

**TRAINING AS A HUMAN RESOURCE PRACTICE FOR SERVICE DELIVERY IN LAPSET
CORRIDOR DEVELOPMENT AUTHORITY, KENYA**

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ABSTRACT

This study analyzed the effect of training on service delivery in the LAPSET Corridor Development Authority, Kenya. A descriptive correlational research design was adopted to examine the relationship between training and service delivery without manipulating variables. The target population comprised all 96 employees at the Authority's headquarters, and due to the small number, a census approach was used. Primary data was collected through a semi-structured questionnaire with both closed- and open-ended items, including Likert-scale questions. A pilot test involving 10 respondents from KENHA was conducted to enhance validity and reliability. The findings revealed that although training significantly supported service delivery, gaps existed in its consistency and accessibility, with some employees reporting limited opportunities to attend specialized programs. The study concluded that training initiatives such as technical skills development, mentorship, and customer service workshops improved efficiency, accuracy, and timeliness of services, enhanced client satisfaction, and fostered teamwork, knowledge sharing, and adaptability. It recommended strengthening employee training through a structured policy framework that guarantees regular and inclusive programs aligned to strategic objectives, institutionalizing continuous professional development, and adopting robust monitoring and evaluation mechanisms to assess training outcomes. Furthermore, adequate resource allocation, collaboration with professional bodies, and integration of training into performance appraisal systems were recommended to ensure sustainability and embed a culture of learning within the Authority.

Keywords: Service delivery, Training, Organizational performance, employees, and LAPSET Corridor Development Authority.

BACKGROUND

According to Vogireddy (2020) service delivery refers to the process by which an organization provides services to its customers or stakeholders, including all aspects of delivering value through the services offered. It involves a range of activities and processes that ensure the efficient, effective, and high-quality provision of services, whether in the public or private sector (Riatmaja & Wibawanto, 2022). The goal of service delivery is to meet or exceed customer expectations, thereby enhancing satisfaction, loyalty, and overall organizational performance. In the public sector, service delivery is used to refer to the delivery of human necessities like health, education, transport and security.

Governments and public institutions endeavour to produce these services in a fair, affordable and culturally sensitive way to the population (Thapa, 2020). This research, therefore, posits that service delivery in this regard is significant in enhancing the standard of living of people, especially in the society, as well as enhancing public confidence in institutions. For example, a well-developed health care system guarantees citizens' access to medical services hence improving their health and the confidence that people have in the health care system. In project implementation, particularly in infrastructure development or public service delivery undertakings, efficient service delivery is essential to achieve the program objectives and optimality of welfare on the targeted population (Mmbusa, 2019). Thus, the effective performance of infrastructure projects like the LAPSET Corridor in Kenya relies on the capacity of the relevant authorities to provide services and accomplish project goals (Gitonga & Nzulwa, 2019). This involves utilising resources efficiently, dealing with other project stakeholders, and ensuring that the project tasks are done to the standard and in a safe manner.

Employee training is a structured process through which employees acquire specific knowledge, skills, and abilities required to perform their current and future roles effectively. According to Arthur-Mensah, (2020), training is an essential human resource management practice designed to bridge performance gaps by enhancing employee competence and confidence. It goes beyond technical skills to include soft skills such as communication, leadership, and problem-solving, which are critical for organizational growth. In the context of public institutions, training ensures that employees adapt to changing policies, technologies, and service requirements, thereby improving their capacity to deliver quality services to citizens (Munir, 2022).

As a compensation management strategy, employee training is considered a non-monetary form of reward that enhances the perceived value of employment. Shahbaz, (2025) argues that organizations use training as an intrinsic reward that signals recognition, career growth, and investment in employees' personal development. In public service, where monetary compensation may be limited due to budgetary constraints, training opportunities serve as motivational incentives that improve employee retention and satisfaction (Fernandes et al., 2022). Thus, training is strategically positioned as part of the total reward system, complementing salaries and benefits while fostering loyalty and productivity.

