

ROLE OF TRAINING AND DEVELOPMENTS IN DEVELOPMENT OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR AMONG THE CIVIL SERVANTS IN KENYA

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ABSTRACT

Training and development programs may be focused on individual performance or team performance. This paper therefore examined the role of training and development in the process of developing organizational citizenship behaviour (OCB) among the civil servants in Kenya. Therefore, this paper examined the role of training and development in the process of developing organizational citizenship behaviour among the civil servants in Kenya. The study employed descriptive study designs. The target population comprised of the 18 government ministries. With an average of 1444 employees per ministry, the study applied a two stage cluster sampling technique. The first stage cluster sampling randomly selected one ministry which was considered as a sub population in the cluster sampling. The second stage sampling also used a simple random sampling to select 10% of the average number of employees in the ministry selected at the first stage in order to reduce the vast number of subject into a manageable sample size of 144 respondents were selected to participate in this study. Descriptive statistic was used to compute percentages of respondents' feedbacks. Correlation and regression analysis were used to determine the relationship between the research variables. Confirmatory factor analysis (CFA) was used to test whether measures of the construct were consistent with researcher's understanding of the nature of factors. The study findings indicate that, government ministries maximize the effectiveness of training and development by constantly assessing and identifying their employees' current training and development needs to prepare them for next position. The study further recommends the creation and implementation of viable training and development programs which should base on training and managing development needs identified by a training needs analysis so that the time and money invested in training and management development is linked to the mission or core business of the organizations.

Key Words: *Training, Development, Human Resource Development, Organizational Citizenship Behaviours, Human Resource Management, Confirmatory Factor Analysis*

Introduction

Training and development activities are one of the most dominant functions of HR professionals (Okpara & Wynn, 2008). Barber (2004) examined the association between training practices and organizational commitment and found if employees are given training intended to provide them with an opportunity for advancement they will perceive it as a sign of organizational support and therefore show greater organizational commitment. Employees' evaluation of training also shows a significant correlation with both affective and normative commitment (Meyer & Smith, 2000). Significantly training opportunities show a relationship with higher affective and high-sacrifice commitments (Arthur et. al., 2003); and overall organizational commitment and satisfaction Kim & Lee (2005). Training fulfillment helps to develop commitment; therefore trainees show a positive relationship with organizational commitment and training motivation (Blundell, et al, 1991). Similarly, Okpara and Wynn (2008) also argued that when people get requisite skills and they are fully trained they leave the current organization and join another but Noor (2009) again found that employee training and development has significant positive link with the organizational commitment of university teachers in Pakistan. Since most of the previous research has developed positive link between training and organizational commitment so a positive relationship is also hypothesized in this study.

Many entrepreneurs seem to view employee training and development as more optional than essential, a viewpoint that can be costly to both short-term profits and long-term progress. The primary reason training is considered optional by so many business owners is because it's viewed more as an expense than an investment. This is completely understandable when you realize that in many companies, training and development aren't focused on producing a targeted result for the business (DeCenzo & Robbins, 2001 and Wright et al., 1994). As a result, business owners frequently send their people to training courses that seem right and sound good without knowing what to expect in return. But without measurable results, it's almost impossible to view training as anything more than an expense. Now contrast that approach to one where training's viewed as a capital investment with thoughtful consideration as to how you're going to obtain an acceptable rate of return on your investment. And a good place to start your "thoughtful consideration" is with a needs analysis (Goldstein and Ford, 2002).

Internationally different companies provide training and development program to their employees for the improvement of their skills and abilities. In the start of 90s Sears Credit initiated a key rearrangement and retorted with a career-development programs. This program was developed for employee in order to line up their skills with changing jobs and also ensured that program was adding value for the growth of their organization. Companies also think that they were not allocating career opportunities to their employees with acquaintances and abilities to get benefit from these opportunities (O'Herron and Simonsen, 1995). J C Penny, countrywide wholesale departmental store, developed a virtual university to support the employees to get abilities and skills as required by their jobs (Garger, 1999). Tires Plus, tire retailer based on

Minnesota, established Tires Plus University to its employees to increase recruitment, retain employees of the store, and fill up the key positions and augments whole improvement of the employees. U.S. Tsubaki, Illinois, established UST University to provide and calculate training and organizational development programs that fulfill the organizational and individual needs of the organizations (Callahan, 2000). All over the world different companies are providing different programs for the betterment and skill improvement of their employees which are based on same logic. Furthermore, organizations are struggling to get success in the worldwide economy, trying to differentiate on the basis of abilities, information, and enthusiasm of their workforce. Reference to a current report prepared by American Society for Training and Development, organizations are spending more than \$126 billion yearly on employee training and development (Paradise, 2007). Training is an organized method of learning and development which expand the efficiency of individual, group, and the organization (Goldstein and Ford, 2002). Development mentions the accomplishments leading to gaining of new abilities and skills for personal growth of employees.

