

**AN INVESTIGATION OF THE IMPACT OF EMPLOYEE TRAINING ON JOB
SATISFACTION AND RETENTION: A CASE STUDY OF KENYA MEDICAL
RESEARCH INSTITUTE (KEMRI)**

BY

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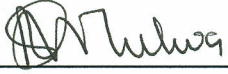


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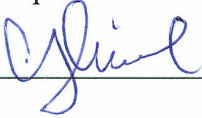
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DEDICATION

This Research Project is dedicated to my dear husband Gerald Gacheru and my children Vanessa Wanjiku and Adrian Mwangi who have been my source of inspiration.

ACKNOWLEDGEMENTS

First and foremost I would like to thank our God almighty in whose grace and power everything is possible. It's by his grace that I managed to complete this project. This research project would not have been a success were it not for my husband who helped me through the difficult times and am greatly indebted to him. I would also like to pass my gratitude to my immediate supervisor Mr. Norm Peterson with whose financial support I probably would not have gone up to this far.

Profound appreciation to my university supervisor Ms. Lucy Kavindah for her guidance, support, patience, encouragement and great skills in making this project what it is. Many thanks also to Mr Melly Kiprop for his priceless advisory role while writing this project. My colleagues at work; Millicent Wachira, Nahashon Ngugi and Joyce Mburu, thanks so much for always telling me to take it easy when things seemed too difficult.

For the respondents of my questionnaire who are mainly the employees of KEMRI collaborating organizations, I salute you all for the precious time you sacrificed to fill the questionnaire without which this research project would not have been written.

May God bless you all.

ABSTRACT

The study focused on assessing the impact of employee training on their job satisfaction and retention at the Kenya Medical Research Institute. The target population was the employees who had completed training in the past 4 years. The study was carried out within three KEMRI collaborating centres namely; Walter Reed Project, Centre for Disease Control and KEMRI-Kenya Department of Defense. These collaborating centres operate entirely under KEMRI policies and mandate. The study sought to find out why despite the fact that training of employees is expected to yield to increased job satisfaction and retention, the rate of staff turnover after acquiring the required training is still high within the centres. The study sought to unearth the reasons behind the staff leaving and therefore identify what the institute is currently not fulfilling within the expectations of the staff after the training compelling them to exit.

To effectively address the issue, the researcher came up with the following objectives: -

1. To determine how training relates to employee job satisfaction and retention
2. To establish the factors contributing to staff retention or turnover after acquiring training in KEMRI
3. To explore the possible solutions that KEMRI could adopt to minimize or eradicate employee exit after training.

The researcher administered questionnaires with both open-ended and closed-ended questions as an avenue of data collection. After data collection analysis was done using frequency distribution tables, charts and graphs.

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ABBREVIATIONS AND ACRONYMS

KEMRI: Kenya Medical Research Institute

WRP: Walter Reed Project

CDC: Centre for Disease Control

KDOD: Kenya Department of Defense

DEFINITION OF TERMS

For the purpose of the study, the following definitions will be used for the stated concept.

- Employee Training:** It is a process to improve individual and organizational performance and assist in achieving the organizations' mission and performance goals. It is accomplished by providing, making available and placing or enrolling the employee in a planned, prepared and co-coordinated program, course, curriculum, subject, system or routine of instruction or education.
- Employee Development:** A system for assisting employees to develop within their current jobs or advance to fulfill their goals for the future.
- Job Satisfaction:** The level to which employees enjoy their jobs and are willing to put forth effort towards the success of business in an organization
- Employee Retention:** A company's ability to keep quality employees who are contributing to the business success.
- Employee Commitment:** It is the attachment and loyalty of an employee to an organization. It's the relative strength of the individual's identification with, and involvement in, a particular organization.
- Business Success:** A company's ability to remain solvent and grow within its market.

Career Planning: An organizational initiative to help employees assess their skills, defines their career goals, and create an action plan for accomplishing those goals. The organization is also responsible for holding employees accountable to those goals.

Organizational Culture: The overall environment in which an employee works within a particular company.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Employee training and development is one of the major functions of Human Resource Management in any organization. Competent employees will not remain competent forever; some are minimally qualified upon entering the organization and hence require additional training or education. Others enter the organization capable of performing at an optimal level but their skills become obsolete overtime due to technological advances. Even organizational changes and management overtime must ensure that there is appropriate match of individual abilities with organizational needs for the future. Mugwere (2003) argues that organizational and individual learning will ensure this appropriate match of individual abilities with organizational needs because it provides employees with learning opportunities, develops their capabilities to realize their potential and enhances their employability.

Mugwere (2003) further notes that more employers today are taking advantage of the fact that training strengthens employee commitment. She says, "Few things illustrate a firm's commitment to its employees more than continuing developmental opportunities to better themselves, and such commitment is usually reciprocated", this is the reason why high-commitment firms like Toyota provide about two weeks of training per year for all its employees. This study attempted to provide more insights on how training can enhance this commitment, employee job satisfaction and retention.

In any industry, the success of an organization is extremely dependent on its human resources. Although there are many other factors that play a key role, a company must have effective employees in order to stay financially solvent and competitive. In order to maintain this valuable commodity, organizations must be aware of employee satisfaction and retention. Kottke (1999) asserts that many companies make the mistake of assuming that employees are only seeking financial benefits for their jobs. This assumption overlooks the high importance many people place on the intrinsic benefits of their careers. It is not only a mistake for employee satisfaction and retention, but it also has negative business consequences.

Employee training is believed to relate positively to job satisfaction and retention. Bushardt and Fretwell (1994) argue that training leads to increased employee satisfaction, facilitates the updating of skills, and leads to increased sense of belonging and benefit hence increased employee commitment to an organization.

According to Wagner (2000), training builds company loyalty because employees know that the organization is investing in their future. This is echoed by Logan (2000) who argues that company loyalty cannot necessarily be quantified, but it is significant to the intrinsic rewards that the employees feel. When people feel as though they are helping a company, the bottom line is they feel good and want to stay there to continue making contributions. Moses (2000) says, "People enjoy feeling that their work has a purpose and their activities are significant to the company". To Melymuka (2000), top performers do not generally leave a job over money. It's often because their job does not tie into their goals and the things that make them happy.

Organizations must have employees who are able to quickly adapt to an ever-changing world market. Companies need to invest in on-going employee training and development in order to both keep employees and be successful. Parkison (1990) argues that unfortunately, a “training gap” exists and may even be widening. He further notes that while some companies like IBM, Xerox, Texas Instruments and Motorola, for instance devote 5% to 10% of their payroll dollars to training activities, the average training investment by U.S. firms is less than 2% of payroll. Experts estimate that between 42% and 90% of U.S. workers need further training to get them up to speed. According to Mugwere (2003), unfortunately in Kenya when the monies are low, training is the first to be slashed off the budget.

According to Moses (1999) in the 1970s, career planning and development efforts were focused on young employees that seemed to have high potential, it was a way for companies to plan for the future and nurture young workers for senior management positions. This career path provided a traditional commitment that companies would offer to employees. Feldman (2000) referred to this commitment as a “psychological contract” in which employers were almost guaranteed long-term loyalty and commitment to the organization in return for giving employees job security, opportunities for promotion, and training. The ability to get on this fast track to the top of a company diminished in the 1980s when companies were moving to a flattened hierarchy with less room for promotions. People quickly realized that they were reaching plateaus in their careers and the opportunities for advancement did not exist (Moses, 1999).

1.1.1 Background of KEMRI

The Kenya Medical Research Institute (KEMRI) is a state corporation. It was established through the Science and Technology (Amendment) Act of November 1979. The Institute is one of the leading health research institutions in Africa.

1.1.2 Institute's Mission

The mission of the institute is to conduct health research and generate research findings to be applied towards the improvement of health in Kenya and the world.

1.1.3 Institute's Vision

The vision of the institute is to continue to be a leading centre of excellence in health research nationally, regionally and globally, towards the improvement of the health of humanity.

KEMRI strongly believes in offering training and learning opportunities to all cadres of staff where each employee is helped to develop their strengths and see opportunities for growth in the company. According to Keep (1989), if a company has invested in training its workforce, it makes sense to develop a policy that will help it retain these employees and motivate them in such a way as to put best use of their skills, thereby maximizing the return on investment. According to the KEMRI training policy, research and training are inseparable elements and each serves to enhance the other. The policy argues that the primary objective of research is to advance the frontiers of knowledge while the main aim of training is to develop new skills as well as advance the existing ones. The quality and level of training provided in turn, influences the development of research in an organization. Any research organization therefore needs to continually train its personnel to acquire the skills and knowledge to effectively carry out its research work. KEMRI's

training policy highly values training of staff for acquisition of desired knowledge and skills which should be applied at the place of work. The emphasis is for staff to put into use the skills. KEMRI strongly believes in building more efficient, effective and highly motivated team of trained staff which enhances the company's competitive position hence improve employee morale and job satisfaction and employee retention in the long run.

1.2 Statement of the Problem

KEMRI has a well articulated training policy which provides a guideline on how training will be conducted in the institute.

The assumption in KEMRI is that by training the staff, it will be assured of having a competent and committed staff to carry out its research activities. However, the trend has been surprisingly different. The more the employees get trained, the more the exit of these trained employees from the Institute. Ironically, the training which is ideally expected to yield to increased employee job satisfaction and retention has resulted to increased turnover of the trained employees. This has therefore impacted negatively on the present and future performance of the affected areas of work in the organization through the loss of competent employees. It also leaves gaps in justifying the return on investment.

The study aimed at investigating the reasons behind the exit or turnover of staff after they've been trained. It helped the institute to establish the possible solutions to this problem.

1.3 Objectives of the study

The broad objective of this study was to investigate how training impacts on employee job satisfaction and retention either negatively or positively.

The specific objectives of the study were: -

1. To determine how training relates to employee job satisfaction and retention
2. To establish the factors contributing to staff retention or turnover in KEMRI after training.
3. To explore the possible solutions that KEMRI could adopt to minimize or eradicate employee exit after training.

1.4 Research Questions

The following research questions were addressed in the study

1. How does training relate to employee job satisfaction and retention?
2. What factors contribute to employee retention or turnover after training in KEMRI?
3. What possible solutions could KEMRI adopt to avoid employee turnover after training and promote employee job satisfaction and retention?

1.5 Significance of the study

The information, ideas and recommendations arising from the study are expected to be useful in addressing the ways of retaining employees and promoting job satisfaction and especially after they have been trained while in KEMRI. The findings could also assist other organizations in addressing a similar problem if it exists or if it arises. Other researchers could use the knowledge expected to be generated from this study to do further study in this field.

1.6 The Scope of the study

The focus of the study was on KEMRI employees in the centres who have undergone training in the last 4 years. It specially targeted the employees working in three KEMRI collaborating centres namely; WRP, CDC and KEMRI- KDOD.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter takes an in depth look at literature on the impact of employee training on job satisfaction and retention. It will provide a theoretical and conceptual framework of the study, explore what others have said and done on this topic both in KEMRI and elsewhere. The chapter will also provide a review on the critical areas of the study and will focus on: The theoretical relationship between employee training and job satisfaction and retention; the components/ structure; types and the process of employee training; the benefits of employee training; a review on how training can promote employee retention and job satisfaction.

