

ISSN: 2320-8848 (Online)

ISSN: 2321-0362 (Print)



International Journal for Management Science And Technology (IJMST)

**Volume 2; Issue 4
Manuscript- 1**

**“INFLUENCE OF TRAINING ON EMPLOYEE RETENTION IN
PUBLIC UNIVERSITIES IN KENYA- CASE OF THE
MASINDE MULIRO UNIVERSITY OF SCIENCE AND
TECHNOLOGY-KENYA”**



Immerqulate. A. Ayodo
Main author

Student of MSC- Human Resource Management
*Jomo Kenyatta University of Agriculture and
Technology,
Nairobi, Kenya*



Prof. G.S. Namusonge
Department of Entrepreneurship and
Procurement
*Jomo Kenyatta University of Agriculture
and Technology,
Nairobi, Kenya*



Dr. Kennedy Ayodo
Department of physics
*Kibabii University College,
Kenya*



Mr. Vincent Maluti
Phd- Student
*Jomo Kenyatta University of Agriculture
and Technology,
Nairobi, Kenya*

Abstract

The objective of this study will be to establish the influence of training and employee retention in public universities; the influence of training and job satisfaction in public universities, the influence of job satisfaction and employee retention in public universities and the influence of job satisfaction on the relationship between training and employee retention in public universities. The findings of this study will assist public universities to formulate training policies that can assist them not only in developing top talents, but also retaining them as they assist staffs in moving along their career paths. This study was limited to Masinde Muliro University of Science and Technology Main Campus in Kakamega. Focused only on university teaching and research staff. Literature review highlighted several areas such as theories of training, theories and measures of employee retention as well as the relationship between training and employee retention. This study only targeted the most informed respondents in the relevant areas. The conceptual framework was premised on the fact that there was an influence of training on employee retention. In this study, the moderating variable was job satisfaction. A descriptive census survey design was applied to assess the extent to which training influenced employee retention in public universities in Kenya. The population of study was 60. Primary data was gathered using a self-administered semi-structured questionnaire. Construct and content validity was applied in this study. A pilot study was carried out in one school, one faculty and two departments. A re-test was conducted on the same subjects in order to measure the consistency in the results. These subjects were omitted in the final study. The data was analyzed using per cent ages using the Statistical Package for Social Sciences (SPSS) software. The results were presented in tables. The overall results indicated that there was insignificant influence of training on employee retention.

Keywords: Influence of Training on Employee Retention in Public Universities in Kenya

1.0 INTRODUCTION

The role of Universities in the provision and development of manpower required for the social economic and technological advancement of any nation cannot be over- emphasized. By their unique nature universities are expected to be a repository of the most specialized and

skilled intellectuals. They serve as storehouses of knowledge for nurturing the manpower needs of the nation and hence for satisfying the aspirations of the people for a good and humane society. Central to the realization of University goals and objective are the academic staff whose roles are crucial and their number, quality and their effectiveness makes the difference in university education production function and to the wider society (Mwadiani, 2002). Pienaar (2008) strongly argues that the academic profession is fundamental to the functioning of any university. Without well qualified and committed academic staff, no academic institution can really ensure sustainability and quality over the long haul. Higher education institutions are therefore more dependent on the intellectual and creative abilities and commitment of the academic staff than most other organisations. This therefore makes it critically important to retain this cadre of staff.

1.1 Background

In global context, employee retention is considered immensely important. Most of the companies are judged on the basis of their turnover rate. The rate of turnover affects the performance of an organization. Low turnover ensures that organization is retaining their competent employees by providing them superior environment, which increases the performance of individual employee (Waleed Hassan *et.al* 2013)

The current dispensation of global financial meltdown has witnessed many organizations ranging from multi-national enterprises (MNEs) to small and medium enterprises (SMEs) finding it very difficult to remain afloat with their initial number of employees. Many have resorted to cost-cutting measures like retrenchment, downsizing, rightsizing, and restructuring, merging or even out-sourcing non-core operations in desperate moves to remain in business, build profits and still be effective in their ventures (Rance, 2007). This has inevitably prompted managers to maximize on their strategic resources by carefully isolating for retention only the best-trained, experienced, disciplined, productive and effective employees from those with less attributes and behaviours in order to sustain a competitive advantage and differentiate themselves from their competitors. Robert Bazzani a partner and Australia national head of Mergers and Acquisitions at KPMG says, when faced with such challenges, it reaches a point in time when hard decisions on who to retain and whom to drop must be made in order to propel the organization to greater success (Rance, 2007).

