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Interrogating the Efficacy of Public Service Personnel Training at the Kenya School of Government

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Abstract: The purpose of this study was to evaluate the efficacy of senior management training on transfer of learning among public officers trained by Kenya school of Government by establishing whether training interventions yield corresponding increase in the level of trainees' knowledge, skills and attitude. F-test was used to find out whether there was any variance within the pretest and posttest samples, paired sample t- test and analysis of variance was used to statistically determine significant difference between posttest and pretest mean scores of 197 trainees who attended senior management course offered at Kenya School of Government in Kenya sampled through single stage cluster sampling technique. The study concluded that mean scores of the posttest trainee's knowledge level and application/use were different from the mean scores of the trainee pretest scores suggesting a change in the trainees' level of knowledge and applicability of the training to trainees' work following the training intervention. Furthermore, the scores showed a positive change from the pretest to posttest. Nonetheless, it was noted that trainee's perception of how important it is to learn a specific set of skills (attitude) does not change even after training intervention is administered. The study provides training effectiveness roadmap for Kenya school of Government to address assessment gap noted and provides an empirical rationale for Governments and corporate organizations to commit and make major investments on training of their employees as a useful way of staff capacity building towards enhanced employee performance.

Keywords: *Capacity Building; Learning Domains; Management Training*

Introduction

Evaluation of efficacy of training effectiveness is a critical area that needs thorough investigations since training is an investment; most governments and corporate organizations are committing and making major investments in the training of their employees; for instance, the National Institute for Occupational Safety and Health points out that by 1997, corporate America delivered almost two billion training hours to nearly sixty million workers at a training cost of between $55 billion - $60 billion rising to $126 billion by the year 2007 (Paradise, 2007) and to $134.39 billion by the year 2009 (Powell, 2009) and by 2012, American Society for Training and Development (ASTD) points out that United States firms used 2% - 2.5% of their payroll on training and the figure rose to $164.2 billion including those spend on executive training (ASTD, 2005). In Sub-Saharan Africa, Rwanda Management Institute (RMI), and Liberia Institute of Public Administration (LIPA) spent US$4.3 million dollars and US$2–5 million dollars to train 3,750, participants a year and 1,177 (2007-2013) respectively. While in East Africa, Civil Service College Uganda (CSCU) spent US$1.7 million a year to train over 2000 public officers. (World Bank, 2016).

Despite the overarching importance of evaluating entire training cycle, training evaluation phase is more often the most overlooked. In most cases, real value and necessity of carrying out evaluations of training is usually vanquished by the simple requirement to gain trainees instant post-training reactions; culminating to findings that are often incorrectly seen as an indicator of whether or not the training led to transfer of learning (Rehmat *et* al., 2015). Leach & Liu (2003) further argues that, such reactions could be possibly influenced by extraneous variables such as training venue, facilitator's personality among others and that

trainees reactions don't necessarily lead to knowledge acquisition. The role of training in leading to changes in level of trainees' knowledge therefore remains succinctly unknown.

South Africa's National School of Government (NSG) has an In-house monitoring and evaluation of training interventions unit whose responsibilities include impact assessment on application of learning in South Africa, through this, Public Service Commission of South Africa undertook a study on 'Assessing the training effectiveness offered by NSG/Public Administration Leadership and Management Academy (PALAMA), a study which established that such training was relevant (94%), and it addressed specific developmental needs (66%), and moreover it related to public officers daily activities and responsibilities while leading to continuous promotion of professional ethics (87%). NSG in collaboration with relevant departments and stakeholders continue to put in place systems to review the role, effectiveness and efficiency of training provided through the NSG (Public Service Commission of South Africa, 2014).

Efficacy of Training

There is need to ask the question; does learning actually happen during the training period? This study sought to bridge this gap by measuring the level of knowledge before and after training intervention. This concern was addressed by addressing the study's objective of determining whether there was any significant difference between the pretest and posttest scores of the trainees in respect to their level of knowledge, application/use and importance of learning Senior Management Course (SMC).