The reform programmes in Kenyan ministries were aimed at eliminating corruption that had penetrated into the public sector, resulting in misappropriation of government resources and poor service delivery. To fight corruption and restore integrity in the service, the government of Kenya in 2002 launched the Public Service Integrity Programme. The integrity programme was based on the fact that the Kenyan government recognized the importance of an efficient public sector as a means of enhancing economic growth and prosperity to the nation and to meet the challenges of improving the wellbeing of its people (Directorate of Personnel Management/Anti-Corruption Police Unit, 2002). Part of the government move to fight corruption targeted government departments including the Judiciary, where staff suspected to have been unproductive and involved in professional misconduct were suspended from duty (Hanson, 2009).

In order to achieve the country's ambitious transformation, massive investment in the human capital to accelerate service delivery is inevitable and considered strategic. According to Lawal & Oluwatoyin, (2011), the civil service is one such agents of development in any nation and the transformation of any society or system depends on the effectiveness and efficiency of its civil service. An efficient and performing public service is a major factor in enhancing economic growth and prosperity (GoK, 2006). The sentiment of this study is further echoed through studies by Kogei, Magugui, Yano, Chepkemei and Chebet, (2013) and CIDA (2010) which illustrated that performance contracting in civil service in Kenya is widely perceived as not having brought any meaningful change in the quality of service delivery to the populace. Thus, may jeopardize the realization of the Vision 2030 targets that may depend on the human resource capacity development and management. It seems that the performance management and service delivery effort (which is part of the larger HRM practices) does not have significant impacts on employee discretionary behaviour. This is contradicts the studies by Nemeth & Staw (2009), Gupta & Singh (2010) that suggest the relationship between HRM practices and OCB. Nevertheless, while

the research on OCB in the public service environment are limited to the developed economies only, the role played by HRM in the development of OCB behaviours in the same environment in developing countries like Kenya is totally a new area. Nickson, Warhurst, Dutton and Hurrell (2008) argued that there are many problems associated with recruitment but they can be improved by attracting the employees with affective commitment. Commitment can be influenced by the policies and practices of recruitment and selection. Further, the study by Farh, Zhong and Organ (2004) indicted that while investigating the OCB, researchers should examine the contextual dimensions of OCB under certain societal culture and economic institutional framework; the Kenyan perspective will definitely offer the felt need for these empirical antecedents. This paper therefore examined the role of training and development in the development of organizational citizenship behaviour among the civil servants in Kenya.

Literature Review

Training has been defined as the systematic development of the OCB skills and attitudes required by an individual to perform adequately a given task or job. Training has also been defined as a planned process to modify attitude OCB or skill behaviour through learning experience to achieve effective performance in an activity or range of activities Guest (2003). Its purpose in the work situation is to develop the abilities of the individual and to satisfy current and future manpower needs of the organization. It clearly implies that the role of training is to improve the overall performance of the organization. The term performance is therefore interwoven with training. Training is the field which is concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. Training and development (T&D) encompasses three main activities: training education and development. Human Resource Development (HRD) beyond employee training and development consists of all activities involving training career and organization development. It is the deliberate and mindful undertaking of organization and/or individual intended to enhance the skills OCB ability and other attributes of an employee for effectiveness in current job requirements and predicted future challenges. Harrison and Kessels (2004) define HRD as an organizational process including “the skillful planning and facilitation of a variety of formal and informal learning and OCB processes and experiences primarily but not exclusively in the workplace in order that organizational progress and individual potential can be enhanced through the competence adaptability collaboration and OCB-creating activity of all who work for the organization. McGuire, Cross, and O’Donnell (2005) refer HRD as a process directed to performance improvement by developing and unleashing human expertise through personnel training and development including organization development. HRD also defined as “a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands” (Werner & DeSimone, 2007). Werner and DeSimone also considered HRD as a function of HRM. Hence the concept of HRD represents several aspects of development of individuals including their physical intellectual and

