An Assessment of the Contribution of Employee Training on Job Performance and Job Retention in the Civil Service; A Case of Civil Servants in Nyamira Sub County

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ABSTRACT

With the current expansion of the global economy and the fast-changing business environment due to technology and innovation, organizations are facing an on-going need for employee training and development. As knowledge increasingly becomes a key factor for productivity, it has also become a currency for competitive success. The resource base approach contends that the organization can develop a sustained competitive advantage only if its activities create value in a unique way, on that competitors cannot easily copy. The human capital cannot be easily copied once they acquire the expertise and the necessary skills and knowledge in their workplace. The study used survey research design because it assessed the nature of prevailing conditions. The research was carried out in Nyamira Sub County. The study target population was 600 respondents. The study sample size was 362 respondents. Results indicated there was a positive and significant effect between training, job retention and employee performance in Nyamira sub county (b = 0.369, t = 3.62, p<0.05). Results indicate that training contents has a positive and significant (p<0.05) effect on the employee performance in Nyamira sub county (b = 1.18, t-value = 4.93, p-value <0.05). This implies that increase in training contents with the increase in the level of employees" performance in Nyamira Sub County. From results there was indication that training and employee performance were positively and significantly associated (b = 0.315, t-value = 4.54, p<0.05). This could be interpreted to mean that training and the methods employed, measure performance of knowledge, skills and attitudes against the standard could easily contributed to enhanced employee retention and performance at work.

Introduction

In the organizations development, training plays a vital role, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and organizations that do not. Training is an activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 1992). There exists a positive association between training and employee performance. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior.

Organizations that are dedicated to generating profits for its owners (shareholders), providing quality service to its customers and beneficiaries, invest in the training of its employees (Evans and Lindsay, 1999). The more highly an employee is trained so is motivation. That is why training is related to money, job promotion, and recognition, something which the employees desire (Flippo, 1976). There are four prerequisites for learning: Motivation comes first. Cue is the second requirement. The employee can recognize related indicators (cue) and associate them with desired responses with the help of training. Response

comes third. Training should be immediately followed by positive reinforcement so that the employee can feel the response.

Performance is defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance (Cooke, 2000). Kenney et al., (1992) stated that employee's performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned tasks. In every organization there are some expectations from the employees with respect to their performance. When they perform up to the set standards and meet organizational expectations they are believed good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employees' tasks which reflect the quality desired by the organization can also be termed as performance.

While much is known about the economics of training in the developed world, studies of issues associated with training in

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Less-developed countries are rarely found. Job characteristics and firm background are found to play key roles in determining training provision. Workers who received off-the-job training were less likely to receive on-the-job training, while those who received on-the-job training were neither more nor less likely to have received off-the-job training.

However, a complementary relationship was found between receiving informal training and receiving on-the-job or off-the-job training. Earnings differentials were not found to correlate with different types of training. Unlike in developed countries, training in China was usually intended to remedy skills deficiencies, rather than enhance productivity (Ying Chu Ng, 2004). There is a positive relationship between training and employee performance. Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Benedicta and Appiah, 2010). One such approach, a commitment strategy, attempts to develop psychological connections between the company and employee as a means of achieving goals (Arthur, 2003). In an attempt to ensure that the employee remains with the company following training, employers may implement a strategy to training that fosters commitment. Training that attempts to increase employee commitment may serve to counter the numerous direct and indirect costs associated with turnover. Although a commitment strategy can be tied to all company human resource practices; recruitment, selection, performance and evaluation, it is obvious that training plays an important role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that, there is a significant difference between the organizations that train their employees and that organizations that do not (Benedicta and Appiah, 2010). Organization that is dedicated to generating profits for its owners (shareholders) and providing quality service for its customers and beneficiaries usually invest in the training of its employees (Evans and Lindsay, 1999).

Statement of the Problem

Training is significance to companies seeking to gain an advantage among competitors. There is momentous debate among professionals and scholars as to the effect that training has on both employee and organizational goals. One school of thought argues that lack of training leads to an increase in employee turnover while the other states that training is a tool to that can lead to higher levels of employee job satisfaction and retention. Regardless of where one falls within this debate, most professionals agree that employee training is a complex human resource practice that can significantly impact a company's success. Although, Training process is time consuming as the employees need time to adapt and struggle with the task given. Successful organizations today must have managers who able to motivate and inspire their employees. Successful managers must see themselves not just as bosses, but as performance coaches by providing training; help employees enhance their careers; and mentor them to become the best they can be. The importance of ensuring employee retention following training may lie in the strategic approach that is utilized. Companies can seek to achieve organizational goals through a variety of human resource strategies and approaches.

