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**The Moderating Role of Technology on the Link between Strategic  
Training and Performance of State Ministries: Perspectives from Kenya**


Dr. Indara Selline, Dr.Kegoro O. Henry and Ms. Otieno Dina




Strategy

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between Strategic Training and Performance of State  
Ministries: Perspectives from Kenya**

 <sup>1</sup>Dr. Indara Selline  
Kiriri Women's University of Science and Technology

 <sup>2</sup>Dr. Kegoro O. Henry

 <sup>3</sup>Ms. Otieno Dina  
Kiriri Women's University of Science and Technology

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**Abstract**

**Purpose:** The purpose of this study was to examine the moderating role of technology on the link between strategic training and performance of State ministries in Kenya. Human capital theory was utilized to inform this study.

**Methodology:** Cross-sectional research design was adopted in the collection and analysis of data. The study's target population was the 13 Kenyan government Ministries. The target population of the study consisted of 344 employees from 13 government ministries in Kenya. 185 respondents made up the study's sample size. To choose respondents, a stratified sample strategy was utilized. Structured questionnaires with both open and closed-ended questions were used to gather primary data. Acts of Parliament, service delivery charters, Vision 2030, session papers on public service delivery, and yearly performance reports were used to gather secondary data. Using experts in human resource management, the validity of the study instrument was assessed. The Cronbach Alpha formula, which adopted reliability coefficients of 0.7 as advised in literature, was used to assess reliability. Using the content analysis method, major themes from both written and spoken word were examined, and deductive arguments were produced based on the fundamental assumptions of the theories. Statistical Package for Social Sciences version 24 was used to perform the descriptive statistics, correlation, and regression analyses on the quantitative data. At a 95% confidence level and a 5% significance level, mean scores, standard deviations, percentages, and frequencies were utilized to define the components of each variable. Tables and graphics were used to present the examined data.

**Findings:** The findings of this study disclosed that strategic training had a significant positive effect on performance of government ministries in Kenya ( $r=.674$ ,  $p\text{-value}=.000$ ) while technology positively moderated the relationship between strategic training and performance of Kenyan government ministries ( $r=.672$ ,  $p\text{-value}=.000$ ). The study concluded that, if properly adopted, strategic training combined with technology can effectively explain performance of government ministries in Kenya.

**Unique Contribution to Theory, Practice and Policy:** This study recommends that for effective performance of government ministries in Kenya, embracing strategic training and technology is key. This study adds to theory by disclosing that managers can make decisions anchored on human capital theory as well as inform policies formulated and implemented.

**Keywords:** *Technology Strategic Training and Performance*

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## INTRODUCTION

Organizations nowadays are reevaluating strategic training as a means of attaining corporate objectives in a more effective and efficient way. 2013 (Lamba & Choudhary). Organizations in established and emerging countries must rethink their strategic training and technology due to the changing business environment, competition, influence of technology, staff diversity, change in consumer needs, and operational expenses (Thite & Russell, 2010). If used successfully, technology can affect an organization's performance directly or indirectly (Abdus, 2011). Scholars have shown that technology and strategic training can aid organizations around the world, including Israel (Adnan & Izzat, 2012). Regional experts Swapna and Raja (2012) believe that if strategically embraced, strategic trainings and technology can accelerate organizational performance, for example in India. The implementation of strategic training and development programs also allowed firms in Iraq to thrive in the country's dynamic business environment, according to Ali and Nur (2016). In Zambia, Masaiti (2011) found that many businesses, both in developed and developing nations, are attempting to implement strategic training as a means of addressing problems with customer demands, production costs, worker job satisfaction, and workplace technology. Strategic human resource management is one of the core competencies of successful businesses, according to Gopal (2012) in India.

Human resource management methods are essential for organizations to succeed, and vice versa. In Pakistan, Hassan (2014) found that firms needed to create strategic human resource management policies in order to accomplish their goals more effectively and efficiently. In order for firms to succeed in the ever-changing business environment, it is essential to mold employee behavior through human resource policies or strategies. Numerous studies conducted in Kenya by Gitonga, Kilika, and Obere (2016), Thiriku and Were (2016), Kiiru (2013), Kilika et al. (2016), and Thiriku and Were (2016) show that strategic trainings can benefit modern organizations in a variety of ways, including: the ability to achieve goals with little resistance; employee support of business strategies; an increase in organizational competitiveness; encouragement of employee creativity and innovation; and the promotion of t According to Ligare (2010) and Ngatia (2011), human resource planning, talent development, job design, knowledge management, learning and development, employee staffing and retention, and training and development should all be handled for any firm to be competitive.

