

Employee Training And Public Service Delivery Of Huduma Centres In Kenya

Faith Mwende Mutegi ¹, Dr. Susan Nzioki ², Professor George King'oriah³

¹ Lecturer, Department of Tourism and Hospitality, Kenya Methodist University

² Lecturer, School of Business and Economics, Kenya Methodist University

³ Professor of Land Economics, Technical University of Kenya

Correspondence: fmutegi2001@yahoo.com 0720663489

ABSTRACT

This study set to investigate whether Huduma centres are a success in eliminating corruption, petty bureaucracy and inefficiency in public service delivery. The study focused on the influence of employee training on public service delivery of Huduma centres in Kenya and the mediating variable of government policies on public service delivery. The study was anchored on Human capital theory. Descriptive research design was used. The target population was branch managers of the 52 Huduma centres, 1456 supervisors and 1456 public customers from the government ministries offering public services in huduma centre branches. Multi-stage probability sampling was used. Both primary and secondary data was used. Primary data used self-administered questionnaires and Secondary data from reviewing relevant literature and government statistics. Pilot study measured validity and Cronbach's alpha measured reliability. Inferential data analysis was used and it involved correlation coefficient (r) and linear regression analysis, which looked for the strength and degree of relationship between the variables. Results showed a positive significant low linear relationship between public service delivery and employee training and the mediating variable of government policies. Therefore, strategic employee training has a significant influence on public service delivery in Huduma centres. Based on the findings, the study recommends proper implementation and use of employee training in Huduma centres in order to increase the efficiency of public service delivery. In addition, employee training should be done in such a way to avoid duplication and overlapping of roles. Public organisations are urged to use guidelines of human resource strategy for the public service, to avoid every ministry, from using its own regulations and standards. Further research is recommended on more human resource practices in the public service.

KEY WORDS: *Employee training, Public service delivery, Human capital theory, Servqual model, New public management,*

Introduction

Increasing global choices of human resource practices as employee training, doesn't give much attention towards the ever-changing trend of global competitiveness and modern advancements. Human resource practices are incomplete and are biased and in certain cases give wrong forecasts and understanding by assuming a general inclination to agree on certain types of

human resource functions. Ignoring sustainability of human resource management practices means to ignore opportunities and benefits of productivity in sustainability and losses are made when sustainability is disregarded. (Kaufman, 2016, Bányai, 2019)

Citizens' demand for quality service delivery has risen as a result of globalization and advancements in information and communication technology (ICT). This has placed a strain on the human resource development function of employee training, which is responsible for shifting organizational cultures and employee attitudes in order to meet the demands of a rapidly changing world. In Kenya, the public service commission is responsible for improving human resource practices and ensuring public service performance quality. The Kenyan constitution allows the public service commission to delegate all of its duties and powers towards any one or more of its members, or to any officer, in the public sector, authority or body according to Article 234(5). (Public Service Commission, 2017)

According to the Kenya human resource development policy for public service (2015), the immediate supervisor of the public service employees are required to have daily meetings with their coworkers in order to determine individual training needs that affect their efficiency. Articles 10, 27, 54, 55, 56, 232, and Chapter 6 of the Constitution direct the strategy, which outlines methods for ensuring employee preparation and capacity building in the public sector. Furthermore, the policy establishes a structure through which decisions about employee training can be made and supported. Employees are encouraged to improve their talents, expertise, and mindset, as well as their full potential, in order to meet their own needs as well as the goals of the MDAs for which they work.

To provide sufficient services, the public sector requires a skilled workforce, so finding the right applicant for the right job is critical. (Maangi & Wambalaba, 2017). Organisations, in this case Huduma centres need to be more equipped with adequate resources of skilled human capital, transformational leadership in the central government and decentralized levels and a strategic roadmap for implementation. This enhances quality and effectiveness of government services which in turn lead to improved public service delivery. (Mohamed & Xavier, 2016)

Purpose of the Study

To establish the effect of employee training on public service delivery of Huduma centres in Kenya and the mediating effect of government policies on service delivery