Previous studies have examined the effect that training and workplace education programs (Krueger and Rouse, 1998), training and organizational outcomes, on-the-job training and commercial banks, training on employees work commitment and

performance (Humid, 1987), but very few studies if any have addressed the effect of training dimensions on employee performance and retention in civil servants in Kenya and in particular in Nyamira sub county. Most studies have focused on the effect of training on organizational performance in corporate firms in developed countries with little in developing countries. The few studies found are in the private sector or mostly the banks and not in the public sector. This study assesses the contribution of employee training on job performance and retention among civil servants in Nyamira Sub County

Literature Review

Impact of Training on Employee Job Involvement

Job Involvement is a psychosomatic recognition or dedication towards occupation (Kanungo, 1982). There are different levels of every individual of being committed to the assigned tasks (Paullay et al., 1994). In different studies scholars find out that actually job involvement is based upon internalization of norms and artifacts according to the importance of job assignments (Lodahl and Kejner, 1965). The employees who are committed to the job assignments suppose that job assignments are essential part of their lives, their better output assist them feel satisfied, and this nature of job involvement lead to high self esteem (Lodahl and Kejner, 1965).

Personnel become highly motivated for doing innovative tasks (Kanungo, 1982). The construct of job involvement is rather similar to organizational commitment in that they are both concerned with an employee's identification with the work experience but these constructs differ in that job involvement. Organizational commitment refers to a person's attachment to the organization one is likely to be involved in a specific job but not be committed to the organization or vice versa (Brown, 1996). The extent the employees are involved in their jobs will affect the transfer of training to the workplace. Job involvement is the degree to which an individual identifies psychologically with the job and considers his/her perceived performance level important to self-worth (Blau and Boal, 1987).

High job involvement is linked with fewer absences and lower turnover rate. Employees are more concerned about their jobs performance, and are constantly looking for ways to improve their effectiveness if they rank high on job involvement. One way to improve employee performance is to efficiently transfer the skills and knowledge acquired during training to the actual job (Blau, 1986). Employees ranking high on job involvement are more motivated to learn and transfer skills to the actual work setting (Noe and Schmitt, 1986)

Impact of Job Involvement on Employee Performance

Job involvement plays an imperative role for human resource as well as for the organization. If employees are whole heartedly involved in all the issues which are directly related to their job assignment, then they try to take initiatives to remove many problems (Lawler, 1986). Job involvement is very healthy for individuals as well as for the organization but still it cannot be concluded that that job involvement has unlimited impact on the performance. Managers observed that the staff members who have high involvement in job assignments produce more efficiently as compared to those employees who do not want to indulge themselves in the assigned tasks (Brown 1996 and Diefendorff et al., 2002)

Job involvement directly affects the performance. But some researchers emphasize on this perception that job involvement improves performance but to some extent only (Cron 1984; Dubinsky and Hartley, 1986), Brown and Leigh, 1996; Borman & Motowidlo, 2001). Job involvement results in higher levels of in-role job performance by positively affecting employees"

motivation and effort (Brown, 1996). Involvement in the official tasks directly or indirectly influences the employee performance. Effort is an intervening element between the relationship of job involvement and performance (Brown and Leigh 1996). The study found a positive relationship between job involvement and performance (Lassak et al., 2001)

A weak connection can exists between job involvement and employee performance due to some other variables. And job involvement is directly and indirectly affected by these variables and performance is automatically affected by the job involvement (Brown and Leigh, 1996). According to the Mowday, Steers and Porter, (1982) job involvement is a relative strength which varies from person to person in the different firms.

