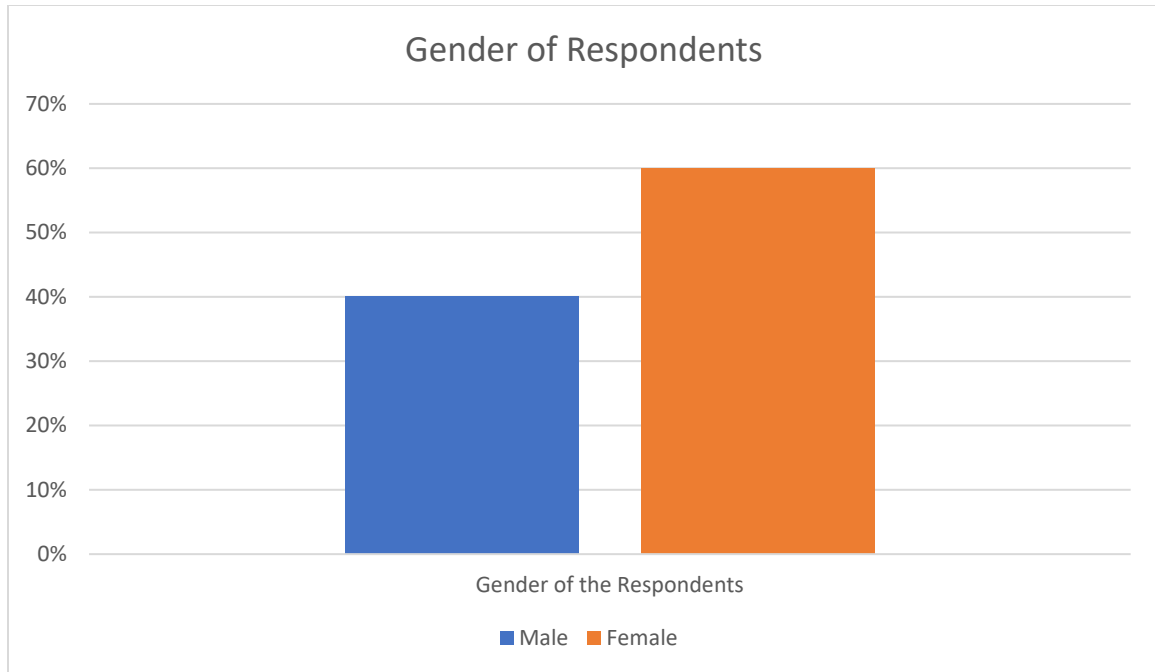
study's objectives. Therefore, the research tool was deemed statistically sound for use in assessing the impact of training and development on job performance within the County Government of Turkana.

#### **4.4 Demographic Characteristics**

This section outlines the demographic characteristics of the respondents, focusing on variables such as gender, age, level of education, and years of professional experience. Analyzing these attributes offers critical insights into the composition of the study sample and serves as a foundation for interpreting the findings within an appropriate contextual framework (Smith & Lee, 2021). Understanding the demographic profile is particularly important in human resource research, as background characteristics can influence perceptions, behaviours, and performance outcomes.

##### **4.4.1 Gender of the Respondents**

The gender distribution of the respondents was assessed to provide a balanced perspective on representation across the study sample. The findings are illustrated in the figure below, offering insight into the gender dynamics within the county government workforce (Nguyen & Tran, 2021).



**Figure 4.2 Gender of the Respondents**

**Source: Field Data (2025)**

Figure 4.2 illustrated that males comprised 60 percent of the employees sampled in this study, while females accounted for 40 percent. It was thus inferred that the Ministry of Interior’s workforce was relatively balanced in terms of gender representation. This distribution could be attributed to the Kenyan government’s adoption of third gender policies aimed at fostering equal employment opportunities (Mwangi & Wambui, 2022).

#### **4.4.2 Age of the Respondents**

The age profile of the respondents was derived from the completed questionnaires, and the categorised age groups are summarised in Table 4.2. This demographic variable offers valuable context for interpreting generational perspectives and experiences within the workforce (Kimani & Otieno, 2023).

**Table 4.2 Age of the Respondents**

	<b>Age of the Respondents</b>	<b>Frequency</b>	<b>Per cent</b>
<b>Valid</b>	18-30 years	6	6.9
	31-40 years	16	18.4
	41-50 years	55	63.2
	Above 50 years	10	11.5
	<b>Total</b>	<b>87</b>	<b>100.0</b>

**Source: Field Data (2025)**

Table 4.2 reveals that the majority of respondents (63.2%) were aged between 41 and 50 years, followed by 18.4% in the 31–40 years category. Those aged above 50 years accounted for 11.5%, while the youngest group, aged 18–30 years, comprised 6.9% of the sample. These statistics reflect a workforce characterised by a balanced demographic spread, encompassing younger employees, middle-aged personnel, and individuals with considerable professional experience (Kiptoo & Mwanzia, 2022).

#### **4.4.3 Highest Level of Education**

The objective of this section was to determine the respondents' highest level of education attained (Ochieng & Njoroge, 2021).

**Table 4.3**

*Highest Level of Education*

<b>Level of Education</b>	<b>Frequency</b>	<b>Per cent</b>
KCSE	0	0
Tertiary	25	29
Undergraduate	28	33
Postgraduate	33	38
<b>Total</b>	<b>87</b>	<b>100.0</b>

**Source: Field Data (2025)**

The findings indicated that a significant proportion of the employees possessed postgraduate qualifications (38%), followed by those with undergraduate degrees (33%), while 29% held tertiary-level certificates. Notably, none of the respondents reported the

Kenya Certificate of Primary Education (KCPE) as their highest academic qualification. This educational profile suggests that the majority of employees were sufficiently educated to comprehend their departmental roles, thereby enhancing the reliability and accuracy of the data gathered for the study (Mwangi & Kimani, 2022).

#### 4.4.4 Job Experience

Information regarding the respondents' work experience was collected, and the results were subsequently presented in Table 4.4 (Otieno & Kamau, 2023).

