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TRAINING AND STAFF PRODUCTIVITY IN BOMET COUNTY, KENYA

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ABSTRACT

The study explored the relationship between training and productivity in the devolved government of Bomet County. Goal Setting Theory and Human Capital Theory were the theoretical framework. The research used a mixed-method approach allowing for a comprehensive analysis of the relationship between training and staff productivity. Data derived from a population of 3,201 public servants spanning diverse departments within Bomet County, for which a sample size of 343 participants was selected using Cochran's formula for finite populations. Data collection tools were a semi-structured questionnaire aimed at collecting both qualitative and quantitative data levels. Quantitative data was subjected to descriptive statistics analysis comprising means and standard deviations, whereas inferential analysis through linear regression was carried out to test the significance of training on productivity. Thematic analysis was applied to qualitative data to enrich understanding of employee experiences of training and their perceptions of its impact on productivity. The study demonstrated that Bomet County staff productivity receives substantial enhancement through multiple human resource development methods which organizations implement. The workforce possesses excellent capacity for development because most employees believe that actual work experience and structured educational programs help them succeed in their job responsibilities. The study further concluded that there is no significant relation between formal training, on-the-job training, external training, training frequency and worker performance. The statistical rejection of all null hypotheses proves that formal training, on-the-job training, external training, and training frequency all contribute essential benefits that improve worker performance.

Keywords: *Training Programmes, Staff Productivity, Formal Training, On-The-Job Training, External Training, Training Frequency,*

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INTRODUCTION

Staff productivity is central to public-sector service delivery because government institutions depend on competent, motivated and well-supported employees to implement policy, use resources efficiently and respond to citizens' needs. In public administration, productivity is commonly reflected through efficiency, effectiveness, quality of service delivery, policy implementation and resource utilization (OECD, 2020). Across developed economies, governments have attempted to strengthen public-sector productivity through investment in employee training, digital transformation and performance management systems (World Bank, 2021). In the United States, in-service professional development programmes have been used to maintain public servants' competence in response to changing administrative and technological demands (Bureau of Labor Statistics, 2022). These initiatives often prioritize leadership development, digital skills and work-process improvement as part of public-sector modernization (OECD, 2021). Germany has also emphasized vocational training, apprenticeships and structured public-administration learning through institutions such as the Federal Academy of Public Administration (European Commission, 2021). However, even in these advanced systems, bureaucracy, regulatory complexity and resistance to change continue to constrain optimum productivity (World Bank, 2022).

In Africa, staff productivity in public service remains a persistent governance concern. The African Development Bank associates low productivity with inadequate training, weak technology adoption, limited resources and poor working conditions (AfDB, 2020). South Africa has introduced structured training through institutions such as the National School of Government, yet productivity is still affected by political interference, corruption, skills mismatches and weak monitoring of training outcomes (Public Service Commission, 2021; ILO, 2020; World Bank, 2021). Nigeria faces similar challenges, where low productivity in the civil service has been linked to poor training, low motivation, weak institutional frameworks and ineffective implementation of capacity-building programmes (OECD, 2021; World Bank, 2022). Tanzania and Uganda have also pursued reforms such as performance-based contracts, strategic training and civil-service colleges, but financial constraints, limited continuous training and weak policy implementation have reduced the effectiveness of these efforts (United Nations Development Programme, 2021; AfDB, 2021; World Bank, 2021).

Kenya's devolved governance system has intensified attention on staff productivity at county level. Devolution was introduced under the Constitution of Kenya, 2010, and operationalized in 2013 to bring services closer to citizens and improve local development outcomes. However, county governments have faced workforce-capacity constraints, limited technical skills, inadequate training, financial pressures and uneven adoption of technology (Commission on Revenue Allocation, 2022; Kenya Institute for Public Policy Research and Analysis, 2021). These challenges affect the ability of counties to deliver timely, efficient and accountable services. In Bomet County, staff productivity has been affected by inadequate funding, limited training opportunities, weak monitoring of training programmes, low motivation, delayed salaries, inadequate tools and occasional absenteeism or lateness (Bomet County Government, 2021). These conditions suggest that training alone may not automatically improve productivity unless it is structured, relevant, frequent, supported by resources and linked to measurable performance outcomes.

The problem addressed in this study was the limited evidence on how training programmes influence employee productivity in rural county governments in Kenya. Previous studies have shown that training and capacity-building can improve staff performance in devolved systems. Ngugi (2019) found a positive relationship between capacity-building programmes and employee efficiency in Nairobi City County, while Odhiambo (2018) reported that continuous professional development improved productivity, job satisfaction and retention among public servants in Kisumu County. Ochieng (2020) also examined training and productivity in the Kenyan public sector, but without specific focus on devolved county governments. These studies provide useful insights, but they are

largely based on urban or broader public-sector contexts, leaving rural counties such as Bomet under-examined. This study thus sought to fill that contextual gap by investigating the effect of training programmes on employee productivity in Bomet County, Kenya. It focused on formal training programmes, on-the-job training, external training opportunities and training frequency as key dimensions of staff development.