The importance of training lies in its direct impact on both employee performance and institutional service delivery. When implemented through workshops, seminars, on-the-job learning, and e-learning platforms, training equips employees with updated knowledge and relevant skills that align with organizational goals (Bhumika et al., 2024). For public institutions, effective training enhances service quality, reduces bureaucratic inefficiencies, and promotes accountability in handling public resources. Moreover, by equipping employees with the skills to handle dynamic citizen demands, training strengthens public trust and institutional credibility (Wanyama & Njeru, 2021). Therefore, training serves as both a developmental tool for employees and a strategic lever for improving service delivery in public institutions.

The LAPSET Corridor Development Authority is a Kenyan state corporation that was formed in 2013 with a specific aim of coordinating the development of the strategic LAPSET Corridor project in the country (Fadhil, Mwangi, & Kisimbii, 2019). The LAPSET project envisions the establishment of a new transport

and infrastructure corridor that connects Lamu port to the southern Sudan, Ethiopia so as to foster regional integration, trade and economic growth (Gitonga & Nzulwa, 2019). Key components include a new port at Lamu, railway lines, highways, oil pipelines, an oil refinery, resort cities, and airports. The LAPSSET Corridor project, valued at approximately KES.2.5 trillion (around USD 23 billion), spans multiple sectors including transport, energy, and trade (Onditi, 2021). Given its scale and complexity, the project requires a highly competent and motivated workforce to meet its ambitious goals.

Problem Statement

The management of compensation in public sector projects in Kenya has remained an issue of concern (Mmbusa, 2019). Persistent challenges include budget restrictions and an escalating public sector wage bill, which in 2023 was estimated at 51.77% of government revenue. Balancing the need for competitive compensation with fiscal sustainability remains a critical issue. Compensation in the public sector is often rigid, with limited flexibility to reward high performers or provide competitive pay to attract specialized skills (Aniedi, Brownson, & Efi, 2024). This rigidity places public agencies at a disadvantage compared to private sector organizations. A KNBS survey (2023) revealed that public sector employees frequently cite low wages, absence of bonuses, and weak performance incentives as key sources of dissatisfaction. More than 60% of employees felt that their wages were inadequate for the tasks assigned to them, which contributed to low morale and high turnover.

These compensation challenges are particularly pronounced in large-scale and complex projects such as the LAPSSET Corridor Development Project, where the demand for qualified, motivated, and highly skilled staff is especially critical. Reports indicate that the LAPSSET Corridor Development Authority faces problems related to delayed remunerations, unclear career progression paths, inadequate recognition of high performance, and limited non-monetary incentives (Gitonga & Nzulwa, 2019). In this regard, employee training emerges as a vital yet often underutilized component of compensation management. Training not only provides employees with the technical and managerial skills required to handle complex project demands but also serves as a non-financial reward that signals recognition, career growth, and institutional investment in staff development (Shahbaz, 2025). However, inadequate integration of training as part of compensation strategies has left employees feeling undervalued and poorly equipped, further undermining performance and service delivery.

The literature on compensation management and service delivery in Kenyan public sector organizations remains scarce, particularly within the context of large-scale infrastructural projects. Although studies have examined general compensation issues in the public sector (Ndung'u, 2022; Mmbusa, 2019; Njenga & Kamaara, 2024), there is limited focus on how employee training, as a compensation management strategy, affects employee performance and service delivery in complex, multi-sectoral projects like LAPSSET. This study therefore seeks to examine the role of employee training within compensation management and its effect on service delivery in the LAPSSET Corridor Development Project under the LAPSSET Corridor Development Authority

LITERATURE REVIEW

Theoretical Framework

Human Capital Theory

Human Capital Theory, developed by Becker and Schultz in the 1960s, positions education, training, and experience as critical investments in human capital comparable to investments in physical capital such as machinery or infrastructure. The theory emphasizes that skills, knowledge, and abilities are valuable forms of capital that increase both individual productivity and potential earnings (Khaykin, Lapinskas, & Kochergina, 2021; Matache, 2023). From this perspective, individuals and societies benefit from such investments as they foster innovation, efficiency, and economic growth by cultivating a more skilled and competitive workforce.