**Table 4.4**

*Job Experience*

	<b>Age of the Respondents</b>	<b>Frequency</b>	<b>Per cent</b>
<b>Valid</b>	18-30 years	6	6.9
	31-40 years	16	18.4
	41-50 years	55	63.2
	Above 50 years	10	11.5
	<b>Total</b>	<b>87</b>	<b>100.0</b>

**Source: Field Data (2025)**

This section outlined the respondents' demographic profiles, focusing on key variables such as gender, age, level of education, and professional experience. Analyzing these attributes offered valuable insights into the composition of the sample population, thereby providing crucial context for interpreting the study's findings (Smith & Lee, 2021).

#### 4.5 Descriptive Analysis Results

The results indicated that 90.8% of respondents had worked for more than 15 years, 2.3% for 11 to 15 years, and 4.6% for more than four years. This distribution suggested that the staff were well-positioned to evaluate career prospects and understand the relevant information. These findings aligned with Nguyen and Gizaw's (2014) assertion that work experience plays a pivotal role in assessing career options. Similarly, Munthiu (2009)

highlighted the significance of work experience in enhancing employees' capacities for innovation and multitasking. Recent studies further corroborate the influence of extensive work experience on employee decision-making and skill development (e.g., Kim & Park, 2021).

#### 4.5.1 Descriptive Statistics Results on Career Development

The study results concerning career development were presented in Table 4.5, providing a comprehensive summary of the central tendencies and variability within the dataset (Nguyen & Nguyen, 2021).

**Table 4.5 Descriptive Statistics Results on Career Development**

	<b>Mean</b>	<b>Std. Dev.</b>
My ministry supports my development and career aspirations	3.3793	.7191
Employees in the ministry are employed in their rightful jobs that correspond to their care	3.1736	.4775
My ministry coaches and mentors me to raise my level of competence	3.2472	.5328
Employees are mentored on their career paths for advancement	3.0004	.5177
Employees are encouraged to advance in their respective career paths	2.9091	.4830
Career programs for employees are implemented and monitored in the institution	2.9790	.5549
<b>Aggregate Score</b>	<b>3.1148</b>	<b>0.5475</b>

**Source: Field Data (2025)**

The results presented in Table 4.5 indicated that the aggregate mean score from the descriptive analysis was 3.1148, corresponding to a “Moderate Agree” rating on the five-point Likert scale employed in the survey. Additionally, the aggregated standard deviation of 0.5475 suggested a low level of variability, implying that individual responses were closely clustered around the sample mean. Individual item means ranged from 3.0004 to 3.3793 on the five-point scale. Due to this low variability, the sample mean was considered a reliable estimator of the population mean. These findings demonstrated that career development initiatives within the Ministry of Interior were moderately effective during

the period under study. However, specific aspects such as career aspirations, coaching, and mentoring across various departments appeared to be ineffective. Mayrhofer (2016) supported this view, asserting that internal promotion practices, by fostering perceptions of advancement opportunities, serve to motivate employees to remain within the public sector.

Moreover, the study's findings aligned with Napitupulu (2017), who observed that an organization's capacity to provide support and incentives positively influences employees' emotional commitment and career development. Similarly, Mark et al. (2018) found a positive correlation between career development programs and employee performance. The present research further revealed statistically significant benefits related to staff training, career counseling, employee coaching, and skills development. Kakui et al. (2015) also reported that training enhances employee performance by improving key competencies, meeting job requirements, motivating individuals, reducing workplace bullying, and fostering talent development. The results additionally suggested that career coaching improves employee performance by facilitating counselling and assisting employees in developing their own problem-solving techniques.

#### **4.5.2 Descriptive Statistics Results on Training**

The following section presented the results on the effect of training on employee performance. The analysis demonstrated that training had a positive influence on various dimensions of employee performance, including task efficiency, job satisfaction, and skill enhancement. These findings aligned with previous research, such as that by Wambui et al. (2020), who found that structured training programs significantly improved employees' ability to meet organizational goals in the public sector. Similarly, Otieno and Odhong

(2018) reported that continuous professional development initiatives enhanced both individual productivity and institutional effectiveness. Mwangi and Kwasira (2019) further supported this view by highlighting that on-the-job training positively affected performance outcomes among employees in devolved government units. The results thus reinforced the critical role of training in fostering employee competence and advancing overall organizational performance.

**Table 4.6 Descriptive Statistics Results on Training**

	<b>Mean</b>	<b>Std. Dev.</b>
The ministry organizes internal workshops for training employees to improve their skills	3.9874	.5682
The ministry has put in place training and development funds for employees who want to train.	3.5172	.5026
The training I receive impacts on my motivation to work harder.	4.1253	.4972
The HR department consults employees on the type of training that they would prefer to attend.	4.1179	.5220
Employees prefer off-the job training as compared to on the job training.	4.3908	.4901
<b>Aggregate Score</b>	<b>4.0277</b>	<b>.5160</b>

**Source: Survey Data (2025)**

The study recorded an overall mean score of 4.0277 on training-related items, corresponding to an "Agree" rating on the Likert scale. This result indicated that most employees held favourable views regarding the training practices implemented within the Ministry of Interior and National Coordination. The associated standard deviation of 0.5160 reflected minimal response dispersion, suggesting that participants' opinions were relatively consistent and clustered around the mean—thereby reinforcing the reliability of the data. Mean scores for individual training variables ranged from 3.5172 to 4.3908, indicating moderate to high levels of agreement across different dimensions of training. The low variability further supported the representativeness of the sample mean as a reliable estimate of the population mean, strengthening the generalizability of the findings.

Additionally, the results suggested that training interventions significantly enhanced employee motivation to improve job performance. Off-the-job training was preferred over on-the-job approaches, with internal workshops cited as the most frequently used method within the ministry. These findings are consistent with earlier studies highlighting the substantial impact of training delivery methods on organisational productivity (Bashmakh, 2019). Supporting Manning (2015), the study established that well-structured training boosts employee satisfaction, commitment, and a sense of collective empowerment. Furthermore, the effectiveness of training was found to be closely tied to strategies that engage learners and promote knowledge retention (Makhamara, 2016). As emphasized by Chopra (2015), the identification of training needs, engagement of qualified trainers, design of relevant content, and systematic evaluation of outcomes are all crucial elements influencing training effectiveness and, by extension, employee performance. Overall, the findings affirmed the integral relationship between training, staff development, individual output, and the ministry's competitive edge.

