AN EVALUATION OF TRAINING AND ITS EFFECTS ON ACHIEVEMENT OF GOALS - A CASE OF IMMIGRATION DEPARTMENT MOMBASA, KENYA.

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DECLARATION

"This research Project is my original Work and has not been presented for a degree in any other University"

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....Date. June 1st, 2009

Signature

SUPERVISORS' APPROVAL

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

....Date. 03/06/09

Dr Charles Ombuki
Kenyatta University

DEDICATION

This research Project is dedicated to my daughter Frida who challenged me throughout the project.

EXECUTIVE SUMMARY

This study was carried out in the Immigration Department, Coast Province, Kenya. The aim of the study was to establish the effectiveness of a customer care training programme which training covered all staff in the organization. The objectives of the study were: to establish how the training was implemented; to establish the indicators of training effectiveness; and to establish the relationship between the training and the achievement of training objectives.

The survey was done to cover Management, Subordinates and Clients of the Immigration Department. Descriptive study design was employed and a sample of 31 employees and 40 clients selected using stratified and simple random sampling methods respectively. Data was collected by use of questionnaires (one for clients and one for subordinates) and an interview guide (for management). Data was analysed descriptively and the results presented.

The study established the customer care training programme was conducted by an external training provider and covered one week. The respondents were not happy with the training implementation. However, the study established that the training resulted in many positive behavioural and other outcomes. The findings from the clients confirmed that there were improvements in the service provided to them. The study concludes that the training was effective and recommends that similar studies should be carried out to cover the other stations and even the greater Public Service.

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CHAPTER ONE

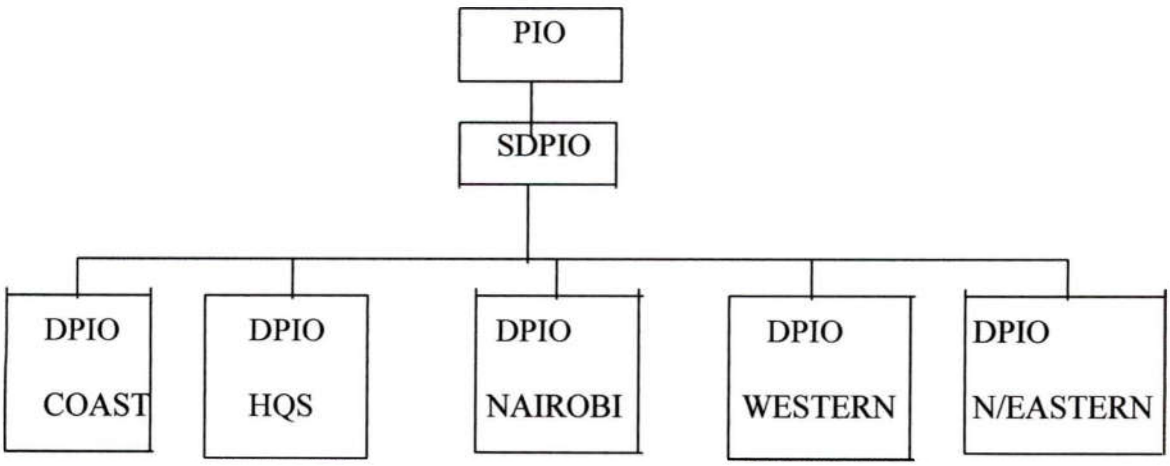
INTRODUCTION

1.1 Background Information

The Department of Immigration in Kenya operates under the Kenya Citizenship Act Cap.170 (1963), the Immigration Act Cap 172 (1967) and the Aliens Restriction Act Cap 173 (1973) respectively and Visa Regulations. The Department administration is carried out in Nairobi (headquarter) but there are also administrative offices in Coast, Western, North Rift and North Eastern.

The Department has several sections providing different services which include Administration, Technical and Training Section, Aliens and Refugees Section, Passports Section, Entry Permits and Passes Section, Investigation and Prosecution Section, Visa Section, Citizenship and Nationality Section, and Kenyanization Section. The Department employs a large number of core staff mainly categorized as immigration officers and other non-core staff including drivers, secretaries, accounts clerks.

ORGANIZATION CHART



Key

PIO - Principal Immigration officer
SDPIO - Senior Deputy Principal immigration Officer
DPIO - Deputy Principal Immigration Officer

The Principal Immigration Officer is the head of the Department and is responsible to the Minister through the Permanent Secretary in all matters relating to immigration, citizenship, nationality and the overall Management of the department. One senior deputy and four deputies for each of the five administrative regions of Coast, Western and North Eastern, Nairobi and Headquarters, assist him. The Revised Scheme of Service for immigration officers endeavors to provide through training and development a competent and effective cadre of Immigration officers with a consistent and professional approach to the functions of the Department of Immigration both locally and internationally. Such a scheme also aims at ensuring the maintenance of efficient and effective immigration services both in Kenya and at the Kenya Missions Abroad.

Immigration officers play an important role in the security system of the state particularly in the control and regulation of aliens, their movement, their engagement in employment, examining and vetting applications by aliens intending to settle in the country permanently or wishing to be registered or naturalized as Kenya citizens to ascertain their suitability, character, investment, potentiality, expertise, skills etc. Immigration officers are similarly responsible for documentation in respect of aliens and Kenya nationals traveling outside the country and for various reasons for which they require passports and other travel documents. The documentation of aliens/refugees involves complication and maintaining dossiers to ascertain their immigration status including political background, checking their activities in the country, registration of all aliens and issue of passports to Kenyans.