At the organizational level, Human Capital Theory underscores the importance of employee development through training and professional growth opportunities. Firms that invest in their employees' skills report better performance outcomes, reduced turnover, and improved loyalty (Wuttaphan, 2017; Aliu & Aigbavboa, 2019). Training equips employees with relevant competencies to adapt to changing work demands and improve service outcomes. For example, customer service training enhances communication and problem-solving skills, which in turn fosters higher customer satisfaction (Matache, 2023). In public institutions, this translates into improved service delivery as employees become more competent, motivated, and aligned with institutional goals.

Despite its strengths, Human Capital Theory has been criticized for being reductionist and for treating people primarily as economic instruments while neglecting structural, cultural, and socio-political factors that shape opportunities. Critics argue that the theory assumes a direct relationship between education and productivity, overlooking factors such as inequality, systemic discrimination, and access to resources (Fibbi et al., 2021). Nevertheless, the framework remains useful for analyzing how investments in training and education can enhance productivity and service quality. In the context of service delivery, training not only strengthens employee skills but also boosts morale and job satisfaction, creating a motivated workforce committed to delivering high-quality services in both private and public organizations (Wuttaphan, 2017; Matache, 2023).

Empirical Review

Training on Service Delivery

Khuselwa et al. (2022) averred that “training provides employees with the essential skills makes them more qualified in the execution of job roles for which they are employed. Onwuasigwe et al. (2023) posited that one of the most direct effects of employee training is the enhancement of skill sets, which translates into improved service quality. Training programs that focus on specific job-related skills are a prerequisite for excellent employee performance. Khuselwa, et al., (2022) found that employees who underwent training in customer service skills demonstrated significantly higher performance levels, resulting in improved customer satisfaction and loyalty. According to Werimo and Njoroge (2024) in the study of Training as an enabler of service delivery found out it is important to train staffs for efficient service delivery.

Kanyumba (2022) noted that it is vital that training programs provide up-to-date and relevant information to employees, especially in the areas of relevant technology. Available literature on organizational performance of services also avails empirical evidence of the effectiveness of technology training for delivery of services. This includes Kareem and Hussein (2019) who sought to determine the impact of ICT training in enabling the delivery of services across different sectors. The results showed that those who underwent training on new technologies were more productive and offered enhanced services. This was evident in the banking sector where through training in technology, the employees were able to offer better and faster services to the customers thus improving the overall satisfaction (Kareem & Hussein, 2019). (Kareem & Hussein, 2019).

Through structured and targeted instructional interventions, employees acquire both technical proficiencies and soft competencies that are indispensable in navigating the evolving complexities of contemporary work environments (Noe, 2017). Such capacity-building initiatives not only rectify performance deficiencies but also foster cognitive and behavioral transformation, enabling employees to execute tasks with greater precision, creativity, and efficiency (Salas et al., 2012). Moreover, training cultivates a learning-oriented culture where continuous professional development is normalized, thus encouraging innovation, reducing error rates, and improving decision-making quality (Aguinis & Kraiger, 2021). Empirical research further underscores that skill enhancement derived from training is positively correlated with job satisfaction and self-efficacy, which in turn boost employee engagement and organizational commitment (Chiaburu & Tekleab, 2025). Hence, the deliberate investment in training transcends immediate skill acquisition—it strategically

positions the workforce to meet emergent challenges and contributes significantly to the realization of long-term organizational objectives.

Tanui and Kwasira (2019) hypothesized that training is also another factor that supports engagement and motivation of the employees which are determinants of service delivery. Effective training helps to maintain highly motivated employees who produce quality services, demonstrate more proactivity, and actively focus on users. Kanyumba (2022) explained how training was related to engagement and work performance, and in extension, service delivery. In South Sudan, Alier and Bill (2022) “directed a study on the linkage between training and service execution”. The findings revealed that the trained employees were more interested in their work, expressed higher satisfaction levels with their jobs, and also bore more commitment towards their positions. This made a direct impact in the way services were delivered as the employees were more cautious in handling customer needs and automatically gave their best in cases of complaints.