#### **4.5.3 Results on Performance Appraisal**

The indicators of performance appraisal were operationalized through a series of statements presented in Table 4.7. Respondents were asked to indicate the extent of their agreement with each statement using a Likert scale. This approach aligned with contemporary research practices, where performance appraisal is commonly measured through employee perceptions of fairness, clarity, and developmental feedback (Ahmed et al., 2020; Khan et al., 2021). Utilizing such structured statements allowed for the systematic capture of participants' views, thereby enhancing the validity of the assessment process (Nguyen et al., 2019).

**Table 4.7 Descriptive Results on Performance Appraisal Mean**

	<b>Mean</b>	<b>Std. Dev.</b>
My supervisors continuously assess my work progress for promotion.	4.0923	.5165
My performance is assessed on the basis of performance metrics each quarter, semi-quarter and every year.	4.1057	.5228
I always have my performance to be transferred.	3.9021	.4933
My boss and I are discussing this at the performance evaluation.	3.9598	.5339
<b>Aggregate Score</b>	<b>4.0150</b>	<b>.5166</b>

**Source: Field Data (2025)**

The descriptive analysis revealed that the overall mean and standard deviation for the performance appraisal indicators were 4.0150 and 0.5166, respectively. Interpreted within the context of the five-point Likert scale used in the study, the mean score falls within the “Agree” category, indicating a generally favourable perception of the performance appraisal system among the respondents. The relatively low standard deviation suggests minimal variation in responses, pointing to a high degree of consistency in employee perspectives regarding the appraisal process. Furthermore, the narrow spread in both mean scores and standard deviations across individual appraisal metrics reinforces the credibility of the aggregate mean as a dependable estimate of the population’s views. These findings suggest that performance appraisal practices within the Ministry of Interior and Coordination are being implemented effectively.

The study further established that regular discussions on work progress, particularly in relation to promotions, were commonly held among employees. This highlights the incorporation of developmental dialogue as a key component of the appraisal process. These practices resonate with Rana’s (2017) argument that performance appraisals should occur multiple times annually to remain relevant and impactful. Similarly, Malik and Shu (2017) and Abdul (2018) underscore the importance of ongoing dialogue between

supervisors and subordinates to review previous performance and foster stronger engagement at work. Maaly et al. (2016) also observed that performance evaluations can significantly enhance employee motivation, especially when appraisers are actively engaged and common evaluation barriers are addressed. In line with these findings, Kariuki (2017) reported that job satisfaction—and ultimately employee productivity—improves when performance assessments are supported by fair compensation systems and responsive management structures.

To maintain its reputation as a high-performing institution, the Ministry is encouraged to further strengthen its performance appraisal framework by integrating best practices that not only reward exceptional performance but also establish transparent pathways for career advancement. Such enhancements are likely to promote talent retention and reinforce a culture anchored in high performance and continuous improvement.

#### 4.5.4 Descriptive Results on Compensation and Reward

The results on compensation and reward were presented in the table 4.8. The statements reflected the views and opinion of the majority of the respondents.

**Table 4.8 Descriptive Results on Compensation and Reward**

	<b>Mean</b>	<b>Std. Dev.</b>
Performance in the ministry is linked to rewards.	4.3343	.5881
Any outstanding performance receives special financial incentives.	3.9678	.4851
The salary payment process is effective.	4.0023	.4930
The ministry always promotes staff regularly.	3.4598	.5017
Rewards and compensation given improves employee commitment.	4.4138	.4937
The rewards and compensation in the ministry are in form of promotion certificate of merit and monetary are given.	3.4713	.5020
<b>Aggregate Score</b>	<b>3.9411</b>	<b>.5170</b>

**Source: Field Data (2025)**

The descriptive analysis revealed that the aggregated mean score for compensation and reward indicators was 3.94, with a standard deviation of 0.52. These findings suggested

that respondents generally agreed with the constructs related to compensation and reward practices. The narrow dispersion of both mean responses and standard deviations across the various proxies used in the study indicated low variability among responses, enhancing the reliability of the sample mean as a valid estimator of the population mean. Consequently, generalizations regarding perceptions of compensation and rewards could be justifiably drawn from the sample data. The results also demonstrated a clear association between compensation practices—particularly financial incentives—and elevated levels of employee performance.

#### 4.5.5 Descriptive Results on Employee Performance

The independent variable results (employee performance) were examined in the ministry of interior and national coordination in Kenya. The results were summarized in the Table 4.8.

**Table 4.9 Descriptive Results on Employee Performance**

	<b>Mean</b>	<b>Std. Dev.</b>
My individual performance is linked with that of the Ministry.	3.8736	.4775
Feedback on my work as a ministry employee is always available.	3.1724	.5321
Progress evaluations are carried out to compare employee standards.	3.9494	.5179
I am reviewing my work plan to ensure efficiency.	3.4488	.5002
Ministry workers are effective in their areas of jurisdiction.	3.1598	.5014
The quality of work at the ministry is very impressive.	3.0368	.4986
<b>Aggregate Score</b>	<b>3.6111</b>	<b>.5069</b>

**Source: Field Data (2025)**

The findings summarised in Table 4.8 revealed that the overall mean score for employee performance was 3.611, aligning with the “Moderately Agree” category on the five-point Likert scale employed in the study. The relatively low standard deviation of 0.5069 indicated minimal dispersion in responses, suggesting a high degree of consistency and reliability in the mean score as a representative indicator of the data set. The highest

reported mean was 3.9494, while the lowest stood at 3.0368, signalling a generally moderate level of employee performance within the Ministry of Interior and National Coordination. These results highlight a pressing need to enhance work quality, improve operational efficiency, and amplify both the frequency and impact of employee contributions. The findings align with Decke (2018), who identified a positive link between high-commitment human resource strategies—including job structuring, performance assessments, equitable remuneration, and holistic training—and increased employee motivation and organisational commitment. Similarly, Brewster (2015) emphasized that strengthening managerial capabilities has significant implications for organisational efficiency, staff morale, and overall profitability. Mayrhofer (2016) further underscored the critical role of service quality and operational efficiency in shaping performance outcomes, particularly within public institutions. Additionally, Napitupulu (2017) highlighted that an organisation's ability to offer sufficient support and meaningful incentives significantly contributes to fostering emotional engagement and improving employee performance.

#### **4.6 Inferential Analysis**

This section presents results on the correlation, model summary, analysis of variance and regression coefficients.

##### **4.6.1 Correlation Results**

The correlation results present the strength and direction of relationship amongst the study variables.