Workplace strategic training is essential. Employees lack a strong understanding of their obligations without it (Wangai, 2014). Employee strategic training refers to ongoing initiatives that offer staff members access to knowledge, new abilities, or possibilities for professional growth (Masaiti & Naluyele, 2011). Between an ideal and an optimal stage of growth, there may be gaps or inconsistencies that require strategic training. On the workplace, however, needs become apparent when desired and actual work techniques or results are compared. Wright, Kroll, and Lado (2010) mention the generic approaches, performance analysis, and competency evaluation as three techniques for determining needs. Competency evaluation places more emphasis on opportunities for improvement than performance analysis does on flaws or issues. After determining how they think people should behave, strategic trainers create a training program to equip employees with the necessary abilities (Wangai, 2014).

Strategic training, according to Samson et al. (2016), can only be put into practice when it has been determined which employees need training and what their existing levels, knowledge, and abilities are. As a result, the evaluation of the person will reveal the variety of abilities and information that must be acquired. It is important to keep in mind that the training gap will



eventually be determined by the disparity between actual performance and necessary performance (Dimba, 2010). Linking the discrepancy between the current performance and the desired standard performance is referred to as strategic training. Different techniques, such as coaching and mentoring, peer cooperation, and engagement by the subordinates, can be used to provide strategic training.

Strategic training is important and a crucial tool for the business to improve employee performance and foster organizational growth. Employers and employees of an organization can both benefit from it. If an employee receives sound strategic training, he will prove to be more effective and productive. Employers may create and improve the quality of their current workforce by offering extensive training and development. Strategic training, according to Gitonga, Kilika, and Obere (2016), is crucial not just to increase productivity but also to inspire and motivate employees by letting them know how important their tasks are and by giving them all the information they need to do those duties. According to Wright, Kroll, and Lado (2010), employee training generally has the following benefits: increased job satisfaction, increased motivation, morale, and financial gain; increased process efficiency; increased capacity to adopt new technologies and methods; increased innovation in strategies and products; and decreased employee turnover.

Organizations are aware of their limitations in dealing with new difficulties in the rapidly evolving business sector and uncertain environmental conditions (Kasmi, 2011). However, the further asserts that in order for businesses to remain competitive in the market, they must engage in training programs that will equip their staff with the skills necessary to handle ambiguity and make quick decisions. According to Greenidge et al. (2012), good strategic training benefits the company in a number of ways. For instance, it is crucial in enhancing and retaining capacities at both the individual and organizational levels, and as a result, it contributes to the process of organizational change. Additionally, it increases the ability of talented people to remain in one position, reducing the likelihood of workers switching jobs unintentionally. Additionally, it demonstrates the company's long-term dedication to its employees and raises employee motivation levels (Wright, Kroll, & Lado, 2010). All of these contributions help a firm gain a competitive edge, improve employee performance, and increase productivity. Programs for strategic training and development that are effective and help people perform better are available (Dimba, 2010).

In addition to fostering employee growth, strategic training programs aid a company in making the greatest use of its people resources to acquire a competitive edge (Yamamoto, 2011). Therefore, it would appear necessary for the company to prepare for such a training program for its personnel in order to improve their skills and competences that are required at work. Strategic training helps employees become more capable while also enhancing their creativity and critical thinking skills over time, enabling them to make better decisions faster and more effectively (Kilika et al., 2016). Additionally, it gives staff members the ability to deal with clients efficiently and address their problems promptly (Armstrong, 2010). By substituting efficient and effective work-related behaviors for the old, ineffective ones, strategic training increases self-efficacy and produces higher performance on the job (Kiiru, 2013).

Different academics have continued to offer various interpretations of the idea of organizational performance. For instance, Shikha and Karishma (2012) consider employee contentment, customer satisfaction, low employee absenteeism, and a high degree of staff commitment to be indicators of an organization's performance. On the other side, organization

performance is defined by Ghazala and Habib (2012) as the degree to which a corporation can accomplish its goals with a finite amount of resources. According to Thiriku and Were (2016), a multitude of metrics, including as earnings, sales volume, and staff happiness, can be used to gauge an organization's effectiveness.

State ministries are established by the Constitutional Act of Kenya. The mandate of State ministries is to co-ordinate government projects as well as ensure that all Kenyans are receiving quality services. The structure of the State ministries is clearly articulated in the Acts of parliament as well as outline the duties and responsibilities of government officials. State ministries are directly accountable for implementing the National government policies which complement efforts of County government towards attainment of National government goals (GoK, 2023). Despite the efforts of State ministries in service delivery, little has been achieved in terms of public satisfaction. A cross ministries issues of concern have been raised about delivery of services thus the premise of the need for this study.