Trained employees often exhibit a heightened interest in their work, a phenomenon that can be attributed to the increased competence and confidence they gain through continuous development. As training programs enhance employees' skills and knowledge, they become better equipped to tackle job-related challenges and execute tasks with greater proficiency, which subsequently boosts their intrinsic motivation and job satisfaction (Bakker & Demerouti, 2021). Training empowers employees by providing them with the tools needed to excel in their roles, resulting in a sense of accomplishment and a stronger alignment with organizational goals (Deci & Ryan, 2021). Furthermore, employees who receive adequate training are more likely to feel valued and supported by their employer, which fosters a positive work environment and cultivates a deeper sense of loyalty and commitment to the organization (Wang, Law, & Shi, 2021). This enhanced engagement translates into a greater investment in their roles, as trained employees tend to exhibit higher levels of initiative, problem-solving capabilities, and creativity, all of which contribute to organizational growth and innovation (Chiaburu & Marinova, 2025). Thus, the investment in employee training not only facilitates skill development but also fosters a more engaged and motivated workforce, leading to improved individual and organizational performance

According to Alier and Bill (2022), product training and customer relations training, enhance employee morale and productivity. According to Karatzas, Papadopoulos and Godsell (2020) employees, who learned customer service skills, had higher motivation levels and worked better, leading to higher loyalty and customer satisfaction. The findings of the research also emphasized that the act of training aids in creating a motivated staff that is able to provide quality service. Kareem and Hussein (2019) further cautioned that errors are likely to happen often when the organization does not train its workers to offer quality services accurately and efficiently. Employees, who are trained, make fewer errors and they spend more time in delivering their tasks that results in enhanced operations and efficient services.

Yimam (2022) investigated how training and team performance intertwine. The study established that efforts to train workers on how to better work in teams and effectively communicate with other employees in the organization greatly helped in minimizing errors and enhancing productivity. This in turn made service delivery safer and more reliable, underlining the role of training in high-risk environment settings. Kuruppu, Kavirathne and Karunarathna (2021) ascertained that customer service trained employees offer better customer service delivery hence improving customer experiences and sales. The findings of the study also highlighted the role of training in developing a competitive advantage through enhancing the quality of services offered.

Regular on-the-job training constitutes an indispensable pillar in sustaining workforce relevance and fortifying skill acquisition, thereby directly influencing organizational efficacy and adaptive capacity. In an era marked by rapid technological evolution and shifting operational paradigms, continuous skill enhancement ensures that employees remain aligned with emergent industry demands and organizational goals (Noe, 2017). Such

training not only bridges competency gaps but also fosters cognitive agility, enabling personnel to navigate complex tasks and dynamic environments with greater efficacy (Salas et al., 2012). Furthermore, systematic on-the-job learning cultivates a culture of continuous improvement and knowledge sharing, which enhances collective performance and innovation capacity (Aguinis & Kraiger, 2021). Empirical evidence underscores that organizations investing in structured and recurrent training interventions experience higher levels of productivity, reduced error rates, and improved service delivery (Arthur et al., 2023). Hence, the strategic deployment of regular job-embedded training is not merely a human resource function but a catalyst for sustained organizational excellence and long-term competitiveness.

METHODOLOGY

Research Design

Research design refers to the plan that guides a study to ensure research questions are effectively answered (Asenahabi, 2019). This study employed a descriptive correlational design to examine the relationship between variables without manipulation. The design was suitable as it allowed the researcher to determine the strength and direction of the relationship between compensation management strategies and service delivery using correlation coefficients (Tobi & Kampen, 2018).

Target Population

The target population is the broader group to which research findings are generalized (Casteel & Bridier, 2021). For this study, the population consisted of all 96 employees at the LAPSET Corridor Development Authority headquarters.

Sampling Design and Size

Sampling design is the strategy used to select study participants (Bacher et al., 2019). Given the small population, a census was adopted, whereby all 96 employees were included as respondents. This approach was preferred because it eliminates sampling error and ensures comprehensive coverage.

Data Analysis and Presentation

Quantitative data was analyzed using SPSS version 26. Descriptive statistics summarized data, while correlation and regression tested relationships among variables. Thematic analysis was used for qualitative responses, providing deeper insights. Results were presented in tables and narratives.