emotional facets. In spirit HRD is similar to develop competence commitment and culture (Samuel, & Aubrey, 2006). Human resource managers may tailor training programs that teach teamwork and cooperation or the importance of taking initiative exceeding one's formally prescribed job duties. Such programs will also help build trust among colleagues and utilize cross-training in order to facilitate interpersonal helping. Employees will also learn to be more tolerant of the inconveniences that sometimes arise when another part of the organization is understaffed (Werner & DeSimone, 2007). Training programs may also elicit citizenship behaviour more indirectly. Two recent studies indicate that training supervisors in organizational justice principles is associated with increased levels of citizenship behaviour among their subordinates (Skarlicki & Latham, 2001) Employees whose supervisors had received justice training were more willing to go beyond the call of duty than employees whose supervisors had not received such training. Thus, training designed to improve relationships either among coworkers or between supervisors and subordinates is likely to increase the level of citizenship within the organization.

The studies have also shown that training is critical to organizational success. Training programs help employees to obtain the necessary OCB skills and abilities to work effectively in sustaining and improving current work activities. Well trained employees in general not only require less supervision but also tend to have higher morale and lower levels of attrition. Training is believed to nullify the influence of factors which cause dissatisfaction of employees at work (Lo & Ramayah, 2009). Thus, employees may be provided with extensive training programs in multiple functions and training on job skills. Despite the large number of studies that have been undertaken to better understand OCB there is still a wide range of research opportunities or gaps in HRM-OCB relationship that need further research to help further build the theory. Notably In the existing researches and literature focus on public sector is limited Applicability of existing studies on a developing country like Kenya need to be re-examined in view of unique inherent characteristics.

Methodology of the Study

This study adopted a descriptive research design composed of qualitative and quantitative data. The target population of this study comprises of the civil servants of the total 18 ministries. The study adopted a cluster sampling technique which is a probability sampling method. The target population comprised of the 18 government ministries. With an average of 1444 employees per ministry, the study applied a two stage cluster sampling technique. The first stage cluster sampling randomly selected one ministry which was considered as a sub population in the cluster sampling. The second stage sampling also used a simple random sampling to select 10% of the average number of employees in the ministry selected at the first stage in order to reduce the vast number of subject into a manageable sample size of 144 respondents were selected to participate in this study. Primary data was collected using a questionnaire. Secondary data was gathered from existing theoretical and empirical sources that were credible and recognized sources.

Quantitative data was analyzed by employing descriptive statistical analysis with aid of Statistical Package for Social Sciences (SPSS) and AMOS for confirmatory factor analysis tests. The objective of confirmatory factor analysis was to test whether the data fit a hypothesized measurement model. Further, regression analysis was carried out to examine the weight of the variables. Organizational Citizenship behaviour in the public service was regressed against training and development. The regression equation was expressed as follows:

$$Y_s = \beta_0 + B_1 X_1 + \varepsilon$$

Where: Y_s is the organizational citizenship behaviour, β_0 is constant (coefficient of intercept), X_1 is training and development, B_1 is the regression coefficient of the variable, while ε was used as the error term.