The exploratory research study is based on data obtained from 197 (82 males, 115 females) trainees from the public service sampled through single stage cluster sampling technique. The trainees had attended the Senior Management Course at the Kenya School of Government (KSG) in Kenya between 1st July 2017 and 30th September 2017. Primary data was collected using a self-administered questionnaire issued twice: pretest on the first day of the training (T1) and posttest on the last day of the training (T2). Data analysis involved the use of arithmetic means, standard deviations whereas test of differences was analyzed using sample paired t-tests and F-tests. The study adapted Carpenter & DeLosh (2005) pretest and posttest two group approach. To address the component of learning specifically, Anesee (2008) learning framework was adopted; he developed a learning operational framework founded on the works of Johnstone *et* al. (2003) which indicates relationship between knowledge, application/use and importance versus learning. This framework indicates that learning affects three latent factors; Knowledge, Attitude and Application/use of the knowledge in everyday tasks at the trainee's places of work. Based on the foregoing, the study adopted this approach by adapting to fit Kenyan context using the Kenya School of Government SMC course subject areas as a proxy through which course participants can acquire skills, attitudes as well as knowledge from the eight units prescribed by the SMC curriculum that are presumably important in their jobs.

The scope of KSG's SMC training covers eight different subject areas. The areas are: (1) Management principles and practice, (2) Planning and management, (3) Management communication, (4) Effective leadership, (5) Introduction to public resources

management (6) Good governance in public service delivery, (7) Contemporary issues and practices in the public service, (8) Project work. Every training or course programme has its precise goals; typically referred to as specific knowledge, attitude and skills; training targets changes within the levels. The above eight SMC subjects formed the indicators of every learning sub scales. Trainees were requested to assess their knowledge, applicability/use and importance of learning each of the subject areas. Application metric measured level of every usage of the subject's areas within the working environment of the trainees. Importance inferred the trainees' attitude towards the significance of learning. Each of these three latent learning factors were represented in the subject areas.

This study adopted level two Kirkpatrick's training evaluation model; the most widely acknowledged training evaluation model (Saks & Haccoun, 2007; Burke & Hutchins, 2008). Level two was particularly selected for this study since quite a number of organizations have tried to gauge training effectiveness based on Kirkpatrick's level one specifically using what is largely known as 'happiness sheets' basically simple questionnaires administered post training. Such approaches may be relying on subjective judgments; Dhal (2014) argues that such instruments do not take account of the complexity of the topics studied in such training session neither does such approaches consider challenges faced in unfamiliar areas nor take account of different cultural differences of implementing such scales in different countries.

Other than training forum giving learners an opportunity to share knowledge, the training is premised to allow an exchange of knowledge between two parties; the communicator (trainer) and the assimilator (participants), alongside the general exchange of it amongst and between individuals, as well as amongst and within teams who have participated in the training (Schwartz, 2006).

Evaluation of a training programme is no doubt a necessity; Dahiya & Jha (2011) posits that programme evaluation and follow-up is a vital step in any successful training programme, they stress the need for training results to be established. Furthermore, Davi & Shaik (2012) reiterates that there is need for proper training evaluation so as to enhance effectiveness of training and enhance training ability to produce desired results. Inadequate focus on Evaluation of Training in Kenya has been noted to reflect on job performance of public officers (GoK, 2005). South African public service commission evaluating training established that training enhanced managers competencies and skill in public service. (Public Service Commission of South Africa, 2014). In their study on Kirkpatrick's level 3 (learning transfer) was reported to be linked to learning objectives, they concur that, transfer of learning in design of training is of vital significance. They conducted the research by collecting data at two points over time after training and reported that performance self-efficacy linked significantly to transfer of training. (Velada *et* al., 2007).

While undertaking a study in Rwanda on peer education of young workers in the hospitality industry on peer education and life skills, Population Service International established that pre and posttests instruments provides an opportunity for increased qualitative training evaluation approaches (PSI Rwanda, 2010). Samrejrongroj *et* al. (2013) in their

study in preclinical education established that pre-test and post-test tools are important for Computer learning, teaching assessment and their subsequent ability to identify changes in trainees' level of knowledge.

