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## Establishing the effects of training and development on performance monitoring for implementation of performance contracting in the government ministries in Kenya

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### Abstract

The study aimed to establish the effect of training on performance monitoring for implementation of performance contracting in the government ministries in Kenya. A mixed-method type of design was adopted. In sampling staff to be interviewed, top and middle-level management totalling 831 were identified. Thirty per cent of the 831 (249 staff members) considered it to be representative enough. The study adopted descriptive and inferential statistics. The study used ANOVA, regression analysis, and correlation to analyse the relationship between variables. Reliability of instruments was assessed using Cronbach's alpha coefficient, whose alpha value is equal to or greater than 0.70, which is considered sufficient. Content Validity Ratio (CVR) was calculated for each item, and items with a CVR value below 0.99 were eliminated. The final instrument comprised 22 items with CVR values ranging from 0.99 to 1.00. The study found that a unit standard deviation increase in effective training and development was likely to increase the standard deviation of performance monitoring by 0.096 on implementation of performance contracting. The study concludes that training and development have an effect on performance contracting in government ministries in Kenya. The study further recommends that transfer of training and development be included in the next review of the policy.

**Key words:** ANOVA, contracting, development, monitoring, training.



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## INTRODUCTION

Organisational factors are aspects of an organisation that control its operations and performance. Organisations are made up of several related elements. These elements form the foundation on which organisations are built and are meant to focus the public sector towards achieving their set goals and objectives. Training and development are organisational factors that may affect the public sector in relation to performance contracting. Training and development encompass organisational processes designed to improve employees' knowledge, skills, and capabilities. While training concentrates on enhancing specific job-related competencies, development takes a more expansive, long-term approach to foster employees' overall growth and potential. Training and development provide teams with a clear understanding of their role and responsibilities. Onboarding and orientation are clear instances of this. Team members understand their organisational role better when they have access to up-to-date training and development, hence the achievement of the performance contracting objectives (Tahir et al., 2014). In introducing performance contracting, the government of Kenya targeted several "core" results, such as increasing the efficiency of public service delivery by holding public officials accountable for their results, improving performance and efficiency in resource utilisation and ensuring that public resources are focused on the achievement of the important national policy priorities among others. A report on the evaluation of the performance of the public agencies for the Financial Year 2008/2009 by the Government of Kenya observed that efforts for such achievements may only be realised through training and development (Government of Kenya, 2010).

## LITERATURE REVIEW

### Performance Monitoring and Performance Contracting

Monitoring performance and specifying the appropriate metrics is a necessary element of performance measurement and management. However, if the measurement information is not used, the effort and cost of the performance management process will be wasted. The key to performance management is the periodic

measurement of performance. Therefore, it is necessary for public agencies to monitor contractors' performance to determine if and how they are meeting performance metrics (Davies & Chan, 2001).

Implementation monitoring involves the frequent, ongoing recording of data on project operations, e.g., tracking funds and other inputs and processes. It involves keeping good financial accounts and field activity records, as well as frequent checks to assess compliance with work plans and budgets. Results monitoring involves the periodic collection of data on the project's actual achievement of results – e.g., its short-term outputs, medium-term outcomes, and long-term impacts. This type of monitoring demonstrates whether a project is moving towards its objectives (Marwa & Zairi, 2009).

The growth of contracting out services has driven several agencies to explore how they monitor their contracts so as to maximise their effectiveness. Scholars have emphasised that when public services are outsourced, their provision (and performance) have to be observed. Regular tracking and monitoring are key characteristics of performance measurement, hence the effective implementation of performance contracting. Public agencies contract out to achieve a variety of goals, including achieving cost savings, realising greater efficiency, managing risks, and improving service delivery (Otundo, 2019). However, such contracting may pose risks to the government; for example, contracting has been marked by graft, corruption, and issues about service quality (Durant et al., 2009). Furthermore, the benefits of contracts cannot be realised unless the performance of contractors is examined and monitored. Contracting out for services offers challenges to performance measurement, mostly due to information asymmetry and the possibility of opportunistic behaviour by private contractors.

Makawiti (2011) noted the irony of contracting services of an outside consulting firm in that it is presented as the solution to government inefficiency and incompetence but can work well only if the government agency manages the process through effective ownership of the process.