Results and Discussions

Confirmatory Factor Analysis

The construct training and development was measured by 10 indicators. As illustrated in Appendix I, the first model with all the indicators was weak as it had a chi-square test value of 168.194 ($p < .001$). CMIN/DF value of 4.947 is impressive although GIF of 0.767 was below 0.9, CFI of 0.897 below the recommended 0.95. The study also established a RMSEA of 0.177 and a PCLOSE of $p < 0.001$ was not impressive (Albright & Park, 2009). The study improved the training and development model by removing indicators that had low loading: less than 0.7. The model's chi-square test improved from 168.194 ($p < .001$) in the first model to 20.988 at $p = .073$. This shows that the model was significant. CMIN/DF improved from 4.947 to 1.614 which is below 5.0 as recommended. GFI of .957 exceeded 0.9 as recommended, CFI of 0.991 exceeded 0.95 as prescribed. RMSEA improved to 0.070 was between the good 0.05 and adequate 0.08. PCLOSE of 0.249 was impressive as it is above 0.05. After removing TRA1 (organization giving employee sufficient opportunities to improve themselves through training), TRA2 (training giving employee great self-confidence in their work), and DEV1 (employee willingness to put a great deal of effort in training, beyond what is normally expected). Table 4.1 items related to training loaded favourably on the common factor given a standardized regression weights above 0.7: TRA3 (organization providing employees with job specific training) = 0.890, TRA4 (sufficient time and resources being allocated for product and solution training) = 0.915, TRA5 (employees applying the training they receive) = 0.813. Four factors loaded favourably with development: DEV2 (workspace designed for training is comfortable) = 0.813, DEV3 (there being enough development opportunities in the organization) = 0.872, DEV4 (ministry conducts training programs that teach teamwork and cooperation) = 0.925 and DEV5 (organization implementing training designed to improve relationships among coworkers or between supervisors and subordinates) = 0.923. The critical ratio (CR) and significance of path

coefficients of above 1.96 and below .05 depicts that the estimated path parameters were significant.

Table 1: Confirmatory Factor Analysis - Training and Development

			Estimate	Standardized Estimate	S.E.	C.R.	P Label
TRA5	<---	Training	1	0.813			
TRA4	<---	Training	1.102	0.915	0.087	12.699	***
TRA3	<---	Training	1.046	0.890	0.086	12.181	***
DEV5	<---	Development	1	0.923			
DEV4	<---	Development	1.056	0.925	0.058	18.21	***
DEV3	<---	Development	0.871	0.872	0.056	15.448	***
DEV2	<---	Development	0.856	0.813	0.065	13.097	***

Descriptive Analysis

Descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data (Trochim, and Donnelly, 2006). The purpose of descriptive statistics was to enable the researcher to meaningfully describe a distribution of scores or measurements using indices or statistics. The type of statistics or indices used depends on the type of variables in the study and the scale of measurements. Measures of central tendency are used give expected summary statistics of variables being studied. The commonly used measures percentages, mode, mean and median. This study used mean/average and percentages to present the study findings on factors used in examining the role of recruitment and selection in development of organizational citizenship behaviour among the civil servants in Kenya.

On whether the respondent's ministry conducts a training needs assessment, most of the employees in the ministries (52%) indicated that the ministries do not conduct training needs

assessment while 48% indicated that the ministry conducts a training needs assessment. This is an indication that the ministry does not put more emphasis on conducting training needs assessments. This is contrary to findings by previous researcher's shows that training affects the psychological state of the employees, when training is provided the employees feels that the organization have concerned about them and their commitment level increases (Chang, 2006). Many researchers indicated that training and development is significantly related to organizational commitment (Dockel, Basson & Coetzee, 2006). Findings of the study revealed that ministries management encourage employee self-development by 65.4%. This indicates that the ministries management encourages employee self-development. This is agreeable to findings that training is also very important in developing positive impact between the employee and management relationship (Kallenberg and Moody, 1994). Organizations invest in training in order to achieve their objectives (Antonacopoulou, 2000). Training satisfaction is one of the antecedents of organizational commitment that shows considerably positive relationship with the organizational commitment (Chen et al, 2009). 39.4% of the employees rated the current ministry's training policies and practices in promoting employee knowledge and skills as good, 29.9% rated it as satisfactory, 16.5% rated it as fair, 8.7% rated it as excellent while 5.5% rated it as poor. This indicates that most of the employees in the ministries were satisfied with the current ministry's training policies and practices in promoting employee knowledge and skills.

As shown in table 4.2, 45.7% of the respondents strongly disagreed that the organization gave them sufficient opportunities to improve themselves through training, 17.3% disagreed, 23.6% agreed, 0.8% strongly agreed while 12.6% were neutral. On if they are willing to put a great deal of effort in training, beyond what is normally expected, in order to improve employees performance and the organization as a whole most of the respondents (41.7%) disagreed, 16.5% strongly disagreed, 29.1% agreed, 0.8% strongly agreed while 11.8% were neutral. This is contrary to Senge (1990) who demonstrated that organizational learning fosters a sense of commonality of purpose and strategic thinking and develops organizational system approach. Individual's readiness to help a colleague or corporate with other coworkers might develop team identity. This creates an environment that enhances one's tendency to show OCBs.