In this kind of business environment, it is clear that the future of any organization will largely depend on its human capital. It is rightly argued that the most valuable resources of any organization are its human resources as they contribute their knowledge, skills and capabilities towards organizational goal attainment. Baruch (2004) is of the opinion that changes at the organizational level have elevated the importance of managing people at work. Therefore, providing them with a training that is long term and stable leads to a win-win situation for both the organization and its employees.

Despite the success of a firm being subject to an interplay of several other factors, those organizations that consider their employees the most valuable asset have managed not only to be financially solvent (Shelton, 2001), but relevant, stable, progressive and they display a high corporate image (Saks & Haccoun, 2007). To sustain the availability of the right quality and quantity of this human resource, there must be a deliberate effort, ability and resource outlay to maintain and continuously improve this human capital. This can be achieved through employee training, while at the same time up-grading the working environment that reinforces their learning and growth, and not just a place where they perform their duties (Callahan, 2000). Professor John Kotter of Harvard Business School [HBS] observes that human resource must encompass development of good leaders able to identify good deals that can be achieved through a clear vision (Rance, 2007).

Whereas extensive training opportunities are priority facilities dynamic organizations are using to attract and retain employees, it is apparent that those institutions with little regard for training their staff will be adversely placed in attracting and retaining their manpower (Saks & Haccoun, 2007). Delta Hotels and Resorts based in Canada as observed by Saks and Haccoun (2007) has one of the highest employee retention rates in the hospitality industry at 89 percent owing to its elaborate and guaranteed on-going training for its entire staff. Shelton (2001) supports this view that in order to succeed while at the same time retaining employees, firms need to invest in on-going employee development. Dictated by an ever changing world economy, organizations will need to be pragmatic, sensitive and responsive to emerging demands of the global market by developing human capital that is flexible enough to embrace changing trends (Shelton, 2001), relevant to their operating environment. This is premised on the notion that satisfied employees lead to satisfied customers, who in turn are a financial gain to organizations (Logan, 2000).

However, Joy-Matthews, Meggison and Surtees (2007) argue that there is a misconception that training will obviously translate into improved performance or change in attitudes and behaviour. To the contrary, a research conducted in Australia by Sydney Consultancy Talent Edge based on concerns among more than 40 Change Management consultancies and Human Resource Thought leaders indicated that organizations with high quality development programs and opportunities had superior results, motivated and retained its top performers (HBS, 2002).

These divergent views on the effect of employee training on employee retention render an interesting basis for this study, whose outcome will try to assist managers in applying the training function in harnessing quality employee retention efforts. This study will also help to show the role training, job satisfaction and employee commitment play a role to determine employee retention.

1.2 Statement of the problem

The growing need for university education and has exerted a lot of pressure on universities to craft strategies of retaining the talents they have. The expansion of universities has exacerbated matters as upcoming universities and university Colleges targets trained academic staff in the established ones. This has caused shortage of staffs as some of the public universities have experienced mass exodus of its best talents and thus raising questions on whether it is worthwhile to train existing staffs only to lose them to rivals. The universities who train their employees stand a chance of retaining them compared to those ones which does not train their staff, it is apparent that those institutions with little regard for training their staff will be adversely placed in attracting and retaining their manpower (Saks & Haccoun, 2007). Universities must view themselves as laboratories for innovation and renovation of the educational system and subsequently the society (CHE, 2008). In a world where socio-economic development is becoming more knowledge intensive, the role of universities in imparting higher education is crucial. Lecturers, being the generators and disseminators of such knowledge are expected to continuously update their knowledge and skills through undertaking training programmes and research (Ngovoloi, 2006; Kadenyi et al 2009).

1.3 Objective of the study

- a) To examine the effect of training and employee retention in public universities.

1.4 Research question

- 1) What are the effects of training on employee retention in public universities?

1.5 Justification and significance of the study

The findings of this study will assist public universities to formulate training policies that can assist them not only in developing top talents, but also retaining them as they assist staffs in moving along their career paths.