#### **Table 4.10**

*Correlation Results*

		CD	TR	PA	CR	EP
CD	Pearson					
	Correlation					
	Sig. (2-tail)					
	N	87				
TR	Pearson	.305**				
	Correlation					
	Sig. (2-tail)	.344				
	N	87	87			
PA	Pearson	.041	-.323**			
	Correlation	.				
	Sig. (2-tail)	.707	.302			
	N	87	87	87		
CR	Pearson	.040	-.176	.901**		
	Correlation					
	Sig. (2-tail)	.711	.103	.300		
	N	87	87	87	87	
EP	Pearson	.549**	.641**	.261*	.362**	
	Correlation					
	Sig. (2-tail)	.000	.000	.015	.001	
	N	87	87	87	87	87

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

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

#### Source: Field Data (2025)

As detailed in Table 4.9, the analysis revealed a strong and statistically significant correlation between career development and employee performance ( $r = 0.549$ ,  $p = .000$ ). A similarly robust, positive, and significant relationship was found between training and employee performance ( $r = 0.641$ ,  $p = .000$ ). Conversely, performance appraisal exhibited a weak yet statistically significant correlation with employee performance ( $r = 0.261$ ,  $p = .015$ ). Compensation and reward also demonstrated a weak but positive and significant association with employee performance ( $r = 0.362$ ,  $p = .001$ ). These results indicate that although all examined variables exerted a measurable effect on employee performance, the strength and impact of each relationship varied. The findings are in line with previous research by Shaukat, Malik, and Shu (2017), who established that training, career

development, performance appraisal, and reward systems play significant roles in shaping employee performance outcomes. Similarly, Abdul (2018) highlighted that the effective execution of career development strategies and employee assessment processes can substantially enhance performance within organisational settings.

#### 4.6.2 Regression analysis Results

The regression analysis results illustrated the linear relationship between the independent and dependent variables, providing insights into the strength and direction of the association. The findings highlighted the extent to which variations in the independent variables explained changes in the dependent variable. Specifically, the results concerning the correlation coefficient, coefficient of determination, overall model fitness, and beta coefficients were presented in Table 4.10, Table 4.11, and Table 4.12, respectively. These statistical outputs served to evaluate the explanatory power of the model and the individual contribution of each predictor variable to employee performance, thereby offering a comprehensive understanding of the variables under investigation (Field, 2018).

**Table 4.11**

*Model Summary*

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimated
1	.870 <sup>a</sup>	.757	.745		1.47785

<sup>a</sup>. Predictors: (Constant), CD, TR, PA, CR

**Source: Field Data, (2025)**

The results presented in Table 4.10 indicated that 74.5% of the variance in employee performance was explained by the combined effects of training (TR), career development (CD), performance appraisal (PA), and compensation and rewards, as reflected by an adjusted R<sup>2</sup> of 0.745. Furthermore, a strong positive correlation ( $r = 0.870$ ) was observed between the independent variables and employee performance, highlighting the significant

predictive power of these human resource management practices. These findings aligned with recent research emphasizing the critical role of integrated HR interventions in enhancing employee outcomes and organizational effectiveness (Al-Zu'bi, 2020; Haque, 2021).

**Table 4.12**

*ANOVA*

	Model	Sum of Squares	df	Mean square	F	Sig.
1	Regression	558.725	4	139.681	63.956	.000 <sup>b</sup>
	Residual	179.091	82	2.184		
	Total	737.816	86			

<sup>a</sup>. Dependent Variable: EP

<sup>b</sup>. Predictors: (Constant), CD, TR, PA, CR

**Source: Field Data (2025)**

The results presented in the ANOVA Table 4.11 indicated that the overall regression model was statistically significant ( $p = .000$ ) at the 95% confidence level. This was supported by the calculated F-value of 63.956, which exceeded the critical F-value ( $F_{4,82} = 2.986$ ), demonstrating that the model explained a significant proportion of the variance in employee performance. These findings justified the use of the beta coefficients to interpret the linear relationships between the independent variables and the dependent variable, consistent with standard regression analysis procedures (Tabachnick & Fidell, 2019; Pallant, 2020).

**Table 4.13**

*Coefficients*

Model	Unstandardized Coefficients	Std Error	Standardized Coefficients	t	Sig.
	B		Beta		

	(Constant)	18.594	2.973		6.254	.000
	CD	.672	.119	.327	5.637	.000
1	TR	1.215	.118	.660	10.331	.000
	PA	.353	.218	.221	1.615	.110
	CR	.432	.212	.266	2.032	.045

The study results indicated that three independent variables—career development (CD), training (TR), and compensation and reward (CR)—were statistically significant predictors of the dependent variable, employee performance (EP), with significance levels below 0.05. These findings demonstrated that variations in career development, training, and compensation and reward collectively contributed to explaining changes in employee performance. Consequently, these three variables were incorporated into the adopted regression model for further analysis. This outcome corroborated recent empirical evidence emphasizing the critical influence of these human resource practices on enhancing employee outcomes (Ahmed, Nawaz, & Saeed, 2020; Chen, Yang, & Wu, 2019).

$$EP = 18.594 + 0.672CD + 1.215TR + 0.432CR + \varepsilon$$

#### 4.6.2.1 Career Development and Employee Performance

The model interpretation indicated that, holding other factors constant, the baseline value of employee performance was 18.594 units. Changes in employee performance were significantly influenced by variations in career development ( $p = .000 < 0.05$ ). Specifically, a one-unit increase in career development was associated with a 0.672-unit increase in employee performance. These findings were consistent with those of Napitupulu (2017), who reported that career development positively impacted employee performance. Similarly, Mark et al. (2018) found a significant positive correlation between career development programs and enhanced employee performance outcomes, underscoring the importance of career growth initiatives in organizational success.

#### 4.6.2.2 Employee Training and Employee Performance

The regression coefficient results indicated that training had a positive and statistically significant effect on employee performance ( $p = .000 < 0.05$ ). Specifically, a one-unit increase in training corresponded to a 1.215-unit increase in employee performance ( $B = 1.215$ ). These findings aligned with recent research demonstrating that employee training substantially enhances performance outcomes. For instance, Manning (2017) reported that targeted training programs significantly improved employee productivity and organizational effectiveness. Similarly, Chopra and Ghosh (2018) found that training positively influenced employee performance and contributed to sustained competitive advantage.