Results

Trainees Mean Changes in Level of Knowledge, Application/Use and Importance

The study aimed at determining if knowledge is transferred whenever training is undertaken by public servants in Kenya. This was to be established if trainees' level of knowledge before and after training differed. It was observed that means between ' Tl ' and 'T2' for level of knowledge indicate a difference; the scores in T1 are generally lower than the scores in T2, an increase is observed from T1 and T2 indicating that respondents agreed that their level of knowledge differ after exposure to training intervention. Similarly, in the column marked 'T2-T1' the mean scores of the differences between the posttest and the pretest scores indicate an observed increase in the scores of the level of knowledge. It is also noted that good governance, contemporary issues and public resource management are the three areas with the highest observed increase suggesting that knowledge transfer was greatest in these areas.

This result therefore suggests that the mean scores of the posttest trainee's knowledge level is different from the mean scores of the trainee pretest knowledge level, this therefore clearly suggest a change in trainees level of knowledge over the training period. Furthermore, the observed scores indicate that the change is positive, as observed from an increase of scores from the pretest to the posttest. This result is consistent with those of Anesee (2008) who established an association between attending training and employees increase in level of knowledge and those of Mat *et* al. (2011) who established that training increases employee's knowledge, skills and attitudes in Malaysia as well as those of Switzer *et* al. (2005) whom in their study on how managerial support, training reputation and self-efficacy influences perceived training transfer employing pre and post-training survey in Midwestern and North Central locations of a company in Ohio United States established some correlation between the concepts (r = .46).

The second learning subscale in the leaning questionnaire was SMC knowledge applications/use; respondents were asked how much they thought application and use of knowledge in the eight subject areas was applicable in their workplaces. It was also observed means between 'Tl ' and 'T2' indicate a difference; the scores in T1 are generally lower than the scores in T2, an increase is observed from T1 and T2 indicating that respondents agreed more after training that the subject areas would be applied and or used in their places of work. Similarly, the test statistic of the differences between the posttest and the pretest scores indicates an observed increase in the scores of the level of application and use.

This result therefore suggests that the mean scores of posttest trainees level of agreement on the application and use is different from the mean scores of trainee pretest agreement on the level of application and use. This therefore clearly suggest a change in the trainees agreement on the level of application and use of subject areas covered during the training intervention. Furthermore, the observed scores indicate that the change is positive, as observed from an increase of

scores from pretest to posttest. This result is consistent with the arguments of Johnstone *et* al. (2003) who indicates that Learning affects two latent factors; Knowledge and Application/use of the knowledge in day-to-day tasks at the participants' workplaces.

The third learning subscale in the leaning questionnaire was the importance of learning SMC. Respondents were asked how important for them personally to continue learning and enhancing their knowledge in the eight SMC subject areas. It is observed the mean between ' Tl ' and 'T2' indicate a difference; however, this difference is generally small, unlike in the case of knowledge and application subscale, the scores in T1 are not generally lower than the scores in T2, a mix of an increase in some subjects is observed between T1 and T2 indicating that respondents thoughts about importance of the subject areas did not change significantly after the training intervention. This result therefore suggests there is no association between attending a training programme and the scores of importance (attitude) subscale.

Table 1

Significance of Difference between Pretest and Posttest (Level of Knowledge)

	Posttest and Pretest Pairs	t	df	p	ANOVA	
					F	Sig F
Pair 1	Management Principles and Practice - Management Principles and Practice	15.205	196	.000	3.049	.018
Pair 2	Planning and Management - Panning and Management	11.894	196	.000	3.602	.007
Pair 3	Management Communication - Management Communication	15.182	196	.000	3.802	.005
Pair 4	Effective Leadership - Effective Leadership	14.783	196	.000	4.826	.001
Pair 5	Public Resource Management - Public Resource Management	13.596	196	.000	3.048	.018
Pair 6	Good Governance - Good Governance	15.652	196	.000	2.949	.021
Pair 7	Contemporary Issues and Practices - Contemporary Issues and Practices	14.467	196	.000	3.893	.005
Pair 8	Project Work - Project Work	11.983	196	.000	5.336	.001

Significance of Difference on SMC Trainees Changes in Level of Knowledge

The study sought to establish whether there were any significant changes in the trainee's level of knowledge after exposure to the training intervention. A paired sample t-test and analysis of variance were used to determine whether there was any significant difference or distinction between the pretest and the posttest means scores. Table 1 show the summary of difference between pretest and posttest scores for changes in level of knowledge.