In today's competitive world, most organizations in both private and public sector have increasingly started to appreciate the role of human resource as being imperative for organizational success (Armstrong 2001; Okumbe, 1999; Beardwell et al 1995; Decenzo et al 1989). The new concern for people is now becoming part and parcel of all organizations in their endeavor of efficiency and effectiveness in service delivery. Management literature indicates that one way of showing concern for employees is the provision of training and development programmes. Training is a systematic modification of behavior through learning that occurs as a result of education, instruction and development and planned competence. It helps to reconcile the gap between what should happen, desired targets, standards of performance and what is happening and actual levels of performance (Adams et al 1987; Omoro, 2001). Training is a continuous process as long as an organization remains in business.

Therefore training is central in the process of staff development in organizations and forms an integral part of the process of total quality management (TQM). Training is further seen as the process of providing employees with specific knowledge, skills and attitudes in order to enable them to perform specific work tasks. This process`, according to Bain (1995) is a natural part of sequence of selection and induction of employees. If this stage does not receive sufficient attention from supervisors or managers, the possibility of using each individual capability becomes very remote. The scope of training and development as in most other activities in an organization depends on the policy and strategies of organization. This is because there are many organizations that carry minimum staff training and development because they prefer to recruit staff that are already trained or professionally qualified (Cole 1993).

Human resources have to develop at the right time to help in preparing other workers who will fill the positions in future. This is done through strategic human resource planning. Employee training and development are therefore important procedures in building an effective work team that can reach a high level of productive efficiency. No organization can choose whether or not to train employees since all the new employees regardless of their previous training, education and experience need to be introduced to their new employer's work environment and to be shown how to perform specific tasks (Dessler,1997; Rao,1996). However, when this is not done it may turn to be costly for the organization either immediately or in future in work situation. Consequently, Kamunge (1988) observes that in learning institutions, skills and knowledge of employees can easily become obsolete in the same way as machines and technology. They need to be constantly keep up to date if an organization is to survive. Knowledge is increasing so rapidly and skills need to be upgraded so frequently that it is difficult for

personnel managers to keep up with training needs. The civil service has been equally faced by the above problem, thereby creating a need for concern and calls for strengthening of employees.

Cole, (1993) notes that training is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task, Consequently any organizations adopting a systematic approach to training and development will usually set at defining their needs for training in accordance with a well organized procedure which embarks on different training needs from a number of different perspectives; the organization's corporate requirements, the department of functioning of the job, or occupational group and the individual employee. In most organizations the need for training is caused by changes in technology, market legislation and manpower composition, work problems such as utilization of certain management tools, manpower wastage due to poor recruitment and induction. All these causes of training have necessitated most organizations to come up with training policies. These training policies in most cases define the need for training, asses how training is doe, achievement of training employees.

Training Dimensions and Employee Performance

An employee must be nurtured and developed but it is not enough just throw a training to employees and hoping for the best from them. Most of the training is not tied to the organization's goals as it is often conducted in a vacuum, which is unrelated to the problems facing by the organizations. So, the training results are considered less important than the activity itself because the organizations are satisfied as long as the employees attend. Hence, whether the employees retain anything or can apply what they have learned from the training to the job, it is immaterial because it is the activity that count and not the results benefited from the training (Hamid, 1987).

Most of managers send their employees for training when performance problems arise in the organizations as they are expect them to perform satisfactorily. However, the manager is not aware of the purpose of training. So, employees often questioned the value of the relevance of training they received as they returned to work environment that did not support a change, even though they wanted to make some changes in their behaviors and trying out new skills on their works (Lin and Tremblay, 2003). Research into training influence employee's performance has generated much debate among previous academic researchers. The desire for training is supported by human resource management (HRM) theory, which training is one of the processes in achieving organizational goals by attracting and maintaining employees, and also to manage them effectively. HRM theory indicated that training is the field concerned with organizational activity aimed at bettering the employee's performance in organizational settings (Hamid 1987).

Recent studies mentioned that training is an essential element for sustainable competitive advantage and survival in the 21st century as it is the process of providing employees with specific skills or helping them to correct deficiencies in their performance (Poh, 2001). It can be defined as development of skills, specifies measurable objectives, and should result in observable change in behavior (Wagonhurst, 2003). Training is a systematic process, which helps people to learn how to be more effective at work by modifying knowledge, skills or attitudes through learning experience to achieve effective performance (Buckley and Caple, 2000). Most of managers give training to their employees for three main purposes (Belcourt, Wright and Saks, 2000), which are (1) to increase productivity or the

performance of employees; (2) to achieve organizational goals; and (3) to invest in employees to succeed in the unpredictable and turbulent business environment.