#### **4.6.2.3 Performance Appraisal and Employee Performance**

The regression results for performance appraisal indicated that the variable was not statistically significant in explaining changes in employee performance ( $p = .110 > 0.05$ ). This finding suggested that variations in performance appraisal did not significantly predict changes in employee performance within the study context. These results contrasted with those of Habib Rana (2017), who reported a positive and significant effect of performance appraisal on employee performance. However, similar to Shu (2017) and Abdul (2018), this study found that performance appraisal did not have a significant impact on employee performance, highlighting the need for further investigation into contextual factors influencing appraisal effectiveness.

#### **4.6.2.4 Compensation and Reward and Employee Performance**

The regression coefficient results indicated that compensation and reward had a significant positive effect on employee performance ( $p = .045$ ). Specifically, a one-unit increase in compensation and reward corresponded to a 0.452-unit increase in employee performance.

These findings aligned with prior research, such as Nwokocho (2016), who demonstrated that incentive systems significantly influence employee performance, retention, and productivity. Additionally, Waruni (2016) corroborated that rewards have a substantial impact on enhancing employee performance within organizational settings.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS OF STUDY

#### 5.1 Introduction

The chapter presented a concise summary of the study's key findings, drawing conclusions grounded in both descriptive and inferential statistical analyses. Additionally, it provided recommendations for future research, which were formulated in alignment with the study's objectives and empirical results. Such an integrative approach has been recommended in recent methodological literature to enhance the clarity and applicability of research outcomes (Smith & Lee, 2020; Wang et al., 2019).

#### 5.2 Summary of Findings

The first objective was to determine the effect of career development on employee performance in the Ministry of Interior and National Coordination. The practice of internal promotions was implemented to foster the perception that career development offers substantial opportunities for advancement, which in turn was believed to motivate employees to remain within the public sector. The results indicated that career development initiatives in the ministry were moderately effective during the period under study. Specifically, career aspirations, coaching, and mentoring across various departments were found to be insufficiently effective. Nevertheless, the study demonstrated statistically significant benefits associated with staff training, career counseling, employee coaching, and skills development, consistent with findings by Napitupulu et al. (2017) who emphasized the positive impact of career development on employee performance.

The second objective sought to determine the effect of training on employee performance. The findings revealed that employees exhibited increased motivation and improved work

effort following training interventions, with off-the-job training being more preferred than on-the-job training. Internal workshops emerged as the most commonly utilized training method within the ministry. These results corroborated prior research indicating that effective employee training enhances job satisfaction, organizational commitment, and collective empowerment (Chong et al., 2020). Moreover, the study highlighted the necessity of employing engaging training approaches capable of sustaining employees' attention and optimizing learning outcomes (Noe et al., 2017).

The third objective evaluated the effect of performance appraisal on employee performance. The results showed that performance appraisals were effectively implemented within the ministry, with regular discussions regarding work progress and promotion prospects occurring among employees. Performance appraisal was recognized as a comprehensive process involving implementation, communication, and contextual management, which collectively contribute to establishing appropriate evaluation schemes (Aguinis, 2019).

The fourth objective examined the effect of compensation and reward on employee performance. The findings indicated that special financial incentives significantly contributed to outstanding employee performance. An effective reward system was identified as a key determinant of employee motivation and productivity. Consistent with previous studies, compensation and rewards were among the most essential drivers influencing employee performance (Nwokocha, 2016; Waruni, 2016).

### **5.3 Conclusions**

The conclusions of the study were drawn from the results of both correlation and regression analyses, providing empirical evidence on the influence of key human resource

management (HRM) practices—namely career development, training, performance appraisal, and compensation and reward—on employee performance within the Turkana County Assembly. The analysis of correlation coefficients revealed that career development had a strong and statistically significant positive relationship with employee performance. This finding aligns with studies by Mark *et al.*, (2018) and Napitupulu (2017), who noted that opportunities for growth and upward mobility are crucial in motivating public sector employees and enhancing their productivity and retention. The presence of career development pathways, such as coaching, mentoring, and promotions, were viewed as critical factors in sustaining workforce morale and capability.

Training, as a second HRM component, was found to be positively and significantly correlated with employee performance. This is consistent with previous studies by Noe *et al.*, (2017), who emphasized that organizations that invest in continuous capacity building often experience improved employee commitment, satisfaction, and output. The regression results further confirmed this, showing that training significantly contributed to performance variations, suggesting that skills enhancement, knowledge sharing, and employee development programs were effective tools for fostering better outcomes. Additionally, the study by Chopra (2015) supports this, stating that effective training not only enhances individual performance but also contributes to the organization's competitive advantage by improving job fit and operational efficiency.

Regarding performance appraisal, the results indicated a weak but statistically significant correlation with employee performance. However, in regression analysis, the variable was insignificant in explaining variations in performance, implying that while appraisal systems were in place, their execution and impact on performance were limited or poorly

perceived. This finding partially contrasts with earlier work by Habib Rana (2017), who argued for the positive effect of appraisals when properly implemented. However, it agrees with observations by Shu (2017) and Abdul (2018), who reported that appraisals often fail to produce meaningful outcomes in public institutions due to lack of follow-through, inadequate feedback mechanisms, and limited alignment with performance incentives.

On the other hand, compensation and reward were found to have a positive and significant effect on employee performance, both in correlation and regression analyses. Specifically, the regression model demonstrated that a unit increase in compensation and reward led to a measurable improvement in employee performance. This supports the conclusions drawn by Nwokocha (2016) and Waruni (2016), who found that structured and equitable compensation systems play a pivotal role in determining job satisfaction, employee retention, and individual output. In Turkana County Assembly, financial incentives, bonuses, recognition schemes, and promotions were identified as key drivers of employee motivation and performance outcomes.

The study concluded that, collectively, the four HRM practices—career development, training, performance appraisal, and compensation and reward—positively influenced employee performance. The linear regression model confirmed that these variables, when combined, significantly explained the variation in performance outcomes. The overall model was statistically significant, validating the appropriateness of the regression analysis in modelling these relationships.

Additionally, the research identified that Turkana County Assembly had adopted transparent and effective employee sourcing practices, including referrals, online platforms, recruitment agencies, and academic partnerships. This ensured fairness in the

recruitment process, reducing incidences of nepotism and promoting merit-based selection. These practices mirrored recommendations from Karanja and Muturi (2021), who highlighted the importance of credible hiring processes in building institutional capacity in public organizations.