1.2 Statement of Problem

Companies spending significant amounts on employee training are increasingly required to formally justify these expenditures (Phillips 1998). Most training practitioners agree that the evaluation of training is extremely important and that firms lack understanding regarding how to measure and evaluate training efforts (Erffmeyer, Russ, and Hair 1991; Honeycutt, Howe, and Ingram 1993; Lupton, Weiss, and Peterson 1999). As such, perhaps the most critical issue facing public service training is how to consistently assess training programs and their outcomes.

The purpose of this study therefore, was to evaluate the effect of training towards meeting organizational goals, the case of the Department of Immigration.

1.3 Purpose of Study

The purpose of this study was to evaluate the effect of training on the achievement of organizational goals.

1.4 Objectives of Study

(a) To find out how the training was implemented in the department

(b) To establish the indicators of Customer Care training effectiveness in the organization.

(c) To establish the relationship between the training and achievement of training objectives.

1.5 Research Questions

(a) How was Customer Care training implemented in the organization?

(b) What are the indicators of training effectiveness?

(c) What is the relationship between the training and the achievement of training objectives?

1.6 Significance of Study

This is a very important research study at present in the Immigration Department. The findings of this study are meant to shade light on the effectiveness of the Customer Care the training of Immigration officers. These findings will be useful to the training officers/managers in the Department in preparing future training programs and training policy formulation in the Department. The findings will also be useful in future research in the same areas or a different area but on the same organization.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Organizations that are spending resources on training want to see that their training expenditures actually aid the firm in reaching its objectives. However, training organizations rarely provide assessments of how training has helped their customers reach these objectives (Honeycutt and Stevenson 1989). For example, sales training organizations most often provide evaluations at one of the two lowest stages in Kirkpatrick's hierarchy. The American Society of Training and Development (ASTD) recently reported that 78 percent of organizations assess reaction measures, 32 percent assess learning, 9 percent assess behavioral change, and 7 percent assess organizational results (Van Buren and Erskine 2002). This leaves most sales organizations with imprecise information to evaluate whether their investments in training are well spent or largely wasted.

2.2 Evaluation of Training

In order to be able to critically evaluate training investments, organizations need to know how reactions, knowledge acquisition, and behavior change impact outcomes. Similarly, organizations need to know the value of measuring training at multiple stages. When firms assess training at higher levels, past research provides little insight into whether efforts to evaluate training at lower stages can provide additional insight or if these efforts are redundant (Warr, Allan, and Birdi 1999).

Prior literature has used Kirkpatrick's model to report descriptive statistics of in-house initial training evaluation procedures (Honeycutt and Stevenson 1989), and as a base for further conceptual models (Lupton, Weiss, and Peterson 1999).

However, these studies have fallen short of assessing the usefulness of, and interrelations among, various levels of evaluation. As such, the purpose of this study is to empirically examine the relationships among these four levels of training evaluations, specifically focusing on the interrelationships between early stage evaluations (e.g., Levels 1 and 2) and later stage evaluations (e.g., Levels 3 and 4). In today's ever more competitive market, it is critical to understand how specific measures of training effectiveness are or are not interrelated and predictive of outcomes. Armed with this information, firms may be better able to evaluate training solutions provided by consultants and to develop more effective and accountable training efforts. To this end, the study reviews the relevant literature on training evaluation and Kirkpatrick's taxonomy from which four hypotheses were proposed. These hypotheses were empirically examined and findings discussed along with managerial implications and suggestions for future research.

2.3 **Training Evaluation Levels**

For over 40 years, Kirkpatrick's framework for classifying training evaluations has guided the efforts of sales-trainers interested in critically evaluating training efforts (Kirkpatrick 1959). When asked why his model is so widely used, Kirkpatrick answers, "It's simple and practical" (1996, p. 55). However, over the years, Kirkpatrick's taxonomy has been criticized for its simplicity (Alliger and Janak 1989) and its limited use in developing propositions (Holton 1996). Recently, researchers have attempted to improve the original model by identifying more detailed subcategories (Alliger et al. 1997) or adding additional stages (Burrow and Berardinelli 2003).

Some researchers have advocated moving away from Kirkpatrick's taxonomic approach and toward the development of more testable models (e.g., Holton

1996; Kraiger, Ford, and Salas 1993). Subsequently, models have been developed that incorporate motivation, work environment, trainee ability (Holton 1996), and cognitive knowledge structures (Day, Arthur, and Gettman 2001). However, Kirkpatrick's model continues to be the most popular method of representing training evaluation criteria (Arthur et al. 2003; Salas and Canon-Bowers 2001; Van Buren and Erskine 2002), and, thereby, still serves as a critical typology for communicating understandings about training evaluation.

2.3.1 Level 1--Reactions

Reactions are measures of how participant trainees feel about various aspects of a training program. As such, reactions are similar to traditional measures of customer satisfaction. It is assumed that when trainees dislike a training program, little effort will be put forth to learn and use material. Likewise, if trainees enjoy the training, they will learn more, and be more motivated to use the material and participate in future training sessions (Warr, Allan, and Birdi 1999).

Although reaction measures are the most widely applied evaluation criteria, reaction measures may not be a strong indicator of effective training (Tannenbaum and Yukl 1992). In sales, Lupton, Weiss, and Peterson (1999) provide several criticisms of the use of reactions to evaluate training. They state that reactions to training can be unduly influenced through extraneous factors, such as (1) training venue (e.g., the beach), (2) trainer personality, and (3) whether or not trainees value being away from work. They also note that reactions are often measured in the form of observation, discussion, and debriefing meetings. Each of these has questionable validity given the ease in which an instructor, manager, or other stakeholder might be able to influence the reaction measure. However, past management research has found that reactions do lead to learning or knowledge acquisition, which is Level 2 (Alliger et al. 1997; Warr, Allan, and Birdi 1999).