Employee Training and Commitment

Ismail and Othman (1998) conducted a study and stated that most of training conducted for managers is in the service sector rather than manufacturing sector (Juhary and Saiyadain, 1996). So, in order to maintain economic scenario as the fastest growing nation in Southeast Asia, Malaysia able to have a large and professional, trained workforce by referring to this study. In order to maintain in creation of a developed and industrialized society, a country needs large; professional and trained workforce where 2 schemes will be initiated according to Saiyadain (1994); (1) Human Resources Development Fund (HRDF), which requires companies to contribute an amount equivalent to a certain percentage of their payroll to a fund and then claim back a part of the cost of training from this fund; and (2) providing higher education to those who are not qualified to get it through the traditional route as high turnover forced many companies to spend more on training because more new recruits had to be trained. So, in order to determine how committed organizations are towards the training on their executives, it is by looking at the proportion of the total payroll it spends on the activity and also demonstrated by its financial commitment during financially difficult times (Poon and Othman, 2000).

According to Saiyadain (1994), most training programmes are offered to fulfill the expectation of the employee's needs because most of the training programmes are practical and relate to the actual problems arising in the work environment, so the employees are able to test out the techniques which they have learned from the training programmes in their work tasks. Besides that, the employees are able to obtain input by learned and shared from other participants" experiences in most training programmes (David, Scott, Nancy and Michelle, 2005 and Jenks, Carter and Jenks, 2007). In addition, most of training programmes are not a 'one – shot' affairs but its follow – up based on experience from previous training program and also the continuity after the previous program succeed (Saiyadain, 1994; Saiyadain and Juhary, 1995).

To many organizations, training is an expense that reward their subordinates for good work or pass problem managers to trainers for the duration of training; and some send their employees to make up the quota, so training has becomes statistics and does not have much value added (Saiyadain and Juhary, 1995). The investment in human capital can occur via formal training in a structured environment or can be informal, on – the – job training. Training programmes can be expensive to design and implement, so it is one of the reason why most of small organizations may hesitate to do training (O'Connor, Bronner and Delaney, 1996). However, if managers are going to invest time and money in training, it would be best spent in training in conflict resolution skills, which develop good goal setting skills and planning skills (Hartenian, 2003). Therefore, organizations should give serious attention in designing and evaluating training programmes in striving to meet demands from the management for the profit contributions and participants who want programmes that able to produce results and give benefit not only to the participants but also to the organizations. This effort will be in line with an organization's development as an industrialized nation and to support HRD strategies (Hamid, 1987).

Training Contents and Delivery Approaches

An outcome of the TNA is the specification of the training objectives that, in turn, identifies or specifies the skills and tasks to be trained. For a specific task or training contents, a giving training delivery approaches may be more effective than others because all training delivery approaches are capable and intended to communicate specific skills, knowledge, attitudinal or task information to employees, so different training delivery approaches can be selected in order to deliver different training contents (Hamid, 1987). According to Wexley and Latham (2002), the need to consider skill and tasks characteristics in determining the most effective training delivery approaches should be highlighted. A number of typologies have been offered for categorizing skills and tasks (Gagne, Briggs and Wagner, 1997; Rasmussen, 1982), which can be categorized into two broad categories: people or technical skills (Poon and Othman, 2000), is crucial in designing training programmes.

Many organizations fail because their employees not trained well enough in skills that truly matter in the age of information. However, people skills are typically hard to observe; quantify and measure as much as it needed for everyday life and in work because it's have to do with how people relate to each other: communicating, listening, engaging in dialogue, giving feedback, cooperating as team member, solving problems and resolving conflicts (Coates, 2004). The benefits of people skills training are (Menguin, 2007): (1) providing a platform to showcase technical skills; (2) helping in the fast lane; (3) bring out the job perfomance qualities; and (4) helping personal growth. To provide the desired motivation and accountability, it is a good idea to assess people skills in advance of the training programmes by employing executives who able to coach their supervisors and subordinates in ensuring frequent feedback, encouragement and reinforcement. So, organizations can achieve the desired return on a considerable investment in people skills training.