Other scholars have similarly acknowledged the relevance of contract management and contract monitoring as a sure way of realising the goals of performance contracting. Trivedi (2000) pointed out the need for monitoring to "avoid unfettered discretion" and to assess performance to ensure that contracts achieve the expected outputs and outcomes.

### Training

Employees and managers need to be motivated to use the result-based personnel management system effectively. Training helps accomplish both of these objectives. There are a number of training formats that can be used for result-based personnel management. Classroom training, job aides or web-based training can be used, each of which has advantages and disadvantages (Dooren et al., 2015). The training format that should be used depends on how experienced rates are in conducting result-based personnel management and what resources the organisation is willing to devote to training. Training is an organisation's intentional attempt to facilitate learning in behaviours related to a job. Investment in training and development is important to the organisations' and employees' long-term success. For human resource development, training programs can develop relevant abilities in areas such as strategic management, financial management, business development, and marketing. Training increases the level of knowledge, individual performance, and, consequently, organisational performance. Firms with a higher percentage of trained employees are likely to perceive training to be useful and the occurrence of human resources management practices that encourage employees to undertake training (Janićijević et al., 2015).

Training plays a pivotal role in enhancing cross-functional research and development (R&D) cooperation; even over-training can be positive and can improve employee learning. In the context of project management, it is important that managers receive training to develop interpersonal and technical skills, which usually increases the motivation of project teams. Improper formal training for employees is one of the top priority barriers that affect the effective implementation of risk management in the project (Abdullah et al.,

2011).

Considering the dynamic society, training has been an interesting activity in which the majority of organisations are committing resources as a way of retaining knowledgeable and available workforce, thus playing a vital role in achieving organisational goals by incorporating organisations' interests and workforce. In essence, it is quite an essential strategic tool for organisational performance. According to Dooren et al. (2015), training for employees cannot be overlooked. Government ministries must identify training needs for their employees and design a training program that can help the workforce achieve the objective of an organisation. Therefore, Dooren et al. (2015) argue that training in an organisation is a systematic process of understanding an arrangement of planned behaviour. Still regarded as an application of knowledge, it creates an awareness among employees of the regulations and procedures to maintain their behaviours. However, to improve job performance in the organisation in specific technical tasks, training can be defined as an organised procedure by which specific employees learn knowledge and skills for a certain purpose. Training is an important factor in the business world; effectiveness and efficiency have been pointed out as key aspects of training.

There exist various training techniques available to human resource (HR) professionals to enhance learning and achieve the public sector's objective of performance contracting that would influence result-based management practices. Organisations are dependent on HR professionals to identify and train to fill skill gaps, work traits, knowledge, and behaviours in order to be successful and competitive in both domestic and global workplaces. Training professionals have to be mindful of the ever-changing landscape within each organisation and make adjustments to training accordingly. Competency models, case-based decision-making and systems thinking are three human resource development methods that will be discussed.

Competency models are described as what type of capabilities or traits an individual must have in order to successfully complete their task or gain a

competitive advantage in their respective organisation (Dubois & Rothwell, 2016). Organisational, functional, job, and leadership are four types of competency models used, and each one is utilised to identify knowledge skills and attitudes required for successful performance within an organisation. Each competency model identifies anywhere from one to five traits or behaviours that each employee is required to achieve. For instance, generic competencies are traits that are common for all employees, and specific competencies identify differences in various human resource roles (Dubois & Rothwell, 2016).

Case-based decision-making, which is also referred to as case-based reasoning, is a method used to train individuals in an organisation through the study or the review of past problems or solutions in order to solve new problems. Decision-making by re-using past cases is a powerful behaviour that is often applied to everyday problem-solving (Dubois & Rothwell, 2016).

System thinking is another method utilised for analysing how a system works as a whole rather than a collection of parts. System thinking explores how a system works and develops a range of choices or actions for problem-solving. This method requires a person to view a situation more fully and recognise that there may be multiple interventions to a problem (Dubois & Rothwell, 2016). Many times, Kenya's public sector has expressed the need and want to expand and develop its ministries to enhance performance contracting and result-based management. In essence, competencies utilised within organisations in the past are difficult to translate to the competencies required for a global organisation. In a global organisation, there are vast differences in laws, cultures and language barriers. These challenges would be required to address and would differ from the competencies that are traditionally used. Additionally, competencies of the past are more set on traditional Western ways of business, and these can be very different from how other countries conduct their business. It would be beneficial for an organisation to send people out to work on projects in other countries to identify competencies that would be required for an organisation to be successful on a global scale

(Ahmad & Din, 2009).

