Influence of Continuous Training on the Performance of Drivers Employed By Government in Nairobi City County

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ABSTRACT: Most organizations in the 21st century are facing increased completion due to globalization, changes in technology. Governments like the private sector provide good and services to their customers. Regardless of the uniqueness of end users in each case, efficiency and effectiveness is demanded of both government and private sector by their distinct and varied stakeholders. This study focused on government department of transport and more so the element of concern was the government driver. This study, being informed by current literature considered continuous training to constitute training in first aid, defensive driving and customer care. Therefore the study sought to determine whether first Aid training, Defensive Driving training and Customer Care trainings influenced the performance of government drivers. The study's target population was 1394 government employed drivers in national government in Nairobi city .The study sampled 333 drivers employed by the government; the sampling formula was adopted from the published table by Israel, G.D (1992). Stratified random sampling and convenience sampling procedures were used to select the study sample. Primary data was gathered using semi-structured questionnaires that were personally administered to 69 drivers. The questionnaire constituted dichotomous and closed ended questions as well as the Likert scales. Both Descriptive and Inferential Statistics were applied in the analysis of the data collected. Tables, pie charts, frequency tables and bar graphs were used as well. The data revealed the regression model $Y= 0.329T_1+0.346T_2+0.495T_3$ that aided the inference of the impact of continuous training on performance amongst government drivers. In addition, the Pearson Product Moment Correlation Coefficient was used to test the direction and magnitude of the relationship between the dependent and independent variables at 99% confidence level and 1% level of significance. The study showed that indeed continuous training aided performance of government drivers.

I. INTRODUCTION

1.1 Background of the study

Organizations are facing increased completion due to globalization, changes in technology, Political and economic environment (Evans, Pucik and Barsoux 2002), therefore prompting these organizations to train their employees as one of the ways to prepare them to adjust positively to the above and thus enhance their performance.

It is important not to ignore the prevailing evidence on growth of knowledge in the business corporate world in the last decade. This growth has not only been brought about by improvement in technology nor a combination of factors of production but, increased effort towards development of organizational human resources.

It is therefore in every organization's responsibility to enhance the job performance of their employees, and certainly implementation of training and development is one of the major steps that most public service vehicle drivers in Kenya have very little knowledge on first aid. When faced with minor or major vehicle accidents while at work, many depend on well-wishers to come to the aid of victims

Kenya has one of the worst road safety records in the world. There were over 3,057 road crash deaths in 2015, up from 2,907 in 2014. Pedestrians accounted for 1344 of these fatalities while 688 were passengers and 339 were drivers. (Road Safety is not something new in the country: The 1971 death toll was at 371 which shot to over 2,100 in 1991 leading to a popular local musician to produce a song on PSV road safety). In many cases victims do not survive because they are not attended to on time. Generally, the first people to arrive at accident scenes are PSV drivers and conductors as the nature of their work keeps them on the road.

Research done at the Department of Urban and Regional Planning of the University of Nairobi in 2014 showed that most Kenyan PSV drivers were only trained in driving and to some extent, in basic motor mechanics. In many countries, first aid is part of PSV training where public service and school bus drivers are expected to have a certain level of knowledge of first aid. In Canada, for example, first aid training is a requirement to work at most levels of public transit.

Two organizations, The Automobile Association of Kenya and St. John Ambulance, have teamed up with the Matatu Owners Association (who bring together public service vehicle owners) in working on a pilot project to provide public service vehicle drivers with first aid skills training and equip them for fast response to emergency situations on the road.

Owing to the fact that PSV crews deal with hundreds of citizens on a daily basis, it is believed that their acquisition of first aid skills will make an enormous contribution in helping save lives. A project entitled '"Msamaria Mwema Initiative" which means 'Good Samaritan' in Swahili has been established. So far, the training sessions have taken place in Kenya's two main cities, Nairobi and Mombasa. Some of the key targets of the programme include: Impart First Aid knowledge & skills to at least 500 PSV drivers; Improve post-crash care & management of victims before and during transit to hospital; Change drivers' attitudes towards accident victims & management of the scene of the accident in general; Promote & raise awareness on the importance of defensive driving in road safety and accident prevention.

It is hoped that after the training, the drivers will be empowered with first aid skills, their attitude and behavior towards accident victims will change for the better and thus more lives will be saved. This training will go a long way towards improving standards for those getting into the PSV sector. Although many view the sector as a rogue and uncontrolled one it nevertheless continues to play a vital role in the economy with little or no modern transport system in the country. In the long term, the programme should be able to set new standards for public service vehicle work qualifications, where knowledge on safety is emphasized. (Constant Cap, African City Planner, 27th September, 2016, *Urban Planning and Design in Africa/Kenya: Teaching Public Service Drivers First Aid and Safety*).

The transporters lobby, NTSA and USAid are working on a partnership that will further improve road safety. The institutions want to ensure that all heavy commercial vehicle drivers undergo continuous training and regular competence driving tests to ensure safer and more efficient delivery of goods and services and mitigate loss of lives and livelihood. The new curriculum also includes courses on economic activities, emergency preparedness, compliance with the law and regulations, trip planning and cargo handling. It also tests truck maneuver, changing gears, lane discipline and use of indicators and driving in traffic jams.(Wachira Mwangi, Business daily of Sunday 20th October, 2013, *PSV Drivers Face Mandatory Medical Tests In Training Changes*).

1.2 Statement of the problem

Workforce training is essential for future job growth. Employers must therefore play a larger role (Lowe, N., 2015). Lowe, 2015 states that by firms failing to train workers, they lose sight of the productive value of their existing and newly hired workforce. Training can improve business performance, profit and staff morale. There are advantages that accrue to a business which include amongst them choosing what new skills its workforce gains, targeting skills to meet the needs of its operations for now and in the future. Also training staff can result in better customer service, better work safety practices and productivity improvements. When businesses demonstrate to its workforce that it values them enough to invest in them, this has the effect of improving loyalty and staff retention.

For governments, their main aim unlike a business is to provide a conducive environment for business. The Kenya Government is the largest employer. Of the different cadres of staff in Government, this study seeks to establish the effects on the performance of Government drivers who are subjected to continuous training in Nairobi City.

1.3 Purpose of the study

The purpose of the study is to investigate how continuous training influence performance of drivers employed by government in Nairobi City.

1.4 Specific objectives

1. To determine the influence of First Aid training on performance of drivers employed by government in Nairobi City.
2. To determine the influence of Defensive Driving training on performance of drivers employed by government in Nairobi City.
3. To assess the influence of Customer Care training on performance of drivers employed by government in Nairobi City.

1.5 Research questions

1. How does First Aid training influence the performance of drivers?
2. How does Defensive Driving training influence the performance of drivers?
3. How does Customer Care training influence the performance of drivers?

1.6 Significance of study

This study was expected to advance a theory in relation to drivers' continuous training versus their performance. It illustrates the factors influencing the general performance of drivers within the Nairobi City. The study on the training of drivers is very important to institutions since findings form a basis upon which they can develop better training policies for the enhancement of performance in the transport sector as a whole.

To the academicians and scholars, the study fills the gap of knowledge to existing literature on training and performance and provides for a useful basis upon which further studies on factors influencing performance of drivers in Kenya can be conducted.

The study is important to top management of government institutions as they will be able to know whether drivers training leads to improved performance in terms of reduced accidents, reduced maintenance costs and reduced depreciation of vehicles.