LITERATURE REVIEW

Empirical Review

The empirical literature reviewed showed that staff training was associated with employee productivity, although the strength and focus of this relationship varied across contexts. In Uganda, Apolot and Emuron (2024) examined employee training and performance in Bukedea District local government and found weaknesses in the training system, such as absence of training needs assessment, formal training policy and evaluation mechanisms. Their findings suggested that training could improve performance only when it was planned, needs-based and properly assessed. However, because the study was conducted in Uganda's local government system, its findings could not be directly transferred to Kenya's devolved county structure. This created a contextual gap that the present study sought to address by examining training and staff productivity in Bomet County.

In Kenya, Mbiya, Egessa and Musiega (2019) studied training and development practices in the Ministry of Interior and National Coordination in Kakamega Central Sub-County. Their findings showed that 60% of employees had not received training, while 70% of trained employees did not understand the criteria used to select staff for training. Even so, 84% reported performance improvement after training. This suggested that training was useful, but its impact was weakened by poor planning and unclear selection procedures. The study linked training with productivity in the public sector, but it focused on a national government ministry rather than county employees. Similarly, Okech and Muturi (2021) found that training contributed to productivity in Embu County, although their study also considered motivation, infrastructure and capacity. Training was therefore not isolated as the main predictor.

Evidence from devolved government studies also supported the value of training. Jehow, Gikandi and Mwencha (2018) examined training and leadership skills in Wajir County and found that training improved employee skills, knowledge, satisfaction and retention. The study also linked supervisory skills with motivation and performance. However, its focus was mainly on leadership and managerial staff, leaving limited evidence on how training programmes affected the wider county workforce. Godana and Lumwagi (2023), in Marsabit County, showed that devolution practices explained 45% of variation in employee performance. Their study treated devolution broadly and did not examine training as a direct productivity factor. These gaps supported the need for a study focused on training and staff productivity in Bomet County.

Studies on on-the-job training indicated positive effects, but they were limited by context and scope. Agufana (2022) found that on-the-job training improved employee job satisfaction at Murang'a University of Technology. However, the university context differed from county governments, where service delivery, resources and administrative structures were different. Maina and Wamwai (2022), working in Kiambu County, reported a moderate relationship between employee training and productivity ($r=0.352$, $p=0.003$), and between work environment and productivity ($r=0.360$, $p=0.002$). Their findings showed that training mattered, but they did not separate its effect from work-environment factors.

External training opportunities were also examined. Iseu (2023) found that training policy, design, programme structure and training perception significantly influenced employee performance at the University of Nairobi. However, the study was conducted in a university setting rather than a devolved county government. Carol and

Minja (2020) found that internships, mentoring and team training improved employee performance in Nyeri County, but their focus was mainly on internal and informal training rather than external workshops, seminars and further education. Mwinzi (2019) found a significant link between employee training and county government performance in Kitui and Machakos, although no similar relationship appeared in Makueni County. External training was therefore not assessed as a distinct factor.

The reviewed literature showed that training frequency had received limited attention. Muturi (2020) linked training with productivity in devolved governments but did not examine how often training occurred. Atunga (2023) and Atunga, Onduko and Ngeno (2022) found that attitudinal training improved service quality, productivity, teamwork and innovation in Nyamira County Assembly, but they did not assess frequency. Therefore, this study sought to fill the gap by focusing on formal training, on-the-job training, external training opportunities and training frequency as predictors of staff productivity in Bomet County.

Theoretical Review

The theoretical review was anchored on Human Capital Theory and Goal-Setting Theory because both explained how training programmes related to staff productivity in Bomet County Government. Human Capital Theory, first developed by Schultz (1961) and later expanded by Becker (1964), was applied to show that training was not only a routine human resource activity, but also an investment in employee competence. County employees were expected to deliver public services, implement devolved functions, manage public resources and respond to citizens' needs. These responsibilities required practical skills, technical knowledge, administrative competence and continuous professional development. Therefore, formal training, on-the-job training and external training opportunities were viewed as ways of strengthening the productive capacity of county staff.

In applying Human Capital Theory, the study linked training to productivity outcomes such as improved efficiency, better service delivery, reduced work errors, stronger problem-solving ability and effective use of county resources. Employees who received relevant training were expected to perform their duties with greater confidence, accuracy and speed. This agrees with Nafukho et al. (2004), who argued that employee training and development improved organizational efficiency and competitiveness. Similarly, Sweetland (1996) associated investment in human capital with labour productivity, economic growth and innovation. Battisti, Gieseke and Miglioretti (2019) also found that structured training programmes improved employee retention, job satisfaction and output. Therefore, the theory supported the argument that staff productivity in Bomet County could improve when employee development was structured, relevant and continuous.