### **Statement of the Problem**

Despite the fact that strategic trainings are believed to have an impact on organizational performance, it has been noted that there is a lack of clarity regarding the relationship between strategic trainings, technology, and organizational performance, particularly in Kenyan government ministries (Ali et al., 2016). Existing empirical research that has been done internationally, regionally, and locally has produced contradictory results about the relationship between strategic training, technology, and organizational performance; this makes it crucial for this study to identify the research gaps in this area. In developing nations, notably Kenya, inconsistent service delivery within government ministries has slowed economic progress on a number of fronts (Kiiru, 2013). Adnan and Izzat (2012) conducted a study that found that strategic human resource management planning had a favorable, significant impact on the performance of commercial banks in Israel. In Iraq, Ali et al. (2016) found that there was no difference in the performance of State-owned enterprises and oil and gas companies' human resource strategy. Strategic human resource management and staff motivation and retention in Zambia's ministry of education are positively correlated, according to Masaiti and Naluyele (2011).

Although Kenyan government ministries are committed to providing services to the general public, it is noted that there is a high level of service inconsistencies, including delayed services, an inability to innovate services, internal boycotts of service delivery, structural inertia, and low worker morale (Transparency International, 2017). Concerns exist regarding the remuneration of workers as well as the state of working conditions (Salaries and Remuneration Commission, 2016). The premise for this study was a 2016 survey by the Salaries and Remuneration Commission that found that more than 50% of Kenya's state corporations were performing worse than expected in terms of service delivery. Concerns exist regarding inadequate career development options for employees as well as staff development policies. State firms need to reevaluate their strategic human resource planning due to inappropriate remuneration practices and unpleasant working conditions (Magutu et al., 2010). Locally, Kiiru (2013)'s study focused only on SHRM procedures among State Parastatals in Kenya. Kilika et al. (2016) investigated the mediating impact of university-industry cooperation on the link between Kenyan universities' performance and infrastructure for human resource development. Similar to this, Ligare (2010) investigated Kenyan state enterprises' strategic human resource management techniques. Furthermore, the scope of studies by Maina

(2011) and Mbondo (2011) was restricted to Kenyan secondary schools and Kenya Police Staff SACCO Limited, respectively, despite the fact that the researchers did not take an integrated strategy to evaluate the variables of the current study.

Abdus (2011), Adnan and Izzat (2012), Ali et al. (2016), Kilika et al. (2015), and Thiriku and Were (2016) all conducted extensive global and local research that show how strategic human resource planning can improve organizational performance. Additionally, according to KIPPRA (2016), there was a discrepancy in employees' credentials, pay, and job responsibilities. According to research by Transparency International (2017), the Salaries and Remuneration Commission (2016), Thiriku and Were (2016), Ali et al. (2016), Kilika et al. (2015), KIPPRA (2016), Ligare (2010), Maina (2011), Odunga (2011), Mutia (2011), Mbondo (2011), and Manguru (2011), there is not a clear correlation between strategic trainings, technology, and the performance of government ministries in Kenya. It should be emphasized that this study did not evaluate the study's variables utilizing the indirect approach, just looking at them partially or separately. These investigations were also restricted to specific geographical and cultural contexts. Additionally, because each study utilized a distinct research methodology, there were discrepancies in the research findings as a result of the sample size, sampling strategy, and data analysis technique. The purpose of this study was to ascertain the impact of strategic trainings, technology, and government ministry performance in Kenya.

### **Research Objectives**

This study was guided by the following research objectives:

- (i) To assess the influence of strategic training and performance government ministries in Kenya.
- (ii) To examine the moderating effect of technology on the relationship between strategic training and performance government ministries in Kenya.

### **Hypotheses**

This study was guided by the following research hypotheses:

- H<sub>01</sub>:** There was no relationship between strategic trainings and performance government ministries in Kenya.
- H<sub>02</sub>:** There was no significant moderating effect of technology on the relationship between strategic trainings on performance government ministries in Kenya.

### **Theoretical Review**

#### **Human Capital Theory**

In his seminal book "Human Capital," Becker (1993), who first proposed the theory, makes the case that there are several types of capitals, such as those spent on education, computer training, and medical treatment. According to Becker, investing in people is the most valuable form of capital (Abdullah, 2014). According to Abdus (2011), the fundamental principles of the theory's emphasis on human capital in businesses reflect the idea that market value is more dependent on intangible resources, particularly human resources, than it is on tangible ones. However, Afzal et al. (2016) contend that finding and keeping the greatest personnel is only a portion of the solution. The company must encourage both individual and organizational learning and foster a welcoming environment where knowledge may be developed, shared, and utilized in order to fully utilize the strengths and skills of its staff. According to the notion, there are general-purpose human capitals and firm-specific human capitals (Markos & Sridevi,

2010). Expertise acquired through education and training in management information systems, accounting practices, or other expertise relevant to a given organization are examples of firm-specific human capital (Anderson, 2007). The information acquired via education and training in fields of value to a range of businesses, such as generic abilities in human resource development, is known as general-purpose human capital (Bal, Bozkurt, & Ertemsir, 2012).