2.3.2 Level 2--Knowledge

Training evaluation at the second level assesses the acquisition and retention of declarative knowledge, procedural knowledge, or attitude change depending upon the objectives of the training program (Lupton, Weiss, and Peterson 1999). When training objectives focus on providing information to trainees (e.g., product information, competitor information, market dynamics, and economic conditions), trainee learning is often assessed using pencil and paper examinations. When training objectives involve the teaching of selling skills or other forms of procedural knowledge (e.g., handling objections, negotiation tactics), measurements may use a combination of pencil and paper examination instruments along with behavioral evaluations (e.g., judged role-plays). However, many forms of knowledge assessment could fit under this label (Alliger et al. 1997). For example, an assessment of the accessibility and accuracy of a trainee's mental models (i.e., scripts and schemas) is a type of knowledge assessment (Leigh and McGraw 1989; Szymanski and Churchill 1990), albeit relatively newer and much less common than typical measures of knowledge (Kraiger, Ford, and Salas 1993). In all cases, however, Level 2 assessments attempt to evaluate whether or not trainees acquired and retained the training material.

To measure knowledge level in management studies, primarily two approaches have been taken. Researchers either (1) assess a difference score, such as changes from pre-training to post-training (e.g., Bretz and Thompsett 1992; Warr, Allan, and Birdi 1999), or (2) they look merely at post-training assessments (e.g., Davis and Mount 1984; Warr and Bunce 1995). In many organizations, the firm is only concerned with the extent to which trainees have reached certain levels of attainment, rather than being interested in the degree of learning that has taken place during a training program. However, prior differences often exist among trainees with respect to the level of competence each brings to training (Dubinsky et al. 1986). Thus, when investigating the relationships among knowledge, behavior change, and organizational outcomes, it is desirable to assess knowledge as a change or gain score, or as an assessment of the knowledge acquired (Warr, Allan, and Birdi 1999).

2.3.3 Level 3--Behavior Change/Learning Transfer

Behavior change assessments measure the extent to which trainees modify their job-related behavior due to training. This level of evaluation is also referred to as the "transfer of learning" (Kirkpatrick 1994). Training expenses are most often believed to be wasted because of inadequate transfer (Lorge 1998; May and Kahnweiler 2000). Past frameworks suggest that transfer is a function of three factors: work environment, trainee characteristics, and learning retention (Baldwin and Ford 1988). Specifically, Lupton, Weiss, and Peterson (1999) state that, in order for a "transfer of learning" to take place: (1) trainees must be motivated to apply the material, (2) trainees must have the knowledge of how and what to do, (3) management must provide a salutary environment, (4) management must encourage and help the trainees to apply the training material, and (5) management must reward the desired behavior change.

Learning transfer assessments most often involve the direct observation of the trainee in the workplace. Thereby, behavior change assessments are rarely measured by outsourced training firms, as trainers typically do not have access to observe trainees' behaviors. When behavior change assessments are taken, they are usually measured by (1) managers observing calls during "ride-alongs," (2) using self-reported behavior change measures, or (3) content analyzing personal diaries and logs. This latter technique may become more prevalent as organizations adopt commercial customer relationship management (CRM) software packages that make access to people's field logs more easily available. Because behavioral outcomes are often susceptible to extraneous environmental influences (e.g., supervisors' attitude, work environment), past studies have had difficulties linking training to desired behavioral changes (Attia, Honeycutt, and Atria 2002).

2.3.4 Level 4--Organizational Outcomes

Level 4 evaluations measure the extent to which a training program has aided the attainment of objectives set forth by the organization. Firm-level training outcomes are generally perceived as the most tangible and objective measures of training effectiveness; however, most researchers consider level four evaluations to be the most difficult to attain (Kirkpatrick 1994; Lupton, Weiss, and Peterson 1999). In fact, measurement difficulties are cited as the primary reason for the lack of research in this area (Warr, Allan, and Birdi 1999). Three factors may account for potential problems. First of all, the autonomy of trainees has made evaluating their behaviors in the field notoriously difficult. Second, it is often impossible to single out extraneous influences when measuring the effects of a training program on final outcomes (e.g., changing economic conditions, marketing programs, and competitive actions). Third, bottom-line tangible measures and actual dollar contributions of a training program are difficult to calculate. For example, evaluators find it problematic to assign dollar values to measured improvements in customer satisfaction or employee loyalty.

Training objectives can be very specific to individual training programs (Lupton, Weiss, and Peterson 1999), and specific training objectives have been found to be useful at guiding training efforts (Johnston and Marshall 2003). However, most training efforts have similar broad general organizational objectives (Honeycutt, Attia, and Maurer 2001; Honeycutt, Howe, and Ingram 1993). Honeycutt, Howe, and Ingram (1993) systematically developed a list of common customer care training objectives by soliciting key objectives from managers, trainers, and front office staff. Six organizational Customer Care training objectives were identified: decrease turnover, improve customer relations, decrease operating costs, improve control of the staff, increase sales volume, and improve use of time. Of these six, we have adapted three to represent general training outcomes that are directly under front officer's locus of control. These three general organizational outcomes were investigated in this study and include: (1) to improve organizational commitment and decrease turnover, (2) to improve customer handling effectiveness, and (3) to improve customer relations. These outcomes are relevant to a variety of organizations and applicable whether a training program aims to focus on Customer Care skills, knowledge components, or self-management skills.