Goal-Setting Theory was also applied because training was expected to produce better results when connected to clear work targets. The theory was introduced by Locke (1968) and later advanced by Locke and Latham (1990). In Bomet County, employees were not only expected to attend training, but also to apply acquired skills in measurable duties. The theory helped the study examine whether training programmes were linked to performance expectations, departmental objectives and service-delivery targets. This was important because training without clear goals may fail to produce visible productivity gains.

Through Goal-Setting Theory, the study viewed productivity as a result of training, clear expectations, feedback and performance monitoring. For example, employees trained in ICT, budgeting or customer service needed clear targets showing how those skills should improve speed, accuracy, reporting, accountability or citizen satisfaction. This position is supported by Latham and Yukl (1975), who found that specific performance goals improved employee motivation and efficiency. Tubbs (1986) also concluded that specific and challenging goals improved productivity across different work settings. More recently, Klein, Cooper and Monahan (2013) supported the view that goal-setting combined with feedback enhanced employee engagement and performance. Therefore, the theory

supported the study's focus on whether training type and training frequency influenced actual staff output in Bomet County Government.

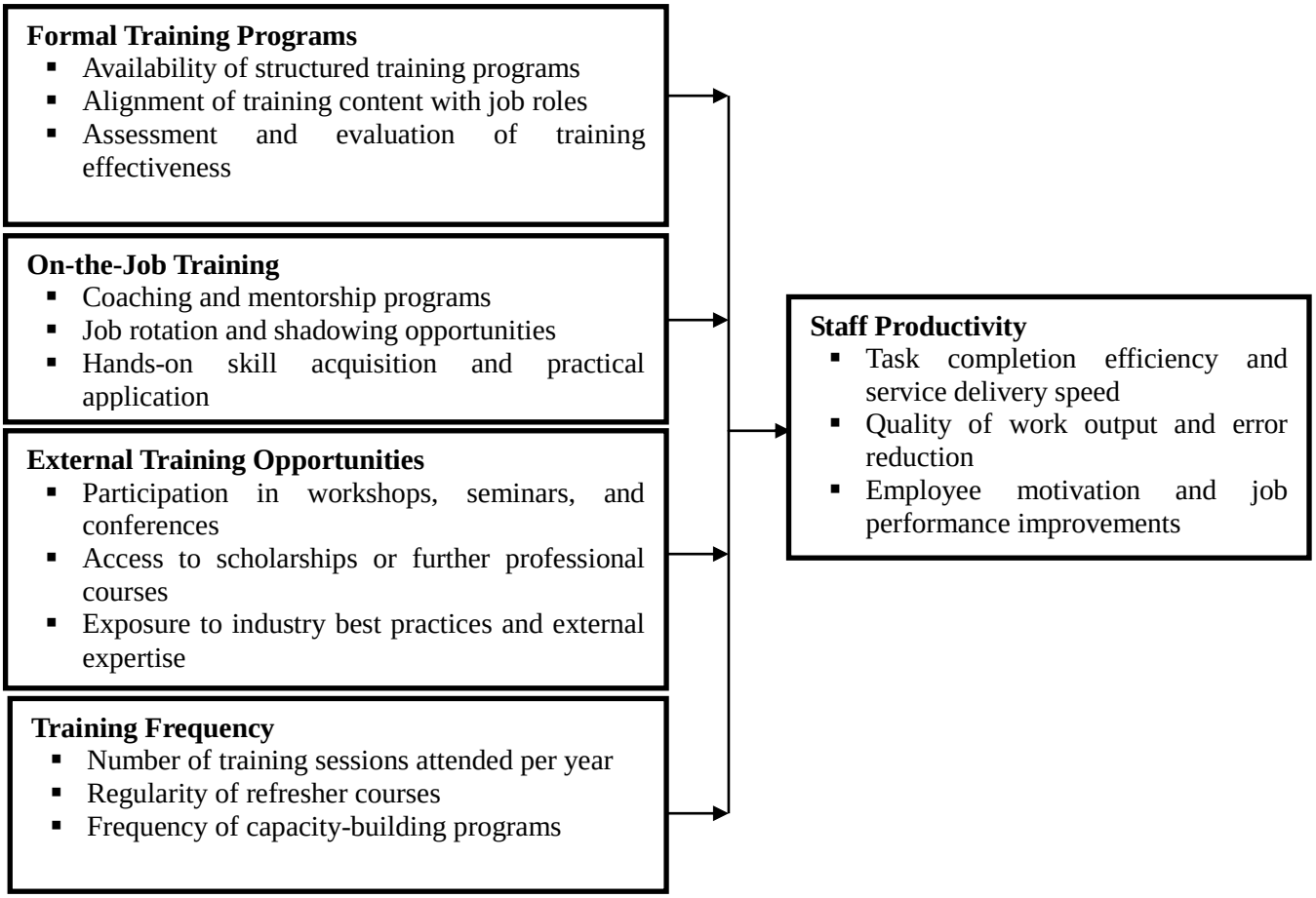

Figure 1: Conceptual Framework
Source: Researcher

METHODOLOGY

Descriptive research design was used in the study, combining both qualitative and quantitative research paradigms. The study target population was 3,201 workers in Bomet County government departments. The study employed Yamane (1967) formula to determine a sample size of 343 respondents who were administered with semi-structured questionnaire. Descriptive statistics was used to analyze quantitative data collected from the questionnaires, especially the mean and the standard deviation. Inferential statistics was employed in identifying underlying patterns and determining relationships among variables in the wider population. These analyses included multiple regression modeling, analysis of variance (ANOVA), Fisher's Test, and correlation analysis. Linear regression, in particular, was employed in identifying the relationship of training programs (formal training, on-the-job training, external training opportunities, and training frequency) with staff productivity. The model was specified as follows:

$$Y=\beta_0+\beta_1 X_1+\beta_2 X_2+\beta_3 X_3+\beta_4 X_4+\epsilon$$

Where Y = Staff productivity, X_1 = Formal training programs, X_2 = On-the-job training, X_3 = External training opportunities, X_4 = Training frequency and β_0 = Y Intercept (constant).

FINDINGS AND DISCUSSION

The findings are based on 295 responses which were obtained from the sample size. Descriptive and inferential statistics are presented and discussed.

Descriptive Analysis

The first objective of the study sought to assess how structured, formal training initiatives influence the output and efficiency of staff within Bomet County. Formal training in this context refers to planned, off-site, or classroom-based instruction designed to bridge specific skill gaps.

Table 1: Formal Training

Statement	SA%	A%	N%	D %	SD %	Mean	Std Dev
Structured training provided	32	41	12	9	6	3.84	1.12
Training relevance	35	38	11	10	6	3.86	1.15
Updated content	30	36	14	12	8	3.68	1.20
Qualified facilitators	33	39	13	9	6	3.84	1.13
Clear policy	28	37	15	12	8	3.65	1.22
Encouraged participation	36	40	10	8	6	3.92	1.10
Enhances productivity	42	35	9	8	6	3.99	1.08
Feedback provided	27	34	16	13	10	3.55	1.25