FINDINGS

Table 2: Demographic Results of Respondents

Variable	Category	Frequency	Percentage
Gender	Male	50	59.52%
	Female	34	40.48%
Education Level	Diploma	11	13.10%
	Bachelor's Degree	46	54.76%
	Master's Degree	24	28.57%
	PhD	3	3.57%
Job Position	Junior Staff	52	61.90%
	Middle Management	24	28.57%
	Top Management	8	9.52%
Period of Service	Less than 3 years	8	9.52%
	3–6 years	17	20.24%
	7–10 years	43	51.19%
	11–14 years	16	19.05%
Total		84	100%

The demographic results in Table 2 show that a majority of respondents were male (59.52%), while females accounted for 40.48%, indicating male dominance in the workforce. In terms of education, most respondents held a bachelor's degree (54.76%), followed by master's degree holders (28.57%), diploma holders (13.10%), and a small proportion with PhDs (3.57%), suggesting that the workforce is fairly well-educated. Regarding job positions, junior staff formed the largest group (61.90%), while middle and top management accounted for 28.57% and 9.52% respectively, reflecting a pyramid structure common in many organizations. On tenure, more than half (51.19%) had served between 7 and 10 years, 20.24% between 3 and 6 years, 19.05% between 11 and 14 years, and only 9.52% less than 3 years, showing that the workforce is relatively experienced and stable. This demographic distribution provided a strong basis for understanding the perspectives shared in the study.

Descriptive Results

Descriptive Results for Training

The study aim was to evaluate the effect of training on service delivery in LAPSSET Corridor Development Authority, Kenya. The researcher required the respondents to express their extent of agreement or disagreement on some statements regarding training in the organization. Findings are portrayed in Table 3.

Table 3: Descriptive Results for Training

	SD	D	N	A	SA	Mean	SD
Employees receive regular on-job training to update and improve their skills.	9.52%	1.19%	5.95%	53.57%	29.76%	3.93	1.13
Digital literacy training is provided to help employees adapt to new technologies.	4.76%	14.29%	7.14%	42.86%	30.95%	3.81	1.17
Employees are trained regularly on best practices in customer service.	7.14%	8.33%	7.14%	42.86%	34.52%	3.89	1.18
The organization sponsors employees for professional certification training programs.	16.67%	8.33%	19.05%	42.86%	13.10%	3.27	1.28
The organization holds career development workshops for employees	2.38%	8.33%	11.90%	44.05%	33.33%	3.98	1.01
There are employee mentorship programs on technical and soft skills in the organization	3.57%	4.76%	10.71%	41.67%	39.29%	4.08	1.01
The organization provides structured onboarding training for new employees	1.19%	5.95%	11.90%	46.43%	34.52%	4.07	0.9
Employee training opportunities are available to all employees	2.38%	8.33%	9.52%	34.52%	45.24%	4.12	1.05
Agg.						3.89	1.09

Source: Field Data (2025)

It is illustrated in Table 2 that 83.33% supported the statement that employees receive regular on-job training to update and improve their skills. Only 10.71%, indicated otherwise, while 5.95% were in neutral stance. The resulting mean of 3.93 and a standard deviation of 1.13 point to a generally strong agreement with the statement. This finding underscores the organization's responsiveness to evolving competency demands, which is essential for effective service delivery in public institutions. It aligns with Khuselwa et al. (2022) that regular on-job training is critical for maintaining workforce relevance and skill building to enhance organizational outcomes.

Moreover, 73.81% of the employees concurred that digital literacy training is provided to help them adapt to new technologies. Some 19.05% refuted this, while 7.14% neither confirmed nor denied. The mean score of

3.81 (SD = 1.17) signals a moderately high consensus on the organization's efforts in digital literacy enhancement among employees. This finding reflects positively on institutional preparedness for digital service delivery, aligning with the observations by Kanyumba (2022) who assert that digital training fosters employee adaptability and increased efficiency in service delivery

Again, 77.38% were in affirmation that employees are trained regularly on best practices in customer service while 15.47% reported the contrary and 7.14% expressed indecision. The mean of 3.89 with a standard deviation of 1.18 suggests that such training is not only present but reasonably well-distributed across the workforce at LAPSSET. However, the disagreement and neutral stands suggest a room for improvement. Tanui and Kwasira (2019) also found that customer service training enhances employee-customer interactions and directly contributes to service quality.