Organizations should acknowledge that their employees have the latest technical skills training, which are designed and offered by organizations in updating their existing skills and acquiring new technologies that will best suit with organization's technical training needs, goals and budgets. Employees need to learn specific skills for assessing a comprehensive new hiring training programmes and able to perform specific job tasks (Hamid, 1987). Positive effects of technical skills training have been evaluated in several studies: technical skills training leads to the performing of more skills on the organizations higher scores on written skills test (Remmen, Scherpbier, Van Der Vleuten, Denekens, Derese, Hermann, Hoogenboom, Kramer, Van Rossum, Van Royen and Bossaert, 2001); and improved employees performance (Bradley and Bligh, 1999). The technical skills training played by tutor or trainer projected a positive attitude towards the method of role playing, which achieved better results in employee's commitment and performance (Nikendei, Zeuch, Dieckmann, Roth, Schafer, Volkl, Schellberg, Herzog and Junger, 2005).

The training delivery approaches used are as varies as the training content areas (Poon and Othman, 2000). Organizations conducted training programmes used one or more types of the approaches for delivering training objectives and developing their management employees. Teams have become increasingly popular in organizations of all sizes and industries because most of managers believe that teams often provide better outcome such as improving productivity, enhancing creativity, reducing response times and improving decision making (Lawler, 1988; Hartenian, 2003), rather than individuals. Team training is one of delivery approach of training by which people learn how to work effectively in problem – solving groups, where direct observation and feedback is needed in the process of training in

(Rasmussen, 1982; For bush and Morgan, 2004).

Most of the organizations need ongoing, real time training which constantly raises the bar for performance standards for individuals, teams and the organization as a whole, where the real time training learn from the successes and failures of current practices . Mentoring is a delivery approach of training, which mentors are the person who have more firm – specific of knowledge, skills and abilities (KSAs) in problem solving, conflict resolution, communication, goal setting and planning (Hartenian, 2003). Traditionally, mentoring meant helping others learn business –related lessons quickly with less risk and also based on chemistry between two people who had a lot in common. However, nowadays mentoring involves everything that is done to support career advancement and professional development in order to maximize learning and development (Miller, Devaney, Kelly and Kuehn, 2008). Mentoring relationships have been proved with many positive outcomes, including improved socialization (Ostroff and Kozlowski, 1993), promotions (Dreher and Ash, 1990), reduced turnover intentions (Viator and Scandurs, 1991), and career satisfaction (Fagenson, 1989). In addition, mentoring activities have great value for building an organization with a strong culture that keeps it competitive in the battle for talent and lays the foundation for addressing the succession issues that many organizations face.

Training Evaluation

The choice of evaluation criteria is a primary decision that must be made when evaluating the effectiveness of training (Hamid, 1987). However, training evaluation is a difficult and complex task (Arthur and Bennett, 2003; Easterby – Smith, 1986) but the most important activity in the training process because it is the final logical stage; and organizations should assess their training efforts systematically. The main objective of training evaluation is to prove that the training has actually taught what was intended and to improve the course contents for future use (Goldstein, 1993). Although newer approaches to training evaluation have been proposed by (Day, Arthur and Gettman2001), but four level model of training evaluation continues to be the most popular (Winfrey, 1999; Salas and Canon – Bowers, 2001; Van Buren and Erskine, 2002).

Based on Kirkpatrick's model (1967, 1994) there are four levels for categorizing training criteria and employee reactions, which each level represents a more precise measure of the effectiveness of the training program, but at the same time requires a more rigorous and time-consuming analysis. These four levels are evaluation – reactions, evaluation – learning, evaluation – transferring and evaluation – results. Evaluation – reactions level can be defined by asking the employees how they liked and felt about the training, which reactions are emotionally based on opinion. Every training program should at least be evaluated at this level in order to provide for the improvement of a training program, where the knowledge and skills contents as expressed in the training objectives. Also evaluate the training methods used and trainer who delivered it; the general learning conditions and environment; and the degree to attitudinal objectives of training programmes have been achieved (Hamid, 1987).