The educational process involves organized instructional delivery which occurs through established academic programs that teach particular job skills to students. The overall mean for this objective was 3.79 which showed that people generally considered formal training to be an effective method for improving work performance in the county's workforce. The structured training programs received strong support from 32 percent of respondents who strongly agreed with the training while 41 percent of respondents showed agreement with it which produced a mean score of 3.84 and a standard deviation of 1.12. The majority of employees believe that their organization has established professional development pathways which employees can follow to advance their careers. The study results support Armstrong's (2020) conclusion that organizations need to develop their human capital through organized systems which must be implemented to achieve success. The 15 percent of participants who disagreed with the statement (9 percent showing disagreement and 6 percent displaying strong disagreement) demonstrate that different departments have different levels of access to these programs. The research of Kobia and Mohammed (2006) showed that structural obstacles stop lower-ranked workers in the Kenyan civil service from receiving official training programs.

The study found that training relevance achieved an average score of 3.86 when 35% of participants showed strong agreement and 38% of participants showed agreement that the content served their everyday work needs. The residents of Bomet County perceive high training value because the county designed its training program to meet operational requirements. The interpretation supports Noe (2020) because he identified training program relevance as the main factor which affects employee performance of new skills. The standard deviation of 1.20 indicates that people hold different viewpoints about the material because some departments implement contemporary educational programs while other departments continue to use traditional resources. The finding requires correction because Dessler (2017) established standards which state that organizations must update training materials to sustain work efficiency in environments where technology evolves at a rapid pace.

The assessment of facilitator competence showed high results because 33 percent of people tested this competence while 39 percent confirmed their assessment of trainer qualifications. The county directs its financial resources toward the development of superior educational programs which serve to build employee confidence in the organizational training initiative. Mwangi (2021) established that trainer credibility determines how committed public sector employees in East Africa will be to training programs which they receive. The assessment of training policy clarity received a score of 3.65 because 20 percent of respondents said they could not understand the policy details. The study shows that organizations do not reveal their methods for distributing training resources. Ambiguous training policies create procedures which lead to favoritism perception according to Ondari and Gachunga (2016) which results in decreased employee satisfaction. Training participation received strong encouragement from management which created a training environment that received high ratings with 76 percent of participants showing support for their work. The organization maintains a positive work environment which allows employees to develop their skills through ongoing education. Senge's (1990) "Learning Organization" theory describes how leadership functions as a development force which drives employee advancement. The belief that formal training improves work efficiency received the highest rating according to our research which showed 77 percent agreement and 3.99 mean rating. The study results show that employees need specific resources to reach their full productivity potential. The research findings of Salas et al. (2012) show that employees who perceive training programs as effective will display improved work results after completing their training.