1.6 Scope of the Study

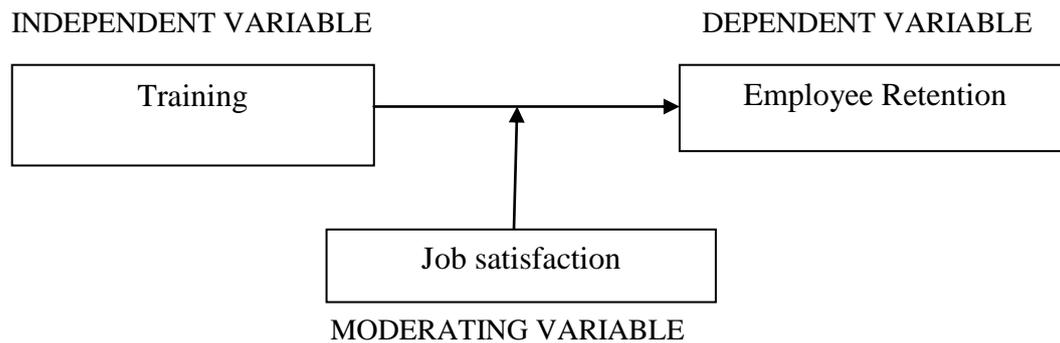
This study was limited to Masinde Muliro University of Science and Technology Main Campus in Kakamega for the period covering the last five years. Focus was only on the university teaching and research staff. This study targeted only the most informed respondents in the areas of interest. Nevertheless, the study was only carried out once, meaning that only past records could be accessed to give a picture of the trends of employment, deployment and how employees were retained.

1.0 REVIEW OF LITERATURE

Figure 2.1: Conceptual Framework

A conceptual framework consists of independent and dependent variable. An independent variable is the presumed cause of change in the dependent variable. It is caused or influenced by independence variables.

Dependent variable(s) is the variable the researcher wishes to explain. In this study it is employee retention, This study considers Training to be the variable that influence employee retention in public Universities.



2.1.1 Review of Variables

The conceptual framework is premised on the fact that there is a correlation between the training of employees and those who are retained. In this study, training will be the independent variable while the dependent variable will be employee retention, while the moderating variable will be job satisfaction.

2.2 Training

Training means equipping new recruits or current employees with the requisite skills in the short-run (Dessler, 2008) which includes knowledge and abilities (Saks & Haccoun, 2007) to not only perform their jobs but also to improve performance in their current job. Development on the other hand refers to the long-term impartation of skills, knowledge and abilities geared towards career development (Saks & Haccoun, 2007) necessary to enable an individual handle more challenging responsibilities.

However, Joy-Matthews et al (2007) argue that there have been inconsistencies in the definition of training because the term “training” can still be used to describe learning that takes many years to complete, and development can include learning experiences that have a powerful effect but are over relatively quickly”.

The learning process is an inherent aspect in an individual. This innate characteristic allows learning to take place, which is the intended outcome of training (Joy-Matthews et al, 2007). Michael Brown, the Chief Financial Officer of Microsoft®, says that for an organization to command the lead in today’s business world, one need to declare their intellectual capital obsolete before their competitors did so (Harris, 1996). However, it is important to motivate individuals who have successfully learnt skills that are valuable if the organization is to encourage the use of new learnt techniques and creation of a conducive operating environment to continue performing competitively. Joy-Matthews et al further say that there

is a misconception that training will obviously translate into improved performance or change in attitudes and behaviour. They have suggested a variety of challenges that are responsible for behavioural change in a job holder not being achieved despite learning having taken place. Among these factors are lack of capacity to transfer learnt skills to the specific job, the new learning may be irrelevant to incumbent's job, and a hostile environment may inhibit application of new ways of performing a task or outright refusal by the job holder to practice his or her new capabilities. Kandula (2004) introduces another dimension to this field by adding that trainability of an employee which includes aptitude to learn, physical health status, academic credentials and age are most critical in facilitating employee development training can therefore be classified as predominantly theoretical (cognitive approach) while behavioral methods are essentially practical impartation of skills into a trainee.

2.3 Measurement of Employee Retention

A high turn-over of the very best employees have far reaching implications to any organization's success. This implies that despite the concomitant limitations, there is a need for collaborative efforts to retain the talented employees who incidentally are the most probable to quit at any opportunity. This then provides a firm basis for checking the number of deserting staffs.