Organisations exhaust a lot of time and money in developing training for an organisation in order for them to be effective in their jobs or tasks. Traditional training is broad-based training and does not drill down to specifics as it is done in competency models. Competency-based training utilises a lot of time and resources. Traditional-based training is ideal when an organisation has limited time and resources, shelf-life training is short, the target population is small, and work does not have a strategic impact on the organisation (Dubois & Rothwell, 2014). Competency-based training is more specific and is used when the job or training has a significant strategic impact; large target population resources are available to develop a quality competency model (Dubois & Rothwell, 2014).

There are several training models that are used to enhance training within an organisation. Probably the most widely used model is classroom/instructor-led training. Classroom training works well; however, on a global stage, there are language and cultural challenges. E-learning is another model that can be used. It may be beneficial on a global scale because it can be tailored to accommodate many languages and cultural differences. It is important for HR professionals to identify and utilise technology to assist in the training and development of their organisations (Ahmad & Din, 2009).

Training is a critical aspect of an organisation. Employees at different levels of service in the company must undergo rigorous training to enable them to achieve the goals of an organisation. Additionally, this means that the training should target specific skills to facilitate an organisation's development goals. Staff members at all levels should undergo training. It is necessary to conduct a needs assessment to understand where gaps may exist in the company, which can help the leaders of the company to tailor the training process towards filling the identified gaps. To train new employees, a need assessment of the new employees should focus on employee behaviour, competency regarding academic qualifications, and social characteristics. This implies the ability of an

employee to make new relationships and create business relationships with new clients. The needs assessment also entails determining the desired business outcomes. As a result, it becomes easier to link the desired business outcomes to the behaviour of individuals (Sundstrom et al., 2016).

Needs assessment for experienced workers should involve the evaluation of competencies, determining the performance gaps, and determining the employee's behaviour by reviewing his or her professional history. Further, this can help the recruiters to determine the weaknesses of the employees that are causing the performance gaps identified. Additionally, the training process should be able to link employee behaviours to the desired business outcomes. It is evident that employee behaviours can affect the performance of the employee in any position. The training content should involve the solutions to address the existing gaps in the company's workforce. This means that the training process should involve the improvement of knowledge among workers regarding some of the mistakes they previously made at their workplaces. The recruiters should enable workers to understand the best ways through which they can address the challenges that limit their performances in the workplace. External trainers should train experienced workers to expose them to new skills (Sung & Choi, 2014).

There are various reasons for addressing the need for training employees. At the same time, there are various ways that managers can implement training programs. When a company's performance appraisal shows the need for improvement, it is high time for managers to train their employees on new strategies. This could be done through benchmarking, where managers compare their performance to that of the competition and establish the objectives of the training program. Piloting on various topics such as computer skills, communication, customer service, ethics, human relations, and quality initiatives are among the ways that managers can implement training programs. Still, hiring experts in various areas of concern is important as it facilitates the training process (Konopaske et al., 2005).

The needs assessment during the training of managerial staff should focus on the evaluation of competencies, ethical concerns regarding their way of leadership, and the performance gaps in their previous assignments, both locally and possibly in the international markets. Ideally, this can help the recruiters understand the weaknesses and strengths of the managerial staff members and develop solutions that can well address the noted concerns regarding their conduct and skills (Konopaske et al., 2005).

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The training content should entail interviewing individual managers to ascertain the varied weaknesses of trainable competencies. The external trainers should perform the work to expose managers to new managerial skills. The external trainers should also help the managerial staff to focus on skills and how to nurture their team members systematically to attain the desired level of experience in their respective assignments. Training is necessary for any organisation due to the influence it can have on the performance of employees. The training should target the different levels of employees to enable uniform growth in the company. The training process should also involve both the company's workers and the external trainers to enhance the diversity of skills and emphasise skills that are essential within the organisation. The setting of training should be both a blended setting, including a classroom and intranet, to improve efficiency and skill development (Konopaske et al., 2005).