The provision of feedback received its lowest rating among formal training components because it achieved a 3.55 average score which had its highest standard deviation at 1.25. The feedback assessment showed that 61% of participants confirmed its existence while 23% of employees believed that post-training assessment did not meet their needs. The evidence indicates that Bomet County uses training programs as separate activities which do not connect to ongoing system advancements. The Kirkpatrick Model of Training Evaluation shows that organizations need a strong feedback system to determine their training program return on investment. The findings show that Bomet County's basic formal training elements need improvement through better policy openness and feedback systems.

The second objective of the study was to examine the effect of on-the-job training (OJT) on staff productivity in Bomet County, Kenya.

Table 2: On-the-Job Training and Staff Productivity

Statement	SA%	A%	N%	D%	SD%	Mean	S.D
Improves skills	44	36	8	7	5	4.07	1.02
Learning by doing effective	46	34	7	8	5	4.08	1.05
Supervisor guidance	38	37	10	9	6	3.92	1.12
Improves performance	42	35	9	8	6	3.99	1.09
Govt supports OJT	34	36	12	10	8	3.78	1.18
Job shadowing useful	39	38	10	7	6	3.97	1.10
Career alignment	36	37	11	9	7	3.86	1.14
Peer learning effective	40	35	10	9	6	3.94	1.11

Employees learn through on-the-job training which takes place in their workplace and uses mentorship, coaching, and job shadowing as its training methods. The objective got better results than formal training at 3.95, which shows that employees think direct workplace experience helps them work better. The statement about whether OJT improves skills received a mean score of 4.07, which showed that 44% of respondents strongly agreed and 36% of respondents agreed. The 80% cumulative agreement shows that people believe technical skill

development works best when people practice those skills during their regular work tasks. The discoveries match Bandura's findings from 1977 which show that Social Learning Theory enables people to build permanent skills through real-world behavior modeling and observation. The highest mean in this section showed that 80% of respondents supported the statement about "learning by doing" as effective. The practical components of OJT training help decrease the common gap between classroom theory and real-world application. The finding supports Kolb's 1984 findings about Experiential Learning, which state that people need direct experience to develop personal skills and work efficiency.

Supervisor guidance and peer learning also recorded strong positive responses, with means of 3.92 and 3.94 respectively. Approximately 75% of respondents felt supported by their supervisors, and 75% found learning from colleagues to be effective. The relatively low standard deviations (1.12 and 1.11) suggest a consistent culture of internal knowledge sharing across the county. This is in agreement with the findings of Mwangi (2021), who noted that in Kenyan county governments, informal peer networks often act as a more immediate source of technical support than formal training sessions. However, the slightly lower mean for supervisor guidance compared to "learning by doing" may indicate that while the work itself is instructive, some supervisors may require further training in coaching and mentorship techniques to maximize the productivity of their subordinates.

The perception that OJT improves performance and that job shadowing is useful also scored highly, with means of 3.99 and 3.97. Approximately 77% of respondents agreed that these methods directly boost their output. The results support Noe's (2020) findings which showed that job shadowing enables organizations to transfer essential institutional knowledge needed for maintaining productivity during employee transitions. The statement about government support for OJT received the lowest mean score in this section with a value of 3.78 and 18% of respondents showing disagreement. Employees perceive that OJT occurs naturally within the organization yet they believe county administration should provide formal acknowledgment and dedicated resources for internal learning activities. The research of Ondari and Gachunga (2016) shows that OJT requires formal recognition and organized time for OJT because mentorship becomes less important during times of heavy work demands.

The study showed that career alignment reached an average score of 3.86 because 73% of participants believed that OJT helped them develop skills needed for their work. The 16% who opposed or stayed neutral showed that people view OJT as training for particular tasks instead of helping them develop their career skills. The current research contradicts Dessler's 2017 findings which state that OJT requires implementation within a comprehensive career development framework to achieve its maximum effectiveness for long-term productivity. The study results indicate that Bomet County employees highly appreciate the instant benefits of on-the-job training but want the government to establish organized backing which will assist their career progress and help them achieve sustained productivity improvements.

The third objective of the study sought to evaluate the effect of external training opportunities on the productivity of staff in Bomet County, Kenya. External training typically involves learning programs conducted by third-party providers, professional bodies, or international institutions outside the immediate work environment, aimed at providing specialized skills that may not be available internally.