Literature Review

The theory of human capital focuses on how employee training boosts employees' productivity and production. This is accomplished by growing the intellectual stock of economically efficient human capability, which is a result of inherent skill and investments in people. Formal education is viewed as a long-term human capital investment. This is thought to be as useful as, if not more useful than, physical capital (Woodhall, 2001). The term Human capital describes the total sum in skills possessed by that of the labor force. These abilities in turn increase productivity of an organization. The more the skills, the more productive the employees become. (Goldin, 2016) Schultz (1961) suggested the human capital theory, which was later established by Becker (1962). According to the human capital theory, education or training provides employees with valuable knowledge and skills, which increases their efficiency and income. Becker (1964) makes a distinction between particular and general human resources. Expertise gained through education and training that is unique to a particular firm is referred to as specific human resources (firm-specific or context-specific skills). On the other hand, basic human capital (general skills) is expertise acquired through education and training that is useful across the board (e.g., reading and writing). Education is an investment in employees and its output is a form of capital. Since education becomes a part of the person receiving it, then it's referred to as human capital.

This idea employee training is a type of investment with a long-term horizon demonstrational a higher return rate and the ability to help achieve significant national goals has been very well put by the Kenya strategic human resource framework for the public service. Through this, human capital idea implies that policies promoting employee training in the public service could help achieve set goals of the government service human resources. Therefore, public sector has a responsibility to provide funding for education, and a right to control employee training. Productivity, economic power, and worldwide competitiveness are all linked to human capital. (Holden & Biddle, 2017)

Human capital theory influences training strategies pursued by public service delivery in Africa. The contribution of human capital theory is not viewed in terms of economic development alone, but there is also now clear evidence of modeling investment in employee training. Human capital theory still provides a strong framework and relevance to employee training in public service delivery in Africa. However, with the now demands of the public customer that are increasing daily and the citizens knowledge and aspirations, the goal of employee learning as a factor in public administration in service delivery cannot be underestimated. (Oketch, 2014)

According to Marginson, (2019) Human capital theory however has the limitation of assuming that employee training determines the productivity of employees and hence determining remuneration. Human capital theory has dominated the policies of public understanding on the relationship between work and education. The human capital theory holds that education is a form of economic capital that furthering education is the foundation for employment, and that education is the primary determinant of employee performance. Furthermore, human capital theory falls short of realism. This is because of the weaknesses in the technique used which is the use of one theoretical lens. Human capital theory foists one single lens in the heterogeneity of education and work. It does not offer a clear explanation on how education increases productivity, why remunerations are becoming more unequal, or the importance of status.

Human capital has value to public service delivery when they train their employees on organizational level factors that benefit the public service in general. Effective and efficient investment in human capital and employee training matter and they have a very big impact on employee productivity which adds to the overall effectiveness of public service delivery. It's important that public service view human capital to be an asset that should be invested. Training that is done to employees contributes to the overall human capital of public service, hence effective delivery of services to its citizens. However, most of the employee training in the public service encompasses at best some basics of the organizations specific training. For example, in the public service, training involves the use of corresponding assets which are specific to the public organizations, or at least a considered choice of the organization. It is important that the government make training decisions that will have a greater impact on enhancing public service delivery efficiency and effectiveness. Human capital is an intangible asset, and the public service need to have a greater disclosure of information which should be done with attention for monitoring and evaluation. (Riley et al., 2017)

Human resource strategy proposes that a firm-specific human capital, according to human resource management, is a source of sustainable competitive advantage. Workers, on the other hand, are often thought to be reluctant to progress in firm-specific capacity and skills because these investments could be made at the expense of improving general skills, lowering their attractiveness in the labor market. Employees' investment in firm-specific human capital is critical for value development and appropriation, but global disinvestment in firm-specific skills is believed to exist. Main idea here is the firm's views of what specific capital is, even if it is not accurate, subjective human capital that is specific to a firm may be more critical than the human

capital that is objective and firm-specific in assessing the probability that firm-specific human capital will be a source of sustainable profit. (Nyberg & Moliterno, 2019)