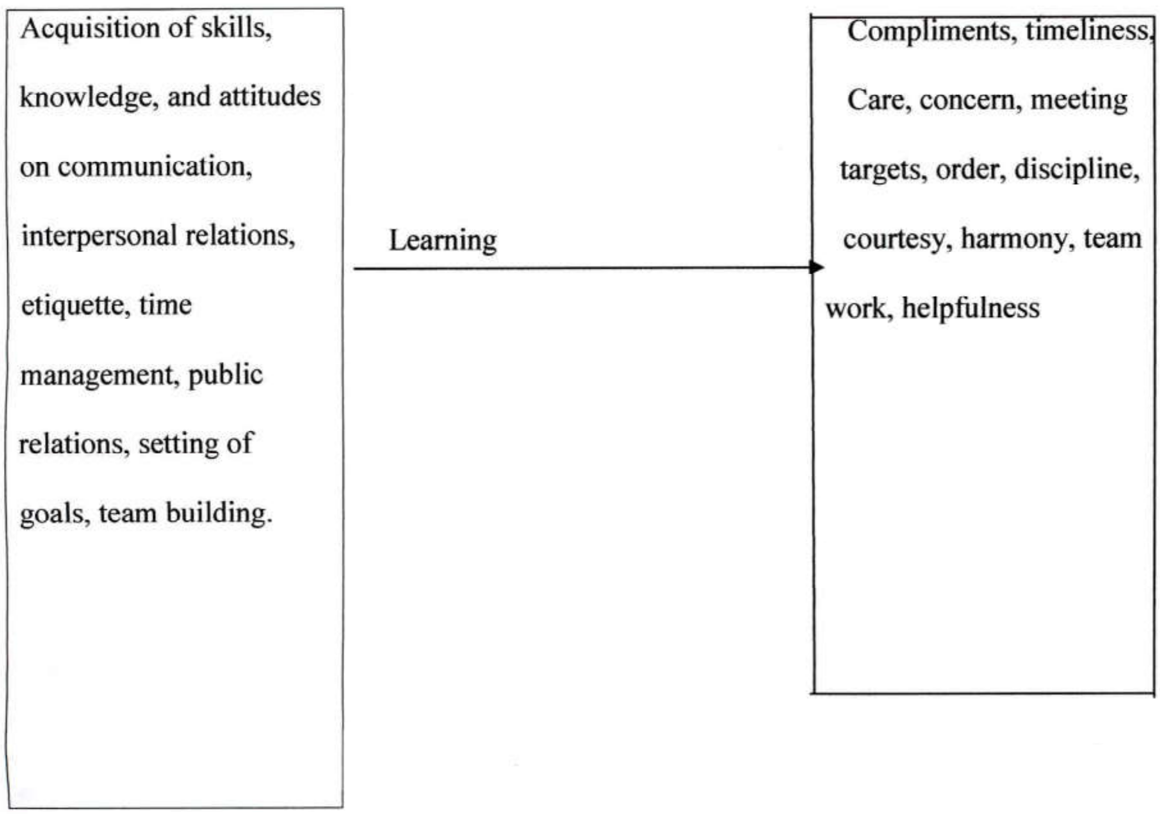
One of the strengths of Kirkpatrick's (1959) taxonomy is the implicit hierarchical nature of his four stages. That is, variables representing one level of evaluation directly impact the next level in the hierarchy. As such, it is expected that reactions lead to knowledge acquisition, knowledge acquisition leads to behavior change, and behavior change leads to training outcomes. Anecdotal evidence suggests that "edu-tainment" is valuable and people are more apt to pay attention and learn when they enjoy the process (Level 1 [right arrow] 2). Models of learning transfer (Baldwin and Ford 1988; Lupton, Weiss, and Peterson 1999) incorporate knowledge as a key predictor (Level 2 [right arrow] 3). And, frameworks for training development (Goldstein 1986) advocate that programs be designed so that learning transfer facilitates the attainment of organizational objectives (Level 3 [right arrow] 4).

Alliger et al. (1997) conducted a meta-analectic investigation of the relationships among the first three stages of Kirkpatrick's framework in the management literature (lack of published studies reporting correlations among outcomes and other stages prevented them from investigating Level 4). Their findings suggest that modest correlations exist between the various types of training criteria. Specifically, reactions were found to correlate positively with knowledge acquisition (Levels 1 and 2), whereas both reactions and knowledge acquisition correlated with transfer (Levels 1 and 3 and Levels 2 and 3). However, given that the strength of the correlations were small, the authors cautioned that measures from one level should not be used as surrogates of other measures. More recently, Warr, Allan, and Birdi (1999) examined the relations among the first three levels of Kirkpatrick's framework for automobile technician training. Their study found a direct positive relationship between training reactions and knowledge acquisition (Level 1 [right arrow] 2), and between knowledge acquisition and behavior change (Level 2).

Although similarities exist across all forms of employee training, sales training and technical training differ in numerous ways. This is particularly true of cognitively based interpersonal skill development training, such as active listening, negotiation skills, and selling skills training (Broad and Newstrom 1992; Georges 1996; Gist, Bavetta, and Stevens 1990). Thus, although prior management literature tends to support the hierarchical nature of Kirkpatrick's framework, an investigation of these relationships in the context of sales training would be valuable to marketers, sales trainers, and sales managers. Aside from the linear relationships among the levels of training evaluation, researchers have examined the direct effect of trainees' reactions on subsequent behavior change (Level 1) (e.g., Clark, Dobbins, and Ladd 1993; Tannenbaum et al. 1991).