Results in Table 1 obtained from Kenya School of Government, a local public officers training institution in Kenya suggests that the value of significance for all the eight pairs of pretest and posttest management principles and practice, planning and management, management communication, effective leadership, introduction to public resources management, good governance in public service delivery, contemporary issues & practices in the public service, and project work is significant; t(197) > 0, p-value 0.00<0.05, 95% CI for all the pairs. Similarly, ANOVA results suggest that there is statistically significant difference between the eight pairs of posttest and pretest group means F(2, 194) > F critical value 2.46, p-value <0.05, 95% CI for all eight pairs. This result suggest there is significant difference between pretest and posttest mean scores in the level of trainees' knowledge following the administration of the training intervention.

It is also observed that different subject areas indicate varying degrees of difference, suggesting that knowledge transfer could be occurring at different rates for different subject areas. It is observed that good governance had the highest t-value (t = 15.6520, F(2, 194) = 2.949, p-value .021<0.05, 95% CI), it is further observed the t-value indicates a positive difference between the two pairs of pretest and posttest. It suggests therefore that the transfer of knowledge can be ranked as follows: good governance (t = 15.652), management communication (t = 15.182), management principles (t = 15.205), effective leadership (t = 14.783), contemporary issues and practices (t = 14.467), public resource management (t = 13.596), project work (t = 11.983), and lastly planning and management (t = 11.894).

Significance of Difference between Pretest and Posttest-Application

It was established that the value of significance for all the eight pairs of pretest and posttest management principles and practice, planning and management, management communication, effective leadership, introduction to public resources management, good governance in public service delivery, contemporary issues & practices in the public service, and project work was significant; t(197) > 0, p-value 0.00<0.05, 95% CI for all pairs. It is inferred therefore that there is distinction or differences between the pretest and posttest application and use subscale for the participants, such difference is attributable to the SMC training intervention. Similarly, ANOVA results suggest that there is statistically significant difference between the eight pairs of posttest and pretest group means F(2, 194) > F critical value 2.46, p-values <0.05, 95% CI for all eight pairs. This results suggest that there is significant difference between the pretest and posttest mean scores in the level of trainees' suggestions on applicability of the subject areas taught following the administration of the training intervention. Table 2 shows the difference between pretest and posttest scores for attitude.

Table 2

Significance of Difference between Pretest and Posttest (attitude)

Posttest and Pretest Pairs		t	Df	p	ANOVA	
					F	Sig F
Pair 1	Management Principles and Practice - Management Principles and Practice	.124	196	.902	1.547	.204
Pair 2	Planning and Management - Planning and Management	-1.025	196	.307	.611	.544
Pair 3	Management Communication - Management Communication	-.790	196	.431	1.909	.151
Pair 4	Effective Leadership - Effective Leadership	-1.722	196	.087	1.266	.284
Pair 5	Public Resource Management - Public Resource Management	.753	196	.452	1.894	.132
Pair 6	Good Governance - Good Governance	-.242	196	.809	1.080	.342
Pair 7	Contemporary Issues and Practices - Contemporary Issues and Practices	.138	196	.891	.266	.767
Pair 8	Project Work - Project Work	-.433	196	.666	1.732	.144

From the results in Table 2, it is observed that the value of significance for all the eight pairs of pretest and posttest are different for all the pairs, in all cases the value of significance t(197) <or> 0, p-value >0.05, 95% CI for all pairs. Similarly, ANOVA results suggest that there is no statistically significant difference between the eight pairs of posttest and pretest group means F(2, 194) < F critical value 2.46, p-values >0.05, 95% CI for all eight pairs. This result suggest that there is significant no difference between the pretest and posttest mean scores in the level of trainees' suggestions on importance of learning the subject areas taught following the administration of the training intervention. This therefore infer that trainees' views on importance of learning the subject areas remain the same even after attending SMC training intervention undertaken by KSG. This indicate that there is no evidence of change in trainees' levels of attitude after the SMC training intervention. The test of difference in the learning scale generally indicated that there was a positive difference between the pretest and posttest means score at knowledge level and application subscale. It was however observed that there was no significant difference in the importance of learning subscale, none of the pairs had a p-value of <0.05; further, the test of difference established that some pairs had negative t-values.