There are credible reasons for staff retention, which include reduction in acquisition costs, induction and training expenses, idle time visited on machines and equipment after staff quitting, impact on customer satisfaction among other costs. Another reason is that leaving employees are a lost resource, which the organization has spent a fortune to train and develop. The arguments against employee retention are equally compelling: Leaving employees give organizations room to inject new energy into the firm, the firm is able to blend the existing ideas with new ones, which make the firm more versatile and strategic et cetera. It then therefore follows that the surest way of retaining employees is to treat them in a better way than they hope to get from anywhere else in the job market for their current quality of service.

It is noteworthy that for there to be any retention, hiring must precede it. Attraction which in turn leads to employment is the other side of retention, meaning that strategies for each one of them complement one another in HR functions. A good number of institutions must have realised that it will be virtually impossible for them to retain quality staff if they have weak

recruitment and selection policies – which are responsible for the acquisition of requisite staff with relevant skills, knowledge and experience.

There are four major factors that lead to turnover: Outside factors, functional turnover, push factors and pull factors (Torrington et al, 2007). Outside factors can be attributed to incidents where employees leave due to reasons that are unrelated to their job such as moving to join a spouse. Functional turnover occurs when both employer and employee accept the decision to quit as a result of under-performance or failure to cohere with the existing organization cultural setup. Push factors result into unhealthy turnover and are attributable to dissatisfaction with work or the firm while pull factors are those situations when competitors lure another firm's employees.

Although the numbers of deserting employees to cause an operational setback will vary from organization to organization depending on the industry, some fast foods firms are known to record a turnover of as high as 300 per cent (Ritzer, 1996; Cappelli, 2000) which is equivalent to only four months of an employee's stay, yet these firms are some of the most successful on the global market. Conversely, a devastating impact is felt by others such as professional service firms experiencing a mere 10 per cent of staff turnover. In another study conducted on 870,000 employees in 1992 (Gregg and Wadsworth, 1999), it was found that 17 per cent of them had quit within the first quarter of the year while 42 per cent had left by the end of the year as a result of unmet expectations.

Fundamental factors that tend to emphasize attraction strategies include employee branding; where the reputation of the organization is built and modelled on a top-notch corporate institution with a unique image that will attract potential employees (Armstrong, 2006). Value proposition (Sears, 2003) or employer of choice (Armstrong, 2006., Martin & Beaumont, 2003) where the aim is to portray the organization not only as a place where people would wish to work but where they would like to stay and continue working. The effort involves packaging the firm as an employer of choice. Target recruitment and selection (Armstrong, 2006) - where the organization targets only the right people for recruitment and selection thereby eliminating unsuccessful employees and avoiding potential early defectors.

Armstrong (2006) and HBS (2002) concur that the following are reasons why employees will stick to an organization; Pride in the organization; people prefer to work for well-managed organizations with big and clear vision, skilled and resourceful leaders. Respected and

supportive supervisors: Fair compensation both tangible such as wages and benefits and intangible such as opportunities to learn, grow and achieve: Affiliation; which gives people a chance to work and interact with colleagues they respect and are comfortable with: Meaningful work which is stimulating and satisfying by appealing to employees' deepest interests: Leadership-“employees join companies and leave managers”.

Since it is difficult to control the effects of employee market dynamics, Cappelli (2000) calls for a paradigm shift from the traditional HRM goals which emphasize the overall minimization of employee turn-over and instead embrace a new goal which influences “who leaves when”. Cappelli (2000) further says organizations should carry out risk assessment to evaluate possible risk areas of quitting people, analyse reasons for leaving after looking at the risk assessment and identify areas for action for instance: Act on irrational and unrealistic reward systems, redesign jobs to be stimulating, satisfying and appealing, developing job engagements where employees identify with success emanating from assignments and projects. Since it is possible for people to switch their organizational allegiance more easily as opposed to colleagues, it then follows that organizations should embark on building social bonds among employees, strive to create a great environment by eliminating all unpleasant elements in working environment: For example bad supervisors are not conducive for a harmonious environment. Matching employee competencies to their task requirement through selection and promotion, taking measures to improve the quality of life of employee by balancing work and life through initiatives like flexible working time and giving people as much autonomy as they can handle.

Although organizations may successfully achieve all the mentioned strategies, HBS, (2000) however warns of complacency by managers as this success may be short-lived because it provides a challenge of sustaining these star employees on board without attracting the attention of rival firms who would try to lure them with better working terms, if not using just the same inducements that were used to attract them.