The study is useful to National Transport and Safety Authority as the institution is able to determine whether there is a correlation between continuous training of drivers and reduction of accidents.

The study is useful to investors especially who are in the transport business as they are able to determine whether continuous training of drivers leads to efficiency and effectiveness of drivers in executing their duties.

The study is useful to drivers on Kenyan roads as they are able to assess if continuous training has a positive impact on their performance in terms of reduction of maintenance costs.

1.7 Limitations of study

The following were the limitations encountered while conducting this research

The respondents were limited to drivers employed by the government only. Due to resource constraints the research focused on this narrow scope of government drivers deployed within Nairobi City County.

Secondly, was the limitation of time that, forced us to take a small sample size of 69 respondents of the drivers employed by the government Nairobi City as opposed to conducting a census survey of all the 1394 drivers deployed in Government Ministries situated in the Nairobi City County. Thirdly, the confidentiality policy spelt out in the code of conduct of the drivers' respective organizations restricted some respondents from filling the questionnairesexhaustively.

Finally, the study did not cover all aspects of training influencing performance on drivers employed by government but, was restricted to the three factors; first Aid, defensive driving and customer care.

1.8 Scope of study

The study focused on the drivers employed by government institutions within the Nairobi City County, which therefore included the ones that are in state corporations (parastatals), government ministries and County government within the County. The study consist of four factors of continuous training that is; first aid training, advanced training (anti-skid and anti- rollover trainings), refresher training (defensive driving skills and tiredness and fatigue management) and public relations training that influence drivers' performance. This study was conducted between the periods of 1stAugust 2017 to 30th August 2017.

II. LITERATURE REVIEW

2.1 Introduction

This chapter presents the study objectives against the background of other knowledge from other scholars and researchers. It comprises of empirical review and conceptual framework and critique of the review.

2.2 First aid training

Any immediate assistance or treatment given to a casualty who is injured or suddenly taken ill before the arrival of skilled medical help is known as First Aid. In an emergency situation, injuries are often aggravated due to a lack of adequate and proper care. First Aid always helps to reduce casualties in a post disaster or accident situation; the aim of this is to: preserve life and limb, limit further injuries or limit worsening of the injury and also to promote recovery. First Aid is limited to the assistance rendered at the time of emergency with the materials that may be available. Re-dressing of injuries and any amount of after treatment is outside the scope of First Aid.

Always remember the golden rule: "first do no harm". If possible a First Aid provider should use personal protection equipment (PPE) such as personal mask, latex gloves, eye protection and gown if necessary. (Emergency safety and First Aid handbook-Ministry of Home and Cultural Affairs, Royal Government of Bhutau Tashchho Dzong, Thimphu)

The United Kingdom has an unenviable record for road safety. In fact, we see around 2,000 thousand deaths per year, each one a personal tragedy causing heartache and an irrevocable sense of loss. And that's why the Red Cross believes it's so important to equip drivers with basic first aid skills.

Why is first aid so important? Take just one example: a road casualty can die due to a blocked airway in less than four minutes – while it takes around eight minutes for emergency services to reach even the most urgent cases. But the remedy is simplicity itself. In such a case, just knowing how to roll an unconscious casualty onto their side and lift their chin can be all it takes to save a life.

According to one study, 55 per cent of deaths caused by road accidents occur in the first few minutes after a crash, before the emergency services arrive. And up to 85 per cent of those deaths could be prevented if first aid was given during that time.

Given that the first person on the scene of a collision will almost certainly be another road user, it's really important to ensure that they know the first aid basics. If the appalling death toll on Britain's roads is to be reduced, then learning life-saving first aid skills should be statutory for those taking a driving test. Only then will we really start to address the tragic scenario that is constantly replayed on our roads. (http://blogs.redcross.org.uk/first-aid/2011/11/drivers-need-first-aid-skills)

2.3 Defensive driving training

Steimetz (2008) states that a unified model of accident and travel-delay costs describes the role that defensive driving effort plays in balancing these costs, and the costs of effort itself. This motivates a simple method for jointly estimating risk, effort, and travel-delay externalities, which exploits ordinary travel-demand modelling to directly value the congestion that generates these costs.

A unique empirical setting also allows for decomposing the joint externality into its travel-delay and accident-related components, with results suggesting that together risk and effort externalities are nearly on par with travel-delay externalities. The study demonstrated that traditional value-of-time estimates substantially reflect risk and effort costs. Planeck et al in their 1974 study titled 'An evaluation of the national safety council's defensive driving course in various States', states that the National Safety Council's Defensive Driving Course (DDC) was evaluated by two methods—comparison of self-reported accident rates from the year before and the year after DDC, and comparison of the after-DDC rates with those reported by other drivers who were not exposed to DDC but were driving at the same time. Official state records were also collected. Information was obtained from 8182 DDC graduates (study group) in 26 states who completed a survey describing their accident histories for the 12-month period before DDC. One year later. 72 per cent (5921) of these drivers responded to a similar self-report for the 12-month period after DDC. At the time this after-DDC information was collected, comparison group information was obtained for 2397 drivers who entered the DDC program 1 year later. Official records from seven states were collected for approximately one third of the study and comparison group samples.

In the study, DDC graduates responding to the recontact questionnaire reported significant reductions of 32.8 per cent fewer accidents in the year after DDC as compared to the year before. The study group respondent accident rate was also significantly lower than the comparison group rate. Further analysis of self-report data showed that reductions following DDC were greater for males than females and were less for those drivers 24 yrs. and under with females in this age group showing the least reductions after DDC. Accident profiles after DDC including type, severity, and manner of collision remained generally similar to before-DDC profiles, although there appeared to be a positive connection between course emphasis and the magnitude of reduction for different types of accidents.

The study group showed a 17.6 per cent reduction in state-recorded accidents in the year after as compared with the year before DDC. The comparison group showed an increase of 11.9 per cent in state-recorded accidents over the same period. The reductions in state-recorded accidents after DDC for the study group were not significantly different from those of the comparison group, however, the results of the state-recorded analysis were viewed as supporting the significant decreases found in the self-reports.

An investigation of the efficacy of the National Safety Council's Defensive Driving Course as taught in the Baltimore area was undertaken in 1967 by the Highway Safety Research Institute (HSRI) at the request of Baltimore Safety Council officials. This study was not intended to be a full evaluation of the course and its elements; rather, it was directed toward answering the question: "Has the teaching of this course been useful to the Baltimore community?" The teaching and promotion of the course had been well supported by local newspapers, and some 20,000 citizens had taken the course before the end of 1966. We chose to make a before-and-after study of a sample of the students' traffic records. The basic accident and violation information was furnished by the students themselves, and a small sub-sample was verified against state police and financial responsibility records.

A study by Vilardo et al. (1968) compared driving knowledge and attitude of course participants vs. controls measured before the course and at three intervals after the course: at completion, 6 months later and 12

months later. Both knowledge and attitude (as measured by a Wonderlic and a Driver Attitude Scale) had improved immediately after the course. After 6 months attitude was still improved but knowledge was not; at 12 months the opposite was true. It was not clear how this should be interpreted, but it did not seem to indicate a very positive result.