According to Mutahi and Busienei (2015), the importance of education and human capital in modern economies has grown increasingly clear since the turn of the millennium. According to Chebet (2015), "generally speaking, human capital is understood to include an individual's capabilities, knowledge, skills, and experience of the company's employees and managers, as they are relevant to the task at hand, as well as the capacity to add to this reservoir of knowledge, skills, and experience through individual learning." A sizable and expanding body of research shows a beneficial relationship between organizational success and the growth of human capital (Dauda et al., 2010). According to Ghansah (2011), any activity that might increase the productivity of a single worker generates human capital. In actuality, full-time education is all too frequently used as the main example. Investment in human capital for employees entails both direct expenses and costs in lost wages (Nazir & Zaman, 2012). The decision-makers analyze the appeal of various future income and consumption streams, some of which promise greater future revenue in exchange for higher immediate training expenditures and delayed consumption. In theory, returns on societal investments in human capital may be computed in a similar manner (Ghazala & Habib, 2012).

According to Gopal (2012), human capital is indeed a "invisible asset." Therefore, it becomes clear how crucial the human capital pool—a collection of employee capabilities—and how it is managed through HR processes—are to the strategic goals of the company. If skill levels and types are not dispersed fairly, allowing certain businesses to hire the talent they require while others are unable to, then (*ceteris paribus*) that type of human capital can be a source of long-term competitive advantage. This focus on human capital is consistent with strategy research's focus on "core competencies," which attributes economic rents to "people-embodied skills" (Habbash, 2010). Based on the concept that government ministries in Kenya can improve their performance by investing in their staff, the theory was applicable in this study. Enhancing working conditions, ensuring job stability, and supporting employees for additional education can improve Kenya's government ministries' efficiency.

## **Empirical Review**

### **Strategic Employee Training and Organization Performance**

Strategic employee training and development and organizational performance are related, according to Ligare (2010). The development of a knowledge base, degree of expertise, and mindset that are becoming more and more important for success in the modern workplace are all part of strategic employee training. Employability skills are now required for an individual's employment success at just about any level within a company environment as they are often regarded as vital qualities for many job roles. It was determined that the study did not concentrate on Kenyan government ministries and was instead restricted to the strategic human resource management techniques used by state enterprises in Kenya.

According to Kilika et al. (2012), effective strategy implementation will be facilitated by employees' capacity to share information and learn new skills. Employees who have received quality training are more likely to have a thorough awareness of the company environment and to accept changes with little opposition. Training boosts motivation in employees, providing



them the urge to carry out their responsibilities. The study was restricted to figuring out how to create human resource development infrastructures for knowledge-intensive companies like universities in Kenya, it is noted. According to Katua, Mukulu, and Gachunga (2014), pride and a sense of success are key components of achievement in the workplace. Managers who see a drop-in performance must respond promptly to put motivational and morale-boosting measures in place. One non-financial incentive that motivates and empowers employees to work toward organizational strategic aim is training. To effectively manage people inside organizations, human resource management places a strong emphasis on both systems and policies.

According to the study, a human resource manager's duty can be divided into three categories: staffing, employee remuneration and benefits, and job design. On the other hand, Kavoo and Kiruri (2013) observed that the goal of human resource management is to maximize an organization's productivity by maximizing the efficacy of its workforce. It also requires carrying out job analyses, planning personnel requirements, hiring the best candidates for the position, orienting and training them, managing wages and salaries, offering perks and incentives, evaluating performance, resolving conflicts, and interacting with all employees at all levels. However, it turns out that the study was limited to the impact of hiring methods on worker performance in small service firms in Kenya's information technology sector and examined each study variable separately.

According to Kiiru (2013), employees should have the ability to solve difficulties, be adaptable to changes in projects, and accept input from coworkers. Since employees frequently collaborate on projects, some employees must assume the position of leader to make sure that deadlines are fulfilled, issues are resolved, and all suggestions are considered. Employers frequently look for candidates with inherent leadership abilities. These personnel also need creativity so they can come up with and implement solutions for probable issues on jobs, projects, or assignments. However, it should be noted that the study was restricted to State parastatals in Kenya and examined each of the study's independent variables, including pay and training. Hafiza (2015) noted that the greatest method to develop a sustained competitive advantage is through talent management. The valuable resources that are unique to the company and cannot be replicated or replaced by rivals are the source of a sustained competitive advantage. The strongest evidence is in favor of human capital, however rational capital, structural capital, and human capital can all be sources of long-term competitive advantage. However, the study was restricted to the effect of training and development on organizational performance, to discontinue serving as a mediating factor for the cost of human resource quality.