Alliger et al. (1997) and Morgan and Casper (2000) suggest that, by measuring several aspects of a trainee's level of satisfaction with a training program, reactions often assess the perceived utility of a program. When trainees equate utility with the ability to help them attain their goals, reactions may capture a trainee's motivation to transfer learning. Clark, Dobbins, and Ladd (1993) find that trainees who perceived training to have more job and career utility were more motivated. Likewise, Tannenbaum et al. (1991) provide evidence that, when training meets or fulfills expectations and desires, trainees are more motivated to transfer learning. These findings are consistent with expectancy theory and goal-setting theory (Yamnill and McLean 2001). Trainees who (1) perceive that their efforts will lead to rewards they value, and (2) perceive what they have learned is relevant to the attainment of their goals, will be more motivated to transfer learning to the work environment. Subsequently, they will be more likely to favorably alter their work behaviors. As such, we propose that reactions should have a direct effect on the level of behavior change in addition to the indirect effect through knowledge acquisition. In other words, the relationship between reaction and behavior change (Level) is only partially mediated by trainees' knowledge (Level 2).

1.7 Conceptual Framework



The diagram above is a diagrammatic representation of the conceptual framework for the study. The diagram shows the relationships between the study variables. I n the diagram, the training is the independent variable. In the training process, there is the acquisition of skill, knowledge and attitudes relevant to Customer Care. The implementation of this training is expected to result in the achievement of learning goals evident in the knowledge acquired, ability to perform and improved wok attitudes or behaviors.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter sets out the methodology used to carry out the research work including sampling, data collection and data analysis.

3.1 Research Design

This study was a case study of one organization in the civil service – the Immigration Department, Coast Regional office.

3.2 Site of Study

This study was carried out in the Immigration Department, Coastal Region. The Department is situated at the ground floor of Uhuru na Kazi Buildings at Mombasa.

3.3 Population and Sample of Study

The target population for this study was the Immigration category of staff. The Department does have other support staff as messengers, and secretaries but this study was focussed on the staff that perform the core functions – Immigration officers.

The following table shows the distribution of Immigration officers in the Coast Regional offices.

Category of Job Immigration Officers	Population	Sample
Deputy Principal Immigration Officer	1	1
Senior Immigration Officer	5	2
Immigration Officer I	10	4
Immigration Officer II	82	20
Immigration Officer III	5	2
Assistant Immigration Officer	5	2
TOTAL	**108**	**31**

The nature of population for study above did not render proportionality in sample selection to be valid. As a result, proportionate stratified sampling method was used. Except for exceptionally small numbers, all the other categories of staff in the sample represent 25% of the population. The technique is useful in allowing for collection of opinions from different levels while at the same time ensuring equity in distribution.

3.4 Data Types and Sources

The bulk of the data collected was in the form of primary data. Secondary data was also used from the organization's performance records.

3.5 Data Collection Instruments

Hence questionnaires and interview guides were used to collect the data. However, records analysis were also be used to collect secondary data about the staff from the organization.

3.6 Data Collection Method

Data for this study was collected through interviews, questionnaires administration and study of performance records.

For the interviews, the enumerators called to book appointments with the respondents. This was followed by the interviews on the material day. The responses of the interview were recorded using appropriate means.

The respondents were contacted through their immediate supervisors for questionnaire administration. The questionnaires were dropped with the respondents with instructions. They were to fill in and after two days they were collected back.

3.7 Data Analysis Techniques

Data was analyzed both qualitatively and quantitatively. In both cases, the data was edited and compiled. Then appropriate analysis techniques were used to analyze it. The findings are presented descriptively and using tables, graphs and pie charts.

CHAPER FOUR

4.0 FINDINGS AND ANALYSIS

4.1 Introduction

This chapter presents the findings and analysis of the study. The survey covered three categories of respondents, that is the management; the staff who underwent the training and the clients of the Immigration Department Coastal Kenya.

4.1.1 Response Rate

The area of training did not seem a sensitive area of study with regard to data collection. This enhanced the response rate across the management and staff.

Table 4.1represents the response rate of all the two categories of respondents.

Table 4.1: Response Rate

Category of Respondent	Sample	Frequency
Management	3	2
Staff	29	24

The clients were conveniently sampled and a total of 30 clients were selected for the study.

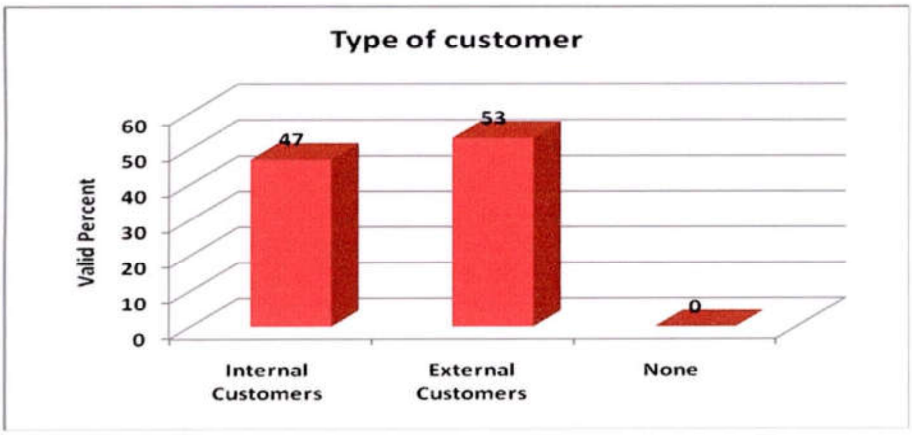
4.2 Type of Customers Served

The findings established that the immigration Department deals with both internal customers and external customers. Internal customers are employees of the Department while external customers are individuals who seek for their final services. The services provided to the external clients were categorized to include the registration of refugees and clients; issuing of passports, entry passes permits and passes; investigations and prosecution of individuals with offenses related to citizenship or status; issuing of visas; and facilitation of citizenship, nationalization and Kenyanisation. This is shown in table 4.2.