Most other evaluations of the course have been relatively unsupported by data, but many positive results (in terms of accident reduction) have been reported in promotional material for the course (Imhoff, 1968). We began with a pilot study to identify measurable variables and to determine an appropriate sample size for the main study. The pilot study was conducted in an industrial plant near Baltimore. Nearly all of the 300 employees had been pressured by the management to take the course. The motivation for this management action was that the plant had maintained a superior record for many years of no industrial accidents which resulted in loss of work time, but several employees had lost work time because of personal automobile accidents.

Approximately 250 employees had taken the course; in our pilot study all but 6 of them were met in 20-min individual interviews. Results of the interviews produced some interesting information about this particular population with respect to their personal beliefs and characteristics, but data on accidents and violations before and after the course were sparse.

The study by Millard, 2013, examined the effectiveness of an Emergency and Defensive Driving Techniques Course by measuring the students' visual and perceptual skills. The final analysis involved 117 students who participated in Eastern Kentucky University's (EKU) Traffic Safety (TRS) 233. Records were obtained through the Traffic Safety Institute and contained no identifying information. Records obtained included a generic unique identification number, gender, pre-test scores and post-test scores. Students were administered the Driver Performance Test II (DPT) prior to and after completing TRS 233. By determining the students crash potential prior to and after completing TRS 233, this study effectively determined the effect the course had on an individual's visual and perceptual skills.

Peck, 2011, states that many years ago most would have accepted as axiomatic the premise that pre-license driver training leads to increased driving skill and fewer crashes. This assumption, in fact, led to the creation of the professional driving school industry in the United States during the 1930s. Driver-training (classroom and on-the-road) ultimately became inculcated into the curriculum of many high schools and by 1960, many U.S. states required teenage drivers to complete a certified classroom and behind the-school program before receiving their original driver's license. The required training usually consisted of 30 hours of classroom education and 6 hours of on-the-road instruction. During this period, a number of rather extravagant claims were made by the driver training industry, sometimes in concert with insurance companies, claiming that driver training programs produced large reductions in young driver crash rates. Some insurance companies offered discounts to teenage drivers who had completed driving training.

A casual inspection of the data and the studies cited to support these effectiveness claims indicated them to be void of any validity. In all cases, enrolment was voluntary and in some cases there was additional selectivity by school personnel based on academic performance. Subsequent research confirmed that self-selected volunteers had much more favorable characteristics than did comparison groups of non-trained students. Thus, any differences on subsequent record were confounded by variables such as socio-economic status, gender, social adjustment, grade-point average and intelligence. No attempt was made in these early studies to adjust subsequent differences in crash rates for the aforementioned biases.

Since the late 1960s, three types of research designs have been used to estimate the causal effect of driver education training on subsequent crash and traffic violation rates:

2.3.1 Retrospective or prospective quasi-experimental designs
Retrospective or prospective quasi-experimental designs comparing trained and untrained drivers after adjusting for pre-existing differences through matching, stratification or analysis of covariance. These designs are subject to model specification errors and confounding by omitted variables.

2.3.2 Randomized control trials
Randomized control trials (RCT) in which assignment to trained groups or a non-trained control is random. These designs are considered the "gold standard" for establishing cause and effect relationships but are difficult to execute successfully due to logistic, ethical and legal constraints. They are also subject to experimental artefacts.

2.3.3 Ecological designs
Ecological designs in which the quantities are aggregate measures such as the number of drivers licensed by age, number trained and rate of crashes over periods of time in different geographical regions, such

as states. These designs are often subject to serious confounding, endogeneity bias, and problems in generalizing ecological relationships to the behavior of the entities of interest — i.e., individual drivers.

The above cited authors' researches were conducted as early as 1974 and in the United States. However this study seeks to determine the effect of defensive driving training on government employed drivers. The study will seek to demonstrate whether or not defensive training has any impact on their productivity

2.4 Customer care training

The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. Padi, 2012 states that Customer service is the process of providing customers with a positive helpful experience when they enter a business; throughout the time they stay at the business and even when they leave (Thomson and Kolsky 2004). It is one of the significant aspects of organization performance. (Mantey, 2012). Customer service therefore involves a series of activities designed to enhance the level of customer satisfaction and improve on the feeling that a product or a service has met their needs and expectations. (Oloko, 2014).

The Tanzanian institute of bankers 2003 notes that training improves employee knowledge and transforms their attitude to one that is work oriented. A satisfied customer is one whose expectations are met or exceeded who experiences good service delivery, feels that he is treated equitably and in addition get value for money (Pamela and Lwakama 2010).

Customers experiencing poor service are likely to tell up to twenty people about their experience which does a lot to the business image.CIM, 2010 state that customer service training creates a cantered culture, empowers staff to provide solutions, make commitment to customers, promotes consistencies to create service brand and offers professional development resulting to continuous service development.

Training on customer service skills and behavior has become a necessity because of increased complexity of duties performed by a company representative in his area. (Mouawaad and Kleiner, 1996). For a company to have a good brand it has to focus on quality. The word quality is frequently used to describe products and services. It connotes different meaning to different people and organizations, and therefore lacks universal definition. As a result there have been numerous definitions of quality from literature in an attempt to establish a common understanding.

Until recently, the concept of quality was heavily associated with product. Thus, quality issues became prominence in the manufacturing era and that majority of the quality definitions possess product characteristics. Quality was initially seen as a defensive mechanism but it is seen as a competitive weapon for developing new markets as well as increasing market share (Davis et al, 2003). The concept of service quality originates from consumer behavior and confirmation and disconfirmation paradigm (Gronroos, 1992). The paradigm postulates that customers compare the quality of the product after usage to that of their expectations before usage (Swan, 1976), and indicate their satisfaction and dissatisfaction with the products or services purchased (Woodrubet, 1983).

Literature maintains that customers evaluate service quality by comparing the service providers' actual performance perception with what they think service performance would be expectations in their service experience (Gronroos, 1982). Service quality is defined as customer perception of how well a service meets or exceeds their expectations (Czepiel, 1990) or the degree of discrepancy between customer's normative expectation for service and their perceptions of service performance (Parasuraman et al., 1985).

Many practitioners define service quality as the difference between customer s expectations for the service encounter and the perceptions of the service received (Munusamy et al., 2010). Customer expectation and perception are the two key ingredients in service quality. Oliver (1980) posits that customers judge quality as low if performance does not meet their expectation and quality as high when performance exceeds expectations.

Githinji 2014 on effects of training on employee performance: a case study of United Nations support office for the African union mission in Somalia, revealed that training positively influences employee performance by having a positive influence on employee engagement at UNSOA. Padi 2012 in an assessment of the effect of staff training on customer service delivery (a case study at Barclays bank Ghana Limited) concluded that half of the customers recommended that half of the customers required training.

2.5 Conceptual framework

The study focused on identifying and explaining the various factors that influenced the performance (either improved or deteriorated) of drivers employed by government in Nairobi City. The following diagram 2.1 summarizes the relationship of the factors this study focused on.