The evaluation beyond the employee satisfaction and attempts to assess the extent employees have advanced in skills, knowledge, or attitude. Methods range from formal to informal testing to team assessment and self-assessment. Some of participants take the test or assessment before the training (pre – test) and after training (post-test) in order to determine the amount of learning that has occurred. There are several strategies for ensuring training transfer, such as: link training objectives to the strategic goals of the organization; maximize similarity between training content and work environment; have supervisors encourage employees to use acquired skills; ensure supervisors are accountable for reinforcing training transfer; select employees who are already committed to training transfer; and develop re – entry plans for employees. It is application to the work tasks that defines training success (Alliger, Tannenbaum and Bennett, 1995).

Evaluation is never absolute truth as it is an attempt to provide credible evidence, which can be useful to people in making decisions. So, most of companies unable to conduct a systematic training evaluation with using only rating sheets completed by employees at the end of a training program (Saari, Johnson, McLaughlin and Zimmerie, 1998) because some of the organizations not understand the importance of evaluating the training programmes; some may be incapable of evaluating; the awareness among employees in giving negative feedback as for fear of what the company may find; and hard to express cogent criticisms (Saiyadain, 1994).

Employee's Work Performance

Training facilitates the updating of skills and leads to increase commitment, well – being, and sense of belonging, thus directly strengthening the organization's competitiveness (Acton and Golden, 2002; Karia and Ahmad, 2000). To earn commitment, top management must offer a workplace with effective performance feedback and opportunities for participation so committed employees are less likely to leave for another job and are more likely to perform at higher levels. An effective training program cannot be analyzed and studied as phenomenon unto itself. As with any systematic process, an effective training program is driven by several factors, including training commitment of employees which reflects to commitment of organizations in preparing training; comprehensive needs assessment in resolving organizational problems; employing appropriate training contents and delivery approaches; and training evaluation handed out at the end of training programmes, which influence the transfer of skills from training environment to work environment (Wagonhurst, 2002).

Contextual Factors

With the current expansion of the global economy and the fast-changing evolution of technology and innovation, organizations are facing an ongoing need for employee training and development. As knowledge increasingly becomes a key factor for productivity, it has also become a currency for competitive success. Understanding factors that contribute to organizational performance and the transfer of knowledge to the workplace environment are essential to human resource development (HRD). The effectiveness of skilled employees can be limited if they are not motivated to perform their jobs. The form and structure of an organization can affect employee motivational levels in several ways. First, organizations can implement merit pay or incentive compensation systems that provide rewards to employees for meeting specific goals. A substantial body of evidence has focused on the impact of incentive compensation and performance management systems on firm performance (Gerhart and Milkovich, 1992). In addition, protecting employees from arbitrary treatment, perhaps via a formal grievance procedure, may also motivate them to work harder because they expect their effort to be fairly rewarded (Ichniowski, 1986; Ichniowskiet al., 1994).

Theoretical framework

Equity Theory

Equity theory (1965) is concerned with the perceptions people have about how they are treated as compared with others.

The theory posit that employees seek to maintain equity between the input they bring into a job (education, time, experience, commitment and effort) and the outcome they receive from it (promotion, recognition and increased pay) against the perceived inputs and outcomes of other employees.

Failure to find equity leads to various actions one of which may be to leave the organization. The major strength of this theory is that, it recognizes that individual inputs such as education, experience, effort should be recognized in such a way that equity is experienced. It also shows that individual employees are part of the larger system. This theory therefore guides in understanding what may influences teachers to leave in that they keep on comparing what teachers earn in other primary schools and other comparable organizations in order to realize a balanced state between the inputs-outcome ratios. In turn this contributes to labour mobility within and outside the academia. The major weakness in this theory is subjectivity of the comparison process. There is a tendency in human nature to distort their inputs especially in regard to effort and hence becomes subjective when comparing (Beardwell et al, 2007).
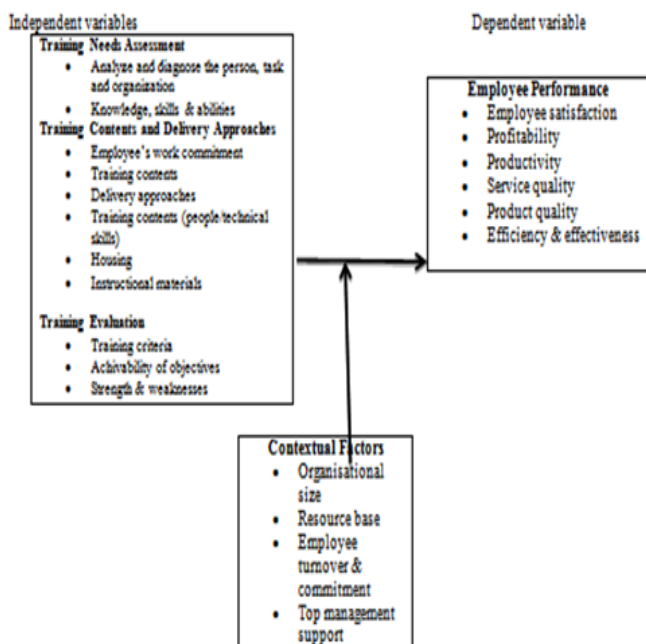
Conceptual Framework