Human capital and innovation are intertwined concepts that have a significant effect on the economy of the world. However, in order to obtain this positive effect, some steps should be taken, the first one being to provide employee training into something more realistic and practical, where they can demonstrate their maximum innovative potential. The next step is to give workers more chances to put their ideas into action and refine them. The final move is to eliminate the principle of power distance from the country's leadership in addition to making every citizen feel truly an equally valued and also that their opinions matter as much as those in power's.. This helps poorly developed nations in achieving maximum economic growth and gaining a competitive edge through its human resources and individual creativity. (Alawamleh et al., 2019)

New Public Management Model

The New public management (NPM) explains mediating variable of government policies. New public management entails techniques and practices of management derived from management of the private sector. New public management initiatives place a greater focus on public management rather than traditional government administration. New public management is characterised by decentralization of management of government services : the development of autonomous agencies as well as the devolved budgets and financial regulation, the increased use of markets and competitiveness in the public services provision , such as subcontract and other market type mechanisms, and a greater emphasis on performance, outputs, and customer focus, the advancement of technology, and the growing and use of international management consultants. In developing nations, main factors involve lending conditions and a growing focus on good leadership, as well as external influences and structural reform programs. (Islam, 2015) Adoption of NPM posted mixed results in terms of service delivery in diverse sectors of the public sector in Europe. New Public Management got introduced in 1980s to deal with problems relating to a non-productive as well as bureaucratic public service in the United Kingdom (U.K). The result of the adoption of NPM brought about new standards in the public sector; political independence, professionalism and neutrality that informed both the management of human resources and enhanced public service delivery (Lapsley & Knutsson, 2016, Ongaro, 2009)

Empirical Literature

Chukwuemeka et al., (2017) posits that the government should continue to widen the opportunities provided by ICT in its quest to increase employee productivity by gaining new

skills, expertise, and abilities which will invariably enhance worker performance and the success of the organization. Furthermore, education and development is good to provide a pool of qualified workers to drive and fulfil, vision, priorities, and objectives by delivering competent for the economy of the twenty-first century. This study concentrates more on ICT as the key driver in service delivery not bearing in mind the critical component of human resource management.

Waiganjo et al, (2016) also conducted a study on connection of training as a strategic human resource management practice and organizational performance in Kenyan corporations. The study concentrates more on strategic function of human resources to enhance productivity in organisations. However the paper does not recognise the implementation process of human resource strategies.

Kihara, (2016) adds that paying attention to human resource requirements as employee training during strategy is important to organisations. The company that provides training performs higher. These companies' leaders must be at the forefront of explaining how to execute the new plan and motivating workers through bonuses if the goals are met. Employees must also be given the opportunity to make individual contributions and provide suggestions for improving strategy implementation efforts. Leaders, on the other hand, should align their approach with human resource needs, set goals, and provide timely input. Finally, performance evaluations should be unbiased, and promotions should be based on achievement of goals. A case is also needed in the public sector firms.

Methodology

This study used descriptive research design. The study also used mixed method approach. The target population was all the 52 Huduma centres in Kenya with the 52 branch managers and 1456 supervisors from the Huduma centres in Kenya. A public customer was also included into the sample to rate public service delivery, leading to 1508 persons from the public. Multistage sampling was used. Multistage sampling is commonly used when there is no sampling frame, and if the population is dispersed over a large area. (Sedgwick, 2015; Chauvet, 2015). To collect data, the researcher used structured self-administered questionnaires. Cronbarch's alpha was used to measure reliability. Data was analyzed using SPSS version 20 and presented through descriptive and inferential statistics.

Response Rate

A total of 360 section supervisors and branch managers were sampled as respondents. 82 respondents did not respond to the questionnaire. This led to 278 questionnaires for managers and supervisors, having been duly answered and valid for data analysis representing a valid response rate of 77.2%. An equal number of 278 public customer respondents in Huduma centres were sampled at the Huduma centre counters to respond to public service delivery.

Table 1

Factors	Cronbach's Alpha	Comment
Employee training	0.915	Accepted
Public service delivery	0.880	Accepted
Government policies	0.729	Accepted

The results in table 1 reveal that employee training (ET), Public service delivery and the mediating variable of government policies (M) had coefficients above 0.70. Cronbach, (1951) indicated that 0.70 coefficient or higher indicates that the data is highly reliable. Therefore, those constructs that were used to measure the factors were accurate. This implies that the questionnaires were sufficient as a tool for data collection and that the questionnaires helped the study obtain reliable information from the respondents.