Conceptual Framework
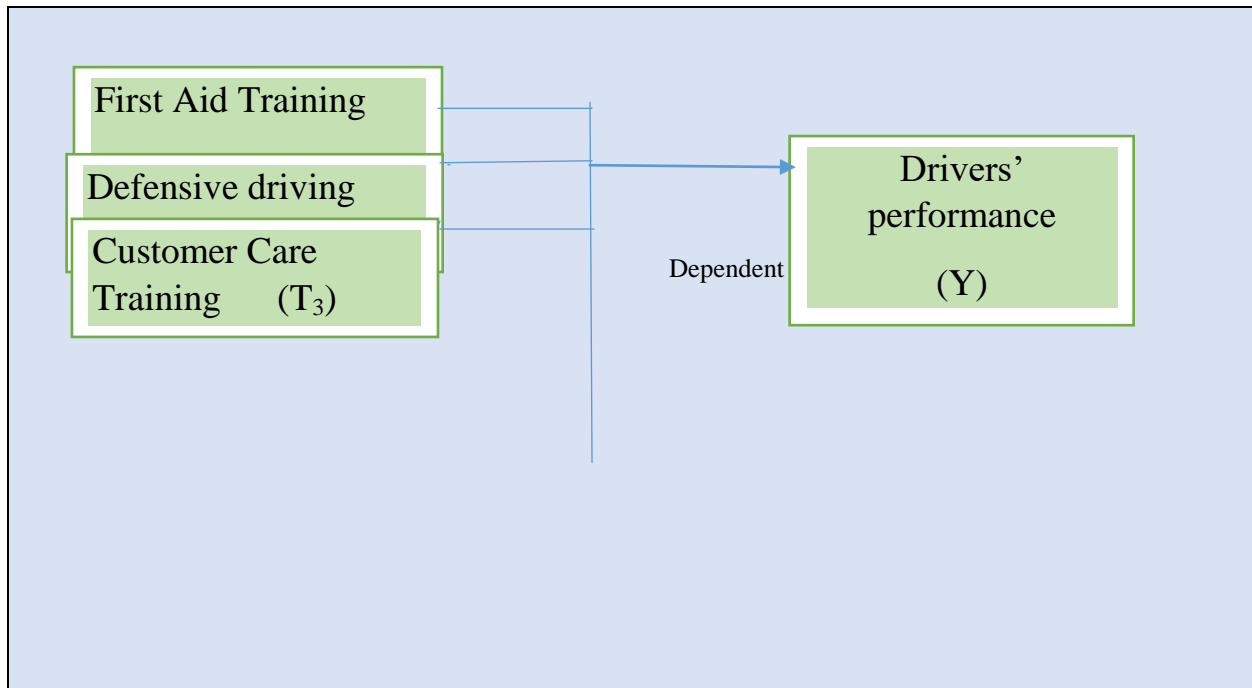
Fig.2.1: Figure of Conceptual framework showing the relationship between identified factors that influence the performance of government drivers in Nairobi City County.

Source: Authors' conceptualization, 2017

2.5.1 Independent variables

2.5.1.1First aid training

First aid is the assistance given to any person suffering a sudden illness or injury, with care provided to preserve life, prevent the condition from worsening, and promote recovery. This treatment given to an ill or injured person before regular medical **aid** can be obtained. First aid training is information and the skills given to a driver to equip him to offer first aid in emergency situations.

2.5.1.2Defensive driving training

Defensive driving training is training on skills that incorporate driving with saving lives, time, and money, in spite of the conditions around the driver and the actions of others.

2.5.1.3Customer care training

It refers to teaching employees the knowledge, skills, and competencies required to increase customer satisfaction.

2.5.2 Dependent variable

The diagram in figure 2.1 above shows the dependent variable to be performance. The study seeks to establish the nature of influence of continuous training as pertains to customer care, defensive driving training and customer care training on performance of the drivers. Performance in this study refers to minimal to no accidents and complaints from clients, number of times a driver has been recognized for good works, performance appraisal scores as a result of this continuous training.

2.5.3 Model

The regression model describing the relationship of variables depicted in the figure 2.1 above is $Y = \alpha + \beta_1 T_1 + \beta_2 T_2 + \beta_3 T_3 + \varepsilon$

where;

ε **= error,** α**=constant and** β **= coefficient of independent variable,**

Y = performance of government drivers

T_1**= first aid training**

T_2**= defensive driving training**

T_3**= customer care training**

III. RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes actions taken to investigate the research problem and the rationale for the application of specific procedures or techniques used to identify, select, process, and analyze information applied to understanding the problem, thereby, allowed us to critically evaluate the study's overall validity and reliability. The methodology section of the research paper answered two main questions: How the data was collected or generated, and, how it was analyzed.

3.2 Research design

This research problem was studied through the use of a descriptive research design. The type of questions asked was ultimately to determine the type of approach necessary to complete an accurate assessment of the research problem. It used visual aids such as graphs and charts to aid the readers in understanding the data distribution. This study employed descriptive survey on studying the factors that influence performance of drivers employed by the government in Nairobi City County. Descriptive research design was applied because it enabled to relate the findings to the larger number of drivers employed by the government population in Nairobi City County.

Because the human mind cannot extract the full import of a large mass of raw data, descriptive statistics was very important in reducing the data to manageable form. When in-depth, narrative descriptions of small numbers of cases were involved, the research used description as a tool to organize data into patterns that emerged during analysis. Those patterns aided the mind in comprehending a qualitative study and its implications.

3.3 The study site

The study site coveredNairobi City County an area of 684sq. km the second smallest county after Mombasa (CRA, 2012). Nairobi is the most populous city in East Africa, with an estimated population of about 3 million. It is a prominent city in Africa politically and financially. Home to thousands of Kenyan businesses and over 100 major international companies and organizations, including the United Nations Environmental Programme(UNEP), and United Nations (UN). Nairobi is an established hub for business and culture.

The study mainly concentrated on the headquartersof twenty government ministries in Nairobi City that is; 1. Ministry of Interior and Coordination of National Government, 2. Ministry of Devolution and Planning, 3. Ministry of Finance & National Treasury, 4.Ministry of Defense, 5. Ministry of Foreign Affairs & International Trade, 6. Ministry of Education, 7. Ministry of Health, 8. Ministry of Transport and Infrastructure, 9. Ministry of Information, Communication and Technology, 10. Ministry of Environment, and Natural Resource, 11. Ministry of Land, Housing and Urban Development, 12. Ministry of Sports, Culture and the Arts, 13. Ministry of Labor& East Africa Affairs, 14. Ministry of Energy and Petroleum, 15. Ministry of Agriculture, Livestock and Fisheries, 16. Ministry of Industrialization and Enterprise Development, 17. Ministry of Public Service, Youth & Gender Affairs, 18. Ministry of Tourism, 19. Ministry of Mining, 20.Ministry of Water & Irrigation.

3.4Target population

Target population in statistics is the specific population about which information is desired. According to (Ngechu, 2004), a population is a well-defined or set of people, services, elements, and events, group of things or households that are being investigated. This definition ensures that population of interest is homogeneous. The target populations of this study were government employed drivers working at twenty ministries in Nairobi city. Currently there are 1394 government employed drivers in these ministries. Their distribution is as shown inTable 3.1 below.