2.2 Conceptual Framework

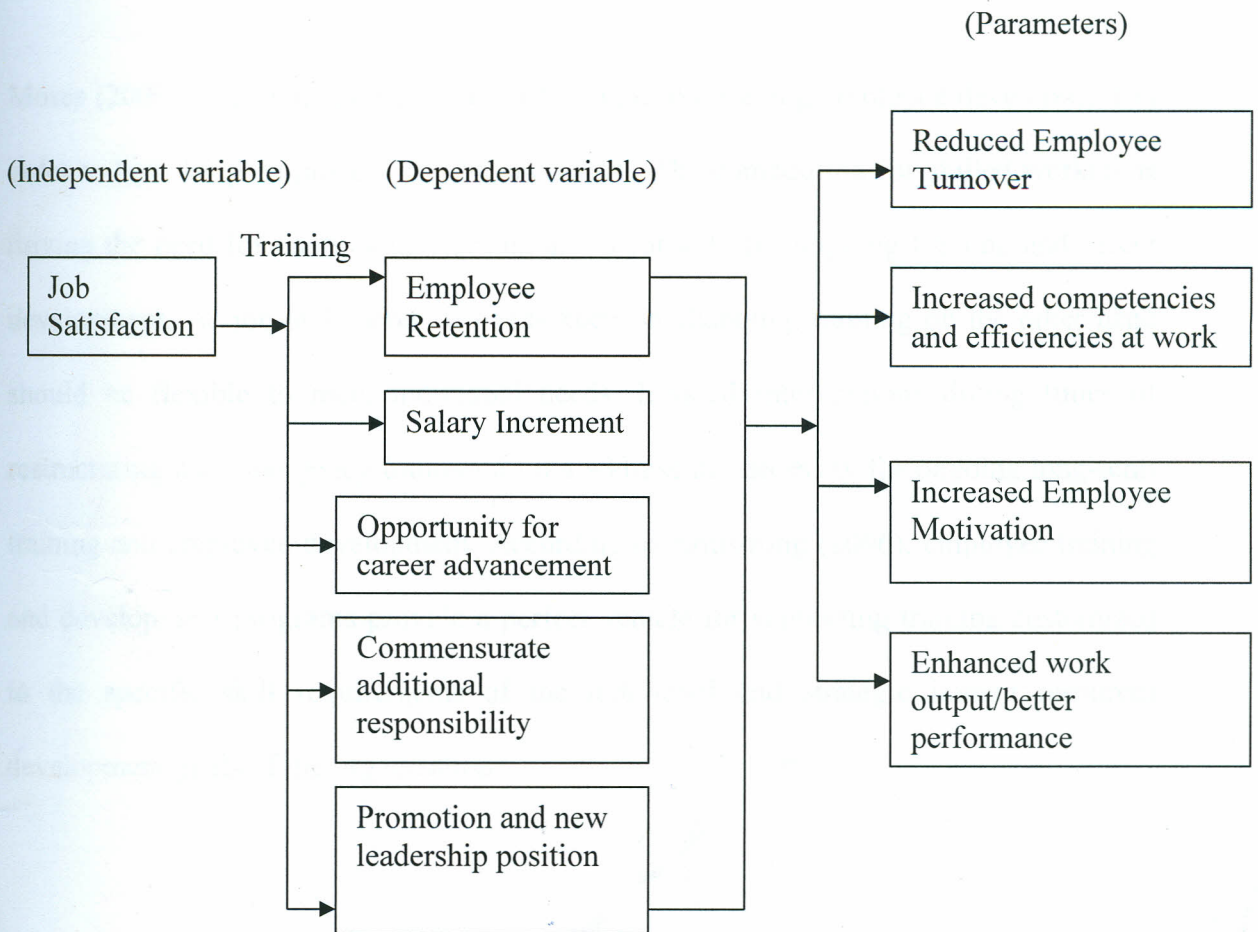
According to Rosenwald (2000), training builds company loyalty because employees know the organization is investing in their future. KEMRI is a health research institution and as it's stipulated in its vision, it aims to be a leading centre of excellence in the health research. According to Kiprotich (2006), research is a continuous process. It therefore follows that the availability of competent employees to carry out this research should also be a continuous process hence retaining well trained employees is a key priority.

Through training, employees acquire the relevant skills to perform their jobs with little pressure arising from incompetencies and inefficiency in skills therefore resulting to self-fulfillment. This self-fulfillment is expected to yield to increased job satisfaction hence a higher retention of employees. However, after an employee has been trained, they have some expectation(s) either from the employer or the work itself which if not fulfilled

would result to dissatisfaction. This in turn makes employees to look for other alternatives to fulfill these expectations. One of the options that the employees seek is to exit the organization and move elsewhere. Petrecca (2000) poses a challenge to employers by urging companies to either nurture their employees and keep talented workers or let them go and find opportunities elsewhere.

In the study, the researcher used Employee Job Satisfaction and Retention as the independent variable. The researcher proposes that for training to contribute to job satisfaction and retention, it should be accompanied by salary increment, an opportunity for career advancement, promotion and new leadership position. This in turn is expected to result to reduced employee turnover and increased employee retention.

Figure 1. A diagrammatical representation of the Conceptual Framework.



2.3 A review of the topic under study

Wagner (2000) argues that research has revealed that companies utilizing employee training programmes are experiencing higher employee satisfaction with lower turnover rates.

According to Kiprotich (2006), retaining talented employees is a big problem in many corporations today, he says, "Organizations are continually searching for what they can do to keep their good and talented employees". Some organizations use pay, benefits, promotions, impressive job titles and training to retain employees. He further says that when training is used in this way, it should increase the level of commitment of employees to the organization and increase their perceptions that the organization is a good place to work.

Moses (2000) feels that companies need to invest in on-going employee development in order to both keep employees and be successful. The competition for skilled workers is driving the need for continuous learning and a capacity for ongoing training and career development. As job and career demands keep on changing, training on the other hand should be flexible to meet individual needs. Limited interventions during times of restructuring and emergency training do not address the necessity for ongoing long-term training and employee development. According to Armstrong (2006), employee training and development programs provide a perfect vehicle for supporting training customized to the specific skill requirements of the individual and strategic human resources development goals of the organization.

A Survey on the effects of Employee training and development (2005) by the Society for Human Resource Management and Catalyst revealed that employee training programs are of strategic importance to both organizations and employees. It further noted that organizations that offer employees opportunities to evolve increases the likelihood of retaining them and, in turn, create a cadre of workers equipped to grow within the organizational structure. This is echoed by (Lachnit, 2001) who argues that many companies train workers because they believe it strengthens the company and serves as a retention tool.

Kamoche (2000:107) holds that “the extent to which an organization is prepared to invest in training its employees by way of developing them is indicative of whether employees are seen as a cost to be rationalized, or as a resource that has the potential to contribute meaningfully to the organization”. Training as a means to change or strengthen the culture of the organization is meant to build demonstrable skills that directly improve job performance. Training also enhances the probability of job satisfaction. It is in the interest of employers to have a skilled and a productive workforce hence many of them assist their staff to acquire skills by providing them with the appropriate training.

According to Kiprotich (2006), training increases employee motivation to work better because of newly acquired skills; and enhances their behavior necessary to perform their jobs well as it also helps them to advance in their chosen career paths. Kiprotich noted that training increased employee motivation, confidence and commitment of staff to an organization and especially where the expected or anticipated rewards are given.

To Ticy et al., (1982), since the early 1980s, there has been a growing recognition of the importance of linking training and development and the practice of human resource management generally to the strategic intent of an organization. Indeed, it could be argued that instead of being activities peripheral to the achievement of corporate objectives, the human resources of the organization are seen as a vital factor in corporate planning, training and development as it is able to make an important contribution to the achievement of business objectives.

According to Ngugi (2004), training was considered as an important factor in reducing employee turnover. He noted that 72% of the employees regarded training as key in promoting job satisfaction and retention hence less turnover.

Every organization needs to have well-trained and experienced people to perform the activities that have to be done. If current or potential job occupants can meet this requirement, training is not important. When this is not the case, it is necessary to raise the skills and increase the versatility and adaptability. As jobs have become more complex, the importance of employee training has increased. This is echoed by Isaac (1984) who says that “when jobs were simple, easy to learn, and influenced only to a small degree by technological changes, there was little need for employees to upgrade or alter their skills”. In fact, training purposes are broader today than they have been in the past.

Parkison (1990) feels that many organizations have got to the point of recognizing that training and development is a strategic priority rather than a tactical or knee-jerk

response, but choices still remain as to where to direct investment and to what ends. A common conception of strategic training and development and one considered as pivotal is to see it as a means to assess and address skills deficiencies in the organization as it also improves employee job satisfaction and commitment.

Ng'eno (2005) found out that availability of training opportunities enhanced the employees to stay in their institutions. His finding also indicated that the absence of growth opportunities in which training was one of the key, enhanced labour turnover.

Mugwere (2003) noted that in the future, the only winning companies will be those that respond quickly to changing conditions, increasing workforce diversity, and the critical issue of training related problems. In a rapidly changing society, employee training is not only an activity that is desirable but also an activity that an organization must commit resources to, if it is to maintain a viable and knowledgeable work force. According to Meister (1998), employee development programmes come with a cost, but they also have a return on investment for they give companies distinction within their markets.

Moses (1999) states that, "today, job security is dead and loyalty to the organization in the tradition sense has died along with it". Under this assumption, companies have to change the way they view employee development. Where once training and development were viewed as mechanisms for employees to move up the corporate ladder, promotion is no longer an incentive for employees because it is not a definite option. Moses (1999) further noted that companies began realizing that they can challenge employees with "lateral moves, skills development, job enrichment and special assignments". Although

organizations could not offer the same commitment of the past with the market change in the 1980s, they could use employee training to support and retain employees who were not lost in the downsizing and restructuring. However, the shift in mentality meant that employees may not make a commitment for their entire careers, but they may stick around for a few years in a company that showed concern for them.

2.4 Review of the Major Issues

2.4.1 Theoretical relationship between employee training and job satisfaction and retention

According to Raft et al, (2000), the company's commitment to training needs of its employees positively influences employee satisfaction, leading to an increase in employee motivation and retention. Such commitment according to Elizur (1996) culminates in employee exposure to quality job related training, leading to better employee morale and increased sense of employee achievement and accomplishment and ultimately to an increase in organizational competitiveness.

To Wagner (2000), although salary and benefits play a role in recruiting and retaining employees, people are looking for opportunities to learn new things, the challenge of new responsibilities and the prospect of personal and professional growth. Nunn (2000) supports this by saying that satisfying these intrinsic needs helps build trust, morale, loyalty and overall satisfaction in employees. Logan (2000) found out that satisfied employees lead to satisfied customers, which is definitely a financial benefit to organizations.

Armstrong (2006) suggests that if an organization wants to concentrate more on retention, loyalty and people putting themselves out for the organization rather than themselves, then policies that encourage commitment should come to the fore.

Wagner (2000) found out that employee satisfaction and retention are high when a company is willing to train its workers on-the-job. It is reported in the same study however that the top three reasons employees leave companies include; perceived lack of financial rewards, recognition and opportunities for career development. Rosenwald (2000) claims that there is strong evidence indicating a link between strong learning programs and employee retention. The Gallup Organization in Logan (2000) supports this contention as they found out that “the opportunity to learn and grow” is one of the critical factors for employee retention.

Fenn (1999) argues that although people realize that training can lead to greater responsibilities and a larger paycheck in addition to helping people develop career competencies that will help them survive in the future, employee development programs are also excellent vehicles for job satisfaction. According to Moses (1999), one of the most difficult things people live with in today's workforce is the constant feeling of needing to 'sell' oneself with no time to achieve personal or professional goals. He suggests that employee training and development programs can make a big difference in alleviating such feelings. Garger (1999) supports this by saying that employees have a hard time caring about a company if they do not believe the company cares about them. Wilson (2000) argues that people recognize the values of working for a company that is

willing to invest money in them, even if that investment ultimately benefits the organization.

According to Wilson (2000), two factors that impact employee satisfaction and commitment are, “feeling that the organization can be relied on to carry out its commitments to its employees and, feelings that the individual is of importance to the organization. Gerbman (2000) supports this by saying that not only do organizations need their employees to help them be successful, but also employees need to feel like they are making a difference in reaching business goals. According to Wagner (2000), companies utilizing employee development programs are experiencing higher employee satisfaction with lower turnover rate. The Gallup Organization, through its poll called “Employees Speak Out on Job training, in Wagner (2000), found that employee satisfaction and retention are high when a company is willing to train its workers.

To Logan (2000), retention is a complex concept, and therefore there is no single recipe for keeping employees with a company. Rosenwald (2000) argues that many people involved with employee training and development programs are not sure of a direct correlation between the programs and employee retention, but many companies according to Logan (2000) have also discovered that one of the factors that help retain employees is the opportunity to learn and try new things. Dillich (2000) echoes this by saying that some business managers find that a positive learning environment leads to higher retention rates. It is therefore important for companies to recognize that competent employees are one of their greatest assets and hence the need to train and retain them.

Callahan (2000) advises that it is thus incumbent among companies to create an environment that is supportive of training, learning and growth, and not just a place where they do their jobs.

2.4.2 Benefits of employee training

According to Stoprey et al, (1993), the most strategic purpose of training and development is an attempt to give the organization a competitive edge, both through the content of the training and development and the way in which they are delivered. He further argues that another purpose of training and development, and one with a different emphasis from others, is that of encouraging a learning climate in the organization. The focus here is on the learning needs of individuals, guided by organizational goals and under guarded by the belief that within each member of staff is a latent talent waiting to be tapped. When organizations have a tradition of high-quality recruitment, retention and promotion, the training of high-level skills is a viable option when preparing for and undergoing change because it represents an investment for future and more commitment.