Contrast between Knowledge, Application and Importance of SMC

Comparison on the three subscales was performed to determine the trend from level of knowledge through application and use to importance of learning SMC. Contrast based on t-values for knowledge, application and importance suggesting a trend at which t-values

decrease from knowledge through application to importance of learning SMC.

It is observed that the t-values decrease from knowledge level through application level to importance of learning subscale, for instance management principles had a reducing t-values across the three subscales as follows: Level of knowledge (t = 15.205), application and use (t = 8.425) and importance of learning (t =.124). This result suggest that test of difference established the learning for the different subscale might actually be different. The study result suggest the three subscales exhibit different characteristics as one moves from transfer of knowledge through application to importance of learning subscale.

On the summary of paired sample t-test for level of knowledge, SMC application/use and importance of learning subscales; the test of difference indicated there was a positive difference between the pretest and posttest means score in level of knowledge and SMC application/use subscales. There was significant difference between the pretest and posttest scores in the level of knowledge, p-value 0.000< 0.05; similarly there was significant difference between the pretest and posttest scores in application/use of SMC, p-value 0.000< 0.05; however there is no significant difference between the pretest and posttest scores in importance of learning SMC p-value .902> 0.05.This result is consistent with the findings of Velada *et* al. (2007) on examination of potential training transfer predictors in a big grocery organization; findings showed that training retention which is closely associated with cognitive ability had strong association with training transfer. Similar findings were those of Van *et* al. (2008) on relationship between performance and knowledge transfer and those of Bersin (2008) who points out that organizational performance is used to measure the total organization and workgroup impact due to training as well as those of Blume *et* al. (2010) on positive correlation between knowledge transfer and self-efficacy.

Conclusion

The study's objectives were to evaluate transfer of knowledge by determining if knowledge, skills and attitudes are transferred whenever training is undertaken by public servants. It is concluded that the mean scores of the posttest trainee's knowledge level and application/use were different from the mean scores of the trainee pretest scores suggesting a change in the trainees' knowledge level and applicability of the training to trainees' work following the training intervention. Furthermore, the observed scores show that the change is positive; as observed from an increase of scores from the pretest to the posttest. It was however concluded that trainee's perception of how important (attitudes) it is to learn a specific set of skills does not change even after training intervention is administered.

Recommendations

Following the finding that attitude change could not be affirmative established in Kenyan local context through this study, it recommended that KSG management and particularly the training department puts in place mechanisms to ensure that SMC course influences trainee's attitudes. There will be need to engages faculty on development of strategies particularly on course delivery methodology that will ensure learning influences trainees attitudes. Local, regional and international models that have born effective results could be explored.

Furthermore, there will be need for KSG to benchmark with other schools of Government; since there are no other local schools of Government locally, KSG can explore well established schools such as Harvard Kennedy School among other international and regional schools on how they deal with trainee's attitudes and which approaches provides effective ways of ensuring training influences trainees' attitudes.

It is also recommended that KSG introduces changes on their training evaluation policy probably by engaging their faculty and other Kenyan scholars so as to introduce and institutionalize Kenyan based continuous and multi-instrument training evaluation; there is need to particularly introduce pre-training evaluation at the beginning of the course, an exit post training evaluation at the end of the course and a follow up evaluation preferably through trainees' supervisors in their workplaces. This will ensure that investments in training is tracked to ensure that there is value for money as well as estimate return on training.