Skills development was identified by Gopal (2012) as an organizational development intervention of the person toward upcoming organizational demands. The ongoing improvement of all organizational systems and products also depends on cultivating talent, making it a crucial managerial task. The study was limited to talent management and Indian corporate performance, though. When it comes to the variables that call for skills development, a balance between enhancing individual ability and benefiting the company should be struck (Gitonga, Kilika, & Obere, 2016). According to Ali and Nur (2016), evaluating talent is based on traits like self-assurance, skill expression, virtue expression, physical and mental health, relationship health, spiritual health, and personal leverage. Living their vision, putting business and strategic objectives into action, creating and assessing scorecards, establishing benchmarks, and enforcing ranking are characteristics of high-performance organizations.



Strong values and beliefs are the foundation of an accomplishment culture. A culture of achievement supports motivational methods and organizational, group, and individual performance measurement. It was later discovered that the study only looked at how hiring and selection processes affected the organizational performance of the oil and gas industry in Iraq, not Kenyan government ministries.

According to Thiriku and Were (2016), businesses cannot compete if employees' abilities are not nurtured through explicit career development policies. They contend that businesses ought to use scientific methods to estimate the present and future demand for their products as well as the precise number of employees needed to meet that demand. However, using Data Centre Ltd. as a case study, their study looked at the relationship between talent management methods and employee retention in Kenyan private businesses. Furthermore, it should be highlighted that the research was limited to a single variable, talent management, which was handled as a predicate and explored in the context of the training and development variable. This study's research method was a descriptive research method. 76 Data Centre Limited (DCL) employees made up the study's target population. In the current study, a descriptive research design approach was used.

Even though some studies reveal a direct association between strategic training and performance of organizations (Afzal et al., 2013; Farman et al., 2013; Bal, Bozkurt & Ertemsir, 2012; Aguenzal & Ahmad Puad Mat Som, 2016; Katua, Mukulu, and Gachunga, 2014; Ligare, 2010; Thiriku & Were, 2016), it is noted that different indicators and theories were used to measure and explain the key variables of the study thus the basis for under which the current study was conducted to bridge the knowledge gaps. Further, considering the fact that these studies were conducted in different contextual backgrounds as well as different methodologies were adopted, it was difficult to generalize the findings of these studies thus the reason behind the current study.

### **Strategic Employee Training, Technology and Organization Performance**

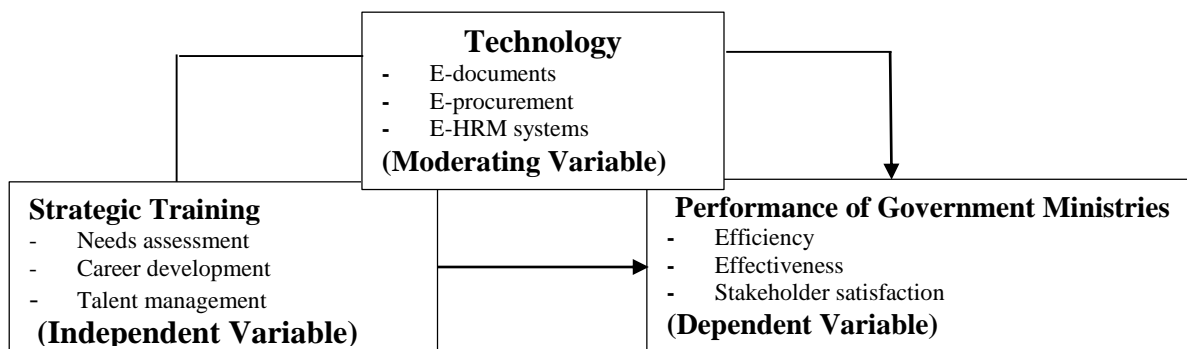
According to Hafiza (2015), technology may be thought of as systems and processes that improve organizational performance and efficiency. To reduce expenses and increase revenues, contemporary competitive organizations have kept automating their operations. Additionally, Gilaninia et al. (2011) said that information and communication technology has evolved into a crucial component of contemporary society and a key commercial driver, leading to a more informed society. Continue the supposition that businesses, in particular, utilize ICT to strengthen managerial decision-making and teamwork, as well as to enhance the efficacy and efficiency of services provided to customers and business operations. This improves their ability to compete in emerging or rapidly changing markets. It was highlighted that the study was limited to Taiwan and concentrated on several factors like training and organizational development, as well as employing factor analysis to examine the data.