According to Mullins (2005), training is beneficial to both individuals and organizations. Training can increase confidence, motivation and commitment of staff. It provides recognition, enhances responsibility and the possibility of increased pay and promotion. Training therefore gives a feeling of personal satisfaction and achievement and broadens opportunities for career progression. It also helps to increase the availability and quality of staff. To Kiprotich (2006), "By and large, training is a key element of improved organizational performance.

Gerbman (2002) views the primary goal of employee training and development programs as to communicate the vision of the organization, help workers understand the corporate values and culture, and show employees at every level how they can help the company succeed. To Kottke (1999), training programs exist in order to support business strategic goals by providing learning opportunities and incorporating the organizational culture in it.

Moses (2000) argues that since companies can no longer guarantee employee promotions to the top, it is important they help employees with career planning and skills development. He further argues that some organizations fear that career planning will communicate to employees that their jobs are at risk, but it can be made to communicate that they are willing to invest in helping employees reach their potential. Companies can also help ease this problem by making training as a standard part of employee development programs rather than introducing it when they know they are going to face a period of downsizing or restructuring. In KEMRI this problem is catered for by the policy which allows all departments to identify their training needs and priorities in accordance with their mandates and activities and communicate them to the institute training officer at least twice a year.

2.4.3 How Training can promote Employee Retention and Job Satisfaction

Employees seek training and employers provide it to improve skills, knowledge and consequently enhance employee productivity and organizational performance. According to Cunniff (2000), knowledge is capital for both the individual worker and the company.

Organizations and individuals should hence value knowledge as they do with money, because in today's market they go hand in hand. Training also helps to improve quality, customer satisfaction, productivity, morale, management succession, business development and profitability.

Schuler (1984) enumerates that as a benefit accruing from training, the current workforce become more flexible hence increases their adaptability in the organization thus increasing their potential for survival and profitability. He further argues that it can increase the level of commitment of employees to the organization and increase their perceptions that the organization is a good place to work. This in turn leads to less turnover and absenteeism thus increasing an organization's productivity and performance in general.

2.4.4 Structure/ Components of Training

For many years, senior training and development managers have had to work hard to prove that they can play a truly strategic role within their organizations, but often in vain. That is, until recently. Due to a confluence of events, things are beginning to change dramatically. The pressure on human resource executives and training managers to provide strategic, successful and cost-effective training services for employees has never been greater. According to Kottke (1999), the economic downturn has caused training budgets to shrink, while employee performance expectations remain high-forcing HR executives and training managers to do more. Despite reduced resources, training and

development managers are being held directly accountable for the impact of training on the company's bottom line.

Motwani et al, (1994) a well structured and effective training requires the dedication of top management. To Mann (1997), such training should be mapped out to match the employee and organizational needs and be provided at the appropriate time. Garger (1999) call this appropriate time, the time when the employees need it. He argues that "when employees need information, they often need it right now, and two days from now is not soon enough". He concludes by saying that "companies need to make sure that people can learn anytime".

According to Kottke (1999), two factors that are crucial to the success of employee training programs are keeping them current and putting learning in the hands of employees. Since in many companies employees do not work all under the same roof, it is important to make training accessible through out of the classroom training. He reinforces it by saying, "knowledge changes quickly, and people have to keep up", employees cannot keep up by waiting for seminars and conferences to receive new knowledge. Kottke (1999) further argues that employee training programs should contain the three "Cs: core workplace competencies, contextual framework within which the organization conducts its business, and corporate citizenship". The core competencies in this model are, "learning to learn, communication and collaboration, creative thinking and problem solving, and career self-management".

Gerbman (2000) notes that there is no single formula for creating an employee training and development program, but there are some important components that should be considered. To him, a truly effective training program should include learning, career planning, goal setting and evaluation. He argues that these areas will help the program to be beneficial to employees who utilize it and to the organization that provides it. Callahan (2000) also point out that “the fundamentals to a good employee training program are: orientation, soft skills training, and technical skills training”. To him, these concepts are the general foundation for any employee training program.

Garger (1999) argues that training should be structured in such a way that instead of employees waiting for opportunities to come up to increase their knowledge base, they must pursue and create those opportunities for themselves. It is then the responsibility of their companies to make sure those learning opportunities exist. As a result, employee training programs become of value to individuals and organizations. He further says that it's the role of companies to provide opportunities but individuals must take the initiative to utilize those opportunities and position themselves for future career success.

An effective training programs should also involve evaluation of the program itself to determine the extent to which it is achieving its objectives.

2.4.5 Method of Employee training

Training can be general or specific. Becker (1975) defines specific training as training in skills and knowledge that are useful only in the sponsoring organization while general training is training skills that have potential value to other firms in addition to the

sponsoring firm. The type of training an individual undertakes has an impact on their career, promotion, pay rise and mobility within a company.

The type of training adopted generally depends on organizational training needs. They can either be on the job or off the job. On the job training methods include: apprentice training, job-rotation, the job-instruction method, computer assisted instruction, vestibule training, strategic partnership, coaching and mentoring while off the job methods includes: continuing education, correspondence courses etc.

2.5 Summary and Gaps to be filled by the Study

Some areas in this study had been researched on; however, no research has been done on the impact of employee training on job satisfaction and retention and especially in KEMRI. Because of the enormous amount of resources from organizations and the employees themselves that go into training both in terms of time and money, there is need for organizations to know the reasons which would make employees want to leave the organization after acquiring training and also for the organizations to know the most effective ways of retaining their employees when they acquire higher training. This will also help the organizations to justify the return on investment on training. The study was conducted to address these issues.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Study Design

The study used descriptive design to carry out the investigation. A descriptive research design aims at describing the distribution of a phenomenon in a population and thereby establishing the facts. The descriptive design was chosen because it provides great depth of responses resulting in better and elaborate understanding of the phenomenon under investigation. Best et al. (1996) supports this by saying that a descriptive research is designed to obtain a status of an issue and whenever possible to draw valid general conclusions from the facts discussed. The design was therefore well-fitted for case study researches which entail examination of phenomenon like in this study.

3.2 Target Population

Zikmund (2003) defines target population as the specific group relevant to a particular study. Churchill et al, (2000) also defines it as the “totality of cases that conform to certain specifications which defines the elements that are included or excluded in the target group”. The target population was employees who have undergone and completed training within the last four years while still working in KEMRI in the three collaborating centers namely Walter Reed, CDC and KDOD. The population consisted of 260 employees, who are the employees who have undergone various trainings in the last four years while still working in KEMRI and 8 project heads or Principal investigators. The population consists of staff of all cadres.

Table 1: Target Population Table

Respondents / Centre	Target Population
Walter Reed Project	124
Centre for Disease Control	88
KDOD	48
Principal Investigators	8
TOTAL	260

3.3 Sampling Design

A sample according to Zikmund (2003) is a portion of the population targeted for the purposes of collecting information to infer something about the target group. He further notes that sampling is useful for cutting down costs, labour intensity and time constraints. According to Mugenda and Mugenda (1999), the sample size can be determined using the following formula in social research.

$$n = \frac{Z^2 p q}{d^2}$$

Where:

n = the desired sample size (if the target population is greater than 10,000)

Z = the standard normal deviate at that required confidence level

P = the proportion in the target population estimated to have characteristics being measured

q = 1-p

d = the level of statistical significance set.

Since the formula is recommended for target population greater than 10,000 it will not be appropriate for determining the sample size for the researcher's study where the target population is 260 employees.

Anvy et al (1972) recommends that 10-20% of the accessible population is acceptable in a descriptive research. The researcher therefore used a sample size of 20%. Sommer and Sommer (1997) also recommend that a sample size of any study should be based on what a researcher considers to be statistically logical and practical. Given that the target population of the principal investigators is relatively small (8), the researcher used 50% of this population for study hence 4 principal investigators. This is because it allowed the researcher to use the cases with the required information with respect to the objectives according to Mugenda and Mugenda (1999).

The sample size for the different centers can therefore be summarized as follows:

Table 2: Questionnaire Sample Table

Respondents/ Centre	Target Population	Sample Size	Percentage (%)
Walter Reed Project	124	25	20
Centre for Disease Control	88	18	20
KDOD	48	10	20
Principal Investigators	8	4	50

The researcher used purposive sampling as the sampling method since the target population is only the trained employees. According to Patton (1990), purposive

sampling is useful in qualitative research and more so in cases where the data illustrates characteristics of particular sub groups of interest and also facilitates comparison. Robinson (2002) asserts that purposive sampling is based on a researcher's judgment on the typicality of the interest. It involves a deliberate selection of particular units of a population for constituting the sample, which would then represent the entire population

3.4 Data Collection Procedures

The researcher collected both primary and secondary data. Secondary data was sourced from the records kept by the institution on training and other relevant sources. Other related studies that have being conducted in the institute also constituted the secondary data. Primary data was obtained from respondents through designed questionnaires, which entailed both closed and open-ended questions. Two sets of questionnaires were administered, one on the trained employees and the other on the project heads or principal investigators. A total of 53 questionnaires were distributed to the trained employees through the help of the training officers in the centres, while 4 questionnaires were given to the project heads or principal investigators by the researcher. Data gathering was limited to employees who are still working in KEMRI even after completion of training. Pre-testing of the questionnaire was done to some trained employees of WellCome Trust, which is a KEMRI collaborating center not included in the population. Berdie et al (1986) defines pre-testing as a process involving the administration of a questionnaire to a sample of people as similar as possible to those who will be surveyed. Mugenda and Mugenda (2003) hold that once the questionnaire is

finalized it is imperative to try it in the field. The questionnaire will be pre-tested to 15 trained employees.

3.5 Data Analysis

According to Yin (1994), data analysis consists of examining, categorizing, tabulating or otherwise recombining the evidence to address the initial propositions of a study. To Jorgensen (1989), the main aim of this process is to assemble or reconstruct data in a meaningful or comprehensible fashion.

The researcher will code the data that will be collected through the questionnaires. This will entail reviewing the transcripts and giving labels because coding turns qualitative data (texts) into quantitative, data (codes) as recommended by Neuman (2003).

Frequency distribution tables and graphs will be used to summarize the coded data.

3.6 Expected Output

The table below shows the researcher's specific objectives of the study, the expected outcome from each objective and the possible indicators.

Table 3: Expected Output table

Objective	Outcome	Indicator
To determine how training relates to employee job satisfaction and retention	Training relates positively to employee job satisfaction and retention. Training increases employee satisfaction	A high level of employee job satisfaction and retention
To establish the factors contributing to staff retention or turnover in KEMRI after training	Salary increment, opportunity for career advancement, new leadership position with added responsibility	Reduced turnover and increased retention
To explore the possible solutions that KEMRI could adopt to minimize or eradicate employee exit after training	Fulfillment of the expectations which the staff have after undergoing further training	Well-trained workforce who are highly satisfied job wise and willing to stay in the organization for long.

DATA ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction to Data Analysis

This chapter gives the key results of the study based on both the set objectives and the research questions. The researcher has also made observations based on the results of the salient features of the study. The results of the study will be presented in the form of frequency distribution tables, pie charts and graphs. Each graph, chart or table drawn will represent the frequency of responses or opinions of different numbers of respondents in addressing the different questions asked in the questionnaire and a discussion of the same follows.

4.1.1 Response Rate

The population of the study comprised 260 employees of the three KEMRI collaborating centres and eight project heads. The sample size comprised of 53 employees and 4 centre heads or principal investigators. The researcher distributed 53 structured questionnaires and received back 52 giving a response rate of 98%. All the 4 questionnaires of the centre heads were returned with a response rate of 100%. This response rate is extremely good and adequate according to Babbie (1995) who suggested that the response rate of 70% was satisfactory for data analysis. The overall responses were analyzed by category of staff and gender in order to understand the demographics of the responses.