The statement regarding sponsorship for professional certification programs received relatively less enthusiasm. Only 55.96% indicated that such opportunities exist, while 25% expressed opposing views and 19.05% were unsure. A mean of 3.27 and a relatively high standard deviation of 1.28 denote variability in access or awareness of such programs. This could reflect structural or communication gaps within the organization's professional development framework. The limited sponsorship opportunities may undermine efforts to foster specialization and sustained competence, a concern noted by Hussein (2019) who emphasize the role of certification in deepening job-specific proficiency.

Additionally, the presence of career development workshops was acknowledged by 77.38% of the respondents. Only 10.71% opposed this view, and 11.90% neither concurred nor refuted. The mean of 3.98 (SD = 1.01) indicates high rate of agreement and accessibility in employee developmental initiatives aimed at enhancing career progression in the organization. As per Alier and Bill (2022), such programs are instrumental in equipping staff with strategic perspectives necessary for institutional growth and resilience.

Similarly, the statement that there are employee mentorship programs on technical and soft skills in the organization was agreed to by 80.96% of respondents, with only 8.33% in contradiction and 10.71% undecided. The resulting mean score of 4.08 (SD = 1.01) confirms the high regard for interpersonal learning structures within the organization. This finding resonates with Yimam (2022) who found that mentorship enhances experiential learning, problem-solving capability and reduce error rates among employees.

Regarding provision of structured onboarding training for new employees, 80.95% of the participants acknowledged, 7.14% disagreed and 11.90 did not disagree nor agree. This was supported by a high mean of 4.07 and a low standard deviation of 0.90. This denotes clarity and institutionalization of the induction procedures coupled with new employee training in the organization. A robust onboarding process, as supported by Alier and Bill (2022) significantly shortens learning curves and embeds new employees into the organization's value system and operational ethos, thus enhancing service delivery.

It was also found that 79.76% of the respondents indicated that Employee training opportunities are available to all employees, while 10.71% disagreed and 9.52% were impartial. The mean of 4.12 (SD = 1.05) indicates a general positive perception towards fairness in employee training opportunities, which is a key marker of fairness and equity in human resource development.

Taken collectively, the aggregate mean of 3.89 and standard deviation of 1.09 reflect a generally positive outlook on training initiatives at LAPSSET Corridor Development Authority. These findings imply a proactive institutional culture in nurturing employee competencies, which is a strategic enabler of service delivery excellence. The relatively lower mean and higher dispersion in areas such as certification sponsorship point to opportunities for policy strengthening and broader engagement to ensure holistic capacity development across the board.

From the qualitative results, a recurring insight from the respondents was the pivotal role of cross-functional exposure, where employees were occasionally rotated across departments to build holistic institutional knowledge and enhance adaptive competence. This rotational strategy was viewed as instrumental in fostering agility and a deeper understanding of the Authority’s operational ecosystem. One participant explained,

“Working in different departments helped me understand how our roles are interconnected, which has made me more responsive when handling stakeholder queries.” (Respondent 11).

Respondents also highlighted the use of internal knowledge-sharing forums, where in-house subject matter experts conducted informal training sessions. These often focused on interpreting policy documents, understanding infrastructure development protocols, and applying project management frameworks. Such sessions were described as accessible and practical.

As one employee noted, *“There has been internal sessions that demystified policies that used to confuse us and they’ve really helped streamline how we deliver our services.” (Respondent 29).*

Moreover, several participants emphasized the integration of experiential learning techniques, such as job-shadowing and participation in simulation workshops, particularly in areas tied to strategic planning and risk management. These methods were credited with bridging the gap between theory and practice. Furthermore, employee training was widely acknowledged to have a positive and tangible influence on service delivery at the LAPSSET Corridor Development Authority. Participants reported that training enhanced their confidence and competence, resulting in fewer service errors and quicker task completion. It also improved collaboration and professional communication across teams.

One respondent remarked that,

“Training sessions have really built my confidence. I make fewer mistakes now, and working with colleagues has become smoother because we’re all speaking the same language professionally.” (Respondent 45).

Descriptive Results for Service Delivery

The researcher further sought for the perspectives of respondents regarding service delivery and findings were as shown in Table 4.