Respondents Characteristics

There were more female managers and supervisors (57.9%), than male (42.1%) participated in the survey. public customers that participated where male (50.4%) was more than the female (49.6%). This shows there is a fairly balanced gender from the Huduma centers from which the information was obtained. This also shows that there was no discrimination on the basis of gender. Most managers and supervisors that responded to the survey, 39.2% (n=109) were aged 30-39 years, followed by 24.8% (n=69) who were aged 20-29 years followed by 24.5% (n=68) who were aged 40-49 years followed by 11.2% (n=31) who were aged 50-59 years. The least was those aged below 20 years who represented 0.4% (n=1) of the respondents. Out of all the public sampled, majority, 45.3%, were aged 20-29 years, followed by 26.3% who were aged 30-39 years, followed by 11.5% who were aged 40-49 years, followed by 6.2% who were aged below 20 years. The least were the elderly, 5.8% aged 50-59 years and 3.6% who were aged 60 years and above. From the results, it is found out that majority of those who seek the government services in Huduma centers are the youths and the middle aged. This helps to understand opinions about the study variables since public service delivery is all about

motivation. Majority of managers and supervisors were bachelor's degree holders (36.3 %), closely and the Diploma holders (36.7%), and followed by masters degree holders (11.5%), secondary school certificate holders at 9.7%, PHD holders (0.4%) and college certificate (0.4%) who were the least. Majority of the respondents, 36.0%, showed that they had certificates in secondary school as their highest standard of education, followed by 23.4% who had attained a bachelor's degree followed by diploma holders (22.3%), followed by primary school certificates (9.4%), followed by 3.6% who had a postgraduate diploma, followed by 2.2% who had pursued their Master's degree, followed by 1.4% who were certificate holders and 0.7% who were PHD holders. The least, 0.4% were those without any education. From the findings, the public customers have the minimum education requirement to respond on service delivery of Huduma centers in Kenya.

On gender, majority of 66.2% (n=184) were married, 33.8% were single. This helps to understand in depth about the study variables. It helps also understand workforce diversity in Huduma centres which is a factor in employee motivation at the workplace in turn enhancing public service delivery of Huduma centres in Kenya. The majority of the branch managers, indicates that, 32.5%, earned a net monthly salary of Kshs. 80,000 - 99,000, followed by 22.5% who earned a net salary of Kshs. 20,000 - 39,000, followed by 17.5% who earned a salary of 100,000 and above, followed by 15% who earned a salary of 60,000 - 79,000 and finally 12.5% who indicated they earn a salary of Kshs. 40,000 - 59,000. For the supervisors, most of them earned a net salary of Kshs. 20,000 – 39,000 (31.5%) followed closely by 27.7% who earned 40,000 - 59,000, followed by 14.3% who earned 60,000 to 79,000 followed by 11.3% who earned 80,000 - 99,000. Few, 5.9 %, were found to earn below 20,000 as well as 100,000 and above. Majority of the branch managers were found to earn a basic salary of Kshs. 60,000 and above on average as most have experience and higher education earning a considerable higher net salary as compared to the section supervisors. Income levels help in the understanding of what motivates employees. (Ashraf et al., 2014)

The Influence of Employee Training on Public Service Delivery

An investigation of the influence of employee training and public service delivery of Huduma centres in Kenya was done.

Table 2: The Influence of Employee Training on Public Service Delivery

Employee Training	SA	A	N	D	SD	Mean	standard deviation
--------------------------	-----------	----------	----------	----------	-----------	-------------	---------------------------