Table 4: Response Rate table

Category	Issued Questionnaires	Returned Questionnaires	Percentage
Trained employees	53	52	98%
Centre Heads	4	4	100%

4.2 QUANTITATIVE AND QUALITATIVE ANALYSIS

4.2.1 Analysis of the Trained Employees' responses

Gender distribution of respondents

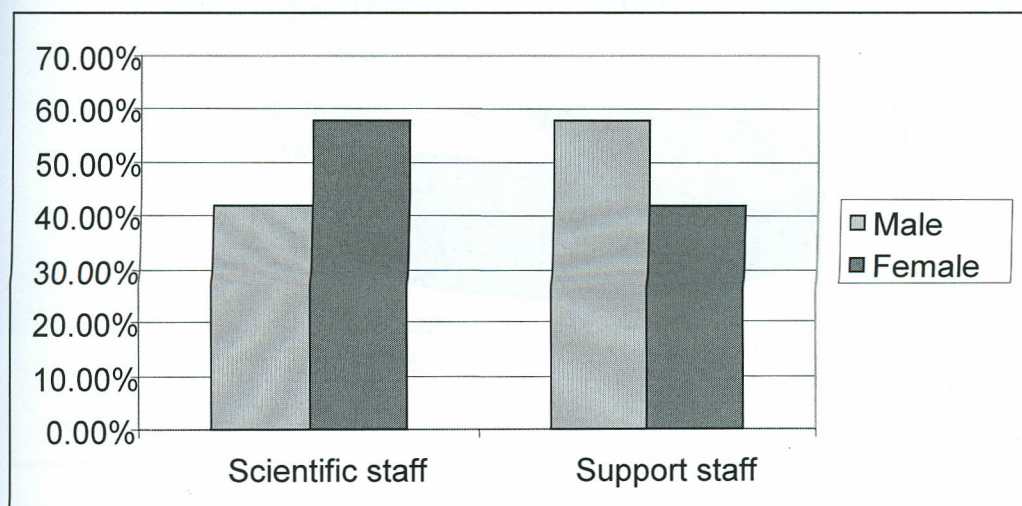


Figure 2: Frequency distribution of respondents by gender and type of work

From the questionnaires which were received back, 46% (n=24) of the respondents were male while the female were also 46% (n=24) while the remaining 4% (n=4) didn't

indicate their gender. For the purpose of the analysis, the data on employee designations was categorized as either scientific or support staff. All administrative related designations were categorized under support staff, while research related designations were categorized under scientific staff. After categorizing staff as either scientific or staff, 46% (n=24) were scientific staff while 54% (n=28) were support staff. From the figure, the data indicates that 58% of the scientific staff is female while 42% are male, while for support staff, 42% are female while 58% are male. It can be noted that there are more females in scientific work than their male counterparts while the males are more in support work.

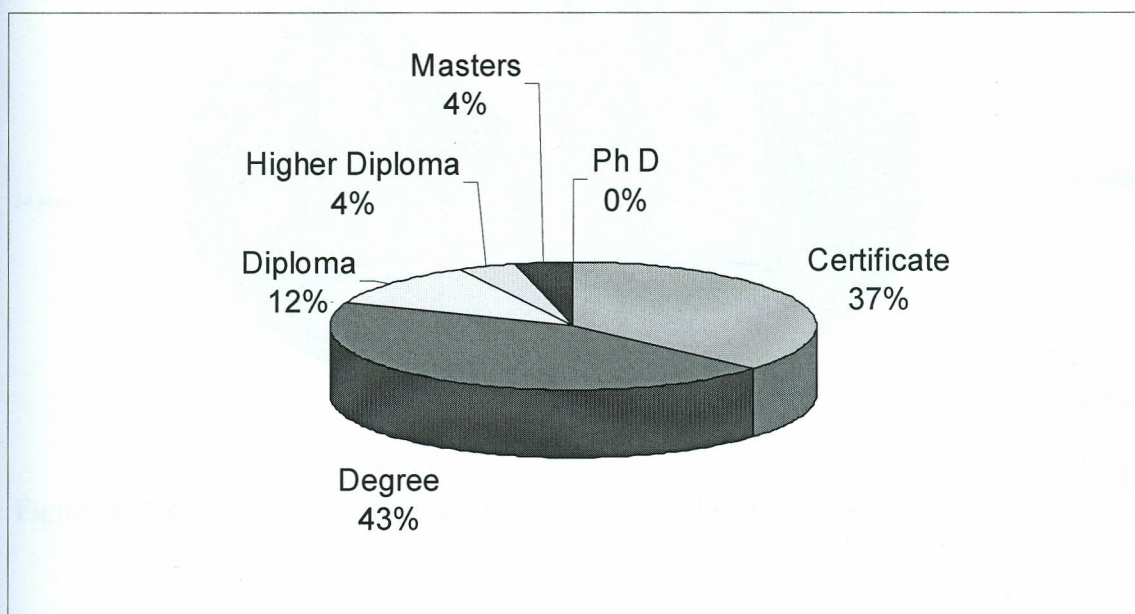


Figure 3: Respondents qualification at the time they were joining KEMRI

From the graph, it could be noted that the highest number of the respondents were Degree holders at the time they were joining KEMRI and this is represented by 43% (n= 23), while the lowest were Masters with 4% (n=2) while Higher diploma holders is represented by 4% (n=2).

There was no respondent who had a PhD qualification at the time they were joining KEMRI. The high number of the degree holders could be associated with the emphasis the institute places on recruiting highly qualified employees who are able to carry out its research activities competently.

The number of Certificate holders represented by 37% (n=19) is also high because of the high number of support staff of the lower cadres which the institute employs to do support work like clerical work, secretarial, messaging, driving among others.

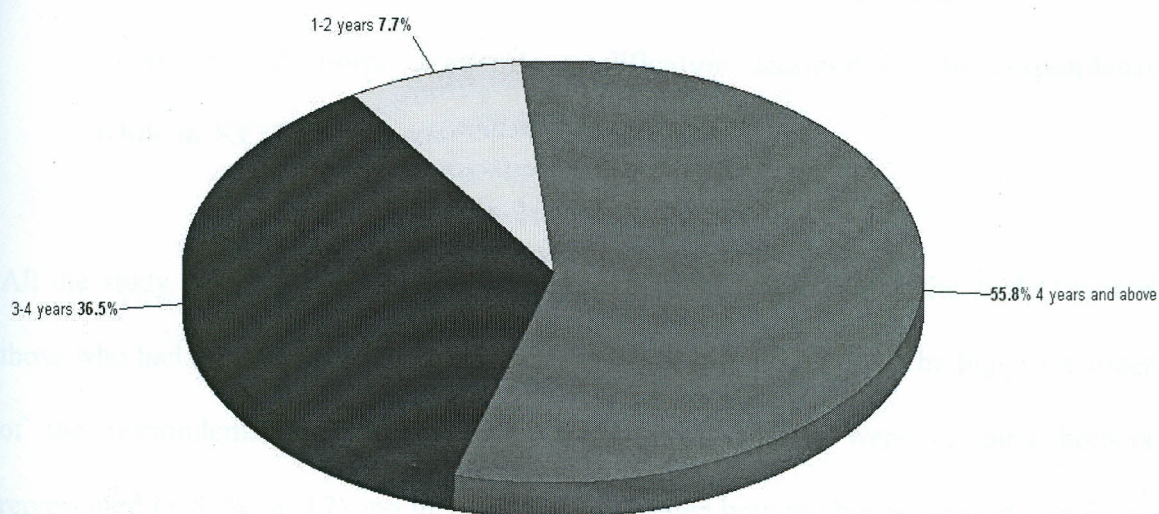


Figure 4: Length of time respondents have worked in KEMRI

The biggest number of the respondents had worked in KEMRI for over four years, represented by 55.8% (n=29). This is because the study mainly targeted the employees who had trained while in the institute within the last four years hence most of them should have had to have worked either above the four years or up to the four years. 36% (n=19) of the respondents had worked for between 3 to 4 years for the same reason stated above.

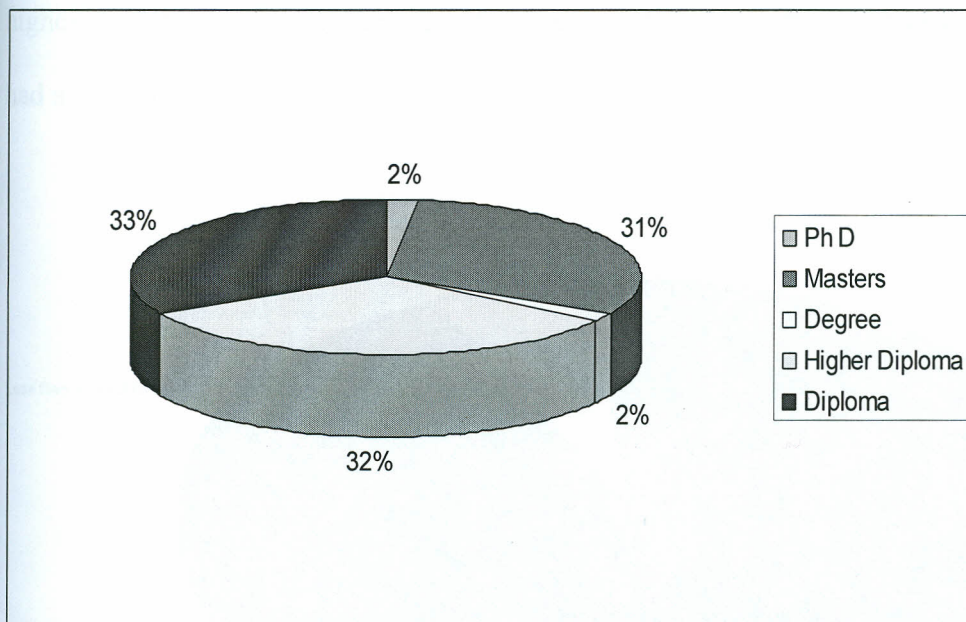


Figure 5: Additional academic qualification attained by the respondents while in KEMRI

All the study respondents had acquired additional qualification since the study targeted those who had attained additional qualification while still at KEMRI. The biggest number of the respondents who had attained higher qualification were diploma holders represented by 33% (n=17) and this could be associated with the big number of certificate holders at the time of joining KEMRI. Since the institute encourages employees to pursue higher training, many of the certificate holders have been able to do that.

There is also a big number of those who had acquired a higher diploma represented by 32% (n=16) and this is due to the fact that those who pursue diplomas from certificates go further training to attain higher diplomas. The diploma holders at the time of joining the institute pursued higher academics to attain higher diplomas. The small percentage of those who attained degrees represented by 2% (n=1) is due to the small number of the

higher diploma holders at the time they were joining the institute. Many degree holders had also gone further in academics to Masters level.

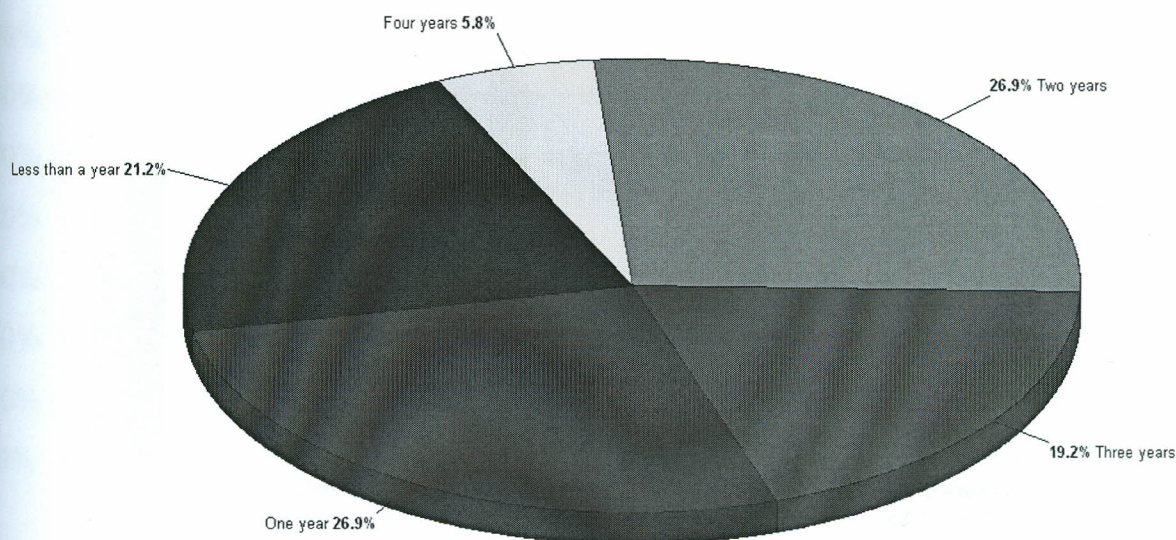


Figure 6: Time duration after respondents acquired additional qualification

From the chart, it is evident that there is no big difference in years after the higher qualifications were attained among the respondents, since the study is covering a time range of upto four years.

However, its important to note that the longer the duration after acquiring the additional qualification, the less the frequency of staff e.g. at four years we had 5.8% or 3 employees while at 1 year and 2 years they were 14 employees for both represented by 26.9%.