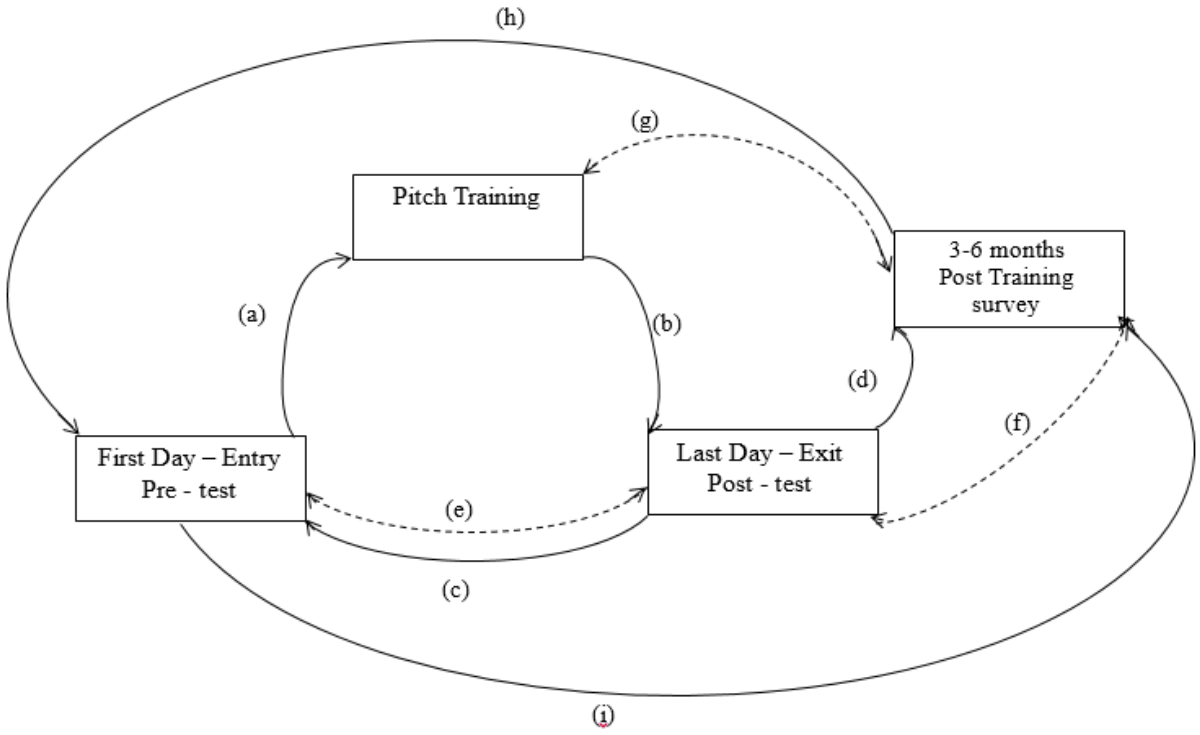
It is recommended that since this study provides an empirical rationale on the ability of training interventions to yield to a corresponding increase in the level of trainees Knowledge and skills domains of learning, Government (both national and county) and registered private companies should commit and make major investments on training of their employees as a useful way of staff capacity building and possible improvement of employee performance through ensuring adequate budgetary provisions for their staff to undertake training.

To give institutionalization of training evaluation the thrust necessary for implementation particularly by the Government of Kenya thorough the National Government, County Governments, all Autonomous and Semi-Autonomous Government Agencies; it is recommended that Kenyan Public Service Commission (PCS), Ministerial Human Resource Management Advisory Committee (MHRMAC), Ministerial Training Committees (MTCs), County Public Service Boards (CPSB), County Human Resource Advisory Committee (CHRAC), State Corporations Advisory Committee (SCAC) and the departments Human Resource Development (HRD) ensure that the Kenyan policy on training evaluation is fully implemented and adhered to every financial year alongside ensuring that appropriate instruments to facilitate funding are in place. Since all these formations are Kenyan, will probably ensure continuous improvement in terms of training assessment, training effectiveness and value for money.

Appendix

Proposed training evaluation framework

From the foregoing, the study consolidates, constructs, and proposes for possible adoption by KSG a training evaluation model in figure 1. which employ the Deming continuous improvement cycle approach.



(a), (b), (c), (d), (h), and (i): Relationship between instruments and steps in the evaluation model.