Further, on whether the work space that was designed for training was comfortable, 38.6% of the respondents disagreed, 19.7% strongly disagreed, 22% agreed, 0.8% strongly agreed while 18.9% were neutral. On whether training give respondents' great self-confidence in their workplace, 29.9% of the respondents disagreed, 14.2% strongly disagreed, 27% agreed, 6.3% strongly agreed while 22% were neutral. In addition on whether organization is providing the respondents with job specific training, 29.9% of the respondents disagreed, 15.7% strongly disagreed, 26% agreed, 7.1% strongly agreed while 21.3% were neutral. On whether sufficient time and resources is allocated for product and solution training 31.5% of the respondents disagreed, 14.2% strongly disagreed, 27.6% agreed while 18.9% were neutral. On whether the respondents can apply the training they receive in the organization, most of the respondents

(35.4%) agreed, 5.5% strongly agreed, 29.1% disagreed, 10.2% strongly agreed while 19.7% were neutral.

On whether there is enough development opportunities for the respondent in the organization, 30.7% of the respondents disagreed, 11% strongly disagreed while 29.1% agreed and 1.6% strongly agreed. However 27.6% were neutral. As to whether the organization conducts training programs that teach teamwork and cooperation or the importance of taking initiative and exceeding one’s formally prescribed job duties, 31.5% of the respondents disagreed, 10.2% of the respondents strongly disagreed, 27.6% agreed, 4.7% strongly agreed while 26% were neutral. Finally on whether the organization implements training designed to improve relationships among coworkers or between supervisors and subordinates, 29.1% of the respondents with 29.1% also indicating that they agreed, 11.8% strongly disagreed, 5.5% strongly agreed while 24.4% were neutral.

Inferential Analysis

Table 2 shows that the Pearson correlation coefficient of training & development was 0.733. The results indicate positive relationship of training & development with development of organizational citizenship behaviour among the civil service in Kenya. The p-value of predictor is 0.025 meaning that the study rejected the hypothesis that the training and development doesn’t significantly influence the development of organization citizenship behaviour among civil servants in Kenya as the error we make by doing so is less than 5%. The scatter plot (Appendix II) shows the correlation of training & development verses organizational citizenship behaviour. The scatter plot figure indicates that all the first quadrante and line of best fit shows an estimate line that is gradually increasing. These results echo Weil & Woodall (2005) who found out that training and development are often used to close the gap between current performance and expected future performance. Training and development falls under HRD function which has been argued to be an important function of HRM.

Table 2: Correlation Analysis for Construct Training and Development

		Organizational Citizenship Behaviour	Training and development
Organizational Behaviour	Citizenship Pearson Correlation	1	.733
	Sig. (2-tailed)		.025
	N	127	126
Training and development	Pearson Correlation	.733	1
	Sig. (2-tailed)	.025	
	N	126	127

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

Regression Analysis

In interpreting the results of multiple regression analysis, the R squared was used to check how well the model fitted the data. Therefore, it is interesting to know if the independent variables (Training and development) relate to the dependent (organizational citizenship behaviour development). The coefficient of determination, R², was used in this study as a useful tool because it gives the proportion of the variance (fluctuation) of one variable that is predictable from the other variable. It is a measure which allowed us to determine how certain one can be in making predictions from a certain model/graph. The coefficient of determination is the ratio of the explained variation to the total variation. The coefficient of determination is such that $0 < r^2 < 1$, and denotes the strength of the linear association between x and y. The regression model of performance management table 4.4 has the coefficient of determination with $R^2 = .537$ and $R = .733$ at significant level of 0.05. The results therefore indicate that the coefficients of the training and development were found to have a positive influence in the determination of organizational citizenship behaviour among the civil service in Kenya, as it increases the chance of developing OCB by 73.3%. Training and development is important for any employee to improve their skills. Therefore, from the study findings, it seems that Kenyan ministries value empowering their employees with training and this can lead to high output. Good training programs are designed to improve employee skills thus, increasing the level of citizenship within the organization. This outcome is supported by Skarlicki & Latham (1996) who found out that, training employees and supervisors in organizational justice principles, is associated with increased levels of citizenship behaviour among their subordinates. Furthermore, Chang (2006) discovered that training affects the psychological state of the employees positively. He stated that when training is provided the employees feels that the organizations have concerned about them and their commitment level increases. Many researchers supported this issue by indicating that training and development is significantly related to organizational commitment (Dockel, Basson & Coetzee, 2006). The R² is 0.537 which means that 53.7% of the variation in the probability of a Kenyan ministry developing the OCB of its employees is explained by the training and development. The coefficient significant (appendix III) of performance management .117 is significantly greater than zero since the significance of the t statistics 0.00 is less than 0.05. The test of beta coefficients indicates that there is significant relationship between performance management and organizational citizenship behaviour among the civil service in Kenya.