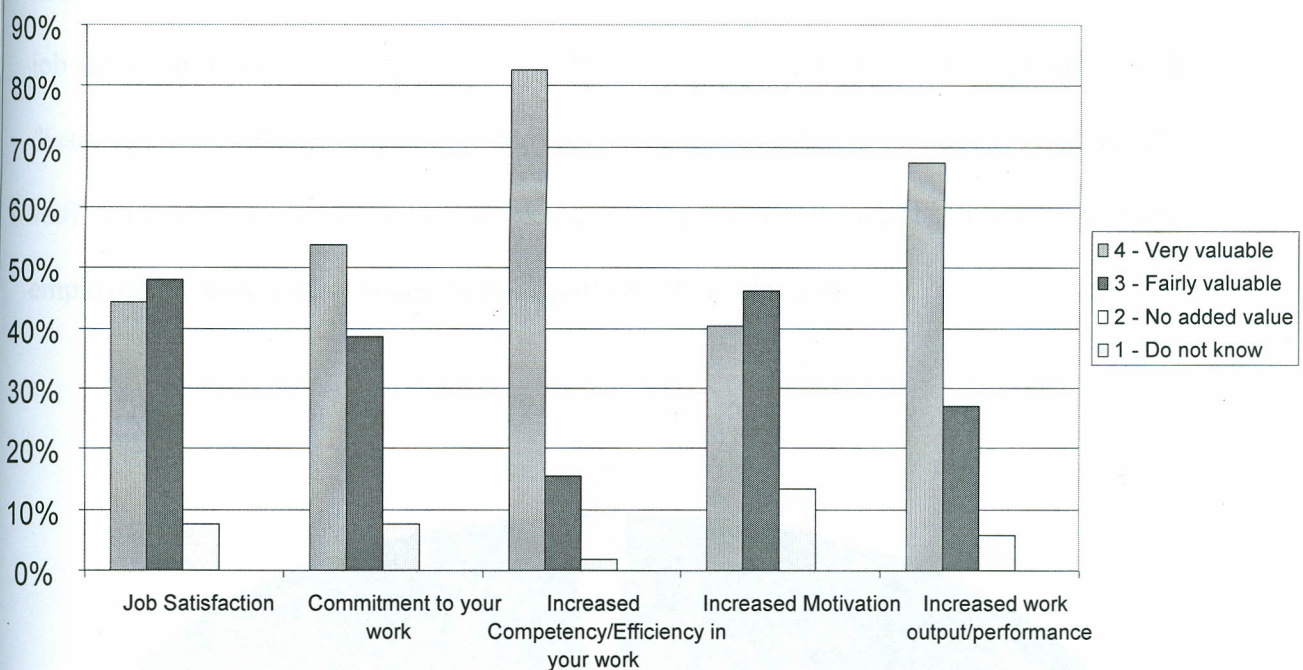


Figure 7: Value of the additional qualification acquired by the respondents (employees) while still working at KEMRI

From the graph, it could be noted that most of the employees felt that increase in competency and efficiency at work was most valuable to them after attaining higher qualification, represented by 82.7% (n=43). Increased competency further contributed to increase in work performance and therefore being very valuable to the employees represented by 67.3% of the respondents. 53.8% (n=28) of the respondents reported that the additional qualification was very valuable in terms of commitment to work while 7.7% (n=4) reported that it was of no additional value.

It is also important to note that as much as the higher qualification attained was very valuable to a big number of the respondents, a small fraction felt that some parameters

measured did not have any value to them with the greatest number feeling that the additional qualification from training did not add any value in terms of motivation and job satisfaction as represented by the 46.2% (n=24). This could be associated to the job dissatisfaction problem faced by employees in the institute hence one of the reasons why staff felt that they could not stay longer in the organization since the fulfillment of the employee intrinsic values is also very important for satisfaction.

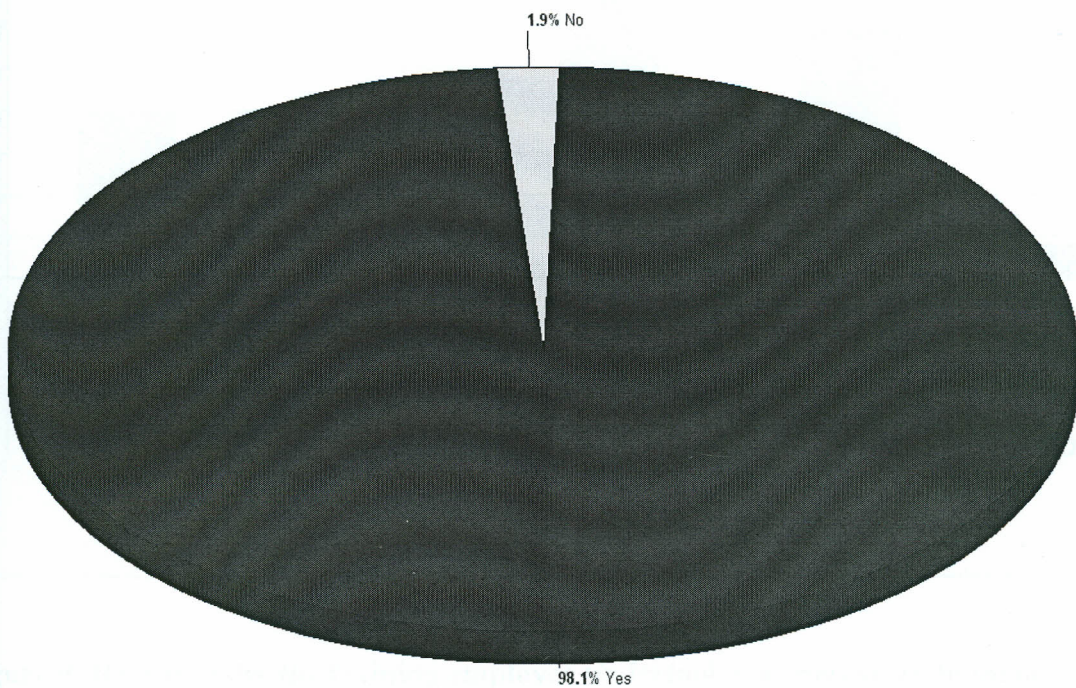


Figure 8: Necessity of training undertaken to the employee respondents

Of the total respondents, 98.1% (n=51) reported that the training they undertook was necessary while a small fraction of 1.9% (n=1) reported that it wasn't necessary. It could be inferred that there is need to invest in training for better performance.

For the respondents who reported that it wasn't necessary though very few, it could be linked to the fact that employees are sometimes recommended and funded for trainings by their heads to courses which are not of their choice so once they finish the training they don't apply it anywhere in their work hence feeling that it was not necessary.

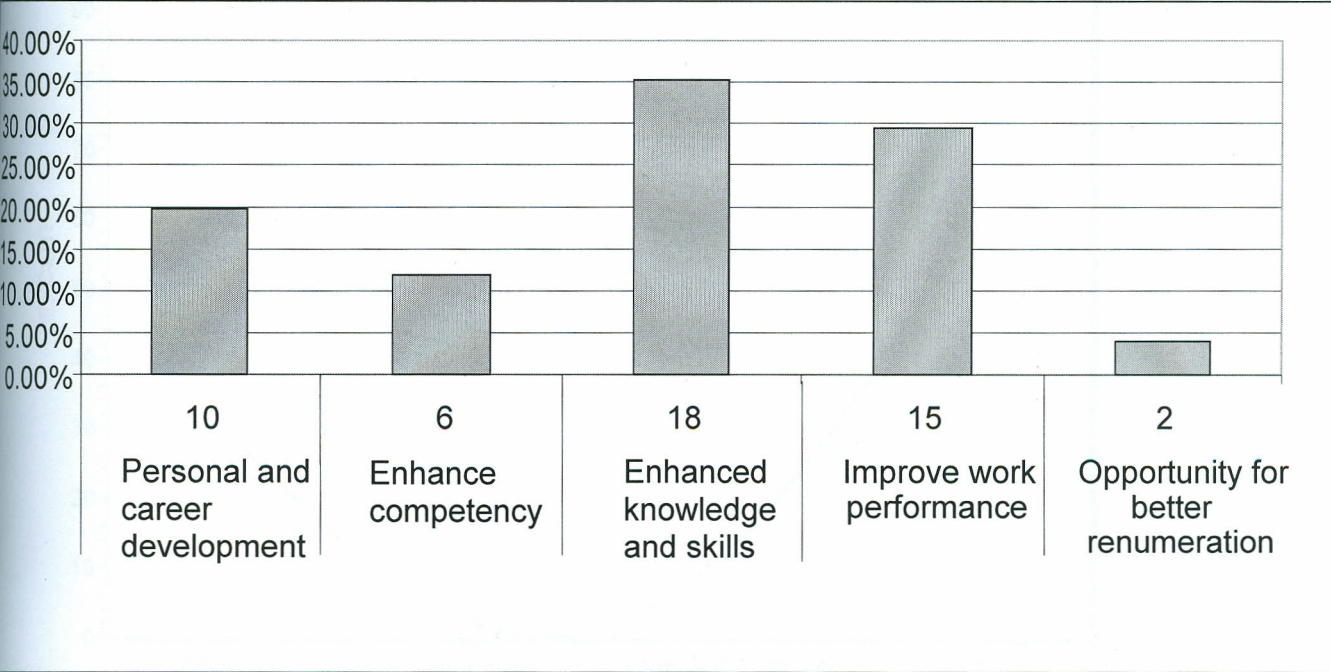


Figure 9: Reasons why the training employee undertook was necessary to them

With 98.1% of the respondents saying that the training they undertook was necessary, the graph above further elaborates the reasons why they felt it was necessary with specific parameters being measured. 18 out of the 51 respondents (35.3%) who reported the training as necessary felt that the training helped them to enhance their knowledge and skills. 15 respondents (29.4%) reported that it helped them to improve their work

performance, while 19.6% (n=10) felt that personal and career development was of a necessity. It is however worth to note that 2 respondents (3.9%) felt that the training was necessary as an opportunity for better remuneration.

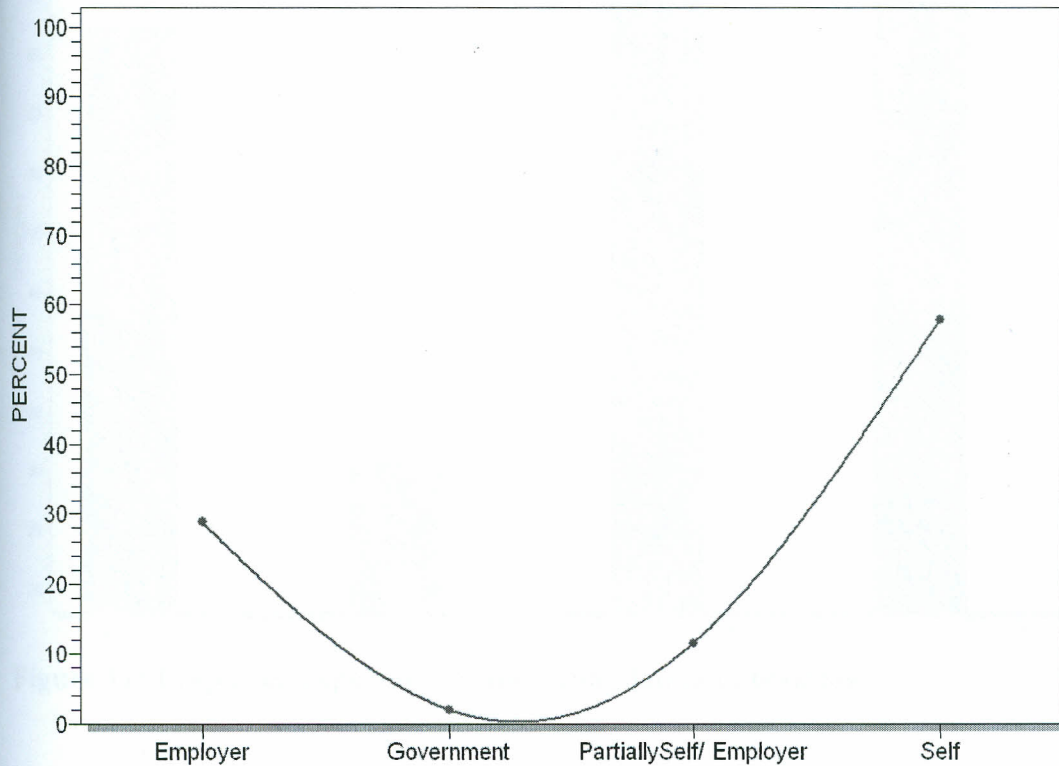


Figure 10: Source of funding for the training the employees undertook

57.7% (n=30) of the employees who were interviewed and had pursued higher training sponsored themselves to further their training while only 1.9% (n=1) were government sponsored. A big number (15 employees) represented by 28.8% were partially sponsored by the employer and partially sponsored themselves. The big percentage of the employee sponsoring themselves showed that the employees are willing to pursue further training

whether they are employer sponsored or not. The data is a good indicator that funding is a big challenge to the institute and a major constraint too hence a challenge the institute needs to address.