Table 3: External Training Opportunities

Statement	SA%	A%	N%	D%	SD%	Mean	S.D
Training frequency adequate	30	34	14	12	10	3.62	1.23
Frequency meets job needs	28	33	16	13	10	3.56	1.25
Enhances efficiency	36	35	11	10	8	3.81	1.15
Communication of schedule	32	36	13	10	9	3.72	1.18
Access to refresher courses	29	34	15	12	10	3.60	1.22
Continuous learning opportunities	34	36	12	10	8	3.78	1.16
Frequency aligns with job	27	32	17	13	11	3.51	1.26
Improves team performance	38	34	11	9	8	3.85	1.14

The objective has an average score of 3.68 which shows that people who evaluated it reached a moderate degree of contentment. Employees think that outside training helps them work better but the study shows that training programs need better access and more frequent delivery. The data analysis found that external training leads to better team performance which received the highest mean score of 385 because 38 percent of participants strongly agreed with the statement while 34 percent agreed. Training programs boost efficiency according to 71 percent of respondents who reached an average rating of 381. The results show that organizations value external training because it provides major advantages for their team performance. Mwangi (2021) discovered that external specialized training brings "best practices" and new ideas to public sector teams which improves their operational standards and team dynamics. The county offers learning opportunities which 70 percent of respondents confirmed to have received (Mean = 3.78). Noe (2020) argues that organizations which achieve high performance demonstrate ongoing dedication to external development as their main characteristic.

The study results show that people who evaluated the study discovered through their findings that the level of satisfaction with study opportunities experienced a significant decrease. The statement that training frequency is adequate recorded a lower mean of 3.62 and the statement that frequency aligns with the job recorded the lowest mean in the section at 3.51. The survey results showed that 24% of participants did not agree with the statement which said their job needs matched the actual frequency of work tasks. The data shows that employees require different technical skills for their job requirements but still get external training at a base rate.

The finding supports the conclusion established by Ondari and Gachunga (2016) who found that budget restrictions limit the availability of external training in Kenyan counties which results in training sessions that do not meet the demands of evolving job requirements. The standard deviation value indicates that organizations provide external training opportunities which benefit particular departments and high-ranking executives while excluding other staff members. The training schedule information received a mean score of 3.72 while the refresher course availability received a score of 3.60 but both showed difficulties in communication and access. The majority of users 68% confirmed that they receive information about schedule changes while 19% of users reported that they face schedule-related issues. The interpretation shows that potential candidates will not receive information about available opportunities because the system fails to deliver information in a timely and transparent way.

The research findings support the conclusion established by Kobia and Mohammed (2006) which demonstrated that information asymmetry in civil service systems creates barriers that stop employees from getting access to training programs. The moderate refresher course score shows a different result than Dessler's 2017 research, which shows that organizations need to provide ongoing refresher training to their workforce in order to maintain productivity after external training. The results indicate that external training serves as a powerful tool to enhance Bomet County work performance, but its current implementation suffers from both low training frequency and

poor alignment with actual job requirements. The findings support the view that external exposure is essential for innovation, but they show the public sector faces a common challenge because specialized training needs exceed available resources. The organization should increase its session frequency while establishing a regular schedule to benefit technical staff, which will enhance total productivity.

The fourth objective of the study was to analyze the effect of training frequency on the productivity of staff in Bomet County, Kenya. Training frequency refers to the regularity with which employees engage in professional development activities, which is a critical factor in ensuring that skills remain sharp and aligned with evolving organizational goals.

Table 4: Training Frequency Distribution

Frequency	Frequency	Percentage (%)
Monthly	38	13%
Bi-Monthly	52	18%
Quarterly	86	29%
Twice a Year	71	24%
Once a Year	48	16%
Total	**295**	**100%**

The data shows that 29% of employees in the workforce receive training which occurs every three months. The training schedule needs to be presented to 24% of employees who train through two sessions every year and to 18% of employees who train through bi-monthly training. Only 13% of employees receive training every month while 16% of employees train once a year.

The distribution pattern shows that Bomet County training programs operate with regular timings but most employees experience their training activities at minimal levels. The workforce requires training at intervals less than three months because this pattern results in skill decay which occurs when training gains vanish before the next training session. The majority of employees who receive training through quarterly and bi-annual training schedules demonstrate that organizations use training as an administrative requirement instead of a method to boost performance. The finding supports Dessler's (2017) research which showed that infrequent training results in lost learning progress and does not create permanent educational institutions.

The data shows that only a specialized group of people from the county they serve, according to their monthly 13% movement pattern, execute development work at advanced levels. The research of Mwangi (2021) showed that professional training in the Kenyan public sector only provides high-frequency training opportunities to technical staff and senior management personnel while all other employees receive extended training intervals. The 16% group who receives annual training creates a productivity bottleneck because their systems and policy changes within twelve months will be difficult for them to adopt. Noe (2020) argues that training programs need short session intervals which allow participants to continue practicing their acquired skills in order to enhance their productivity results.