According to Moturi (2010), one of the strategic strategies that improved the performance of government ministries was continual improvement. The IT quality function should concentrate on significant, cross-functional quality concerns that are urgent and must be resolved. The scope should, from an IT standpoint, cover things like application development, networking, databases, data centers, and end-user assistance (help desk). The majority of business areas are likely to include some type of IT infrastructure or application, therefore almost the entire organization should fall under the purview of the function's obligations from a business standpoint. However, the study was only concerned with the performance of Kenyan

government ministries as it related to strategic practices. Additionally, Mueni (2014) agrees that personnel training and technology integration into the system were important factors in determining continual improvement. The investigation concluded that Kenya's education system was challenged by staff reluctance to new technology. However, it was emphasized that the study was restricted to the effectiveness of higher education institutions. According to Kwamboka (2016), if the right technology is implemented in the system, contemporary competitive businesses are more likely to perform well and accomplish their long-term objectives. Automation of systems and processes is the only way for businesses in the twenty-first century to thrive in the competitive market. Furthermore, the survey found that dynamic organizations had made mandatory ICT skill training for employees as a competitive strategy.

Mulinge (2014) demonstrated that systemic technology integration has enhanced revenues for businesses in both developed and developing nations. The system's efficiency is increased by the use of contemporary technologies. The study concluded that technology has encouraged modern businesses to adopt e-commerce techniques, improving customer service delivery. Additionally, it was highlighted that businesses have reduced costs by implementing automated systems, which need for workers to possess knowledge of communication technology abilities. In the competitive labor market, workers with computer literacy are less likely to be productive than those who do. It is evident from the previous studies (Hafiza 2015; Gilaninia et al., 2011; Moturi, 2010; Mueni, 2014; Kwamboka, 2016 & Mulinge, 2014), little effort has been made by the authors in establishing the indirect link of technology on the relationship between strategic training and performance of government ministries.

### Conceptual Framework



*Figure 1: Conceptual Framework*

As depicted in Figure 1, this study disclosed that performance of government ministries was positively influenced by strategic training. Needs assessment, career development and talent management were found to influence performance of government ministries if effectively embraced. Further, it was revealed that technology had significant positive indirect effect on the link between strategic training and performance of government ministries. E-documents, e-procurement and e-HRM systems were aspects found to influence performance positively in form of efficiency, effectiveness and stakeholder satisfaction.

### METHODOLOGY

A cross-sectional research design was used in the study. This layout made it easier to analyze and present data objectively. 344 respondents from 13 Federal Ministries made up the study's intended audience. Middle-level supervisors and lower-level personnel were included in the

two groups or strata into which the study's respondents were divided. A sample of 185 respondents was chosen by random selection out of the 344 respondents that were targeted from the 13 government ministries in Kenya. Given that the study's target population was finite, the study employed Israel's (2009) method, which has the notation  $n = \frac{N}{1 + N(e)^2}$ , to determine the appropriate sample size. Here,  $n$  stands for the sample size,  $N$  for the entire population, and  $e$  for the error term (0.05). With  $N=344$  in the calculation, 185 respondents made up the computed sample size ( $n$ ). The proportionate sample size drawn from each stratum was 185 respondents. The study was based on primary information that was gathered using structured questionnaires that included both open-ended and closed-ended questions. The questionnaire's items were scored using a likert scale. University professors reviewed the study instrument's validity, and its reliability was assessed using the 0.7 Cronbach Alpha coefficient.

The regression model of the form:  $Y = \beta_0 + \beta_1 + \beta_2 + \epsilon$ , was adopted where;  $Y$  represents Performance government ministries in Kenya.  $\beta_1$  to  $\beta_2$  represents regression coefficients, and  $\epsilon$  is the error term that represents other factors not included in the model.

Further, the model to test the moderating effect of technology on the relationship between strategic training on performance of government ministries in Kenya was of the form  $H_{01}: Y = \beta_0 + \beta_1 + \beta_2 * T + \epsilon$ , where  $T$  is the moderating variable which was technology.

## DATA ANALYSIS, PRESENTATION AND INTERPRETATION

**Table 1: Strategic Training and Development**

Statements	Mean	SD
My ministry conducts training needs assessment to determine the kind of trainings each employee needs to perform effectively	2.18	.684
My ministry has a mechanism of measuring the impact of employee training	2.11	.644
My ministry trains workers with a long-term view of customer satisfaction	2.08	.537
My ministry provides timely feedback after performance appraisals	2.03	.473
My ministry conducts career counselling to employees	2.83	.311
Top management of the corporation encourages lower level workers to advance their studies	2.53	.316
My ministry sponsors internal employees to further their studies	1.14	.306
<b>Average Mean Score</b>	<b>2.22</b>	