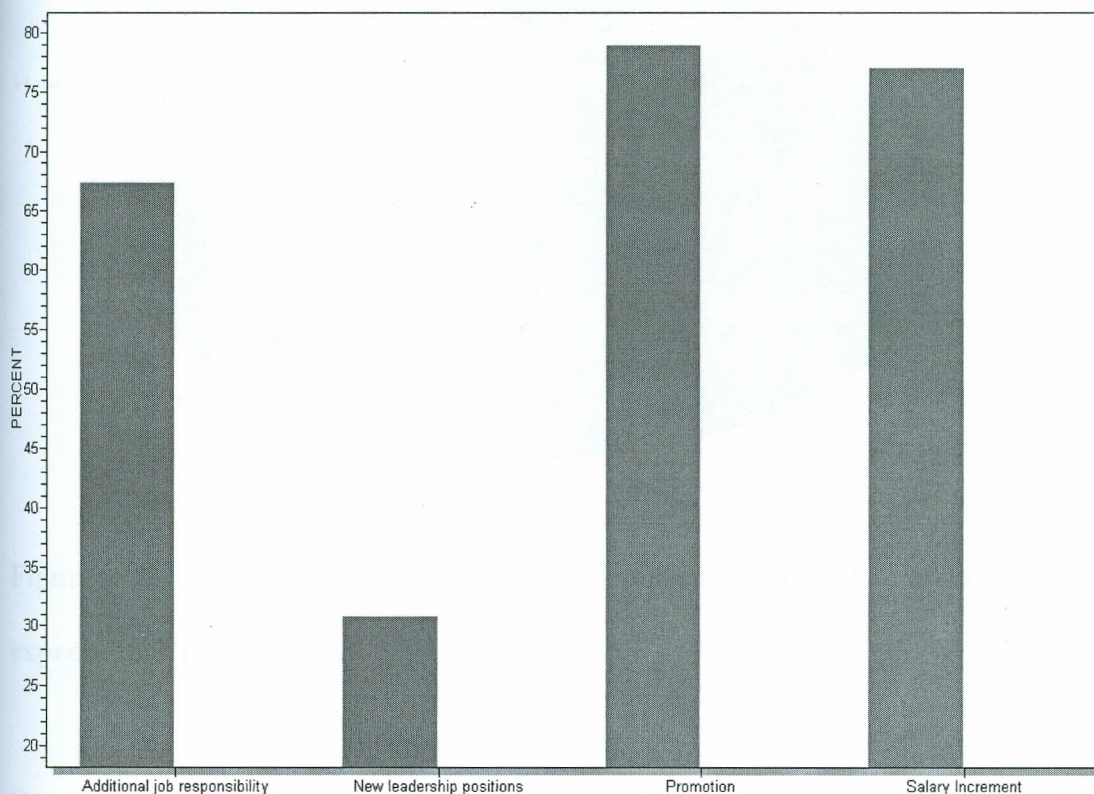


Figure 11: Employee expectations upon completion of training

Respondents had varied views on their expectations upon completing training. Among them 78.8% (41) reported promotion as their greatest expectation while 76.9% (40) reported salary increment. 67.3% (n=35) reported additional responsibility as another essential expectation possibly to match their new academic achievement. New leadership position was also expected though not from many employees with only 16 (30.8%) respondents giving it as an expectation. From the responses, it can be inferred that the trained staff anticipated getting promotion, salary increment together with additional leadership roles.

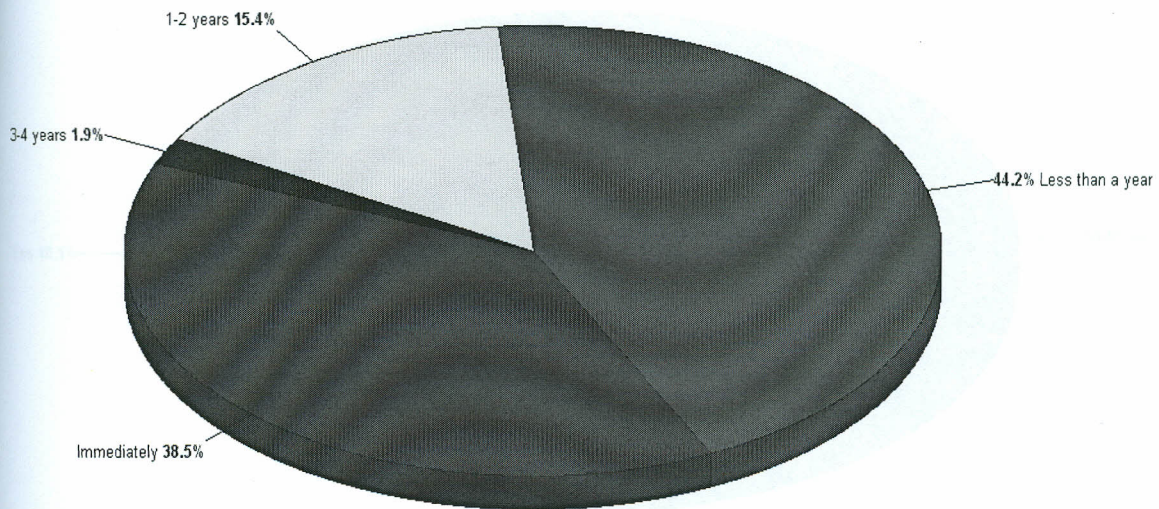


Figure 12: Duration expected by the employees for the training rewards/ expectations to be fulfilled

Out of the 52 respondents, 44.2% (n=23) expected their expectations to be fulfilled in less than a year. 20 respondents (38.5%) expected to be rewarded immediately while 1.9% (n=1) expected to be rewarded within 3-4 years. Since rewards like promotions have a procedure which they have to follow according to the policy, most employees understand that, and that is why they expect their rewards to be fulfilled in less than a year.

As much as the employees understand the procedure they have to follow, they still expect to be rewarded immediately because they would like to see the fruits of their efforts immediately hence the high percentage of those who said immediately.

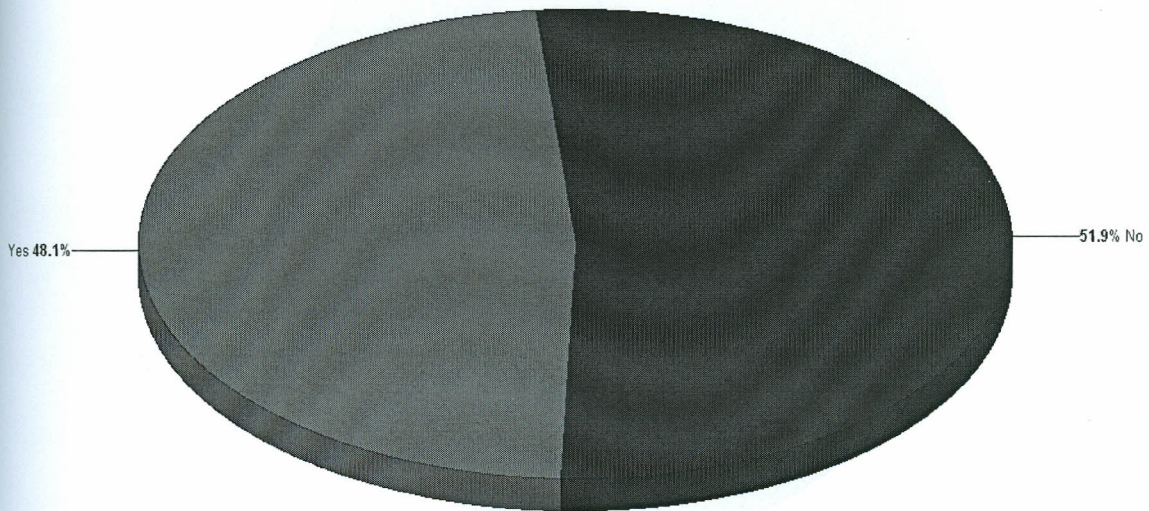


Figure 13: Respondents' feedback on whether the expectations after training were fulfilled

On whether the expectations had been fulfilled, 51.9% (n=28) of the respondents reported a No while 48.1% (n=24) reported a Yes. The higher number of those who said No could be inferred to be one of the reasons why the turnover after training is high.

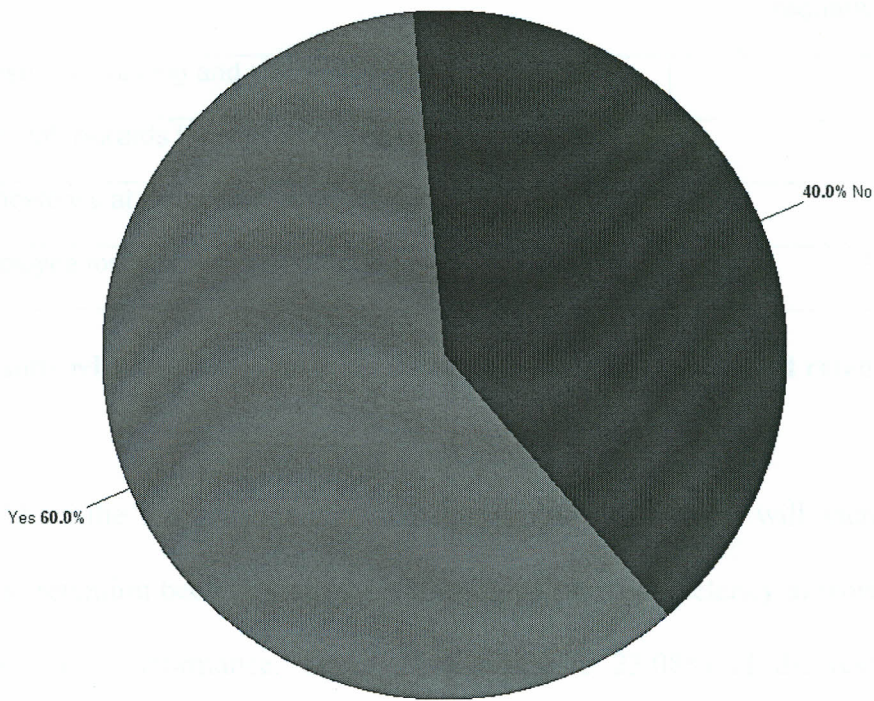


Figure 14: Degree of satisfaction on the fulfilled expectations according to the employees.

For those who reported that their expectations had been fulfilled, 60% said that their expectations had been fulfilled to their satisfaction while 40% said that they were not fulfilled to satisfaction. The 60% report of employee satisfaction on reward fulfillment could be due to the fact that the institute works at its best to meet the needs of its employees.

	Frequency	percentage
Promotes sense of belonging and employee commitment	4	7.69%
An avenue for staff rewards through promotion, salary increment etc	12	23.08%
Improves competency at work/ work performance	25	48.08%
Promotes employee motivation to work	11	21.15%

Table 5: Reasons why employee training increased job satisfaction and retention

48.08% (n=25) of the respondents reported that employee training will increase job satisfaction and retention because training will improve ones competency at work as they improve their work performance. Training according to 23.08% of the respondents increased job satisfaction and retention since it provided an avenue for staff rewarding through promotion and salary increment. 21.15% of the respondents felt that training promoted employee motivation to work therefore increasing their job satisfaction and retention.