Training is based on the identified training needs	47.0%	40.0%	7.4%	3.3%	2.2%	4.26	0.901
Training methods are adequate and they provide behaviour and attitude change	39.5%	45.4%	9.2%	4.4%	1.5%	4.32	2.631
Training is based on career growth	30.7%	40.7%	17.0%	7.8%	3.7%	3.87	1.053
Mentoring and coaching are done to strengthen talent and continuous learning	33.6%	44.4%	12.7%	6.0%	3.4%	3.99	1.003
The in-service programs have adequately brought about development in behaviour and attitude for building capacity in Huduma centres	39.6%	44.9%	10.6%	3.8%	1.1%	4.18	0.851
Huduma Centres experience skills and competency gaps in some tasks	21.6%	41.0%	17.9%	14.9%	4.5%	3.60	1.115
There is duplication and overlapping of functions in Huduma centres	9.8%	14.3%	19.2%	35.3%	21.4%	2.56	1.246
Employee training enables easier facilitation of change management of work processes in Huduma centres	42.8%	44.6%	6.7%	4.1%	1.9%	4.22	0.883
Composite mean and standard deviation						3.875	1.2104

The composite standard deviation is 1.2104, and the aggregate mean value is 3.875. This implies that the respondents agree that employee training influence public service delivery of Huduma centres in Kenya.

Table 3: The Influence of Public Service Delivery in Huduma Centres in Kenya

Public Service Delivery	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Mean	Standard Deviation
The services employees deliver in Huduma centres are of good quality	39.5	48.2	7.6	4.7	0.0	4.22	0.782

Government policies influence public service delivery in Huduma centres	1.9	3.4	6.0	45.5	43.2	4.24	0.859
Priorities in political developments influence public service delivery in Huduma centres	5.3	17.4	20.0	35.5	21.9	3.51	1.165
Economic resources available influence public service delivery in Huduma centres	1.1	7.9	15.7	41.9	33.3	3.99	0.953
Government budgets influence public service delivery in Huduma centres	1.5	6.8	7.2	41.1	43.4	4.18	0.940
Laws that define institutional processes influence public service delivery in Huduma centres	1.5	6.8	12.9	45.8	33.0	4.02	0.933
Composite mean and standard deviation						4.0	0.643

Table 4 shows that on average, the respondents agreed that government policies had an influence on public service delivery (M=4.00, SD =0.643). This is a clear indication that government policies play a critical role in enhancing effectiveness of public service delivery.

Hypothesis Testing Using Multi Regression Analysis Model

Multiple regression analysis was performed to assess the influence that employee training has on public service delivery of Huduma centres in Kenya. Government policies (M) are the mediating variable.

Table 5: Model Coefficients for Multi regression Model - Hypothesis results

Coefficients		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
Model		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.207	.470		4.697	.000		
	ET	.183	.058	.189	3.167	.002	.913	1.096
2	(Constant)	2.061	.393		5.241	.000		
	ET	.168	.048	.173	3.469	.001	.912	1.096
	M	.464	.043	.580	10.881	.000	.799	1.252

a. Dependent Variable: PSD

(Source: Survey data, 2021)

Table 5 shows that in the first model, Employee training (ET); $\beta = 0.183$, $p = 0.002$, is significant at 95% confidence level. In the second model regression analysis was used to investigate the hypothesis that government policies mediate the relationship between employee training and public service delivery. Government policies had significant mediating effect on the relationship between Employee training and PSD. As indicated by $p=0.000$ at 95% confidence level.

Therefore the null hypothesis is rejected and it was concluded that employee training has influence on public service delivery of Huduma centres in Kenya

Research shows that employee training is a key and an important factor to public service delivery. Kiiru (2015) conducted a study on SHRM practices and parastatals performance in Kenya. The study postulates that employee training as a strategic human resource practice has a positive, significant influence on public service delivery. Different types of training to the employees is necessary, in order to have better delivery of public services.

Employee training is also more favorable if it is in line with the jobs since skills and knowledge is an important base for any human resource competitive advantage. It is recommended that human resource managers ensure that training is linked to the overall strategy of the public service delivery. Mwangi & Gachunga, (2016) also supports employee training and adds that employee training significantly influences public service delivery. Training is very important in public service delivery in enhancing employee career development, and that it cannot be underrated or substituted by anything else.

Okumu et al., (2018) showed that employee training has a positive relationship with the performance of employees. However, the effect of policies and employee training was insignificant for forecasting employee performance. More so, the study shown that there existed no difference between position of the employees and performance in the Kenyan judiciary. Recommendations were for the organization to do budgetary allocation and the organization to set aside adequate resources for training. The training organizers are also advised to take on other instructional approaches like teleconferencing, videoconferencing and internet. The study also recommended training needs assessment to be done before doing any training program, to ensure employee training effectiveness. However the study only focused on the accessibility of training materials, Knowledge transfer and instructional media and their effect on employee performance.