(e), (f) and (g): Interdependence of instruments in the model

Figure 1. Proposed Training Evaluation Model

Model Discussed

The proposed training evaluation model in figure 5.1 could be applied as follows:

1. First Day Entry Pretest: On the first day of training, KSG should administer an entry pretest data collection instrument; to ensure this is contextually relevant there will be need to undertake SMC curriculum review and incorporate the aspects of pre and posttest survey. To encourage cultural acceptance on pretest and posttest in section 3 below, the school through the academic division will need to call and engage stakeholder on the need for pre and posttest assessment in facilitating training evaluation in Kenya school of Government. The entry pretest instrument in this study with a reliability Cronbach's coefficient alpha of 0.894 could be considered for adoption for this purpose. The instrument will be used to capture trainee entry level of learning domains that will enable the school to clearly understand trainees' entry level of knowledge, skills and attitudes. It will be necessary to

ensure that the pretest instrument covers requisite domains required for a public officer to acquire complete set of knowledge, skills and necessary attitudes that if acquired and transferred could facilitate effective service delivery. Data obtained from this instrument shall inform the pitching of training as indicated by label (a) in the proposed model figure 5.1.

2. Pitching Training: Data obtained from the pretest entry survey could be used by KSG to pitch the level of training necessary for the trainees. Content relevance will require engaging Kenyan stakeholders through a validation workshop so as to benefit from diverse opinions from experts in the training industry. Entry survey data determines the level of knowledge, skills and attitudes at entry level. KSG training department through the office of the director academic affairs at the corporate level can use the data for other training related purposes. Preliminary analysis on the entry level of trainees' domains of learning should be well coded and stored so as to be used for comparative analysis after exit posttest survey. Similarly, it should be used to gauge the specific domains of learning in the existing course curriculum.

Three outcomes are likely to emerge; either the entry level pretest level of learning domains relative to the course curriculum will be lower, at par or higher than the curriculum. In case of the former; KSG should administer training as per existing curriculum. Should the result be at par or higher, there will be need to recast or upscale the training to ensure that it creates value for learners as indicated by label (b) in figure 5.1. If this practice is established and consistently followed, it provides an empirical basis for curriculum review alongside training material review; a practice that makes KSG a learning organization and responsive to trends and best practices in the training sector.

3. Last Day Exit Posttest: On the last day of training, KSG should administer the exit posttest survey instrument to capture exit data on post training level of knowledge, skills and attitudes. After the data capture, comparative analysis between the posttest and pretest instruments should be undertaken to establish the difference and the significance of such difference particularly on the level of learning domains. Cultural and contextual relevance on this section will have been addressed alongside pretest form. Such significant difference will indicate whether the just concluded training met the objective of transferring learning as indicated by label (d) and (f) in figure 5.1 as a measure of the efficacy of training. This practice helps to also identify the course subject areas that are effective than others.

The posttest exit survey when expanded provide an opportunity for KSG to obtain feedback on the ability of the school to meet trainees' expectations on other support services particularly catering and housekeeping; this then could double as a source of data for estimating client satisfaction. Should comparative analysis between posttest and pretest instrument as indicated by label (e) in figure 5.1 indicate an increase on the learning domains from pretest to post test, then it will imply that the training program was able to transfer leaning and a measure of efficacy of the training to attain its objectives; the converse result will indicate the inability of the training program to effectively meet the training objective of transferring learning and a reason for a review of curriculum, training materials, methods of

evaluations and/or training methodology. This provides an opportunity for KSG to undertake a comprehensive review and revamp the training portfolio in the spirit of continuous improvements.

4. Three - Six Months Post Training Survey: On the premise that the exit posttest survey as indicated by label (f) in figure 5.1 suggest an increase in level of trainees' domains of learning; KSG should put in place a mechanism of ensuring that trainees are followed through to their workplaces for a post training work place assessment. To ensure cultural and context relevance, Kenyan Ministerial training committees together with Kenyan Human Resource Development departments and staff advisory committees should be engaged in coming up with appropriate post training policy. This will provide an opportunity for the school to establish if trainee participants are able to transfer learned knowledge, skills and attitudes to their workplaces as epitomized by increase employee output in service delivery as a measurement for return on training. For ease of implementation, efforts should be met by KSG to utilize the trainees work supervisors and align the measurement with the established public service staff performance appraisal system (SPAS).

Positive results from this survey will indicate a measure of success in staff training and a more empirical way of justifying investment by KSG and other government ministries, departments and agencies on staff training, this will also inform the design of training curriculum and the design of entry pretest instrument as indicated by label (h) and (i) in figure 5.1. Similarly, analysis of post training survey will be used in re-gauging and pitching of training as indicated by label (g). The proposed training evaluation model could be of significant importance to KSG training department.

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