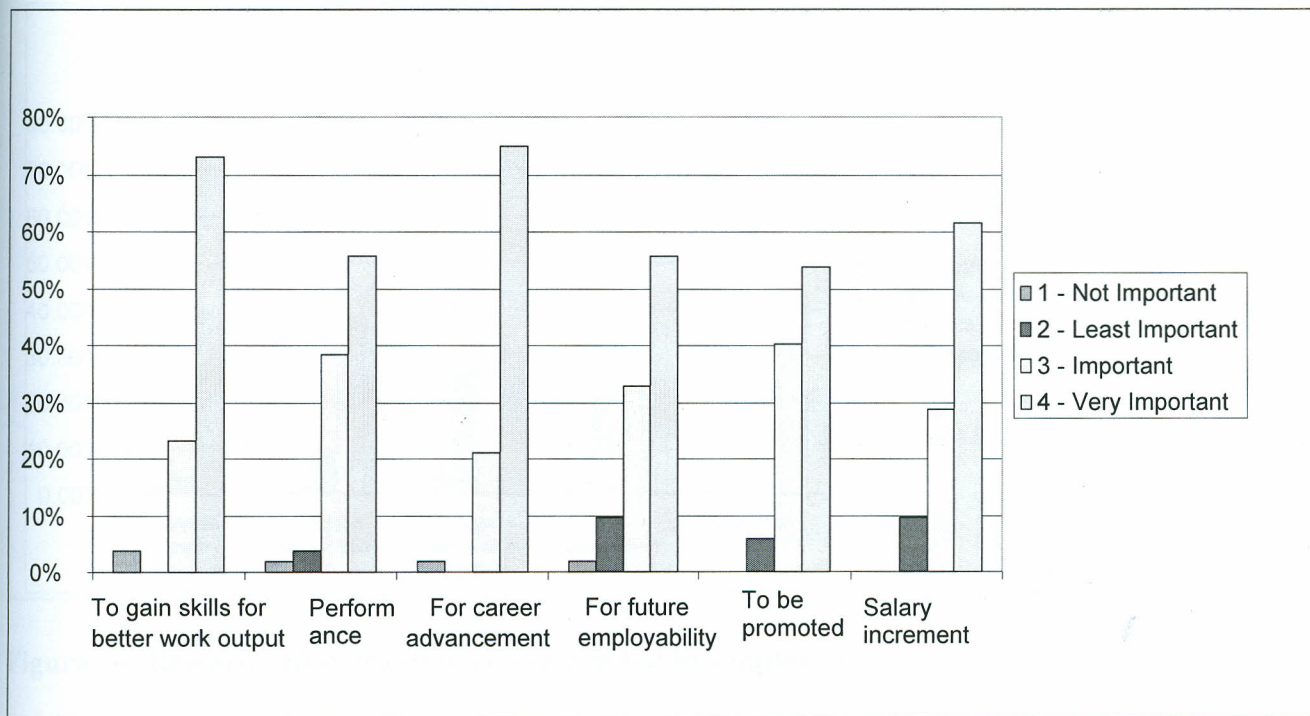


Figure 15: Motivators for employees to acquire further training

75% (n=39) of the respondents reported that they were motivated to further their training in order to advance their career and as well gain skills for better work output. Salary increment was also very important to employees as a motivator towards further training as reported by 32 respondents (61.5%). For the employees to advance their career, they needed to be offered an opportunity to utilize the skills acquired from the training and therefore if this was not done, they were due to get discontent and tended to seek that opportunity elsewhere hence the big number motivated by future employability represented by 55.8% (n=29).

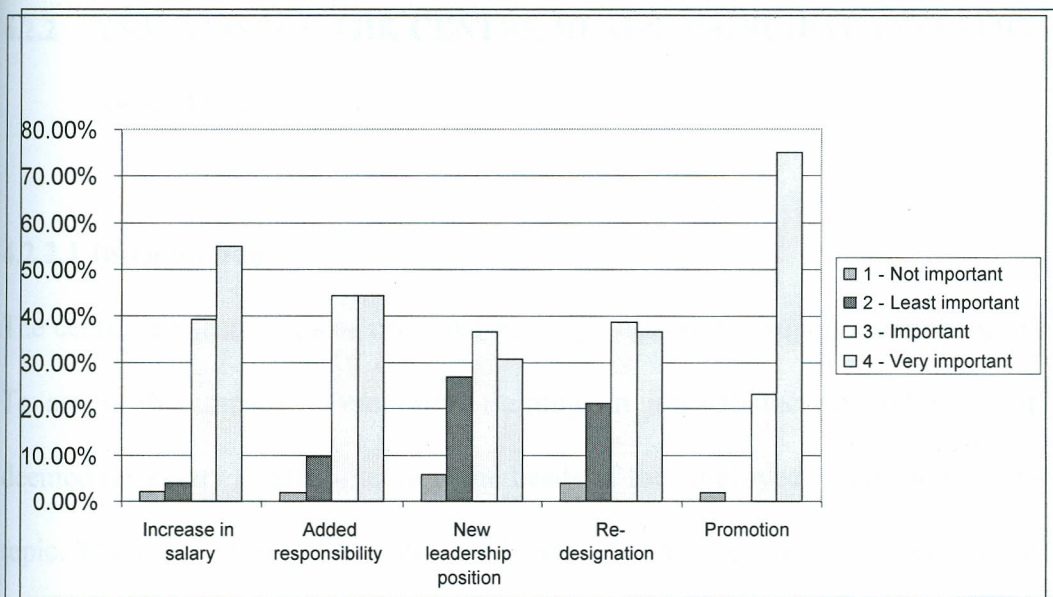


Figure 16: Rewards after training recommended by employees

75% (n=39) of the respondents recommended promotion as one of the most important rewards employees will expect after they've acquired higher training. Over half of the respondents (54.9%) also said that a salary increase after acquiring higher training was very important to them. It is also important to note that employees were not so much after new leadership skills after they acquire further training, just as noted in their motivators to pursue higher training as reported by 26.9% of the respondents. It is also confirmed that in their responses that new leadership is not amongst the important motivators to training.

4.2.2 ANALYSIS OF THE CENTRE HEADS/ PRINCIPAL INVESTIGATORS' RESPONSES

4.2.2.1 Introduction

The centre/ project heads or principal investigators are the supervisors of the employees. To assess the impact of employee training on job satisfaction and retention, it was deemed necessary to also interview the heads of the employee to get their insights on the topic. There are a total of 8 centre heads who oversee the work of the employees. Out of the 8 heads, 4 were selected randomly to represent the sample size as already discussed in the sampling design. The 4 principal investigators were issued with questionnaires differing from those of the trained employees. The response rate was 100%, i.e. all the 4 questionnaires were received back. From the questionnaires, the heads reported the following:

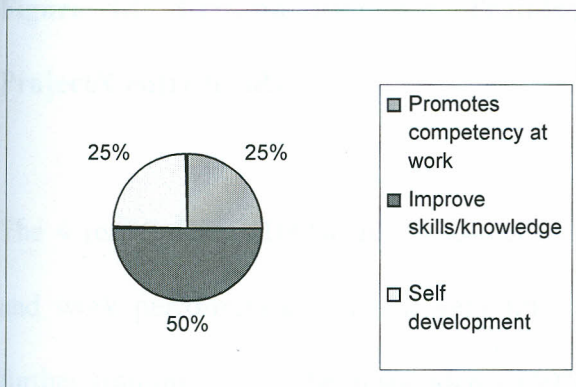


Figure 17: Role of staff training in the organization according to the centre heads

Out of the four heads of the centres who were interviewed, two (50%) said that training was important in improving knowledge and skills of the employees two said that it promoted employee competency at work as it also contributed to their self development.

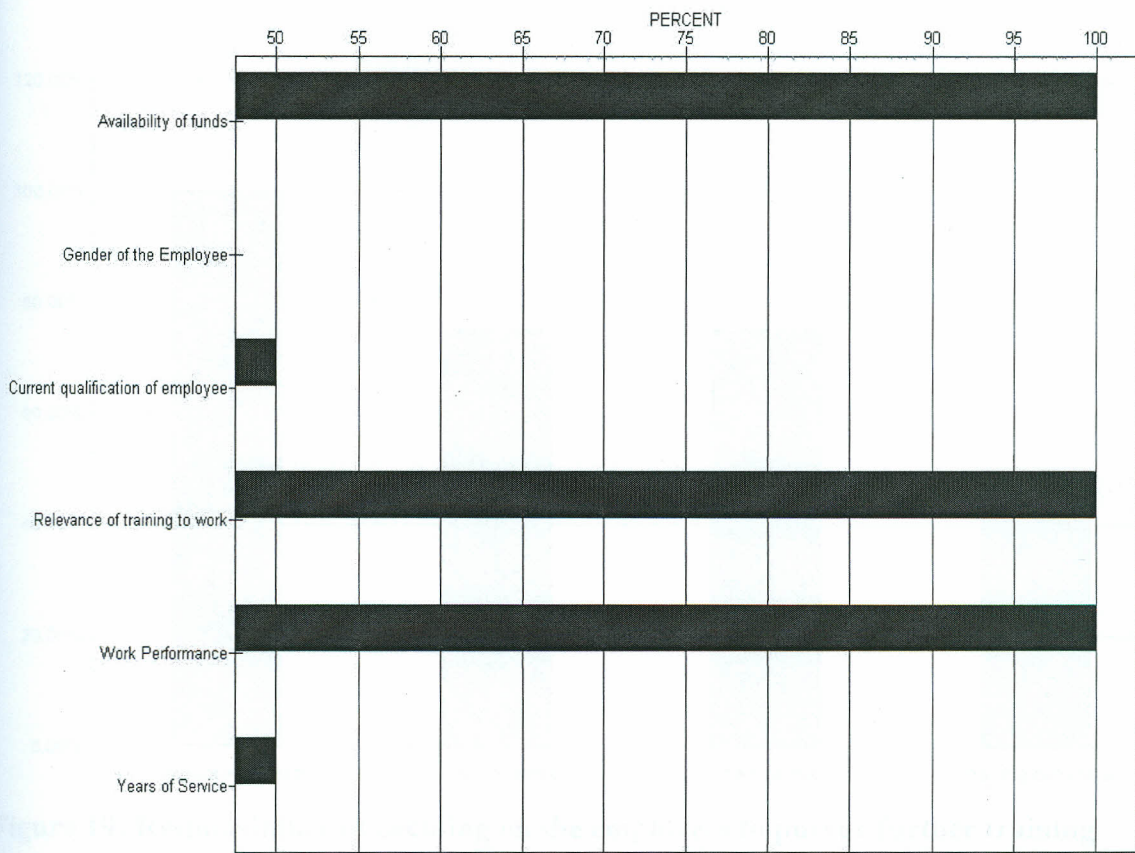


Figure 18: Criteria used for Training Needs Assessment according to the Project/Centre heads

The 4 respondents (100%) reported that availability of funds, relevance of the training and work performance were all very important in determining who needed to go for further training. 2 of the respondents (50%) said that the current qualification of the employee and their years of service were not so important in determining which employee was to go for further training. According to the heads, the gender of the employee was insignificant as a criterion for training needs assessment.

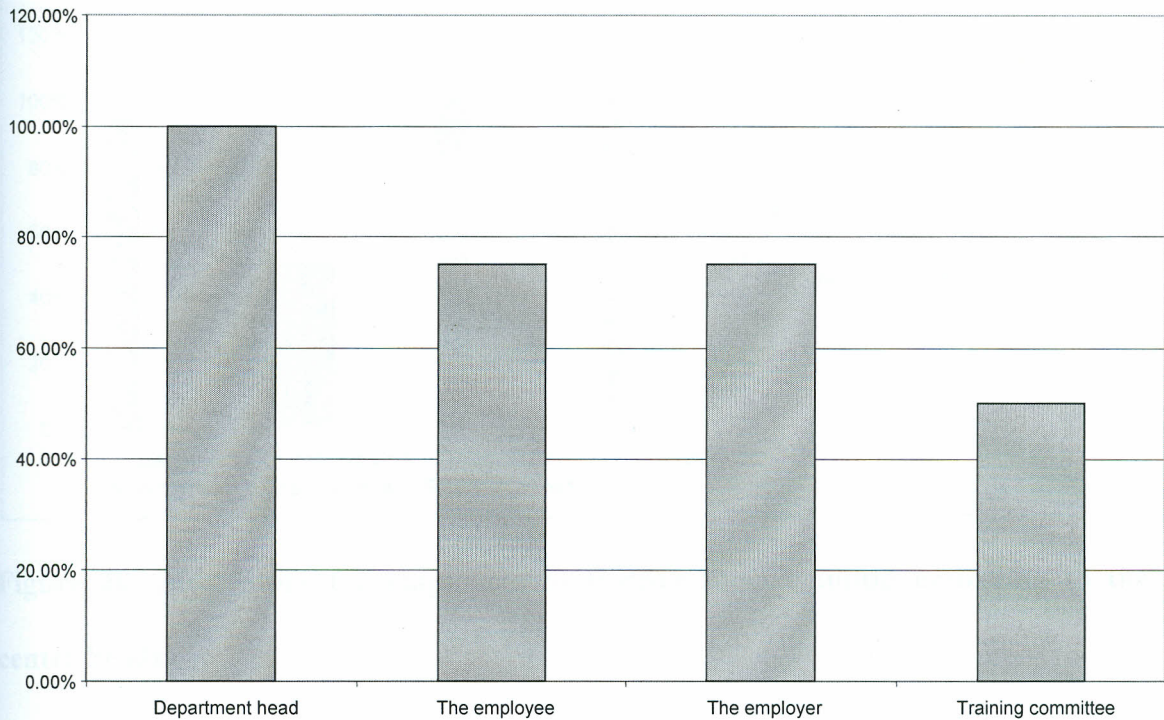


Figure 19: Responsibility of deciding on the employees to pursue further training

The department head had the greatest responsibility of deciding who to go for further training since the employees are directly under them as reported by 100% of the respondents. The employer and the employee have equal responsibility because the employee needs to decide what they feel they best need to be trained on under the guidance of their employer. The training committee also has a contribution in ensuring that the training policy is followed.