It is therefore no doubt that the role HR plays in enterprises provides the magnitude managers should place on the need to appreciate the importance of employee retention. HBS (2002) says what underlies the ever increasing importance of the intellectual capital, the cause and effect relationship between employee tenure and job satisfaction and astronomical cost of quitting employees are acquisition costs of HR, indirect costs and opportunity costs.

Acquisition costs comprise of recruitment, selection, placement, orientation and training of replacements: Indirect costs include effect of leaving employees on morale, workload on the remaining employees, customer satisfaction and whether customers will drift with quitting employees. Employees will quit for a variety of reasons; change in organizational leadership, dissonance with immediate superiors, exodus of friends, and role models will deny employees affiliation, and unfavourable change of responsibility (HBS, 2002).

Whereas it would appear obvious that for an employee to leave an organization, they must be quite certain why they are doing so, to the contrary, HBS (2002) states that people practically quit for the all wrong reasons. These employees end up hopping from one organization to another, repeating the same mistake each time because they really do not understand why they are not satisfied with their jobs or what opportunities are open to them that they can utilize to improve things in the firm. In fact middle level managers are singled out as the group of employees who seem to find themselves in this endless vicious circle. It is not uncommon to find people in their early career life frequently switching from one job to another, only to move to another firm whenever there is an opportunity until they get a satisfying job (Torrington et al, 2007). CIPD (2006) has noted that the most stable workforce is the public service, whose turnover rate is 10 per cent to 11 per cent per annum.

Times of economic boom result into abundant job opportunities. This eventuality often shrinks employees' tenure for the reason that employees can make a choice from a wide spectrum of jobs available. On the other hand, recessions discourage staff turnover because very few attractive vacancies become available (Torrington et al, 2007). In a study conducted in the United Kingdom from 1975 – 1998 (Gregg & Wadsworth, 1999), although the general workforce tenure remained fairly stable, that of men fell as many of them aged above 50 years took early retirement or redundancy packages while tenure rates among women with children increased. Torrington et al observe that this trend has persisted into the 21st century with available statistics showing neither any increase nor reduction in job tenure.

Although Cappelli (2000) believes that it is difficult to stop the market forces of labour because “you can't shield your people from attractive opportunities and aggressive recruiters”, the ultimate objective of HR specialists is to always have the right number of employees with the right experience. In trying to achieve this goal, it is inevitable for them to comprehend the reasons behind peoples' resolve to stay in an organization. Among the

challenges are the demographics, which impact directly on the nature, style, magnitude and frequency of turn-over. Early career employees, majority who are under 30 years will crave for opportunities to advance their careers, a scenario that exposes them to the vulnerability of changing jobs and employers frequently. Mid-career employees on the other hand mostly between 31 years to 50 years of age will prefer some empowerment to manage their career and derive satisfaction from their work while later career employees in their post-50 year's age group value security.

2.0 RESEARCH METHODOLOGY

3.1 Research Design

A descriptive census survey design was applied to assess the extent to which training influences employee retention in public universities in Kenya. Assessment of the influence of these variables was achieved in a non-contrived setting where the research was done in a natural environment without interfering with the normal operations of the subjects. Since data was collected just once over a one month's period to address the research questions, across sectional study was adopted (Thuo, 2010).

3.2 Target Population

The population of study was 60 and those 4 subjects who participated in the pilot survey were eventually excluded from the final study.

3.3 Data Collection Methods, Sampling Techniques and Size

Primary data was gathered using a self-administered semi-structured questionnaire. The questionnaire was sub-divided into 4 parts. *Part A* will capture the respondent's demographics; *Part B* dealt with employee training, *Part C* covered employee retention while *Part D* captured employee satisfaction. The questionnaire instrument was used because its convenience and cost effectiveness. Questionnaires was administered through the drop-and-pick method and was filled in by key informants; to be collected after a fortnight.

3.4 Processing and Analysis

The data were analyzed using frequencies and per cent ages, using the Statistical Package for Social Sciences (SPSS) version 20 software. The results were presented in tables. Before processing the responses, all completed and received questionnaires were filtered to make

sure that they are complete and consistent across respondents. Descriptive statistics were used to analyze the data.

3.0 RESEARCH FINDINGS AND DISCUSSION

4.1 Response Rate, Data Coding and Data Cleaning

Sixty respondents participated in this survey. The purpose was to capture information from well-informed individuals who were holding managerial positions, capable of giving adequate information that is relevant to the characteristics that are relevant to this study.