Table 3: Model Summary Training and Development

Model summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.733 ^a	.537	.521	.43029

a. Predictors: (Constant), training and development

Discussion

There is an indication that the Kenyan ministries do not give their employees sufficient opportunities to improve themselves through training and the work space that is not designed for training is comfortable, but employees agreed that they were willing to put a great deal of effort in training, beyond what is normally expected, in order to improve their performance and the organization as a whole, training gives them great self-confidence in my work, the organization provides them with job specific training, sufficient time and resources are allocated for product and solution training, they can apply the training they receive, in the organization, there are enough development opportunities for them in the organization, the organization conducts training programs that teach teamwork and cooperation or the importance of taking initiative and exceeding one's formally prescribed job duties and the organization implements training designed to improve relationships among coworkers or between supervisors and subordinates (Milkovich, Newman & Gerhart, 2010). These results are in agreement with studies that have shown that the provision of training to employees to cope with the new demands can be perceived by the employees as organizational support. Previous studies have shown that perceived organizational support is positively correlated with commitment (Satterfield and Hughes, 2007). Similarly, perceived organizational support is also positively related with a tendency to help coworkers (Shore, McFarlane & Wayne, 1995). This suggests that availability of training can be related positively to OCB and thus investigated in the current research. Research also shows that training offers many benefits to employees and to the organization as a whole. Employees become more confident, open to change and supportive of each other (Donovan, & Hocutt, 2002). In addition, employees are more motivated to achieve improved performance as a result of training. The perceived benefits of training have been found to affect participation and commitment in training. Nordhaug (1992) identified three types of benefits that employees obtain from training which are personal, career, and job-related benefits. Those who reflect positively on training benefits are thought to exhibit stronger feelings of citizenship to the organization that provided the training.

Amongst the functions activities of this function is the identification of the needs for training and development and selecting methods and programmes suitable for these needs, plan how to implement them and finally evaluating their outcome results (McCourt & Eldridge, 2003). Nadler (1984) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. Armstrong and Baron (2006) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. It is also argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington et al. 2005). The earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related

benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour (Harrison 2004; Guest 1997). Moreover, other studies for example one by Swart et al. (2005) elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be moulded according to the firm needs.

Conclusions and Recommendations

Training and development of employees is a continuous procedure which is the only meaningful and logical approach in the condition of knowledge obsolescence, dynamic changes and increasing need for constant product and service innovations. Human resources represent intellectual capital which is the new source of organizational resources, and the organization could increase them only through training, development and motivation of employees. The prosperity of any organization becomes explicitly dependent on the intellectual capacity of their employees and their ability to change and adjust to the dynamic business environment. The study found out that the ministries do not give their employees sufficient opportunities to improve themselves through training and the work space that is not designed for training is comfortable but they agreed that they were willing to put a great deal of effort in training, beyond what is normally expected, in order to improve their performance and the organization as a whole. Training gives employees great self-confidence in their work, and therefore, the organization should provide them with job specific training, sufficient time and resources allocated for product and solution training. They can also apply the training they receive in the organization and create enough development opportunities for them in the organization. If the organization conducts training programs that teach teamwork and cooperation or the importance of taking initiative and exceeding one's formally prescribed job duties; the organization can implement training designed to improve relationships among co-workers or between supervisors and subordinates. The study found out that most of the employees in the ministries do not undergo proper training which can enable them improve their skills at their place of work. From the results of this study, it could be concluded that an organization which fails to recognize in due time the emergence of knowledge economy and does not transform into an organization of knowledge, i.e. does not realize and accept the changes unfolding on a global level, gradually, but inevitably is headed to self-destruction. In that context, the introduction of employee training and development as a managerial function and business orientation represent a huge challenge for our organizations. Therefore, this study recommends the creation and implementation of proper training and development programs among the civil service in Kenya, which should base on training and managing development needs identified by a training needs analysis so that the time and money invested in training and management development is linked to the mission or core vision of organizations. The Kenyan ministries should also conduct and encourage employee training and development through training needs assessments.