The research findings support the perspective which Ondari and Gachunga (2016) proposed because they showed that budget cycles determine training schedules in Kenyan counties which results in training patterns that concentrate at specific times instead of providing training throughout the year to match operational requirements. The learning culture at the organization shows positive development because 60% of respondents receive training every three months through their monthly, bi-monthly and quarterly training sessions. The research of Kobia and Mohammed (2006) found that civil service training schedules established fixed periods for employee development. Overall, while Bomet County has moved toward a more regular schedule, increasing the percentage

of staff in the monthly and bi-monthly categories would likely lead to a more significant and sustained increase in overall staff productivity.

The final section of the study analyzed staff productivity, which serves as the dependent variable influenced by formal training, on-the-job training, external opportunities, and training frequency. Productivity in Bomet County was measured through various indicators, including efficiency, problem-solving, and adaptation to technology.

Table 5: Staff Productivity and Training Opportunities

Statement	SA%	A%	D%	SD%	Mean	Std Dev
Improved productivity	45	37	10	8	4.19	0.98
Increased efficiency	43	36	12	9	4.13	1.02
Problem-solving skills	41	38	11	10	4.10	1.04
Adaptation to technology	40	39	11	10	4.09	1.03
Decision-making	38	37	13	12	4.01	1.08
Confidence in tasks	44	36	10	10	4.14	1.01
Time management	39	38	12	11	4.05	1.05
Positive work environment	42	35	12	11	4.08	1.03

The study results show that employees believe their productivity levels have reached high levels because their average score of 4.10. The study results demonstrate that training methods mentioned before the training methods yield actual performance improvements which show the strongest positive agreement among all study sections. The statement which described better productivity showed the highest average score 4.19 because 45% of participants strongly agreed and 37% agreed with the statement.82% of people who work in this job acknowledge their production capacity according to this evidence. The results showed that public sector workers who receive skill development training develop their productivity rating according to the research of Mwangi (2021). The efficiency of work performance increased to 4.13 while employees developed confidence in their work abilities which reached a level of 4.14. The training program equipped employees with technical skills while it improved their mental ability to perform their job responsibilities. The findings correspond with the study of Salas et al. (2012) which identified confidence as the main factor that connects training results with actual job performance.

The study demonstrated strong positive outcomes through its assessment of two skills which included technology adaptation and problem-solving abilities, which achieved average scores of 4.09 and 4.10. The study found that 79% of respondents confirmed their better ability to handle new technological systems. This discovery holds essential importance for Bomet County because it works to modernize its public service operations. Noe (2020) found that moden productivity assessment now depends on how well workers can manage digital system changes which aligns with this interpretation. The organization managed technical operations effectively but their decision-making (4.01) and time management (4.05) skills required further development because their soft skills needed to be improved especially on administrative duties and independent work. The findings match the observations made by Ondari and Gachunga (2016) which showed that Kenyan counties provide better technical training than they offer for leadership and managerial soft skills development.

The organization received a mean score of 4.08 for establishing a positive work environment because 77 percent of respondents reported that productivity improvements created a better work environment. As staff members develop their skills, work-related conflicts will decrease according to the research results, which will establish better teamwork between coworkers. According to Senge's 1990 framework, learning organizations create complete educational environments which result in improved organizational culture. The analysis of the dependent variable demonstrates that Bomet County staff members connect their professional development with their abilities to solve problems and manage time and operate technology. The research results contradict the

belief that public sector productivity experiences continuous decline because they demonstrate that employees can achieve high performance standards when provided with appropriate training materials.

Inferential Statistics

The final stage of the statistical analysis involved conducting a Pearson Correlation Analysis to determine the strength and direction of the relationship between the independent training variables and the dependent variable of staff productivity.

Table 6: Correlation

Variables	Formal Training	On-the-Job Training	External Training	Training Frequency	Staff Productivity
Formal Training	1.000				
On-the-Job Training	0.612**	1.000			
External Training	0.574**	0.633**	1.000		
Training Frequency	0.521**	0.587**	0.648**	1.000	
Staff Productivity	0.684**	0.752**	0.641**	0.603**	1.000

The correlation results showed that all four training variables had a positive and statistically significant relationship with staff productivity at the 0.01 level. This means that improvements in training were associated with improvements in productivity among county staff. On-the-job training had the strongest relationship with staff productivity, with a correlation coefficient of r = 0.752. This indicated that practical training carried out within the workplace had the highest association with improved staff performance.

Formal training also had a strong positive relationship with staff productivity, with r = 0.684. This showed that structured training programmes, such as workshops, seminars and professional courses, contributed to better employee output. Formal training helped employees gain theoretical knowledge and understand proper work procedures.