Table 3.1A summary of target Population (sampling frame)

Ministry	Number of drivers employed
1.Ministry of Interior and Coordination of National Government	281
2.Ministry of Devolution and Planning	48
3. Ministry of Finance & National Treasury,	41
4.Ministry of Defense,	15
5. Ministry of Foreign Affairs & International Trade,	57
6. Ministry of Education,	71
7. Ministry of Health,	116
8. Ministry of Transport and Infrastructure,	161

9. Ministry of Information, Communication and Technology,	14
10. Ministry of Environment, and Natural Resource,	51
11. Ministry of Land, Housing and Urban Development,	60
12. Ministry of Sports, Culture and the Arts	39
13. Ministry of Labor & East Africa Affairs,	48
14. Ministry of Energy and Petroleum	29
15. Ministry of Agriculture, Livestock and Fisheries,	128
16. Ministry of Industrialization and Enterprise Development,	23
17. Ministry of Public Service, Youth & Gender Affairs,	111
18. Ministry of Tourism,	16
19. Ministry of Mining,	23
20. Ministry of Water & Irrigation	62
Total	**1394**

Source: Government Publications (2017)

3.5 Sample size
From the target population of 1394 government employed drivers in national government in Nairobi city .The study sampled 333 drivers employed by the government using the published tables. This sample is further backed by (Kothari, 2004) who stated that a representative sample should be 10-30% of the target population.

3.6 Sampling procedure
Stratified random sampling procedure was used to select the study sample. This was because the technique produces estimates of overall population parameters with great precision (Nsubuga, 2006). The study grouped the population into twenty strata representing the government ministries.

3.7 Data collection method
The study used primary data which was gathered using a semi-structured questionnaire. It waspersonally administeredto the 69 drivers. The questionnaire constituted dichotomous and closed ended questions as well as the Likert scale. The questionnaire contained simple questions, which the respondents were able to answer without difficulty. It is a cheaper method compared to other data collection methods (Mugenda and Mugenda, 2008).

3.8 Data collection procedures
The questionnaires were administered using the drop and pick later method. The questionnaires were dropped at the different workstations of the drivers and collected later.Thedata collected was edited, coded and classified using with the aid of Statistical Package for Social Sciences (SPSS- Version 21.0).

3.9 Data analysis
Measures of central tendency (the mean), measures of dispersion (standard deviation), frequencies and percentage were applied on quantitative variables. Tables and other graphs were used as appropriate to present the study findings.
Multiple regression model was used to determine the significance of each independent variable. In addition, the Pearson Product Moment Correlation Coefficient was used to test the direction and magnitude of the relationship between the dependent and independent variables at 95% confidence level and 5% level of significance.

## IV. DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction
This chapter presents the findings on the factors that influence of continuous training on the performance of drivers employed by National Government in Nairobi city. The specific objectives of the study included; to determine the influence of First Aid training on performance of drivers employed by government in Nairobi City; to determine the influence of Defensive Driving training on performance of drivers employed by government in Nairobi City and To assess the influence of Customer Care training on performance of drivers employed by Government in Nairobi City

4.2 Response rate
The study had a sample size of 333 drivers employed by the government working in twenty ministries to whom the questionnaires were administered. However, only 69 employees responded to the study questionnaires giving the study a response rate of 21%.This response rate was sufficient and representative and conforms to Israel, G. (1992) stipulation that a response rate of 15 to 20 % is adequate for analysis.

4.2.1 Gender of the Respondents
The study sought to establish the respondents' distribution by gender. The study established that 63 of the respondents were male while 6 were female as illustrated. This implied that most of the drivers were male.
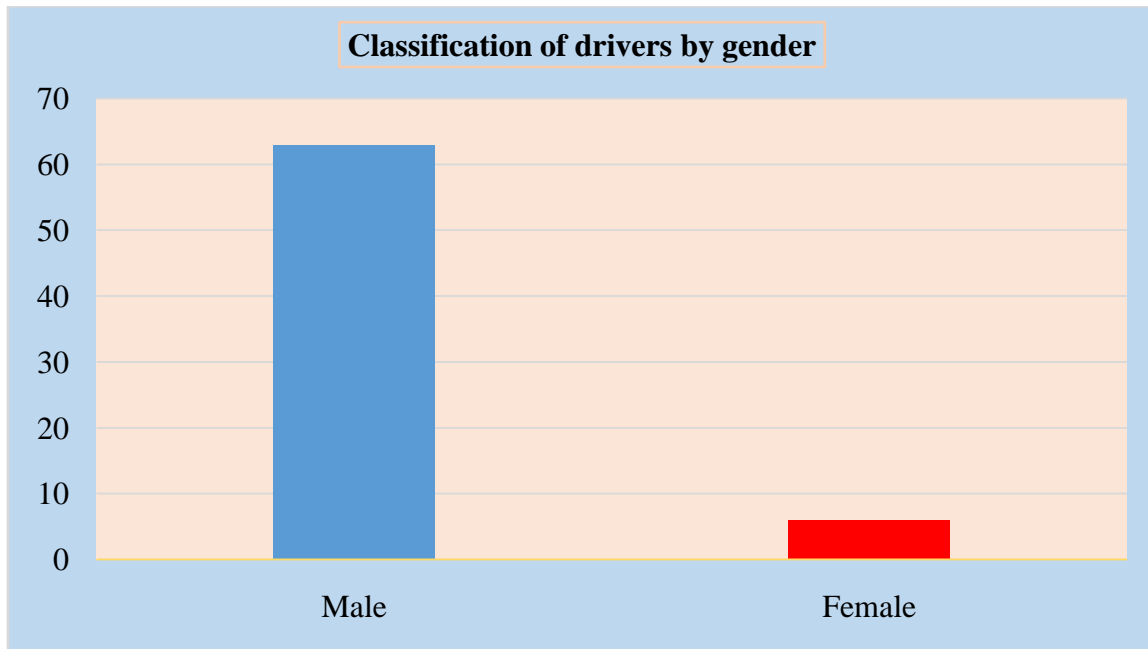
Figure 4.1: Bar chart on classification of drivers by Gender
Source: Field data, (2017)

The percentage of male to female as presented in the table4.1 below is 91.3% and 8.7% respectively. There were slightly ten times more male driver respondents as compared to female drivers.

Gender of the Respondents

	Frequency	Percent
Male	63	91.3
Female	6	8.7
Total	**69**	**100**

Table 4.1. Source: Field Data, 2017
Figure 4.2 below shows the classification of drivers by age.

4.2.2Age of respondents
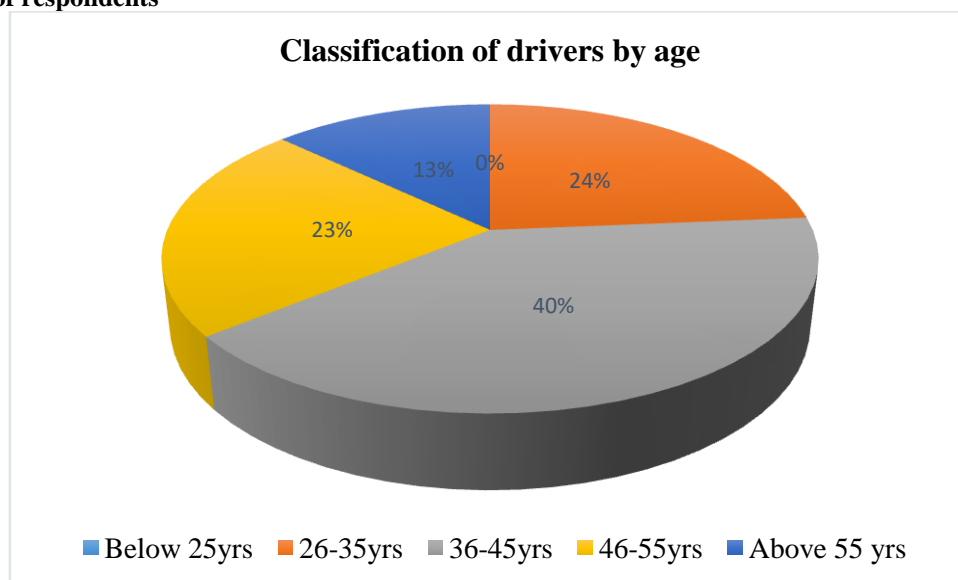
Figure 4.2: Pie chart on classification of drivers by age
Source: Field data, (2017)

The majority of the drivers were aged between 36-45 years. Further the age classification presents in the table 4.2 below.