The Kenya government ministries have adopted various methods of training among their employees to enhance performance in various key areas and ensure effective result-based management. In addition, it has even leveraged the application of technology concepts in more complex areas within government ministries. These have been accomplished by encouraging employees in the government ministries to participate in the delivery option of the designed training programme. Government ministries have always classified

these training programs through various dimensions and approaches based on study areas through mentoring, lectures, job rotation, induction, empowerment and coaching and as observed herein: *job rotation*; in this training program, employees are always moved from ministry to ministry as a method of broadening the business activities as well as test the abilities.

Kaur (2020) argues that job rotation and relegation of duties from every department create a coordinated program that strengthens the systematic activities of the organisation. The key significance of job rotation is mainly to increase job experience, which later on becomes an added advantage and responsibility among employees. In essence, job rotation, therefore, acts as a breakdown of departmental provincialism that injects new concepts of major departments within the public sector. In this case, job rotation is always classified into four types namely high, low, vertical and horizontal and promotion. *Induction*: Induction is one of the most common and fundamental training programs in most organisations. Being the most logical and most vital step in the process of human resource management, the training always involves touring government offices, amenities, and corporate and government institutions like the Kenya School of Government to ensure employees are familiarised with the working culture before the commencement of employment with the public sector. The basis of induction is to ensure employees are aligned with what government ministries require. These not only reduce risks of breaching protocols but also enable employees to have an effective response to new roles and responsibilities.

As argued by Bibi et al. (2018), the main objective of induction is always to transition new employees into a new working environment, which effectively enables them to respond to their duties and responsibilities easily. In addition, induction shapes the work-related attitude that strengthens the commitment of the organisation. These come in the form of training that is often undertaken with experienced supervisors and a specialised workforce. Inductions always vary based on roles, program activity being implemented and the status of the new workforce. These always improve job

enrichment and positive attitudes among employees, which conform to the working culture of the public sector, which would result in higher productivity and commitment. *Empowerment:* Employee empowerment is vital as a way of enabling employees to be in a better position to make viable decisions and quickly respond to the dynamics of the workplace. A committed organisation that highly focuses on workforce empowerment and motivation improves performance and increases result-based management. This makes employees confidently increase their level of self-determination and participation in performance contracting. Empowerment has been in existence from Mary Parker Follet's concepts of management, which mainly distinguish power-over and power-with. Mary later proposes integrating both power-with and lessening power-over as a human labour relation to employee empowerment (Bibi et al., 2018). Nevertheless, Salum et al. (2018) argue that empowerment is a state of mind. Hence, employees with an empowered mindset experience control of jobs to be performed, awareness of the context of how jobs are performed, accountability for the organisational performance, and equity during employee rewards based on collective and individual performance. Empowerment can also be regarded as an enabling process that aims to boost decision-making through both psychological and situational approaches. In this case, decision-making is regarded as a management approach which regards empowerment as a psychological cognition that enhances fundamental motivation.

*Coaching:* Coaching has always been acknowledged as an intervention that focuses on improving performance and relevant competence. Considered as an organisational practice, coaching improves individuals' performance, which ultimately improves performance contracting in key public sectors. Coaching has always been conducted through facilitating and encouraging the employee workforce with skills development that are necessary for the job. Government ministries organise coaching programs based on the requirements. Whereby coaching is always aligned with performance improvement required for certain employees that focuses on performance improvement. Coaching might also be considered

as a support for employees facing work challenges. These enable them to gain a self-propelling force that empowers employees to make their independent decisions for an optimal solution to work challenges. Findings from Salum et al. (2018) also reveal that coaching provides value in wider experience as well as the independent approach to maintaining confidentiality and new knowledge and ideas. They observed that training and development is a practice used to improve organisational efficiency and remark on result-based management. Therefore, the public sector and government ministries in Kenya tend to recognise the potential and need for training programs. However, training and development are vital in minimising the possibilities of potential knowledge and skills among employees and measuring performance.

El-Ghalayini (2017) observes that most top management always regard training as cost-effective, which can prejudice business operations, thus emphasising that training should be for the junior. This is not the case; training does not limit ability within minds. Training connects the organisational goals and strategies required to fulfil the needs of the working environment. Nevertheless, training significantly relates to the work and life of the employees as it plays a critical role in every organisation through employee inclusivity.