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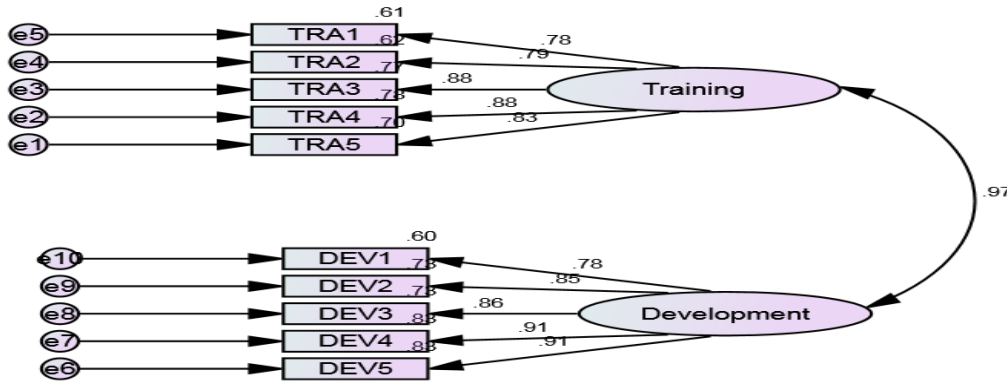
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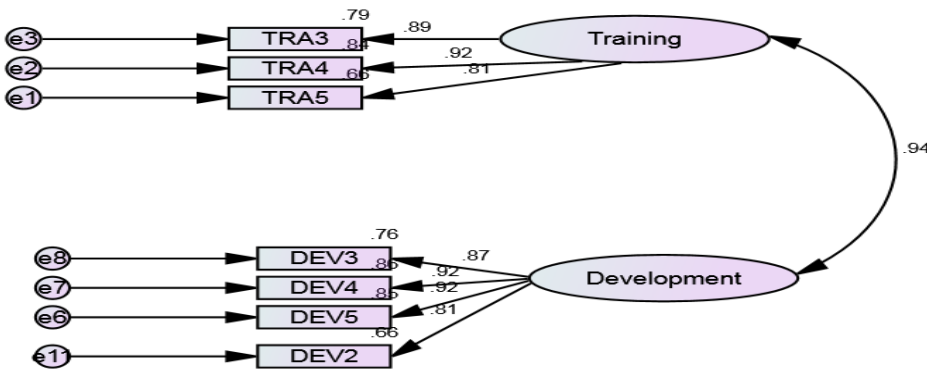
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Appendix

CONFIRMATORY FACTOR ANALYSIS – TRAINING AND DEVELOPMENT



Chi-square = 168.194, Degrees of freedom = 34, Probability level = .000
 CMIN/DF = 4.947, GIF = .767, CFI = .897, RMSEA = .177, PCLOSE = .000



Result (Default model)

Minimum was achieved

Chi-square = 20.988, Degrees of freedom = 13, Probability level = .073

Estimates (Group number 1 - Default model)

Regression Weights: (Group number 1 - Default model)

		Estimate	S.E.	C.R.	P	Label
TRA5	<--- Training	1.000				
TRA4	<--- Training	1.102	.087	12.699	***	
TRA3	<--- Training	1.046	.086	12.181	***	
DEV5	<--- Development	1.000				

		Estimate	S.E.	C.R.	P	Label
DEV4	<--- Development	1.056	.058	18.210	***	
DEV3	<--- Development	.871	.056	15.448	***	
DEV2	<--- Development	.856	.065	13.097	***	

Standardized Regression Weights: (Group number 1 - Default model)

		Estimate
TRA5	<--- Training	.813
TRA4	<--- Training	.915
TRA3	<--- Training	.890
DEV5	<--- Development	.923
DEV4	<--- Development	.925
DEV3	<--- Development	.872
DEV2	<--- Development	.813