According to Masenge et al., (2018) there are other areas like the counties where the level of public service delivery is not satisfactory and owing to a variety of challenges. These problems

include a lack of equal opportunity for all employees to participate in training, resulting in skewed trainings, a lack of an internal training policy and reliance on the national government's public service training policy, that does not take care of its specific needs, and a lack of in stakeholder engagement, resulting in rare trainings that do not meet their training needs. As a result, a training needs assessment for all employees should be conducted in order to develop a superior workforce through focusing on weakness areas as well as trying to develop them through relevant courses as needed. Relevant training should be provided so as to minimize labor turnover, reduced equipment breakdowns result in lower maintenance costs and fewer customer complaints. Finally, a clear monitoring and evaluation method should be put in place to hold employees accountable for public service delivery. Organizations should keep in mind when designing training programs that training is a stimulant which workers need to improve their service delivery and capabilities, which increases organizational productivity.

Bujang (2015) found that training did not provide important effect on official government performance increase. The study's findings confirmed that the learning process' quality should be improved. It is clear that research posits that employee training is vital for Public service delivery efficiency and effectiveness. Despite the fact that training in some areas of the public sector are not well implemented, this does not rule out its importance in improving public service delivery.

Summary of the Findings

From the results, it is found out that majority of those who seek the government services in Huduma centers are the youths and the middle aged. From the findings, the public who were sampled were found to have the minimum education requirement to respond to public service delivery of Huduma centers in Kenya. Therefore, it is concluded that the respondents both the supervisors, branch managers and the public customers were well placed to give adequate and reliable information. On the marital status of the Huduma centre managers and supervisors, majority of 66.2% were married, 33.8% were single. This shows that there was employee diversity on marital status.

Employee Training

Employee training in Huduma centres in Kenya is based on the identified training needs. Huduma centres in Kenya were found to have adequate training methods and they provide behaviour and attitude change. Most of the respondents who were branch managers and supervisors of various sections within Huduma centres agreed that training is based on career

growth. From the research findings, most of the respondents indicated that mentoring and coaching are done to strengthen talent and continuous learning.

The respondents agreed that the in-service programs have adequately provided behavioural and attitude development for capacity building in Huduma centres. It was also agreed that Huduma Centres experience skills and competency gaps in some tasks. The respondents were indifferent on average as they neither agreed nor disagreed that in Huduma centres there is duplication and overlapping of functions with majority, 56.7% disagreeing. Finally, in Huduma centres, employee training enables easier facilitation of change management of work processes. The composite mean value is 3.875 and the composite standard deviation is 1.2104. This implies that the respondents agree that employee training influence public service delivery of Huduma centres in Kenya.

Government Policies

Results indicated that government policies have a mediating effect on public service delivery in Huduma centers. Respondents agreed that priorities in political developments influence public service delivery in Huduma centres. The third item asked whether economic resources available influence public service delivery in Huduma centres from which the respondents. The respondents again agreed that the government budgets did influence public service delivery in Huduma centres. Lastly on government policies, the participants were asked whether laws that define institutional processes influenced public service delivery in Huduma centres. The respondents agreed on average. On average dependent variable public service delivery has a mean of 4.2 and a standard deviation of 0.8. This implies that there was a moderate response of the influence of strategic human resource practices on public service delivery of Huduma centres in Kenya.

Hypothesis results in the multi regression model reveal that in the first model, all the study variables did not have significant betas. Employee training was significant with $\beta = 0.183$, $p = 0.002$, The second model Regression analysis showed Government policies had significant mediating effect on the relationship between Employee training and PSD. As indicated by p value which is less than 0.05.