Findings from El-Ghalayini (2017) on the examination of the effect of training on employee performance in the public sector result in functional competence in understanding human resource practices, strategies, and operations. Also, training would enable employees to understand the strategy and context of how government processes interrelate in making societal changes, social values, and political changes in global and technological issues. The ability to influence employees based on understanding their motivation and creating reflective skills are regarded as contributors to training. Training in the performance of employees is inevitable. The top management needs to engage in training and development as a way of sustaining organisational performance in a competitive business environment.

Training is a strategic tool for strengthening employee performance in organisations (El-Ghalayini, 2017). Therefore, most government ministries spend a lot of resources on practices to increase competitive advantage. El-Ghalayini (2017) argued that effective training hastens the culture of quality in performance and result-based management. These not only foster employees' creativity and initiatives but also help strengthen the manpower that may arise as a result of the inability to adapt to changes in technologies, attitudes, and age. New employees in the public sector always encounter challenges of job growth due to inadequate training and development. Therefore, training enables employees to rise within the government ministries and improve their market value, earning promotions and job security.

Government ministries gain undeniable outcomes from training and development. The first advantages come as a result of improved service delivery and productivity. Productivity increases as the performance of workers increases because of initiated training programs. Therefore, training improves work performance by bringing up generative employees with adequate capability for creative thinking and innovativeness.

El-Ghalayini (2017) further observed that training brings a transformational change to the public sector through strengthening capabilities in terms of competence. Performance contracting is vital in supporting the advancement of employees. However, training is a leveraging factor of most human assets that later on creates a sensation of loyalty among employees. Investing in training employee's skills yields positive results for the organisation. When government ministries invest in improving the skills and knowledge of their employees, the return on investment is quite productive. The training program always focuses on both team and individual performance, which are linked to the core business. Knowledge sharing is always vital in reducing the tendency of employees as well as the cultural perspective of the top management's responsibility. Knowledge

management comes as a result of training, where the sharing of wisdom and understanding of specialisation is always accumulated in the organisation regarding operations and techniques. Sahoo et al. (2017) highly acknowledged that training always improves employees' efficiency and organisational development. They further observed that knowledge management through training programs facilitates the flow and sharing of information to improve the efficiency of organisational development.

The main object of training programs is always to build qualified, competent and strong personnel in the public sector. Therefore, the core of any organisation is always human capital; any strength and weakness in its capital is always reflected based on the general performance of the organisation. Improving the public service and quality of service delivery is strictly contingent on the effectiveness of the training program provided by employees (Sahoo et al., 2017).

There are reflective key theories that clearly justify the importance of training as a way of establishment in the public sector. Firstly, social learning theory enables employees to acquire new skills and knowledge through observation from their colleagues, whom the organisation believes are credible and knowledgeable. In this case, social learning theory posited that training can be easily influenced by a person's self-efficacy and the ability to understand new skills. Similarly, reinforcement theory regards training as a strategic tool for enhancing performance that can be vital in promoting employees for outstanding performance, creativity and innovation. Furthermore, Government ministries can gain a competitive advantage by retaining and attracting competent human resources by recognising appropriate training as a way of improving their capacity for optimal performance.

## RESULTS AND DISCUSSION

### Descriptive Analysis of Variable on Training and Development

Table 1: Descriptive Analysis of the Variable Training and Development

Statement	Strongly Disagree%	Disagree%	Neutral%	Agree%	Strongly Agreed%
The ministry has effective training and development programs	15	14	17	30	24
The ministry training and development programme is aligned with performance contracting	7	42	10	23	18
The ministry training and development programme is aligned with performance monitoring	30	12	17	16	25

The focus of the study was to determine the extent to which training and development influence organisational factors in the effective implementation of performance contracting among government ministries in Kenya. Whereby training and development responses were measured using a five-point Likert scale ranging from 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. The findings are depicted in Table 1 above. For instance, when the respondents were asked the question whether the ministry had effective training and development, 15% of them strongly disagreed, 14% disagreed, 17% were neutral, 30% agreed, and 24% strongly agreed that the ministry had effectively implemented training and development programs.

Considering the dynamic society, training has been an interesting activity in which the majority of organisations are committing resources as a way of retaining knowledgeable and available workforce, thus playing a vital role in achieving organisational goals by incorporating the organisation's interest and workforce. In essence, it is quite an essential strategic tool for organisational performance. According to Dooren et al. (2015), training for employees cannot be overlooked. Government ministries must identify training needs for their employees and design a training program that can help the workforce achieve the objective of an organisation. Therefore, Dooren et al. (2015) argue that training in an organisation is a systematic process of understanding an arrangement of planned behaviour. Still regarded as an application

of knowledge, it creates an awareness among employees of the regulations and procedures to maintain their behaviours. However, to improve job performance in the organisation in specific technical tasks, training can be defined as an organised procedure by which specific employees learn knowledge and skills for a certain purpose. Training is an important factor in the business world; effectiveness and efficiency have been pointed out as key aspects of training.