Table 4.2: The table showing the type of customers they deal with.

Type of customer	Frequency	Percentage
Internal customers	28	47
External customers	31	53
None	-	-
TOTAL	59	100

Figure 4.2: Type of customers they deal with.



4.3 Training

The Immigration Department has a Training Unit charged with all duties and matters regarding staff training. The study established that the Department's training is guided by the Public Service Policy and guidelines on training. The Training Unit deals with training needs analysis, formulation of training programmes, implementation and control of training. The training is facilitated by consultants approved by the Directorate of Personnel Management.

The training on Customer Care is in connection with the reforms in Public Service since 2004 on results based Management and Performance Management. These reforms emphasize the need for improved service delivery in Public Service and Civil Service. The study established that all employees of the service are required to undergo Customer Care and Public Relations training. Table 4.3 indicates the number of times the staff have been trained. It indicates that over

50% of staff have been trained at least twice since they were employed. This is also illustrated in Figure 4.3.

Table 4.3 :Number of times they have been trained since employment in the Immigration Department.

Number of Times	Frequency	Percentage
Once	10	32
Twice	15	48
Thrice	4	13
Four times	2	7
TOTAL	31	100

Figure 4.3: No. of times they have been trained since they were employed in the Immigration Department.

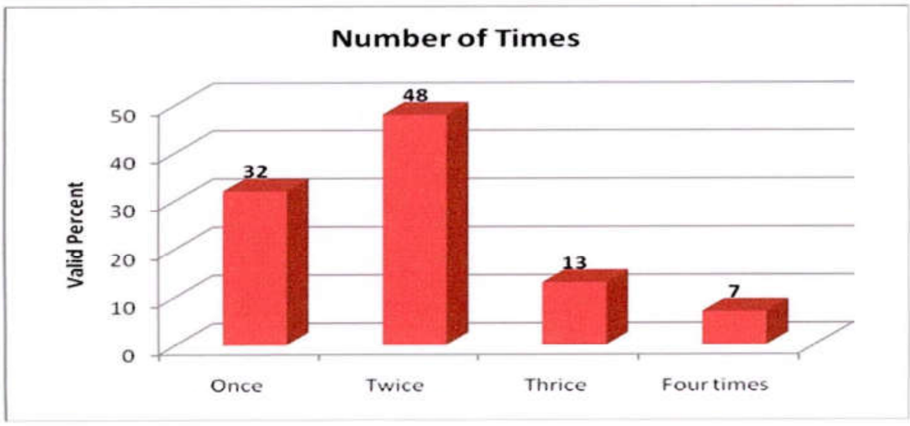


Table 4.4 shows that all staff were also in agreement that they have attended the training programme on Customer Care. This was echoed by Management who reported that the training is in the Departments performance contract and it was an urgent training to be concluded in by June 2007.

Table 4.4: Confirmation of attendance in the training programme on "Customer care?"

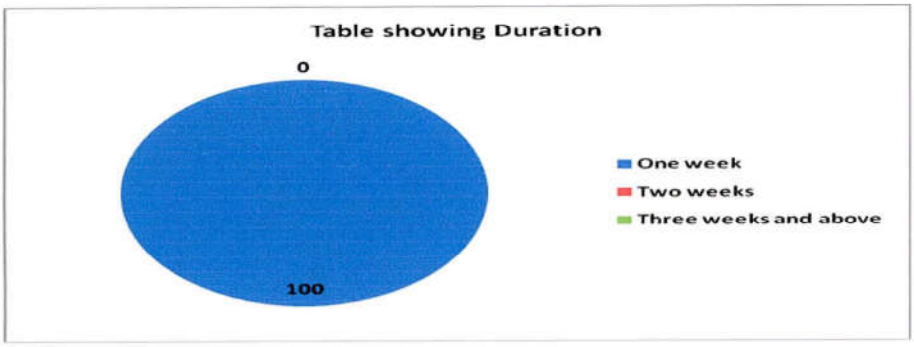
Responses	Frequency	Percentage
Yes	31	100
No	0	0
TOTAL	31	100

According to table 4.5, the duration of the course was one week (100% response). This means that it was short term training. This is also depicted in figure 4.5 with a similar percentage.

Table 4.5: Duration of the Customer care programme

Duration	Frequency	Percentage
One week	31	100
Two weeks	0	0
Three weeks and above	0	0
TOTAL	31	100

Figure 4.5:Duration of the Customer care programme



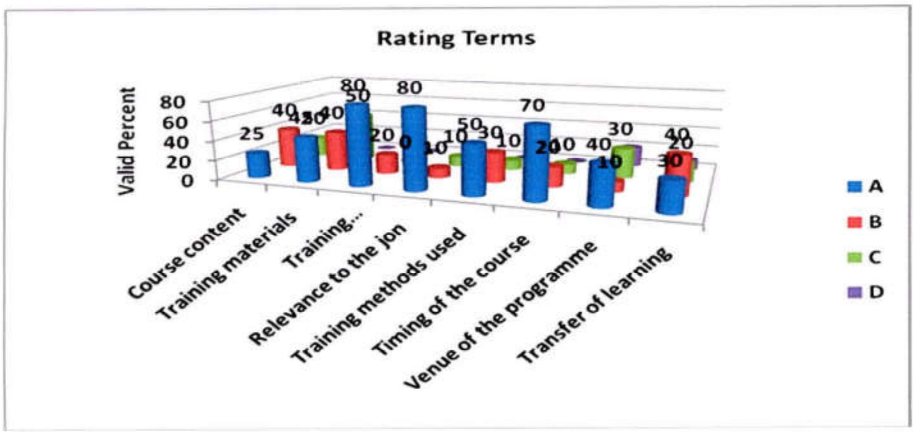
Responses on Training Evaluation

The study had items to capture responses on participants' opinions on the Customer Care training programme. The results of their responses are shown in Table 4.6 and illustrated in Figure 4.6. The findings show that the participants were satisfied with the training facilitation (teaching) methodology applied (80%); the relevance of the programme and the timing of the programme.