Respondents were asked to rate how much they concurred that strategic training affected how well government ministries in Kenya performed. The results are reported in Table 1. The findings show that for seven assertions, the mean score was greater than 2, indicating that the majority of respondents agreed with the statement, while the remaining respondents either disagreed or were neutral. The findings showed that training and needs assessments had an impact on performance with a mean of 2.18, mechanisms for gauging the effectiveness of employee training with a mean of 2.11, customer service training for employees with a mean of 2.08, career counseling for employees with a mean of 2.83, encouragement for employees to further their education with a mean of 2.53, and employee sponsorship for additional education with a mean of 1.14. These results suggest that even though strategic training had an impact on performance, the majority of State corporations did not sponsor employees for further education, did not promptly provide feedback following performance evaluations, and

did not train employees with a long-term perspective on customer satisfaction. These results support those of Wangai (2014), Yamamoto (2011), Thiriku and Were (2016), who also found a link between training and development and organizational success. The results show that even if public enterprises usually struggle to train employees due to the high cost of training, developing employee abilities still requires financial resources.

**Table 2: Technology**

Statements	Mean	S.D
My ministry has automated payroll system	4.31	.714
My ministry has a database of all employees	4.68	.791
My ministry makes payment to suppliers through financial management systems	1.58	.671
My ministry has an active website	1.14	.563
Employee of my ministry are IT literate	3.53	.779
My ministry has HR systems such as biometric	1.94	.806
My ministry advertises jobs through websites	1.84	.675
<b>Average Mean Score</b>	<b>2.7</b>	

The results of using technology as a moderating variable in the study of the association between strategic training and performance of government Ministries in Kenya are shown in Table 2. As shown in Table 4.2, the study discovered that the mean score for three out of seven assertions was greater than 3.00, indicating that some respondents agreed with the statement while the majority either disagreed with it or had no opinion. According to the findings, the majority of State corporations did not adopt technological initiatives such biometric technology to track employee attendance, despite the fact that technology was perceived to have an impact on the operation of State corporations. Additionally, organizations don't maintain active websites, and posting ads on the website was uncommon. Additionally, tasks like periodic website activation and supplier payment via systems were either completely ignored or only partially adopted. These conclusions are consistent with those made by Spanos and Lioukas (2011), Shikha and Karishma (2012), and Odunga (2011), who noted that technological initiatives like website development, use of emails, teleconferencing, and use of biometric technologies were a challenge for both public and private entities. Any technology introduced to a public organization's success was solely dependent on top leadership and staff members' willingness to use the technology to serve clients.

**Table 3: Correlations Analysis**

Variable	Pearson Statistics	1	Strategic Training	Performance of Government Ministries
Strategic Training	Pearson Correlation	.152**		
	Significance (2-tailed)	0.000		
	Sample size	143		
Performance of Government Ministries in Kenya	Pearson Correlation	0.032	.581**	1
	Significance (2-tailed)	0.000	0.020	143
	Sample size	143	143	
**Correlation is significant at the 0.01 level (2-tailed).				
*Correlation is significant at the 0.05 level (2-tailed).				



According to Table 3 findings, there is a substantial correlation between strategic training and performance in government ministries ( $r = .581$ ,  $p = 0.020$ , two-tailed 0.05 level). These findings suggest that strategic training and the effectiveness of government ministries in Kenya are strongly positively correlated.

**Table 4: Correlations Analysis with Moderating Variable**

Variables		1	2	3
Strategic Trainings	Pearson Correlation	1		
	Sig. (2-tailed)	.143		
	N			
Technology	Person correlation Sig. (2-tailed)	.515**	1	
		.001	.143	
	N	143		
Performance of Government Ministries in Kenya	Pearson correlation Sig. (2-tailed)	.674**	.672**	1
		.000	.000	.143
	N	143	143	.143

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

\*Correlation is significant at the 0.05 level (2-tailed).

The findings in Table 4 demonstrate a favorable and statistically significant association between strategic trainings and government ministry performance in Kenya ( $r = .674$ ,  $p\text{-value} = .000$ ). Similar to this, there was a moderate and statistically significant association between technology and government ministry performance in Kenya ( $r = .672$ ,  $p\text{-value} = .000$ ). These findings imply that strategic trainings and technology have a significant impact on Kenyan government ministry performance.