There exist various training techniques available to human resource (HR) professionals to enhance learning and achieve the public sector's objective of performance contracting that would influence result-based management practices. Organisations are dependent on HR professionals to identify and train to skill gaps, work traits, knowledge and behaviours in order to be successful and competitive in both a domestic and global workplace. Training professionals have to be mindful of the ever-changing landscape within each organisation and make adjustments to training accordingly. Competency models, case-based decision-making and systems thinking are three human resource development methods that will be discussed (Topno, 2016).

Competency models are described as what type of capabilities or traits an individual must have in order to successfully complete their task or gain a competitive advantage in their respective organisation (Dubois & Rothwell, 2016). Organisational, functional, job, and leadership are

four types of competency models used, and each one is utilised to identify knowledge skills and attitudes required for successful performance within an organisation. Each competency model identifies anywhere from one to five traits or behaviours that each employee is required to achieve. For instance, generic competencies are traits that are common for all employees, and specific competencies identify differences in various human resource roles (Dubois & Rothwell, 2016).

### **(i) The ministry has effective training and development programs.**

The results below indicated that fifteen per cent (15%) of the respondents strongly disagreed with the fact that the ministry has effective training and development programs, fourteen per cent (14%) of the respondents disagreed, seventeen per cent (17%) of the respondents had neutral feedback, the majority of the respondents, thirty per cent (30%) agreed that there is an effective training and development programs within the ministry, while twenty-four per cent (24%) of the respondents strongly agreed. The study also suggested that to ensure people put maximum effort into transferring learning to their job, the training should focus on increasing knowledge and skills acquisition. The old-fashioned approach of forcing people to sit for a short period of time and drown in lots of concepts doesn't help. Instead, content should be tailored to their job and then tested on the job. Ultimately, giving them opportunities to practice and receive feedback will help them transform knowledge into skills. Furthermore, some individual differences determine the extent to which people can perform something differently back at their tasks.

### **(ii) The ministry training and development programme is aligned with performance contracting.**

The results below indicated that seven per cent (7%) of the respondents strongly disagreed that the ministry training and development programme is aligned with performance contracting, with the majority of the respondents forty-two per cent (42%) disagreeing on the same, ten per cent (10%) of the respondents provided a neutral response on the same, twenty-three per cent (23%) of the respondent agreed, while eighteen per cent (18%)

of the respondent strongly agreed that the ministry training and development programme is aligned to performance contracting. When it comes to what people would really do differently, the factors to look at include motivation to transfer, post-training self-efficacy, and perceived workplace support. These are individuals' attitudes organisations can wisely leverage every time it comes to learning. Employees acquired abilities through training should be applicable across all other possible departments in the organisation. To keep your workplace increasingly engaged, employees should be able to work in combination with other departments instead of being in competition. All these factors will help in increasing employee productivity.

The study agrees with Chiaburu and Tekleab (2005), who noted that the concept of training has become more popular in human resources as a result of its positive association with employee performance. They further observed that training is an aspect of capacity building in any organisation that is performed to improve staff performance and enable an organisation to meet its objectives. In the training process, employees acquire solid knowledge, interpersonal skills and technical skills in order to carry out their jobs efficiently and effectively. The lack of ongoing training programs leads to lower employee performance. Training not only enhances the capabilities of the employee but also sharpens their thinking ability and creativity in order to make better decisions in time and in a more productive manner. Training also enables employees to deal with customers effectively and respond to their complaints in a timely manner. Therefore, in order to prepare workers to do their jobs as desired, organisations provide training so as to optimise their employees' potential (Amin, 2016).