External training had a positive relationship with staff productivity, with r = 0.641. This suggested that training opportunities outside the county workplace, such as professional workshops, conferences and specialized courses, improved staff productivity by exposing employees to new knowledge and practices. Training frequency also had a positive relationship with productivity, with r = 0.603.

The correlation matrix also showed positive relationships among the training variables themselves. For example, external training and training frequency had a correlation of r = 0.648. This suggested that training methods supported one another. Employees who accessed external training were also likely to benefit from repeated training opportunities.

Table 7 presents the model summary for the multiple regression analysis.

Table 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.812	0.659	0.654	0.421

The model shows an R Square value of 0.659 showed that formal training, on-the-job training, external training and training frequency jointly explained 65.9% of the variation in staff productivity. The remaining 34.1% was explained by other factors not included in the model, such as motivation, remuneration, leadership style, work environment and availability of resources This means that 65.9% of the variation in staff productivity was explained by formal training, on-the-job training, external training and training frequency. The remaining 34.1% was explained by other factors not covered in the model, such as employee motivation, remuneration, working conditions, leadership style and availability of work resources.

The ANOVA results in Table 8 tested the overall significance of the regression model.

Table 8: ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	98.742	4	24.686	139.12	0.000
Residual	51.498	290	0.178		
Total	150.240	294			

The ANOVA results showed that the regression model was statistically significant, $F(4, 290) = 139.12$, $p < 0.001$. This means that formal training, on-the-job training, external training and training frequency jointly had a significant effect on staff productivity in Bomet County.

Table 9 presents the individual contribution of each training variable to staff productivity in Bomet County.

Table 9: Regression Coefficients

Variable	B (Unstandardized)	Std. Error	Beta (Standardized)	t-value	Sig.
(Constant)	0.512	0.184	—	2.783	0.006
Formal Training	0.241	0.052	0.263	4.635	0.000
On-the-Job Training	0.356	0.049	0.401	7.265	0.000
External Training	0.198	0.047	0.212	4.213	0.000
Training Frequency	0.167	0.043	0.189	3.884	0.000

The regression coefficients showed the individual contribution of each training variable to staff productivity. All four variables had positive and statistically significant effects, since their p-values were below 0.05.

On-the-job training was the strongest predictor of staff productivity, with an unstandardized coefficient of $B = 0.356$ and a standardized beta value of $\beta = 0.401$. This means that, when other factors were held constant, an increase in on-the-job training led to an increase in staff productivity. The finding showed that practical workplace learning had the greatest effect on employee output in Bomet County. This supports Bandura (1977), who emphasized learning through practice, and Mwangi (2021), who found that workplace-based training improved productivity among public-sector employees in Kenya.

Formal training was the second strongest predictor, with $B = 0.241$ and $\beta = 0.263$. This showed that structured training programmes also improved staff productivity. Formal training helped employees gain knowledge, understand procedures and improve professional competence. The finding agrees with Noe (2020), who argued that formal training provides the knowledge base required for effective task performance.

External training had a positive and significant effect on productivity, with $B = 0.198$ and $\beta = 0.212$. This means that exposure to external workshops, seminars and professional development programmes improved staff performance. External training brought new knowledge and practices that may not have been available within the

county government. This supports Salas et al. (2012), who noted that external exposure can improve innovation and work performance.

Training frequency also had a positive and significant effect on staff productivity, with B = 0.167 and β = 0.189. This showed that regular training helped employees maintain their skills and improve performance over time. The finding agrees with Dessler (2017), who argued that training should be continuous to prevent skill decline.

The regression model was therefore stated as follows:

Staff Productivity = 0.512 + 0.241(Formal Training) + 0.356(On-the-Job Training) + 0.198(External Training) + 0.167(Training Frequency)

The model showed that all training variables contributed positively to staff productivity. However, on-the-job training had the greatest effect, followed by formal training, external training and training frequency. The findings therefore suggested that Bomet County should strengthen all forms of training, but give greater attention to practical workplace learning, coaching and mentorship. These approaches may produce faster improvements in service delivery because employees apply the skills directly in their daily work. The findings also supported the rejection of all four null hypotheses, since formal training, on-the-job training, external training and training frequency each had a statistically significant effect on staff productivity.

CONCLUSION AND RECOMMENDATIONS

The study concluded that staff productivity in Bomet County was significantly influenced by human resource development practices. Formal training, on-the-job training, external training and training frequency all contributed positively to employee productivity. The findings showed that staff valued both practical work experience and structured training programmes. However, weaknesses were noted in training selection, scheduling and evaluation procedures, which affected transparency and staff morale.

The study therefore recommended that supervisors be trained as workplace coaches, regular micro-learning sessions be introduced, post-training assessments be made compulsory, a clear training policy be developed, and a digital Learning Management System be adopted to support continuous staff development.

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