The county also demonstrated systematic reward management practices that were well-aligned with organizational objectives and employee roles, which contributed to employee satisfaction and operational success. The reward framework was guided by clear policies linked to job groups and merit-based promotions, distinguishing Turkana County Assembly from many other public institutions in Kenya. According to Armstrong and Taylor (2020), such structured systems promote fairness, equity, and performance-driven cultures in public sector organizations.

Moreover, substantial investments were made in staff training and development. Employees had access to internal workshops, external training programs, and continuous learning opportunities, which were key in improving the quality of public service delivery. These practices were in line with recommendations from Chong et al. (2020), who argued that ongoing professional development is essential for enhancing institutional resilience and responsiveness in the face of dynamic service demands.

Although performance appraisal systems were operational, their moderate integration and limited impact on employee outcomes suggested a need for more structured, transparent, and feedback-oriented mechanisms. The research advocated for enhanced alignment of appraisals with training needs, career planning, and rewards, to reinforce their relevance and impact.

The study emphasized that effective human resource practices, especially career development, training, and compensation and reward, were pivotal in enhancing employee performance in Turkana County Assembly. However, performance appraisal mechanisms required further strengthening to ensure their meaningful contribution to individual and organizational performance. These conclusions provide practical insights for policymakers, HR practitioners, and public sector administrators aiming to improve employee productivity and service delivery in devolved government structures.

#### **5.4 Recommendations of the Study**

Career development policies were recognized as essential strategic tools for organizations across all sectors, including public institutions such as the Ministry of Interior and National Coordination. Regardless of size, industry, or operational scope, the integration of robust career development frameworks played a pivotal role in fostering long-term organizational performance. As contemporary literature emphasized, human capital remained the most critical asset in the modern workplace, with employee skills and competencies shaping both the present operations and future trajectories of institutions (Noe et al., 2017; Armstrong & Taylor, 2020). Within the Ministry of Interior and National Coordination, the capacity and productivity of human resources were central to the effectiveness of public administration, thus necessitating targeted training and development interventions to improve employee outcomes.

The study recommended that the management of the Turkana County Assembly align its human resource management (HRM) practices more closely with performance optimization strategies. Specifically, HRM efforts needed to emphasize enhancing employee productivity, retention, and overall organizational performance through

evidence-based interventions. Similar to findings by Mark et al. (2018), it was suggested that the assembly involve employees in reward and compensation policy formulation to increase motivation and improve job satisfaction. Participatory reward management was found to be significantly associated with elevated levels of engagement and discretionary effort among public sector employees (Nwokocha, 2016; Waruni, 2016).

Additionally, the study advocated for increased investment in staff training and development as a means to build institutional capacity and deliver efficient public services. Prior research by Chong et al. (2020) supported this recommendation, affirming that employee development programs substantially contribute to organizational effectiveness, especially in the public sector. Training not only enhanced technical proficiency but also promoted adaptability and innovation, thereby empowering staff to meet evolving administrative demands.

Furthermore, it was recommended that the County Assembly of Turkana adopt a standardized and transparent employee appraisal framework. Regular and inclusive appraisal practices, involving all categories of staff, were viewed as essential for promoting fairness, accountability, and performance-driven cultures. Performance appraisals that were systematic and development-oriented were found to have a significant positive impact on job satisfaction and employee engagement, especially when linked to fair compensation and constructive feedback mechanisms (Shu, 2017; Abdul, 2018).

The study also emphasized that employee productivity was enhanced when appraisal systems incorporated fair remuneration structures and consistent managerial support. These findings were consistent with those of Habib et al. (2019), who observed that organizations which integrate reward-based performance assessment mechanisms

experience heightened levels of employee satisfaction and organizational commitment. To sustain its status as a high-performing institution, the County Assembly was encouraged to enhance its incentive schemes. Such improvements would serve to retain top-performing employees by adopting best HRM practices and creating clear pathways for internal career advancement. Opportunities for professional growth and progression were shown to significantly improve employee morale, loyalty, and long-term performance (Mark et al., 2018; Armstrong & Taylor, 2020).

### **5.5 Suggestions for Further Study**

The study investigated the influence of human resource (HR) practices on employee performance within the Turkana County Government, Kenya. Specifically, the study focused on four key HR practice indicators: career development, employee training, performance appraisal, and compensation and reward. The results revealed that these variables collectively accounted for approximately 74.5% of the variation in employee performance, indicating a strong and significant influence of HR practices on workforce outcomes. These findings were consistent with previous empirical evidence suggesting that strategic HRM elements such as employee development, appraisal systems, and reward mechanisms play a critical role in enhancing individual and organizational performance (Armstrong & Taylor, 2020; Khan *et al.*, 2019).

The study was confined to the Ministry of Interior and National Coordination, which may limit the generalizability of the findings to other sectors. As such, further research was recommended to explore the impact of HR practices on employee performance across different departments and sectors of the Kenyan economy. In addition, the study recommended examining other proxies of HRM practices beyond the four variables

considered, such as employee engagement, talent acquisition, succession planning, and work-life balance. Expanding the scope of HR practices in future research could provide a more holistic understanding of the mechanisms through which HRM contributes to employee and institutional performance (Brewster *et al.*, 2020; Kanyua & Muriithi, 2021).



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**APPENDIX I: Informed Consent**

To Research Participant  
C/O Mount Kenya University  
July, 2024

Dear participant,

I Benard L. Eripon, a Post Graduate student at Mount Kenya University, pursuing a degree of Masters of Business Administration wishes to request for your participation in a research thesis as project fulfilment for award of the degree. The study is titled **The Role of Training and Development On Human Resources Development of Turkana County Government, Kenya.**

As a participant in the research, you will be required to spare a few minutes to complete attached questionnaire. Your confidentiality will be protected: there will be no mention of your personal details anywhere throughout the research process or thereafter. No benefit shall accrue to you as a participant financially or otherwise. However, the research findings are expected to improve on knowledge and planning for all stakeholders.

You have a right to withdraw at any level. Any concern regarding this study should be raised with the undersigned.

Yours Faithfully,

Name of Participant (Optional).....Sign.....