### **(iii) The ministry training and development programme is aligned with performance monitoring.**

The results obtained show that the majority of the respondents, thirty per cent (30%), strongly disagreed that the ministry training and development programme is aligned with performance monitoring, twelve per cent (12%) of the respondents disagreed with the same, seventeen

per cent (17%) of the respondents gave a neutral response, sixteen per cent (16%) of the respondent agreed, and twenty-five per cent (25%) of the respondent strongly agreed with the fact that the ministry training and development programme is aligned to performance monitoring. Through training, employee engagement is increased by promoting a positive attitude characterised by vigour, dedication and absorption. It enhances job satisfaction and dedication to an organisation since employees will feel that they are part and parcel of the organisation, and this will lead to increased performance. Training enhances the psychological state of involvement, commitment, attachment, and mood, which impacts an individual's performance. This could be in the form of effort or observable behaviour, including pro-social and organisational citizenship behaviour (Ariani, 2013). According to Nawaz et al. (2014), employees show engaged behaviour when they are given training and empowerment; hence, engagement is related to putting effort into work and being persistent while facing difficulties. That is, employees dedicate their physical, cognitive and emotional resources to work roles by having high levels of energy, being enthusiastic about having high levels of energy, being enthusiastic about their job and being fully involved in their work engagement, leading to high-performance work practices, extra customer services or creative behaviour of employees. Accordingly, it appears that when the organisation takes care of employees through

training, employees show more engaged behaviour in their work, leading to better performance outcomes in the workplace.

The findings concur with Tahir et al. (2014) study, which found that training simplifies the work of the employees. Employees find the work much easier because they have gained skills which are required to handle the former challenges encountered before training. During the training, employees are familiarised with the working environment they will become part of. Employees also get hands-on experience using machinery, materials, equipment, tools, etc. Part of on-the-job training is to face the obstacles that arise during the performance of the job. An experienced employee or a manager performs the function of the mentor who, through written or verbal instructions and demonstrations, passes on his/her expertise and company-specific skills to the new employee. Executing the training at the job location rather than the classroom promotes a stress-free environment for the employees.

**Effects of Training and Development on Performance Monitoring Correlation Analysis**

The researcher undertook correlation analysis to establish the effect of training and development on performance monitoring.

**Table 2: Correlation Analysis on Training and Development and Performance Monitoring**

		<b>Training and Development</b>
<b>Performance monitoring</b>	Pearson Correlation	.308**
	Sig. (2-tailed)	.000
	N	200

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

The study conducted a correlation analysis between training and development and performance monitoring. The findings indicated that  $r=0.308$  and  $p=0.000$ . This indicated that there exists a moderate positive and significant relationship between performance monitoring and training and development in Government

Ministries. Therefore, the findings imply that management support enhances skills from training to the workplace in Government Ministries. The findings concur with Tsai and Tsai's (2016) study that within a training program, the ability of the authorities to provide sufficient support (encouragement and guidance) and use

communication openness in training management (feedback and discussion).

Training and development were measured by effective training and development programs, alignment of training and development to performance contracting and alignment of training and development to performance monitoring. The three constructs were regressed on performance monitoring, and the regression results are shown in Table 3.

Results presented in Table 3, which displays the model summary, show that the three measures of training and development together explained 24.7 per cent of the variance in performance monitoring (Adj. R<sup>2</sup> =.247). In addition, the Durbin-Watson statistic of 2.155 suggested that the residuals of the three training and development measures were uncorrelated. Moreover, results indicated that training and development have a moderately positive correlation with performance monitoring.

**Table 3: Regression Results on Training and Development and Performance Monitoring**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.506 <sup>a</sup>	.256	.247	.54313	2.155

- a. Predictors: (Constant), Alignment to performance monitoring, alignment to performance contracting, effective training and development
- b. Dependent Variable: Performance monitoring

**Training and Development and Performance Monitoring**

As shown from the ANOVA Table 4, the F-test was highly significant (F<sub>0.01; 3, 245</sub> = 28.147, p < 0.000). This indicates that the hypothesised multiple regression model was statistically adequate. Thus, the observed R<sup>2</sup> was significantly

different from zero, and the multiple regression equation was a better predictor of performance monitoring at about 25%. This means that there are variables other than performance monitoring that were not included in this study, which also have an influence.

**Table 4: ANOVA on Training and Development and Performance Monitoring**

	Model	Sum of Squares	Df	Mean Square	F		Sig.
1	Regression	24.909	3	8.303	28.147		.000 <sup>b</sup>
	Residual	72.272	245	.295			
	<b>Total</b>	<b>97.181</b>	<b>248</b>				

- a. Dependent Variable: Performance Monitoring
- b. Predictors: (Constant), Alignment to Performance Monitoring, Alignment to Performance Contracting, Effective Training and Development.