Age of the Respondents

	Frequency	Percent
Below 25yrs	0	0
26-35yrs	16	24
36-45yrs	**28**	**40**
46-55yrs	**16**	**23**
Above 55yrs	**9**	**13**
Total	**69**	**100**

Table 4.2. Source: Field Data, 2017

Classification of drivers by age
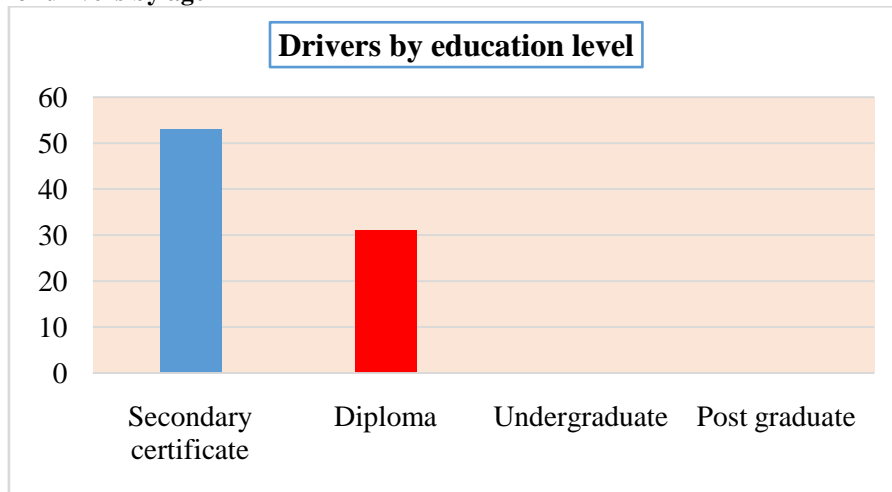
Figure 4.3: Bar chart on classification of drivers by education level
Source: Field data, (2017)

The above diagram 4.3 classifies drivers by level of education. A majority of the drivers had only secondary education compared to those who had diplomas. None had university education.
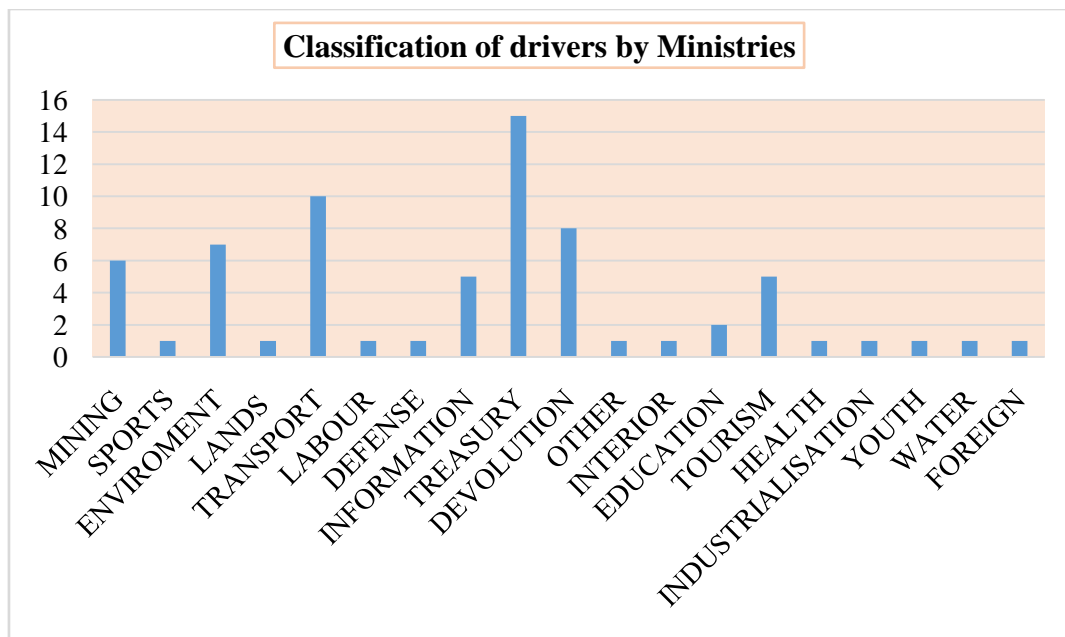
Figure 4.4: Bar chart on classification of drivers by Ministries
Source: Field data, (2017)

The above diagram 4.4 shows classification of drivers by ministries. Most of the drivers are deployed in the Treasury docket.
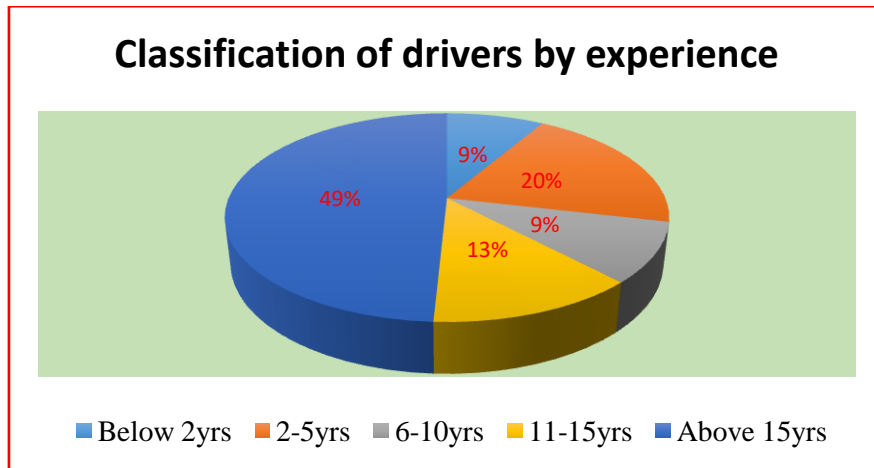
Figure 4.5: Pie chart on classification of drivers by experience

Source: Field data, (2017)