Table 4: Descriptive Results for Service Delivery

	SD	D	N	A	SA	Mean	SD
Client satisfaction has been consistently improving	2.38%	9.52%	14.29%	42.86%	30.95%	3.9	1.03
Organization maintains high standards in the delivery of its services.	0.00%	4.76%	5.95%	64.29%	25.00%	4.1	0.7
Services are delivered within the expected timeframes	1.19%	8.33%	10.71%	45.24%	34.52%	4.04	0.95
Clients receive prompt responses to inquiries and service requests.	5.95%	14.29%	7.14%	58.33%	14.29%	3.61	1.09
Our services are accessible to all clients	3.57%	11.90%	7.14%	45.24%	32.14%	3.9	1.09
The service delivery costs have remained reasonably minimal	1.19%	2.38%	11.90%	82.14%	2.38%	3.82	0.56
Service delivery accuracy has been improving	0.00%	2.38%	13.10%	60.71%	23.81%	4.06	0.68
Processes are streamlined to reduce bottlenecks in service provision.	1.19%	16.67%	5.95%	52.38%	23.81%	3.81	1.02
Stakeholder satisfaction has consistently been improving	14.29%	5.95%	7.14%	42.86%	29.76%	3.68	1.35
Agg.						3.88	0.94

Source: Field Data (2025)

Majority of respondents, 73.81%, were in agreement that client satisfaction has been consistently improving in the organization, although 14.29% remained neutral and 11.90% disagreed. The mean score of 3.90 (SD = 1.03) suggests a generally favorable perception, though some level of disagreement exists. Additionally, 89.29% of the respondents expressed that the organization maintains high standards in service delivery, supported by a mean score of 4.10 (SD = 0.70). This reflects a strong consensus on the organization's commitment to quality. However, 5.95% of respondents were neutral, and 4.76% disagreed, suggesting minor gaps in perception regarding the consistency of service standards. Regarding the statement that services are delivered within the expected time frames, 79.76% of respondents agreed. However, 10.71% were neutral and 9.52% disagreed. The mean score of 4.04 (SD = 0.95) indicates that most respondents believe services are delivered on time.

For the statement that clients receive prompt responses to inquiries and service requests, 72.62% of respondents agreed. However, 14.29% were neutral and 12.10% disagreed. The mean score of 3.61 (SD = 1.09) reflects a moderate satisfaction with response times but also shows that a significant portion of respondents feel that responsiveness could be improved. About 77.38% of respondents concurred that the services in the organization are accessible to all clients. However, 11.90% were neutral and 10.71% disagreed. The mean score of 3.90 (SD = 1.09) indicates a general perception of accessibility, though some respondents feel there may still be barriers, suggesting that further work could be done to enhance accessibility. Additionally, the statement about service delivery costs remaining reasonably minimal was supported by 84.52% of respondents. However, 11.90% were neutral and 3.57% disagreed. The mean score of 3.82 (SD = 0.56) reflects a largely positive view on cost-effectiveness.

Similarly, many respondents comprising of 84.52%, agreed that service delivery accuracy has been improving in the organization. However, 13.10% were neutral and 2.38% disagreed. The mean score of 4.06 (SD = 0.68) shows strong support for improved accuracy. Further, many respondents, 76.19%, expressed agreement that processes are streamlined to reduce bottlenecks in service provision. However, 16.67% remained neutral, and 7.14% disagreed. The mean score of 3.81 (SD = 1.02) suggests that streamlining of processes to reduce bottlenecks in service provision was upheld. A total of 72.62% of respondents agreed that stakeholder satisfaction has consistently improved. However, 14.29% were neutral and 13.10% disagreed. The mean score of 3.68 (SD = 1.35) reflects a generally positive view of stakeholder satisfaction in the organization.

Regression Analysis

This section displays regression analysis outcomes undertaken to examine extent to which employee training predict service delivery in LAPSSET Corridor Development Authority, Kenya.

Table 6: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.713	0.508	0.491	0.10411

a Predictors: (Constant), Training

Table 6 illustrates that the model summary depicts a strong explanatory power of the training on the service delivery at LAPSSET Corridor Development Authority, Kenya. The R squared was 0.508 depicting that 50.8% of the variations in service delivery at LAPSSET Corridor Development Authority was attributed to reward and recognition, training and allowances and bonuses. It therefore follows that 49.2% of the variations in service delivery is determined by other factors not included in the model containing the three independent variables.