Covariances: (Group number 1 - Default model)

		Estimate	S.E.	C.R.	P	Label
Training	<--> Development	.730	.111	6.606	***	

Correlations: (Group number 1 - Default model)

		Estimate
Training	<--> Development	.943

Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
Training	.728	.133	5.466	***	
Development	.823	.122	6.762	***	
e1	.375	.054	6.956	***	
e2	.172	.033	5.224	***	
e3	.209	.035	5.955	***	
e6	.144	.025	5.699	***	
e7	.155	.028	5.630	***	
e8	.196	.029	6.715	***	
e11	.309	.043	7.195	***	

Squared Multiple Correlations: (Group number 1 - Default model)

	Estimate
DEV2	.661
DEV3	.761
DEV4	.855
DEV5	.851

	Estimate
TRA3	.792
TRA4	.838
TRA5	.660

Model Fit Summary

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	15	20.988	13	.073	1.614
Saturated model	28	.000	0		
Independence model	7	894.204	21	.000	42.581

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.022	.957	.908	.444
Saturated model	.000	1.000		
Independence model	.646	.228	-.030	.171

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.977	.962	.991	.985	.991
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.619	.605	.613
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Model	NCP	LO 90	HI 90
Default model	7.988	.000	24.613
Saturated model	.000	.000	.000
Independence model	873.204	779.071	974.735

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	.167	.063	.000	.195
Saturated model	.000	.000	.000	.000
Independence model	7.097	6.930	6.183	7.736

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.070	.000	.123	.249
Independence model	.574	.543	.607	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	50.988	53.022	93.650	108.650
Saturated model	56.000	59.797	135.637	163.637
Independence model	908.204	909.153	928.114	935.114

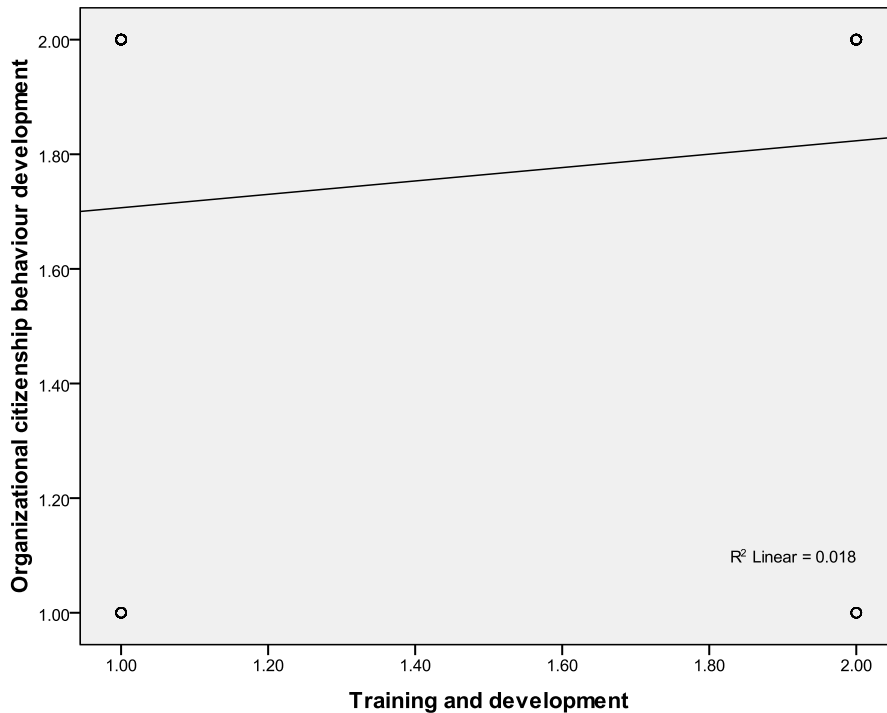
ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	.405	.341	.537	.421
Saturated model	.444	.444	.444	.475
Independence model	7.208	6.461	8.014	7.216

HOELTER

Model	HOELTER .05	HOELTER .01
Default model	135	167
Independence model	5	6

Scatter plot for significance of training and development



Training and Development coefficients

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.590	.116		13.680	.000
	Training and development	.117	.078	.133	1.496	.137

Dependent Variable: organizational citizenship behaviour development