Fig 1. Conceptual framework

Research Methodology

The study used survey research design because it assessed the nature of prevailing conditions. The research was carried out in Nyamira Sub County. The Population for the study was the entire group of employees working in Nyamira Sub County. The study target population was 600 respondents. The study sample size was 362 respondents. The study used open and closed ended questionnaires and record survey for data collection from the field. These research instruments were considered appropriate because they separated the researcher from bias. Validity is the degree to which a test measures what it supports to measure. The research exposed the instrument to experts in research for judgment (Borg & Gall, 1982). To test for reliability, the researcher conducted a pilot study whereby inappropriate questionnaire items were discarded, rephrased and merged. Cronbach Alpha Co-efficient calculated on the piloted questionnaire. Cronbach Alpha is used as a measure of the internal consistency of items in the questionnaire. Theoretically, alpha varies from 0 to 1, and a test with a Cronbach alpha of 0.75 indicates that the test was 75% reliable in practice, so that the higher the Cronbach alpha, the more reliable the test results

will be. The Cronbach alpha for this study was 0.9131 which is equivalent to 91.3% and higher than 75%. Thus the research instruments used will be more reliable. Data was analyzed using descriptive statistics specifically frequencies, percentages; and likert scale analysis. The data was presented using frequency tables and then findings were interpreted.

Results and Discussion

The overall sample of 362 comprised; 316 clerical officers (87.3 %), 10 Head of department (2.8 %), 23 (3.4%) and 13 secretaries (8.4 %). Table 1 depicts the demographical composition of the sample. Most of the respondents were male (81.8%) and between 30 to 39 years old. Most of the respondents were also middle level management (96.5%) operating in Nyamira Sub County.

Relationship between Employee Training on Job Retention and Performance

Simple regression analyses were conducted to measure the relationship between Employee Training, job performance and job retention. The results, reported in Table 2 indicate that Employee Training is significantly positively related to job retention ($r = 0.199$, $p < 0.01$) and job performance ($r = 0.240$, $p < 0.01$). These influences are however very small: 6% in the variance of Employee Training ($R2 = 0.064$) and almost 10% in the case of job performance ($R2 = 0.096$). These results show that Employee Training influence the way job retention plans. This result is supported by similar findings by Clark and Urwin (2009). The empirical results further reveal a positive relationship between Employee Training and job performance (0.32, p<0.05). Clark and Urwin (2009) reported similar findings and concluded that the two variables are related due to their association with the optimal allocation of resources, staffing; framing of delegated responsibilities; job retention plan mission statements, setting targets, attending to the culture of the organization; and issues of accountability and performance measurement. Another reason for the close relationship between the three variables.

Relationship between Employee Training, Job retention, Job performance

One-way ANOVA were conducted to test the contribution of training on job retention and job performance. The results of these analyses are reported in tables 3, 4 and 5. The results (table 3) show that employee training is not significantly related to job retention. Table 3 further discloses that the employee training is not significantly related to job retention practices. This means that whether the employee training is on job training or off job training it is not related to job retention. The results however reveal that employee training influences job performance significantly ($r = 0.013$, $p > 0.05$). Pearson correlation coefficients were calculated to assess whether these relations are positive or negative. This analysis reveals that the relationship is positive ($r = 0.10$, $p > 0.05$), but not significant. The Scheffé test (table 5) however shows that there is a significant difference in the way employee training is conducted.