Table 7: ANOVA

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.918	1	0.918	84.67	.000
Residual	0.889	82	0.01084		
Total	1.807	83			

a Dependent Variable: performance

b Predictors: (Constant), training

From Table 7, ANOVA in regression is used to show the fitness or dependability of the model. According to Sarstedt et al (2019), a regression model is deemed significant when the corresponding p value for the F statistic is less than 0.05. The ANOVA results show that the model explaining the influence of reward and recognition, training and allowances & bonuses on service delivery was fit. This conclusion is supported by the calculated F statistic of 84.67 whose corresponding p value was 0.000. It follows that training is satisfactory predictors of service delivery at LAPSSET Corridor Development Authority, Kenya.

Table 8: Regression Coefficients

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	0.118	0.175		2.756	.001
Training	0.742	0.076	0.713	9.670	.000

a Dependent Variable: performance

From the findings in Table 8, constant ($\alpha = 0.118$) represents the level of service delivery at LAPSSET Corridor Development Authority when all predictors are held at zero, indicating a baseline level of service delivery.

The coefficient for training ($\beta = 0.742$, $p = 0.000 < 0.05$) means that employee training has a positive and significance effect on service delivery at LAPSSET. It then follows that for every unit improvement in employee training, service delivery improves by 0.742 units. This result is in alignment with that of Khuselwa et al. (2022) averred that training provides employees with the essential skills, knowledge, and abilities to carry out their responsibilities efficiently and adjust to evolving organizational demands. Onwuasigwe et al. (2023) also posited that one of the most direct effects of employee training is the enhancement of skill sets, which translates into improved service quality.

The regression model output was formulated as:

$$\text{Service delivery} = 0.118 + 0.742 (\text{employee training}) + \varepsilon$$

CONCLUSION

It was concluded that employee training at the LAPSSET Corridor Development Authority is an important driver of organizational performance and service delivery. The study established that training initiatives such as technical skills development, mentorship, and customer service workshops enhanced efficiency, accuracy, and timeliness of services while contributing to improved client satisfaction. Training also promoted teamwork, knowledge sharing, and adaptability, which are critical for effective public service. However, the findings indicated that gaps still exist in the consistency and scope of training, with some employees reporting limited opportunities to access specialized programs. This suggests that while training significantly supports service delivery, disparities in its implementation can limit its full impact across the organization.

It was further concluded that continuous training creates long-term benefits by building both individual competence and institutional capacity. Employees who regularly participated in training demonstrated greater confidence, innovation, and responsiveness to organizational demands, which in turn strengthened the Authority's ability to meet its mandate. At the same time, the study highlighted that training alone is not

sufficient; its effectiveness depends on alignment with organizational goals, adequate resources, and sustained follow-up. Where these conditions were weak, the contribution of training to service delivery was less pronounced. Therefore, employee training was affirmed as a key mechanism for improving performance in public institutions, but one that requires strategic investment and consistent implementation to maximize its value.

RECOMMENDATIONS

Recommendations for Policy and Practices

The LAPSSET Corridor Development Authority should strengthen staff training programs to improve service delivery. Training should focus on digital systems, customer service, and infrastructure project management to equip employees with practical skills that directly impact efficiency and responsiveness. Regular refresher courses should also be introduced to keep staff updated on new technologies and best practices in the sector. In addition, the Department should adopt a continuous professional development framework where training outcomes are tracked and linked to performance improvements. Partnerships with professional institutions and universities can also be explored to expand training opportunities and ensure that employees acquire both technical and managerial competencies needed for quality service delivery.

Recommendations for Further Research

The study established that training has a significant influence on service delivery at LAPSSET Corridor Development Authority. However, since the model showed that other factors also contribute, further studies should focus on examining how the type, frequency, and quality of training programs affect employee performance and service delivery outcomes. Future research could also explore the role of technology-based training methods, such as e-learning and simulation systems, in enhancing efficiency. Comparative studies across different authorities or state agencies could provide insights into best training practices that consistently lead to improved service delivery.

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