**Table 5: Regression Results of the Moderator (Technology) on the Relationship between Strategic Training and Performance of Government Ministries in Kenya**

**a) Goodness of Fit**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.685	.465	.436	.04467	.469	14.125	2	32	.000
2	.686	.471	.419	.04533	.001	.062	1	31	.005

**(b) The Overall Significance**

Model		Sum of Squares	df	Mean Square	F-value	Sig.(p-value)
1	Regression	.056	2	.028	14.125	.000
	Residual	.064	32	.002		
	<b>Total</b>	<b>.120</b>	<b>34</b>			
2	Regression	.056	3	.019	8.162	.000
	Residual	.064	31	.002		
	<b>Total</b>	<b>.120</b>	<b>34</b>			

**(c) The Composite Score Test**

Model		Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
		B	Std. Error	Beta		
1	(Constant)	.326	.076		4.314	.000
	Strategic Training	.472	.106	.621	4.429	.000
	Technology	.075	.078	.134	.952	.000
2	(Constant)	.332	.081		4.107	.000
	Strategic Training	.469	.109	.447	4.309	.000
	Technology	.070	.082	.125	.854	.000
	interaction term	.002	.008	.024	.249	.005

Predictors: (Constant), Technology, Strategic Training

Predictors: (Constant), Technology, Strategic Trainings (interaction term)

Dependent Variable: Performance of Government Ministries in Kenya

The findings in Table 5 indicate that, with a 95% level of confidence, strategic training and technology accounted for 47% of the variation in the performance of government ministries in Kenya ( $R^2=.469$ ). According to change statistics, the findings show that the addition of the interaction variable (Strategic Training\*Technology) caused the  $R^2$  change to rise by 0.01%, from .465 to .471 ( $R^2$  change=.006). At 0.05 (p-value=0.005), the change was statistically significant. In this regard, the findings show a statistically significant link ( $F=8.162$ , p-value=.000) between strategic trainings, technology, and the interaction.

Coefficients for strategic trainings ( $=.447$ , p-value=.000) demonstrate a linear relationship between government ministry performance and training. On the other hand, a statistically significant correlation between government ministry performance and technology use was found ( $r=.125$ , p=.000). This suggests that the performance of government Ministries is linearly dependent on technology. The current study's findings are in line with earlier research by Spanos and Lioukas (2011) and Shikha and Karishma (2012), which revealed that technology can have an indirect or direct impact on how efficiently and effectively services are delivered

by organizations. The study found that there is a substantial moderating influence of technology on the link between strategic trainings and performance in Kenyan government ministries, rejecting the null hypothesis with a 95% confidence level.

### **Summary of Findings**

The study found a link between strategic training and performance in Kenyan government ministries that is both favourable and significant. Although it was noted that most government ministry employees in Kenya lacked the necessary skills and expertise to carry out their tasks and obligations in a more efficient manner. Performance of government ministries in Kenya was limited by a number of problems, including the inability to complete staff needs assessments, allot training budgets, and use improper employee performance appraisal criteria. The study found that technology had a favourable impact on Kenya's government ministries' strategic training and performance. If properly used, e-documents, e-procurement, and e-HRM systems can improve the operation of government ministries. However, it was noticed that when new technology was implemented, the majority of Kenya's government ministries faced a variety of difficulties. The inability to deploy biometric technology and the outdated service delivery platforms, such as websites, were two reasons for the declining performance of government ministries in Kenya.

### **Conclusions**

This study concluded that, when properly applied, strategic training and technology can enhance the performance of government ministries. It was discovered that, despite a connection between strategic training and the effectiveness of Kenyan government ministries, a number of difficulties, including conducting employee needs assessments, lacking prompt feedback, and failing to sponsor employees for further education, were encountered. According to the study, technology significantly and favourably moderated the association between strategic trainings and government ministry performance in Kenya.

### **Recommendations**

According to the survey, the majority of Kenya's government ministries lacked the personnel necessary for efficient operation. As a result, this study suggests that the government reassess its hiring practices in order to foster a culture of specialization in the public sector and improve performance. The study found it difficult to predict how many people will be needed to complete specific jobs. This study suggests that human resource managers in Kenyan government ministries hire outside human resource consultants to help them forecast the types of knowledge, skills, and personnel they will need to handle performance issues as the need for public services grows.

The study showed that strategic training and government Ministries in Kenya had a favorable, significant link. However, it was made clear that issues with training and development, such as the inability to assess training needs, the inability to sponsor employees for further education, and the nascence of talents, were among the reasons given for the underperformance of government Ministries in Kenya. This study suggests that in order to cultivate talents that can be exploited to improve performance, the government of Kenya should establish strategic alliances with higher education institutions including technical colleges and universities. The study found that technology like biometric applications and website upgrades not only compromised performance but also increased the expense of maintaining data and led to the loss of client information. As a result, this study suggests that in order to improve performance,

the government should collaborate with private ICT companies to digitize service delivery systems, leading to increased effectiveness and efficiency.

### **Suggest for Further Studies**

Apart from technology, future studies should seek to investigate the moderating role of corporate governance on the link between strategic training and performance of government ministries in Kenya. Other researchers should seek to replicate a similar study in other countries to assess convergence or divergence of the results. Different indicators as well as theories can be used by other scholars to ascertain whether different results can be generated.



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