The above figure 4.5 illustrates that 40% of the drivers interviewed were having above 15 years of experience. The pie chart below shows that 93% of the drivers interviewed had been trained on first aid.
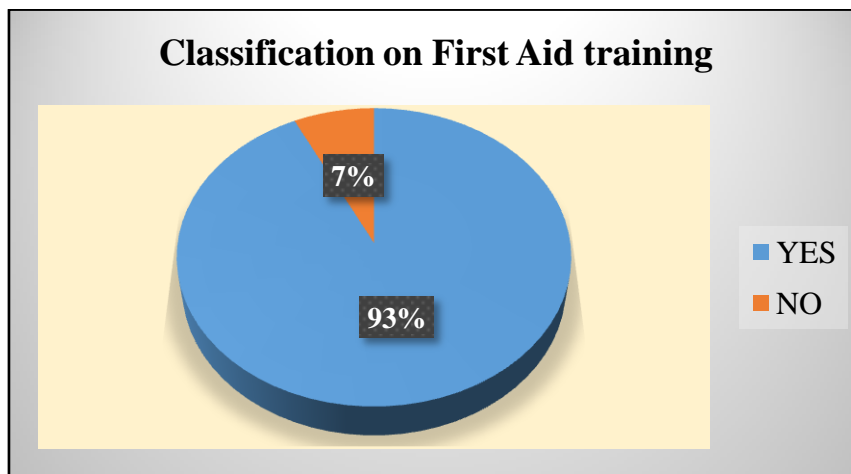
Figure 4.6: Pie chart on classification on First Aid training
Source: Field data (2017)
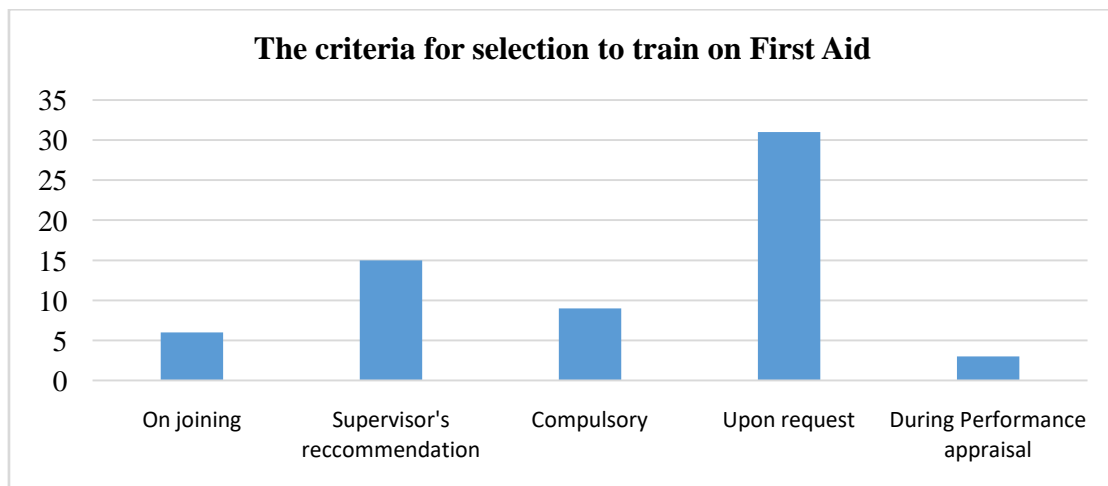
Figure 4.7: Bar chart on the criteria to train on First Aid. Source: Field data, (2017)

The bar graph in figure 4.7 above shows that the majority of the interviewed drivers, 31 of them which translates to 45% of the drivers had to request for the training compared to 15 of them i.e. 22% of all the drivers interviewed.

4.3 Objective 1: First Aid factor on performance graph

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Savelive1b	69	1	5	4.19	.791
Relievepain1c	69	1	5	4.01	.915
Enviroment1e	69	1	5	4.20	.632
Assistance1d	69	1	5	4.06	.820
Valid N (list wise)	69				

The analysis of the first Likert scale presented a mean score of 4 to denote that all the drivers interviewed agreed that first aid had an influence on their performance.

4.4 Objective 2: Defensive driving factor on performance graph

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Maintenance2a	69	1	5	4.17	.663
Reduceconsumption2b	69	1	5	4.03	.907
Lifespan2c	69	3	5	4.25	.579
Weartear2d	69	1	5	4.16	.797
Utilization2e	69	1	5	4.23	.710
Valid N (list wise)	69				

The analysis of the second Likert scale presented a mean score of 4 to denote that all the drivers interviewed agreed that defensive driving training aid had an influence on their performance.

4.4 Objective 3: Customer care factor on performance

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Communication3a	69	1	5	4.12	.932
Timemanagement3b	69	1	5	4.13	.873
Engagement3c	69	1	5	4.20	.917
Efficiency3d	69	1	5	4.28	.873
Valid N (list wise)	69				

The analysis of the third Likert scale presented a mean score of 4 to denote that all the drivers interviewed agreed that customer care training had an influence on their performance.

4.5 Effects of continuous training on performance

	N	Minimum	Maximum	Mean	Std. Deviation
PerformanceCC4c	69	1	5	4.29	.876
PerformanceDE4b	69	2	5	4.19	.601
PerformanceFA4a	69	1	4	3.29	.621
Valid N (list wise)	69				

A mean of 4.0 denoted in the above matrix means that all the drivers agreed that continuous training had an impact on performance.

4.5.1 Regression Analysis

The table below is a matrix showing the results for correlation analysis R and coefficient of determination value R^2.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.959[a]	.921	.917	.470

Predictors: (Constant), TotalcustomerT3,TotaldefensiveT2, TotalfirstaidT1

As presented in the model summary above, an R value of 0.959 denotes a strong positive relationship between the dependent y and independent T_i variables. The coefficient of determination value R^2 denotes the extent to which a unit change in T_i influences y. In the above model summary, a unit change in T_i would have a 92.1 percent change in y.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	165.961	3	55.320	250.944	.000[b]
1	Residual	14.329	65	.220		
	Total	180.290	68			

a. Dependent Variable: TotalperformanceT4
b. Predictors: (Constant), TotalcustomerT3, TotaldefensiveT2, TotalfirstaidT1

The ANOVA test shows that there was no significant difference among the 3 different groups of responses to the questions on first aid training i.e. group 1, defensive driving training i.e. group 2 and customer care training i.e. group 2 at F=250.944, p= 0.000. There was no or little biasness as the respondents filled out the questionnaire.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	-.020	.459		-.043	.966
1	TotalfirstaidT1	.210	.030	.329	6.946	.000
	TotaldefensiveT2	.204	.027	.346	7.678	.000
	TotalcustomerT3	.244	.020	.495	12.088	.000

a. Dependent Variable: TotalperformanceT4

The above SPSS output matrix presents the regression model $Y = \alpha + \beta_1 T_1 + \beta_2 T_2 + \beta_3 T_3 + \varepsilon$. To be Y= $0.329 T_1 + 0.346 T_2 + 0.495 T_3$. This study assumes an insignificant value for the epsilon.

The table below presents a matrix on coefficients.

Coefficients		TotalperformanceT4	TotalfirstaidT1	TotaldefensiveT2	TotalcustomerT3
TotalperformanceT4	Pearson Correlation	1	.792**	.756**	.804**
	Sig. (2-tailed)		.000	.000	.000
	N	69	69	69	69
TotalfirstaidT1	Pearson Correlation	.792**	1	.620**	.502**
	Sig. (2-tailed)	.000		.000	.000
	N	69	69	69	69
TotaldefensiveT2	Pearson Correlation	.756**	.620**	1	.416**
	Sig. (2-tailed)	.000	.000		.000
	N	69	69	69	69
TotalcustomerT3	Pearson Correlation	.804**	.502**	.416**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	69	69	69	69

**. Correlation is significant at the 0.01 level (2-tailed).

The above SPSS output matrix shows the results of Spearman Rank Correlation analysis. There is 0.792 correlation between performance and first aid training, 0.756 correlation between performance and defensive driving and 0.804 correlation between performance and customer care training.

V. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS
a. Introduction
This chapter provides the summary of the findings from chapter four, and also outlines the conclusions and recommendations based on the objectives of the study. This study sought to examine the factors that influence the performance of drivers employed by government in Nairobi County. The objective of the study was to

determine the influence of First Aid, Defensive driving and Customer care factors on the performance of drivers employed by government in Nairobi County.

b.   Summary of main findings

The analysis yielded the following linear regression model $Y= 0.329T_1+0.346T_2+0.495T_3$. If the model were graphed it would present as an upward sloping linear curve.

i.   First Aid training

As per the model $Y= 0.329T_1+0.346T_2+0.495T_3$, holding T_2 and T_3 constant, would present as $dY/dT_1= 0.329$. The coefficient 0.329 means that a singular training session in first aid would have a 32.9% positive effect on performance. A +0.792 correlation between performance and first aid training means there's a strong positive effect on performance by government drivers resulting from first aid training.

ii.   Defensive Driving training

Again, as per the model $Y= 0.329T_1+0.346T_2 +0.495T_3$, holding $T_1$and T_3 constant, would as present $dY/dT_2= 0.346$. The coefficient 0.346 means that a singular training session in defensive driving would have a 34.6% positive effect on performance. A +0.756 correlation between performance and first aid training means there's a strong positive effect on performance by government drivers resulting from defensive driving training.

iii. Customer Care training

Finally, as per the model $Y= 0.329T_1+0.346T_2 +0.495T_3$, holding T_1 and T_2constant, would as present $dY/dT_3= 0.495$. The coefficient 0.495 means that a singular training session in defensive driving would have a 49.5% positive effect on performance. A +0.804 correlation between performance and customer care training means there's a very strong positive effect on performance by government drivers resulting from customer care training.

c.   Conclusions

Based on the above statistics it is important to train drivers since this positively impacts on performance. Gauging on the results, the type of training with significant influence on driver performance is customer care training.

d.   Recommendations

This study recommends that ministries include in their annual budgets training of their drivers especially in the area of customer care training. The model $Y= 0.329T_1+0.346T_2+0.495T_3$, denotes a positive impact on performance by drivers as they get training over time.

e.   Suggestions for further Research

This study suggests future research to focus in the following areas;

* Analyzing the effect of not making training compulsory on service delivery in any government department including transport department and,
* Research on whether making training compulsory will have a negative effect on the cost component in the transport financial statements,

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DEDICATION
This work is dedicated to all drivers employed by the government whose workstations are in Nairobi City County, on whom the greatest task of identifying factorsinfluencing performancewas bestowed.

APPENDICES
Annexure 1: QUESTIONNAIRE
INFLUENCE OF CONTINUOUS TRAINING ON THE PERFORMANCE OF DRIVERS EMPLOYED BY GOVERNMENT IN NAIROBI CITY
This is a research on the factors influencing the performance of drivers employed by National government in Nairobi City. To achieve this objective, relevant questions have been provided to gather data for analysis. Where options have been given, kindly tick the option/s which is appropriate to you. Please spare some time to provide the information as accurately as possible. Any information provided will be strictly confidential and will be used for academic purposes only.
Confidentiality: The responses you provide will be strictly confidential. No reference will be made to any individual(s) in the report of the study.
Background Information
1.   **What is your gender?**
        [ ] Male   [ ] Female
2.   **In which of the following age brackets do you belong?**
        [ ] Below 25 years [ ] 26-35 years [ ] 36-45 years [ ] 46-55 years
        [ ] Above 55 years
3.   **What is your education level (state the highest level?)**
        [ ] secondary Certificate   [ ] Diploma   [ ] Undergraduate
        [ ] Post Graduate
4.   **Which Ministry do you work for?**
Ministry of Interior and Coordination of National Government   [ ]
Ministry of Devolution and Planning   [ ]
Ministry of Finance & National Treasury   [ ]
Ministry of Defense   [ ]
Ministry of Foreign Affairs & International Trade   [ ]
Ministry of Education   [ ]
Ministry of Health   [ ]
Ministry of Transport and Infrastructure   [ ]
Ministry of Information, Communication and Technology   [ ]
Ministry of Environment, and Natural Resource   [ ]
Ministry of Land, Housing and Urban Development   [ ]
Ministry of Sports, Culture and the Arts   [ ]
Ministry of Labor& East Africa Affairs   [ ]
Ministry of Energy and Petroleum   [ ]
Ministry of Agriculture, Livestock and Fisheries   [ ]
Ministry of Industrialization and Enterprise Development   [ ]
Ministry of Public Service, Youth & Gender Affairs   [ ]
Ministry of Tourism   [ ]
Ministry of Mining   [ ]
Ministry of Water & Irrigation   [ ]
Other   [ ]
4 (b) How many years have you worked as a driver with the government?
        [ ] Below 2 years [ ] 2-5 years [ ] 6-10 years [ ] 11-15 years
        [ ] Above 15 years
5.   **SECTION A: FIRST AID TRAINING**
(a)   Have you been trained in First Aid?
        [ ] Yes   [ ] No

(b)   If yes what was the criteria for selection?
i.   On joining   [ ]
ii.   Supervisors recommendation   [ ]
iii.   Compulsory   [ ]
iv.   Upon request   [ ]
v.   During Performance appraisal   [ ]

(c)   Please state the extent to which you agree with the five point statement?

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
First Aid training has helped me improve on **safety**					
First Aid training has helped me gain skills **that help me save lives** in an accident scene.					
First Aid training has helped me relieve pain by performing simple procedures					
First Aid training has helped me**Provide assistance to accident victims**					
Knowledge of first aid promotes a healthy, secure and a safer environment, and instills confidence amongst people, their families, their colleagues and associates.					

6.   SECTION B: DEFENSIVE DRIVING
a.   Have you undergone defensive driving?
         [ ] Yes   [ ] No
b.   How often do you go for the defensive driving?
i.   Quarterly   [ ]
ii.   Half year   [ ]
iii.   Yearly   [ ]
iv.   Any other   [ ]

c.   To what extent do you agree with the following statements pertaining to the effect of defensive driving on performance?

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Defensive driving training has helped me improve on maintenance of motor vehicle					
Defensive driving training has helped me reduce fuel consumption					
Defensive driving training has helped me improve on the life span of the vehicles allocated to me					
Defensive driving training has helped me reduce wear and tear of vehicles I have been allocated					
Defensive driving training has helped me improve on vehicle utilization due to less damage /repairs					

7.   SECTION C: CUSTOMER CARE
(a)   Have you undergone Customer care training?
         [ ] Yes   [ ] No

(b)   How often do you go for Customer care training?

i.	Quarterly	[ ]
ii.	Half year	[ ]
iii.	Yearly	[ ]
iv.	Any other	[ ]

(c)   To what extent do you agree with the following statements pertaining to the effect of Customer Care on performance?

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Customer care training has helped me improve on communication, listening, and a sense of team spirit					
Customer care training has helped me improve on time management while on duty.					
Customer care training has helped be moreengaged in the institution.					
Customer care training has helped me to be more efficient and better equipped to deal effectively with my bosses.					

8.   To what extent do you agree with the following statements pertaining the effect of continuous training on performance?

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
First Aid training has made me improve on my performance					
Defensive driving training has made me improve on time management while on duty.					
Customer care training has made me improve on my performance					

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