**Contact/For any concerns**

**The Chairman, MKU IREC, P O Box 342-01000, THIKA**

## APPENDIX II: QUESTIONNAIRES

### THE ROLE OF TRAINING AND DEVELOPMENT ON HUMAN RESOURCES

#### DEVELOPMENT OF TURKANA COUNTY GOVERNMENT, KENYA

You are kindly requested to respond to the following questions. The information provided will be used solely for academic purposes and will be treated with the highest level of confidentiality. Your honest and thoughtful input is essential in ensuring that the study achieves its intended objectives. Please complete the form by filling in the spaces provided or indicating your responses with a tick (✓) where applicable.

#### SECTION A: Demographic Information

This section seeks to gather basic background information that will support the analysis of responses in relation to the study objectives. Kindly indicate your answers by ticking (✓) the option that best describes your situation.

**1. Age Bracket**

- 18–30 years ( )
- 31–40 years ( )
- 41–50 years ( )
- 51 ears and above ( )

**2. Marital Status**

- Single ( )
- Married ( )
- Separated ( )
- Widowed ( )

**3, What is your highest level of formal education?**

Certificate ( )

Diploma ( )

Bachelor's Degree ( )

Master's Degree ( )

**4. How long have you served at your current work station?**

1–5 Years ( )

6–10 Years ( )

More than 10 Years ( )

**SECTION B: Influence of Management Styles on the Sustainability of NGOs  
in the North Rift Region, Kenya**

This section seeks your views on how different management styles may affect the sustainability of NGOs operating in the North Rift Region. Kindly indicate your level of agreement with each statement using the scale below:

**Scale**

1 – Strongly Agree    2 – Agree    3 – Neutral/Uncertain    4 – Disagree

5 – Strongly Disagree

**Instructions:**

Please tick (✓) the number that best reflects your opinion for each item.

e.

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Decision-making plays a critical role in the effective implementation of projects and directly influences the sustainability of NGOs.					
Effective implementation of plans facilitates the strategic allocation of human resources, thereby enhancing operational efficiency within NGOs.					
Organisational support plays a vital role in enabling managers to implement their strategic plans effectively within NGOs.					

**SECTION C: Assessing the Influence of Organisational Resources on the Sustainability of NGOs in the North Rift Region, Kenya**

Using the scale provided below, please indicate your level of agreement with each statement regarding the extent to which organisational resources influence the sustainability of NGOs in the North Rift Region:

**Scale:**

1 – Strongly Agree    2 – Agree    3 – Uncertain    4 – Disagree    5 – Strongly Disagree

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The allocation of resources to specific departments or divisions does not automatically guarantee the successful implementation of organisational strategies.					

Organisations may encounter shifts in the external business environment that render significant portions of their existing resource base obsolete or less effective.					
Effective training and development of human resources enhances the viability of other organisational resources and facilitates closer monitoring, thereby supporting the achievement of strategic objectives.					

**Section D: Influence of Organisational Culture on the Sustainability of NGOs in the North Rift Region, Kenya**

Please indicate your level of agreement with the following statements regarding the extent to which organisational culture influences the sustainability of NGOs in the North Rift Region.

Use the following scale:

**1 – Strongly Agree, 2 – Agree, 3 – Uncertain, 4 – Disagree, 5 – Strongly Disagree.**

Disagree.

Statement	1	2	3	4	5
Certain external and internal factors may exert an indirect influence on the organisational culture, shaping value behaviours, and workplace norms over time.					
A strong sense of unity among employees and clearly defined goals must be aligned with, and actively supported by, the organisation's culture to enhance overall effectiveness and sustainability.					

Organisations with a majority of youngsters encourage healthy competition at the workplace, and employees allow culture to align with strategy implementation at the most basic level					
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**SECTION E: Extent of Stakeholder Involvement in the Sustainability of NGOs in the North Rift Region of Kenya**

Using the scale provided below, kindly indicate your level of agreement with each statement regarding the role of stakeholder involvement in enhancing the sustainability of NGOs in the North Rift Region of Kenya.

**Scale: 1 – Strongly Agree, 2 – Agree, 3 – Uncertain, 4 – Disagree, 5 – Strongly Disagree**  
on sustainability of NGOs in North Rift Region-Kenya

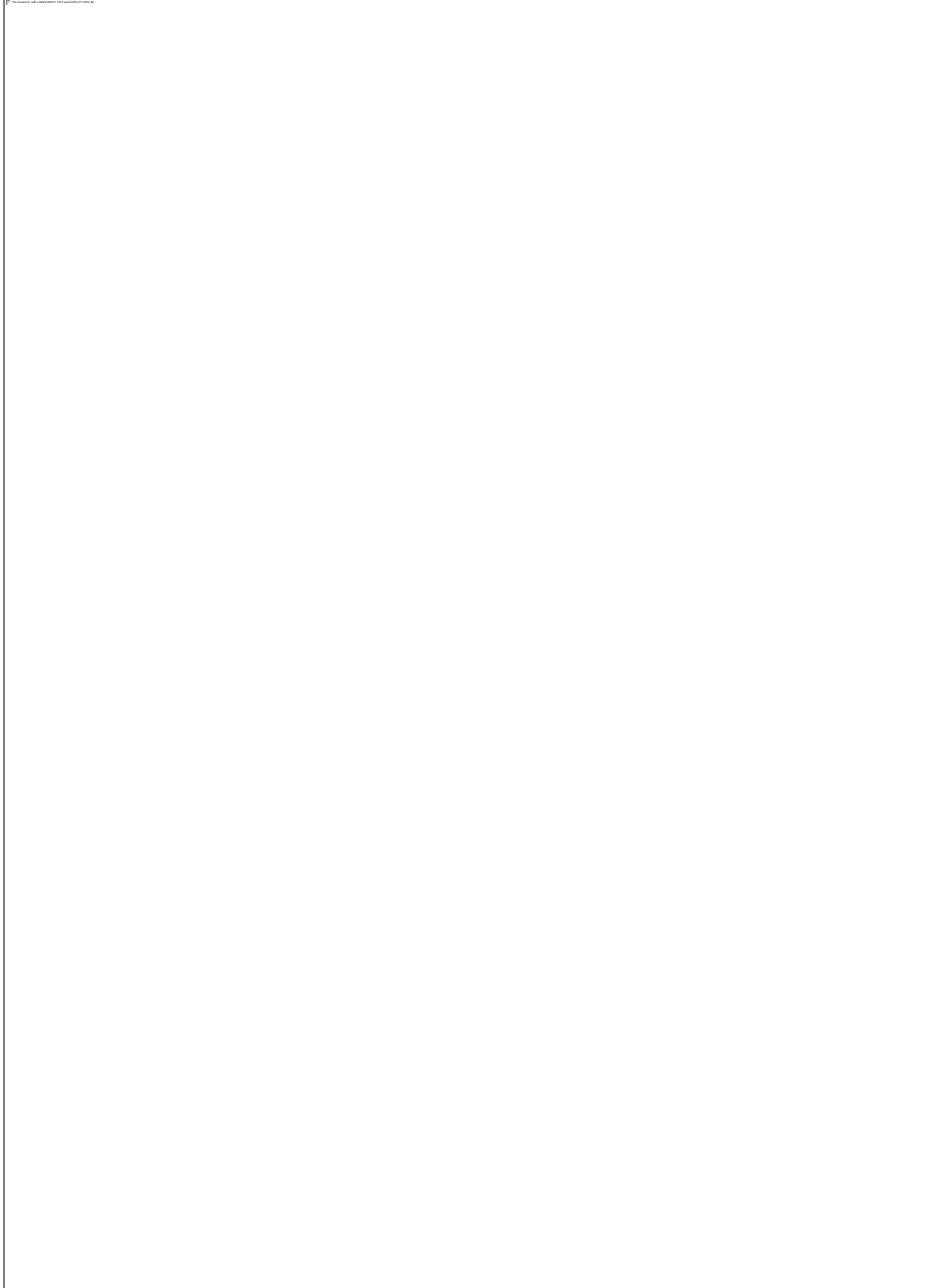
<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Assessing stakeholder perceptions requires an evaluation of their attitudes toward the organisation’s goals and objectives.					
Stakeholders can shape organisational activities through various forms of influence, depending on their interests, involvement, and level of engagement.					
Assessing stakeholder attitudes and levels of influence provides valuable insights into how different stakeholders affect the					