Forty questionnaires were successfully collected, representing a response rate of 67 per cent. Coding was then done and data cleaning followed by checking and verifying whether respondents had completely and consistently responded to the elements in the data collection tool.

4.2 Employee Training

The results obtained from the study showed that on the dimension of whether training was conducted frequently by the university (Table 4.4.1 below), 11 Doctor of Philosophy (PhD) degree holders disagreed, 2 of them disagreed strongly whereas 11 agreed and 1 was not sure. On the other hand, 7 Masters degree holders agreed, 1 of agreed strongly while 3 disagreed, 1 disagreeing strongly.

Table 4.2.1 Frequency of Training

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total
Academic Qualification	Bachelors Degree	0	0	0	1	0	1
	Masters Degree	1	3	1	7	1	13
	Doctor of Philosophy	2	11	1	11	1	26
Total		3	14	2	19	2	40

Regarding the construct on who met the cost of staffs training (Table 4.4.2 below), 8 lecturers agreed that staffs met their training costs, 1 agreed strongly while 3 were not sure while 1 disagreed. A similar trend was observed under senior lecturers where 8 agreed, 2 strongly agreed and 2 disagree while 3 were not sure. Among associate professors, only one was not

sure while 5 agreed and 1 strongly agreeing. The 1 professor agreed while the other one disagreed.

Table 4.2.2: Staffs Meet Cost of Training

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total
Current Position	Tutorial Fellow	1	0	0	0	0	1
	Assistant Lecturer	0	1	0	1	0	2
	Lecturer	0	1	3	8	1	13
	Senior Lecturer	0	2	3	8	2	15
	Associate Professor	0	0	1	5	1	7
	Professor	0	1	0	1	0	2
Total		1	5	7	23	4	40

Asked on whether universities have sufficient funds to facilitate training for its staff members (Table 4.2.3 below), 4 strongly disagreed, 4 disagreed while 5 were not sure. It also emerged that 8 senior lecturers strongly disagreed; 4 of them disagreeing while 3 agreed. For associate professors, 3 strongly disagreed; while 1 disagreed and 3 others agreed. One professor disagreed while the other one was not sure.

Table 4.2.3: Sufficient Funds

		Strongly Disagree	Disagree	Not Sure	Agree	Total
Current Position	Tutorial Fellow	1	0	0	0	1
	Assistant Lecturer	1	0	1	0	2
	Lecturer	4	4	5	0	13
	Senior Lecturer	8	4	0	3	15
	Associate Professor	3	1	0	3	7
	Professor	0	1	1	0	2
Total		17	10	7	6	40

The overall results obtained on the frequency of staff training indicated that 47.5 per cent of the respondents agreed that training frequently took place while 5 per cent strongly agreed. Further, 25 per cent of the respondents strongly disagreed, and 37.5 disagreed that the university did not have elaborate programmes. This could be explained by the 41 per cent respondents who disagreed, 5.1 per cent who strongly disagreed and the 30.8 per cent who were not sure that the university initiates training programmes (see Table 4.2.1 below). This could be the reason why 57 per cent agreed and 10 per cent agreed that staff members met the cost of their training.

Table 4.2.4: Responses on Staff Training

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Frequency of Training	7.5%	35.0%	5.0%	47.5%	5.0%
On the job Training	7.7%	17.9%	12.8%	53.8%	7.7%
Staffs Meet Cost of Training	2.5%	12.5%	17.5%	57.5%	10.0%
University Initiates Training Programmes	5.1%	41.0%	30.8%	20.5%	2.6%
Staffs Participate in Training Decisions	20.0%	27.5%	20.0%	27.5%	5.0%
Staffs Decline Training Opportunities	47.5%	40.0%	2.5%	7.5%	2.5%
Equal Training Opportunities	30.0%	32.5%	22.5%	12.5%	2.5%
Elaborate Training Programmes	25.0%	37.5%	27.5%	5.0%	5.0%

Moreover, 47.5 per cent and 40 per cent strongly disagreed and disagreed respectively that staff members declined to take up training opportunities. This finding conforms to Maluti et al (2012) findings. However, 30 per cent strongly disagreed while 32.5 disagreed that the university gave equal training opportunities to its staffs.

4.5 Employee Retention

Respondents' response on the construct on whether staffs quit, Table 4.5.1 demonstrates the findings. Only 6 PhD degree holders and 4 Masters degree holders agreed while 1 Masters degree holder and one Bachelors degree holder strongly agreed. However, 13 PhD degree

holders and 4 Masters degree holders disagreed; 7 PhD and 3 Masters degree holders disagreeing strongly.