Conclusion

Majority of the respondents agreed that employee training influence public service delivery in Huduma centres. This was indicated by an aggregate mean of 3.875 and a standard deviation of 1.2104. The findings show that employee training in Huduma centres in Kenya is based on the

identified training needs, adequate training methods that provide behavior and attitude change, and that training is based on career growth. From the research findings, most of the respondents indicated that mentoring and coaching are done to strengthen talent and continuous learning. The respondents agreed that the in-service programs have adequately provided behavioural and attitude development for capacity building in Huduma centres. It was also agreed that Huduma centres experience skills and competency gaps in some tasks. The respondents were indifferent on average as they neither agreed nor disagreed that in Huduma centres there is duplication and overlapping of functions. Finally, in Huduma centres, a majority agreed that employee training enables easier facilitation of change and management of work processes. This implies therefore that employee training is very important to ensuring efficient and effective public service delivery of Huduma centres in Kenya.

Research findings show that there is a positive significant low linear relationship with a correlation coefficient of 0.254 (which is statistically significant $p = 0.000$) between employee training and public service delivery in Huduma centres in Kenya. This implies that employee training as a strategic human resource practice, has a significance influence on public service delivery in Huduma centres in Kenya.

Conclusion and Recommendations

The education background of the Huduma center managers should be maintained. The managers were found to be well educated with a minimum educational level of a bachelor's degree. Huduma centre managers, who have bachelor's degree, should be encouraged to further their education to at least a master's degree. This is to have more knowledge and skills, and to prepare them for succession to higher level roles and responsibilities. The study also recommends that employee training being the least performed among the four variables should be taken more seriously since it enhances continuous improvement. The study also recommends the management of Huduma centre managers and section supervisors from the various ministries that serve the public customers in the Huduma centres, to ensure that there is no duplication and overlapping of functions. This is because the respondents were different on average as they neither agreed nor disagreed that in Huduma centres there is duplication and overlapping of functions.

Lastly there should be a robust monitoring and evaluation of policy implementation so that performance gaps can be identified early enough in order to advise policy change and help measure performance for the future policy making process. There should also be inclusive

stakeholder participation in the process of policy making and policy implementation to ensure that policies are inclusive and well crafted.

REFERENCES

- Alawamleh, M., Bani Ismail, L., Aqeel, D., & Alawamleh, K. J. (2019). The Bilateral Relationship between Human Capital Investment and Innovation in Jordan. *Journal of Innovation and Entrepreneurship*, 8(1). <https://doi.org/10.1186/s13731-019-0101-3>
- Bányai T. (2019). *Sustainable human resource management*. MDPI.
- Becker, G. (1964). *Human Capital* (2nd ed.). Columbia University Press, New York. <https://www.nber.org/books-and-chapters/human-capital-theoretical-and-empirical-analysis-special-reference-education-first-edition>
- Becker, G. S. (1962). Investment in human capital: A theoretical analysis. *Journal of Political Economy*, 70(5, Part 2), 9-49. <https://doi.org/10.1086/258724>
- Bujang, S. (2015). The Effectiveness of Training Management of Public Servants at the Centre of Education and Training Ministry of Domestic Affairs Regional Bukittinggi. *International Journal of Educational Administration and Policy Studies*, 7(1), 17-25. <https://doi.org/DOI:10.5897/IJEAPS2013.0311>
- Chauvet, G. (2015). Coupling methods for multistage sampling. *The Annals of Statistics*, 43(6), 2484-2506. <https://doi.org/10.1214/15-aos1348>
- Chukwuemeka, E. E., Ubochi, E. I., & Okechukwu, E. U. (2017). Effect of e-government on service delivery in federal University Ndufualike Ikwo, Ebodnyi state. *Review of Public Administration and Management*, 05(01). <https://doi.org/10.4172/2315-7844.1000203>
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297-334. <https://doi.org/10.1007/BF02310555>
- Goldin C. D. (2016). *Human capital*. DASH Home. <https://dash.harvard.edu/handle/1/34309590>
- Holden, L., & Biddle, J. (2017). The introduction of human capital theory into education policy in the United States. *History of Political Economy*, 49(4), 537-574. <https://doi.org/10.1215/00182702-4296305>
- Islam, F. (2015). New Public Management (NPM): A Dominating Paradigm in Public Sectors. *African Journal of Political Science and International Relations*, 9(4), 141-151. DOI: 10.5897/AJPSIR2015.0775