implementation and sustainability of organisational goals.					
Understanding the influence of key stakeholders enables organisations to determine the most effective ways to engage them in support of sustainability objectives.					

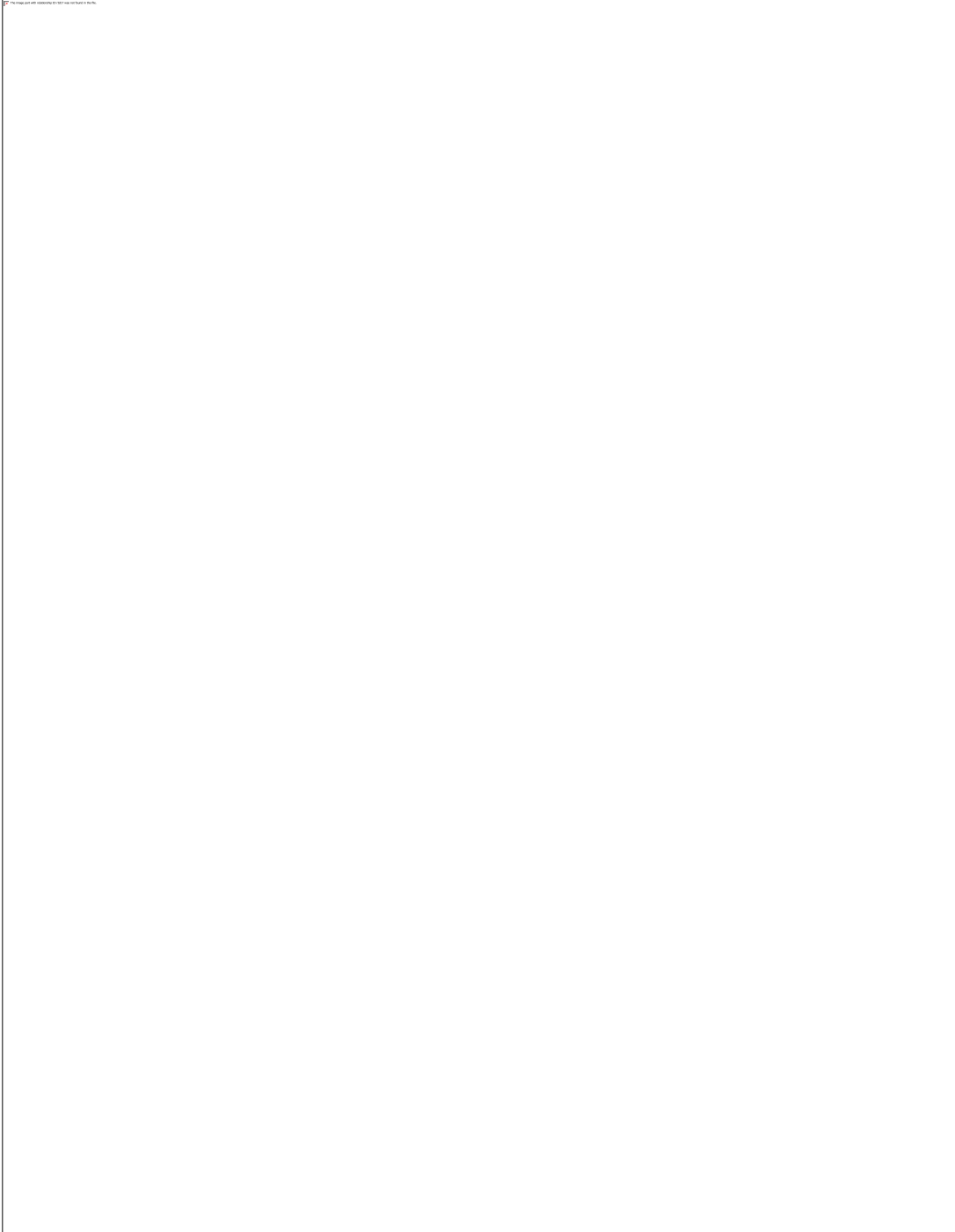
*Thank you sincerely for your unwavering cooperation and valued support.*



## Appendix III: NACOSTI



## **APPENDIX IV: INSTITUTIONAL LETTER**



## APPENDIX V: ERC