Table 4.6: Rating on the training

Rating	A	B	C	D
Course content	25	40	20	15
Training materials	45	40	50	0
Training facilities/teaching	80	20	0	0
Relevance to the jon	80	10	10	0
Training methods used	50	30	10	0
Timing of the course	70	20	10	0
Venue of the programme	40	10	30	20
Transfer of learning	30	40	20	10

Figure 4.6: Rating on the training



At the same time, the study indicates a moderate liking of the course content, the training materials used, and the training venue. However, the responses show a low rating with regard to transfer of learning. This may imply that there was little transfer of learning from the participation point of view.

This aspect owned be liked to the "happiness sheets" administered immediately after a training programme. However, these measures are a short-run and immediate evaluation of training effectiveness. This practice does not yield conclusive results. Hence, higher level and longer term evaluation techniques are usually recommended.

The study therefore employed other items after these to established the behavioural and outcome-based results of the training effectiveness.

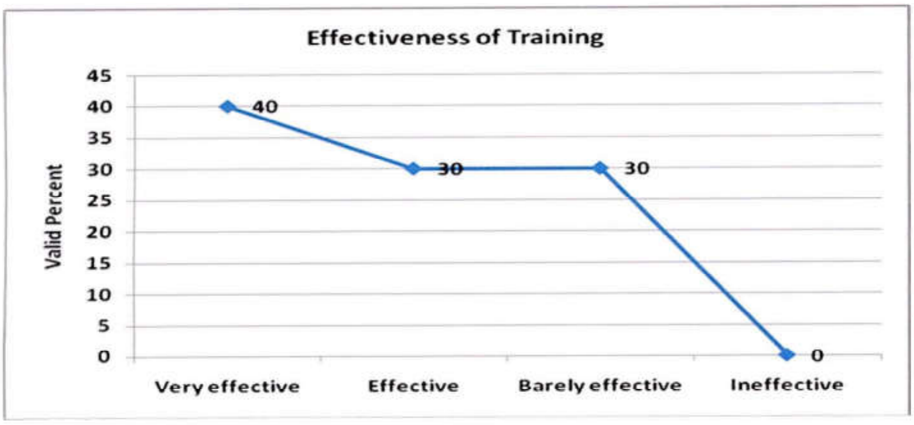
Table 4.7: Choices on the training objectives achieved.

Training Objectives	Percentage
Very well	65
Well	25
Fairly	10
Poorly	0
Total	100

Figure 4.7: Choices on the training objectives achieved.

Table 4.7 shows the responses on whether the respondents felt the training objectives were achieved. This is clearly illustrated in figure 4.7 where it shows a positive indication that objectives were achieved very well (67%). This aspect was followed by a blunt item on the respondents' view of how effective the training was. Again, and in agreement with figure 4.7, Figure 4.8 shows a high rating of training effectiveness by respondents. This may imply that although respondents may not have liked certain aspects of the training, there was even so transfer learning and hence the training was effective.

Figure 4.8: Rating on Training effectiveness

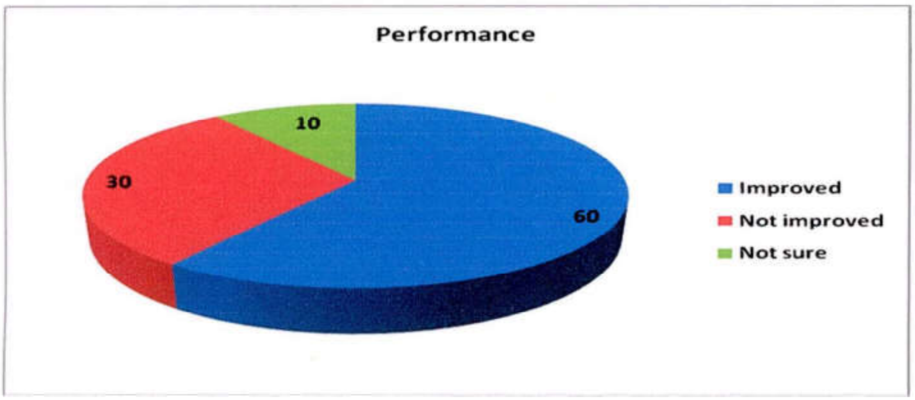


A better approach to training evaluation is to establish improvements in performance outcomes after the training. Figure 4.9 shows that respondents were of the view that performance had improved (60%) as a result of the training.

Table 4.9: Rating on performance after the training.

Performance	Improved	Not improved	Not sure
	60	30	10

Figure 4.9: Rating on performance after the training.



This view could only be substantiated by cross-checking with responses by management and the clients.

Performance Indicators

The interviews with management indicated that the Department is a service department and hence performance is measured through qualitative indicators. These include the rating by clients on quality of the service in terms of benefits sought. These include such benefits as helpfulness, timeliness, speed, courtesy communication, care, convenience, helpfulness and integrity. There was also an indication of the number of clients handled, documents handled, documents processed and complaints or compliments from clients.

The indicators of performance of internal clients were cited by Management to include grievances, lateness, absenteeism, and turnover, meeting of deadlines and targets and teamwork (harmony) among staff. In all these cases, the management did not provide records or quantitative results.