**Multiple Regression Coefficients on Performance Monitoring**

**Table 5: Multiple Regression Coefficients on Performance Monitoring**

Unstandardised Coefficients			Standardised Coefficients			
	Model	B	Std. Error	Beta	T	Sig.
1	(Constant)	1.493	.263		5.675	.000
	<b>Effective training and development.</b>	.094	.055	.096	1.693	.092

Alignment to performance contracting	.328	.063	.292	5.246	.000
Alignment to performance management.	.309	.051	.344	6.019	.000
a. Dependent Variable: Performance Monitoring					

The study also carried out a regression analysis to establish the regression coefficients connecting the independent and dependent variables, as illustrated by the equation illustrated below:

$$Y = 1.493 + 0.094X_1 + 0.328X_2 - 0.309X_3 + \epsilon$$

Whereby Y represents performance contract.  $X_1$  represents effective training and development,  $X_2$  represents alignment to performance contracting, and  $X_3$  represents alignment to performance management. Thus,

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \epsilon$$

It was also observed that the regression equation showed that a unit standard deviation increase in effective training and development was likely to increase the standard deviation of performance monitoring by 0.096, a unit standard deviation increase in the alignment of training and development to performance contracting was likely to result in a 0.292 increase in the standard deviation of performance monitoring while a unit standard deviation increase in the alignment of training and development to performance monitoring was likely to lead to 0.344 standard deviations increase in performance monitoring.

**Discussion**

The study aimed to determine the effects of training and development among the employees who participated in this study. The findings indicated how government ministries have effective training and development programs. To a large extent, the ministry aligns training and development programs with performance contracting. The majority of the respondents agreed on improving job performance after training, which is a clear indication of effective performance among employees. Further, the majority of the respondents, to a large extent, agreed that the training and development program

conducted with government ministries is aligned with performance monitoring. The findings also indicated that, to a large extent, the ministry aligned with performance contracting while undertaking training and development. In this question, the majority of the respondents agreed that most government ministries worked enthusiastically in setting training programs that would add new skills to employees in the ministries. Further, the majority of the respondents acknowledged that the training had helped them to solve problems in the workplace, and they are more creative and innovative after training and enjoy challenging and difficult tasks at work, which gives them an opportunity to apply skills learnt in training. However, no serious limitations may be observed as the respondents volunteered for the required information as demanded by the data collection instruments. The findings show that the majority of the respondents, to a large extent, transferred the skills they learned in training back to the workplace in the government ministries. This finding corroborates findings from a study conducted in 2016 by the Kenyan Public Sector setting on the relevance of training and development on performance contracting.

**CONCLUSION AND RECOMMENDATIONS**

**Conclusions:** The study concludes that Kenya's major government ministries primarily focus training and development on top management, positively impacting the implementation of Performance Contracting (PC) and Result Based Management (RBM) for junior employees. While top managers receive substantial training, junior employees often lack foundational knowledge, which adversely affects their performance. Although inductions are prioritised, ongoing training is necessary for effective PC implementation. The ministries should establish

sound policies for training top managers and foster a culture of healthy competition and reward systems to enhance organisational effectiveness. Performance targets must align with available resources; setting unrealistic goals can hinder progress. Adhering to budget timelines is essential to avoid delays. Top managers should demonstrate commitment by leading by example and recognising employee contributions through promotions and other forms of appreciation. Employees and line supervisors should have annual one-on-one meetings to discuss performance, with managers providing necessary support for underperformers. Finally, it is crucial to recognise that employee turnover can disrupt performance contracting, emphasising the need for a supportive environment to mitigate these impacts.

**Recommendations:** The study findings indicate that supervisors in the Government Ministries in Kenya meet regularly to plan how to transfer training and development skills and knowledge to employees. It should be further recommended that the supervisors set new targets that give employees opportunities to practice new skills and the knowledge learned from training and development programs with a view to enhancing the implementation of performance contracting within the various Government Ministries in Kenya. Again, the supervisors should check regularly whether employees put into practice what they study in training and development and they should provide them feedback on how they are progressing in implementing the skills gained in training. Supervisors should also help employees when they have problems applying their new skills in the workplace.

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