- Kaufman, B. E. (2016). Globalization and convergence–divergence of HRM across nations: New measures, explanatory theory, and non-standard predictions from bringing in economics. *Human Resource Management Review*, 26(4), 338-351.
<https://doi.org/10.1016/j.hrmr.2016.04.006>
- Kiiru, D. M. (2015). *Strategic Human Resource Management Practices and Performance of Pastorals in Kenya* [Doctoral dissertation]. <https://ir-library.ku.ac.ke/bitstream/handle/123456789/14238>
- Lapsley, I., & Knutsson, H. (2016). *Modernizing the public sector: Scandinavian perspectives*. Taylor & Francis.
- Maangi J. K., & Wambalaba F. (2017). Factors Contributing to High Employee Turnover of Lawyers in Law Firms in Kenya. *Journal of Modern Law and Philosophy*, 1(1), 1-21.
<https://carijournals.org/journals/index.php/JMLP/article/view/94>
- Marginson, S. (2017). Limitations of human capital theory. *Studies in Higher Education*, 44(2), 287-301. <https://doi.org/10.1080/03075079.2017.1359823>
- Mwangi, E. N., & Gachunga, H. (2016). Influence of Career Development on Service Delivery in the Public Sector. *The Strategic Journal of Business & Change Management*, 3(4), 320-340. <http://strategicjournals.com/index.php/journal/article/view/327>
- Masenge, D., Onkware, K., & Ogwora, E. (2018). Influence of Employee in-Service Training on Service Delivery in Kisii County Government, Kenya. *IJARKE Business & Management Journal*, 1(1), 185-193. <https://doi.org/10.32898/ibmj.01/1.1article16>
- Mwangi, E. N., & Gachunga, H. (2016). Influence of Career Development on Service Delivery in the Public Sector. *The Strategic Journal of Business & Change Management*, 3(4), 320-340. <http://strategicjournals.com/index.php/journal/article/view/327>
- Nyberg, A. J., & Moliterno, T. P. (2019). *Handbook of Research on Strategic Human Capital Resources*. Edward Elgar Publishing.
- Ongaro, E. (2009). *Public management reform and modernization: Trajectories of administrative change in Italy, France, Greece, Portugal and Spain*. Edward Elgar Publishing.

- Okumu, E. L., Kiflemariam, A., & Mang'unyi, E. (2018). Effects of Employee Training on Employee Performance: A Case of the Judiciary of Kenya. *International Journal of Research in Management, Economics and Commerce*, 8(9), 39-47. https://www.researchgate.net/publication/336121553_Effects_of_Employee_Training_on_Employee_Performance_A_Case_of_the_Judiciary_of_Kenya
- Oketch, M. (2014). Human capital theory and educational policy strategies in sub-Saharan Africa: A retrospective overview. *International Journal of Educational Development in Africa*, 1(1), 96-107. <https://doi.org/10.25159/2312-3540/48>
- Public Service Commission. (2017). *Guidelines on Managing Training in the Public Service*. [file:///C:/Guidelines On Managing Training In The Public Service.pdf](file:///C:/Guidelines%20On%20Managing%20Training%20In%20The%20Public%20Service.pdf)
- Riley, S. M., Michael, S. C., & Mahoney, J. T. (2017). Human capital matters: Market valuation of firm investments in training and the role of complementary assets. *Strategic Management Journal*, 38(9), 1895-1914. <https://doi.org/10.1002/smj.2631>
- Schultz T. (1961). Investment in Human Beings. *Journal of Political Economy*, 51(1), 1-17. <http://www.jstor.org/stable/1818907>
- Sedgwick, P. (2015). Multistage sampling. *BMJ*, 351, h4155. <https://doi.org/10.1136/bmj.h4155>
- Waiganjo, E. W., Mukulu, E., & Kahiri, J. (2012). Relationship between Strategic Human Resource Management and Firm Performance of Kenya's Corporate Organizations. *International Journal of Humanities and Social Science*, 2(10), 62-70. <https://ir-library.ku.ac.ke>
- Woodhall, M. (2001). Human capital: Educational aspects. *International Encyclopedia of the Social & Behavioral Sciences*, 6951-6955. <https://doi.org/10.1016/b0-08-043076-7/02469-4>