The clients also gave their responses on the rating of the service delivery. Table 4.10 shows the services they frequently seek for from the Department. This is illustrated in Figure 4.10. Hence the ratings on performance are related to the provision of those services. To assure that the clients have objective enough opinions, the study sought to establish the number of times they have visited the Department offices for services. This is as shown in Figure 4.11. The findings shows that most have been to the Department more than twice hence an increased reliability of their opinions in the study.

The findings from clients showed a high (good) rating of the Department with regard to such aspects as communications, public relations, helpfulness, responsiveness and reliability. The results also show a moderate score with regard to courtesy, dignity, and honesty. The findings also show a low rating in transparency, and integrity. Overall these findings indicate an improvement in performance of the Department which may be attributed to the training under study.

CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

This study was set out to find out the effectiveness of Customer Care training of Immigration Officers. The study was carried out at Mombasa. The study found out that the training programme on Customer Care was implemented with regard to all staff in the Department. The training was part of the initiatives of support the reforms in Kenya's public service to enhance service delivery to citizens. The training covered one week in a training facility of-the-job. The participants liked some aspects of the training very much and others moderately. The participants did not rate the course highly with regard to transfer of training. However, the participants felt that the training objectives were achieved and that there were positive work outcomes as a result of the training. The results from management showed that the organization has both qualitative and quantitative indicators of performance. The study established there were many positive indicators of performance improvement by the staff related to the training.

The results from management showed that the organization has both qualitative and quantitative indicators of performance. The study established there were many positive indicators of performance improvement by the staff related to the training. This results in a conclusion that the training. This results in a conclusion that the training was highly effective in contributing to performance improvement in the organization.

5.0 Recommendations

This study was carried out following a gap identified in previous literature of training evaluation. The study therefore focused on evaluation of only one training programme – Customer Care which covered all the staff in the study organization. The study employed higher levels of evaluation looking at attitudes, behaviour change and outcomes. However, the study did not focus on long term effects of the training and the return on investment from training.

The study established that the "happiness sheets" level of evaluation indicated a low rating from the respondents that the training was effective. However, this was disapproved by a later revelation on the same respondents who indicated that there was a lot of positive change in performance in their work. Hence, the first recommendation of this study is that more emphasis on training may have caused pain on the participants who immediately later indicate that they did not like the training giving an initial indicator of ineffectiveness. The second recommendation from this study is that training evaluation should be made a normal routine exercise if any tangible results can be obtained about training effectiveness.

This study was carried out in only one station of the organization. The same study could be extended to cover all other stations of the same organization. This would facilitate in gauging the effectiveness of the training provider. It could also help in deployment and transfer of staff across the stations of the organization. Lastly, the study could be extended and carried out in the other functions of Public Service where the same training was conducted and where there is increased emphasis on customer service improvements.

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QUESTIONAIRE I - CLIENTS

This is a data collection instrument for the clients who have used services for the Immigration Department in Mombasa (Uhuru na Kazi Building)

Please answer the questions honestly.

1. What services did you seek for in the department?

A. Application for passport
B. Renewal of passport
C. Replacement of lost passport
D. Registration
E. Other : (specify)

2. How many times have you visited the organization's office for the services?
   A. Once B. Twice C. More than twice.

Please give a rating of the performance of the staff who served you on the following;
Excellent Good Fair Poor.

3. Communication
4. Public relations
5. Courtesy
6. Dignity
7. Helpfulness
8. Responsiveness
9. Timeliness
10. Transparency
11. Reliability
12. Honesty
13. Integrity

Thank you.

QUESTIONAIRE II - STAFF

I am Margaret taking Bachelor of Arts in HRM at Kenyatta Universty. This is a data collection instrument to assist me collect data for my academic research project. The data collected will be used purely for academic purposes.

Please assist by providing the data.

Thank you in advance.

Welcome.

SECTION A: PERSONAL DETAILS
Job Title..........................
Employer..........................
Years of service.................
Department......................
Section.......................
Station...........................

SECTION B:

1. What are the key tasks in your job?
   a. Processing documents
   b. Filing documents
   c. Handling external customers
   d. Supervising staff
   e. Processing documents
   f. Others: (specify)

2. What type of customers do you deal with? (tick as many as applicable)
   A. Internal customers
   B. External customers
   C. None
3. How many times have you been trained since you were employed in the Immigration Department?
   A. Once B. Twice C. Thrice D. Four times.
4. Have you attended the training programme on "Customer care?"
   A. Yes B. No.
5. What was the duration of the Customer care programme?
   A. One week B. Two weeks C. Three weeks and above.

   How would you rate the training in terms of the following ;

6.	Course content	Excellent	Good	Fair	Poor
7.	Training materials.				
8.	Training facilities/teaching	Excellent	Good	Fair	Poor
9.	Relevance to the job	Excellent	Good	Fair	Poor
10.	Training methods used	Excellent	Good	Fair	Poor
11.	Timing of the course	Excellent	Good	Fair	Poor
12.	Venue of the programme	Excellent	Good	Fair	Poor
13.	Transfer of learning	Excellent	Good	Fair	Poor

14. In your own opinion, the training objectives achieved?

14. In your own opinion, the training objectives achieved?
   A. Very well   B. Well   C. Fairly   D. Poorly.

15.How effective was the training?
   A.Very effective B. Effective C. Barely effective D.Ineffecive.

16. How would you rate your performance after the training?
   A. Improved   B. Not improved   C. Not sure.

INTERVIEW GUIDE - MANAGEMENT

Please give an overview of the Immigration Department.

What training programs do you conduct for all staff?

How often do you conduct training on Customer care?

What are the objectives of Customer Care training?

How do you measure the training effectiveness of Customer Care training?

What are the indicators of effective Customer Care in the Department?

In your opinion how effective is the Customer Care training to the department?