The empirical results in table 4 reveal that employee training, where the majority of the members are between the ages 31 to 40, are better governed than the other age groups (mean score = 4.81 on a five-point scale). Employee training with a majority membership between the ages of 21 and 30 years had a job retention score of 4.67 compared to 4.79 where members are older than 41 years. It therefore appears that employee training of middle-aged members (31 to 40 years old) is perceived to be better governed compared to the other age groups. This can be attributed to the fact that these employee trainings have fewer benefit payouts than those with older

members, and their effect on job performances are more experienced compared to those with younger members. This result confirms the lifecycle pattern observed in employee training by Clark (2004).

According to Clark (2004), the lifecycle theorem views employee training with younger members as less robust in their operations due to low resources in the organization. As the job retention, contributions, managerial experiences and investments increase resulting to employee training increasing their returns significantly.

The increase in returns and the employee training makes the members to be more sensitive of the job retention practices. As job retention further, employee training record lower returns as they are confronted with higher benefit payouts and consequent conservatism in the investment of funds, which lead to less interest in the job retention.

Table 3. Relationship between Employee Training, job performance and retention

Independent variable	F value	P value
Employee training	0.70	0.608
Job retention	0.65	0.420
Job performance	4.33	0.013*
Degrees of freedom error = 354		

Note: * = significant at $p < 0.05$ level

Source; Researcher; 2014

Relationship between training Design and Job performance and job retention

Main effects ANOVA were conducted to test the relationship between job retention, training design, number of members and job perfomance. The results of these analysis are reported in Table 6 and show that the number of employees, training designs does not influence job perfomance significantly. Although no comparable study could be reviewed, the empirical result suggests that job performance should be exercised with diligence, stewardship and commitment regardless of the age of the members, training design.

Table 1. Demographic composition of the sample

Variable		Frequency	%
Gender			
	Male	296	81.2
	Female	66	18.2
	N	362	100
Age Respondents			
	20-29	17	4.7
	30-39	271	71.4
	40-49	54	14.9
	50-59	26	7.2
	60>	4	1.1
	N	362	100
Respondent's position			
	Head of department	10	2.8
	Clerical officers	316	87.3
	Secretaries	13	3.4
	Messengers	23	8.4
	N	362	100
Occupational level			
	Top management	13	3.5
	Middle management	349	96.5
	Lower management	0	0
	N	362	100

Source; Researcher; 2014

Table 2. The influence of Employee Training on job performance and job retention – simple linear regression results

Dependent variable: Employee Training			
R2 = 0.064	F = 24.709, p < 0.000	p < 0.000	Standard error of estimate = 0.27260
Parameter	Regression coefficient	t-test p-value	
Intercept	3.848	0.000*	
Job retention	0.199	0.000*	
Dependent variable: job performance			
R2 = 0.096	F = 38.237	p < 0.000	Standard error of estimate = 0.26484
Parameter	Regression coefficient	t-test p-value	
Intercept	3.704	0.000*	
Job retention	0.241	0.000*	

Note: * = significant at $p < 0.01$

Source; Researcher; 2014

Table 4. Relationship between training design, job performance and retention

Independent variable	F value	P value
Employee training	0.40	0.834
Job retention	0.01	0.918
Job performance	1.96	0.142
Degrees of freedom error = 354		

Note: * = significant at p < 0.05 level

Source; Researcher; 2014

Summary and Conclusion of the Findings

Results indicated there was a positive and significant effect between training, job performance and employee retention in Nyamira sub county (b = 0.369, t = 3.62, p<0.05). Therefore, the hypothesis which states that there is no contribution of training, job performance and employee retention in Nyamira Sub County was rejected at p<0.05. Therefore, on overall most respondents indicated that training needs assessment was conducted before actual training. Results indicate that training contents has a positive and significant (p<0.05) effect on the employee performance in Nyamira sub county (b = 1.18, t-value = 4.93, p-value <0.05). This implies that increase in training contents will increase the level of employees" performance in Nyamira Sub County. From results there was indication that training evaluation and employee performance were positively and significantly associated (b = 0.315, t-value = 4.54, p<0.05). This could be interpreted to mean that evaluation of content of the training and the methods employed, measure performance of knowledge, skills and attitudes against the standard could easily contributed to enhanced employee performance at work depending on the choice of evaluation criteria

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