Table 4.3.1: Staffs Quit

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total
Academic Qualification	Bachelors Degree	0	0	0	0	1	1
	Masters Degree	3	4	1	4	1	13
	Doctor of Philosophy	7	13	0	6	0	26
Total		10	17	1	10	2	40

On the aspect of whether training makes staffs stay longer, 5 lecturers disagreed strongly, 6 disagreed; 9 senior lecturers disagreed, 1 of them strongly disagreed, while 4 associate professors strongly disagreed and 1 disagreed whereas 1 professor was not sure, though 1 agreed (Table 4.5.2 below).

Table 4.3.2: Training Makes Staffs Stay Longer

		Strongly Disagree	Disagree	Not Sure	Agree	Total
Current Position	Tutorial Fellow	1	0	0	0	1
	Assistant Lecturer	1	1	0	0	2
	Lecturer	5	6	2	0	13
	Senior Lecturer	1	9	3	2	15
	Associate Professor	4	1	2	0	7
	Professor	0	0	1	1	2
Total		12	17	8	3	40

Overall finding on employee retention are contained in Table 4.5.3 below

Table 4.3.3: Responses on Employee Retention

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Staffs Quit	25.0%	42.5%	2.5%	25.0%	5.0%
Talented Staff Leave for other Institutions	30.0%	50.0%	2.5%	15.0%	2.5%
Programmes to Retain Staffs	22.5%	47.5%	20.0%	10.0%	
Female Exit More than Male	15.0%	25.0%	52.5%	5.0%	2.5%
Staffs Bonded	5.0%	12.5%	20.0%	47.5%	15.0%
Training Makes Staffs Stay Longer	30.0%	42.5%	20.0%	7.5%	

On the question whether staff members quit, 25 per cent strongly disagreed and 42 per cent disagreed (Table 4.5.1 above). Only 25 per cent agreed and a mere 5 per cent strongly agreed while 2.5 per cent were not sure. It emerged that 47.5 per cent disagreed, 22.5 strongly disagree while 20 per cent were not sure whether the university did not have programmes to retain staff members. Despite, lack of programmes to retain staffs, 50 per cent of the respondents disagreed and another 30 per cent strongly disagreed that talented staff members left the University for other Institutions.

Conversely, 47.5 per cent agreed and another 15 per cent strongly agreed that staff members are bonded where the university has sponsored the training. However, on the critical question on whether training makes staff members to stay with the organization longer, 42.5 per cent disagreed, 30 per cent strongly disagreed while 20 per cent were not sure. This could be explained by the fact that majority of the respondents who; 57.5 per cent agreed and 10 per cent strongly agreed that staff met the cost of their training (Table 4.4.1 above).

5.0 CONCLUSIONS AND RECOMMENDATIONS

From the findings of the study, it was established that training has no influence on employee retention especially where the employees have to meet the cost of training. It was on this account that that 30 per cent of the respondents strongly disagreed and 42.5 per cent disagreed that training makes staffs stay longer. From the findings, it emerged that the university lacked elaborate training programmes. Furthermore, the university lacked

programmes aimed at retaining staff members as 22.5 per cent agreed and another 47.5 per cent disagreed. These findings have fulfilled the first objective.

5.1 Recommendations

Owing to the findings of this study, the following recommendations are made in order to make the university more competitive

1. First, the university should initiate elaborate training programmes aimed at benefiting its employees in order not only to motivate them, but for it to be able to continue attracting and retain the best talents.
2. Secondly, it will also serve the institution well if it can look at training as an investment rather than a cost. In so doing, it should budget enough to foot the training bill rather than letting staff member pay for their training.
3. Thirdly, the university can come up with attractive schemes that can discourage its best talents from quitting.
4. Lastly, the university needs to review its reward policy and its performance management systems so that employees are well remunerated and compensated. It will also be in a position to streamline its promotion criteria so that promotion is strictly on merit.

5.2 Suggestions for Further Research

1. Since this was a case study of Masinde Muliro University of Science and Technology, further studies can be carried out in other public universities to establish the generalizability of these results.
2. Longitudinal studies where data is collected more than once need to be conducted on public universities to see if the results can compare with this snap-shot study where data was collected just once.

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