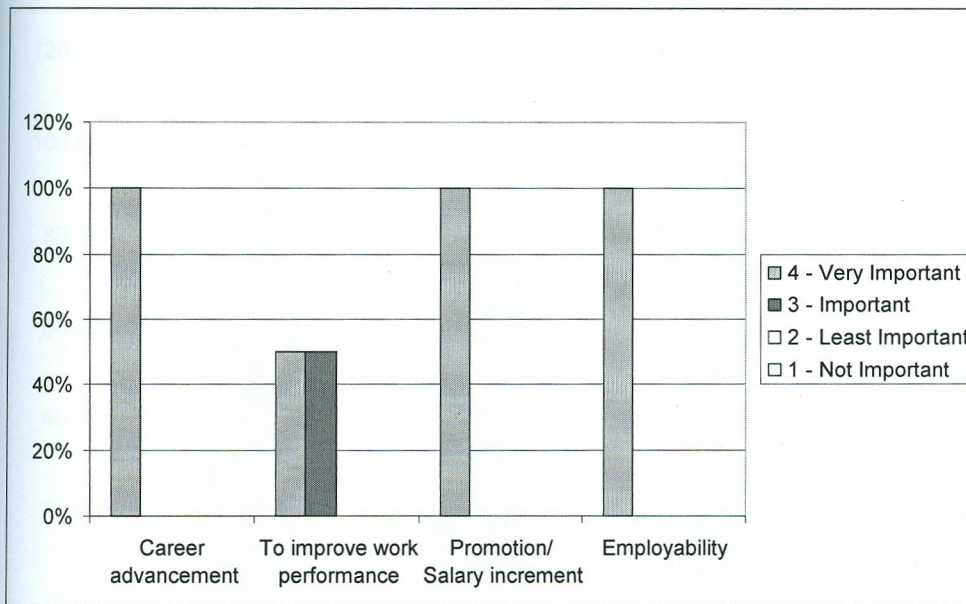


Figure 20: Motivators for employees to further their training according to the centre heads

100% (n=4) reported that career advancement, promotion and employability were very important motivators in motivating employees to pursue further training. Improving work performance was also an important motivator as reported by 50% (n=20) of the respondents.

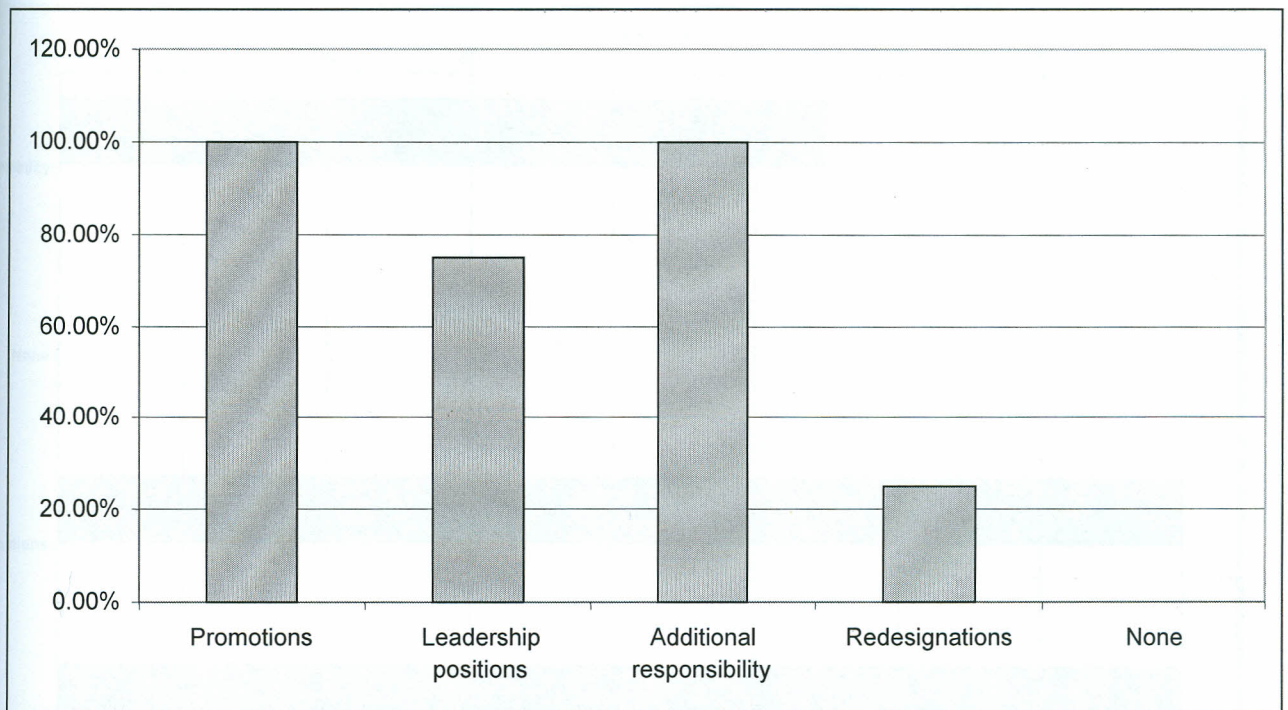


Figure 21: Level of importance of the rewards given to employees after training

The commonly used rewards to employees after acquiring higher training are promotion and additional responsibility as reported by all the respondents. Promotion will involve a change in the scale of remuneration which will include salary increment. Additional responsibility will come as a result of the additional knowledge and skills acquired and therefore also very important as a reward as reported by the 4 centre heads. Awarding employees leadership positions was also another form of reward used but not so much according to 75% of the respondents. Redesignations or changing employees' jobs to different jobs was not being commonly used as a reward as reported by only 25% of the respondents and this could be due to the fact that most employees pursue higher training in their current line of duty.

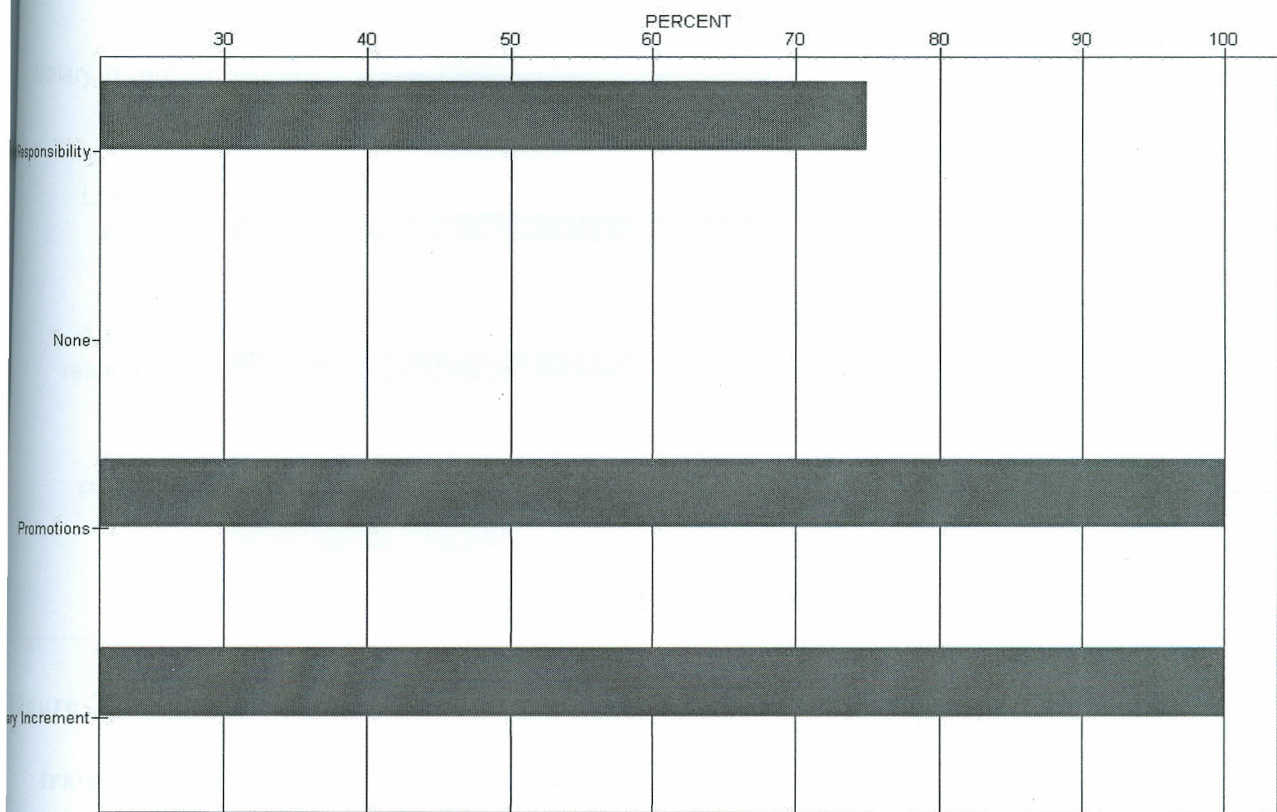


Figure 22: The expectations employees have upon completion of training according to the centre heads

All the 4 project heads (100%) were in agreement in their reporting that after employees acquire higher training, they mostly expect a promotion and a salary increment. Both were very important to the employee. Additional responsibility was also another expected reward from the employer by the employee as reported by 75% of the respondents.

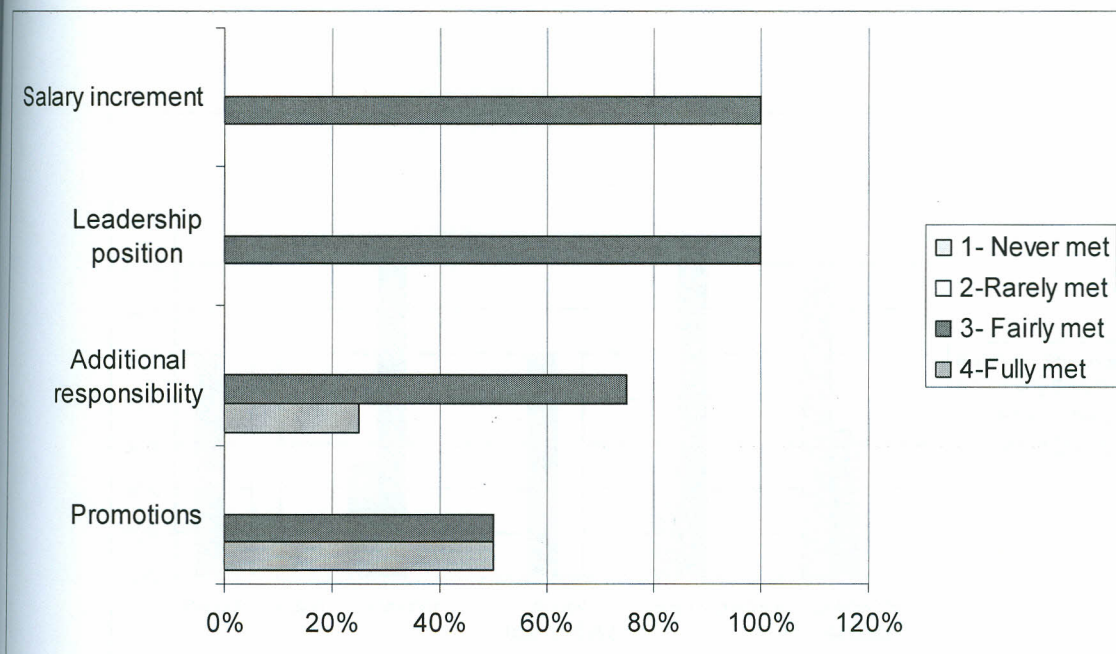


Figure 23: Extent to which the organization has met the employee expectations after training according to the centre heads

All the project heads reported that as much as salary increment was one of the most important expected rewards by the employee, it is fairly met by the employer. Leadership position though not so much valued by the employee as an expectation upon training was also fairly fulfilled as all the respondents reported this. Promotion as one of the important expected rewards was fully met to some extent as said by 50% of the respondents though 50% of the respondents felt it was rarely met. Majority of the respondents (75%) said that additional responsibility as a reward was fairly met though not as good as the promotion while 25% reported that it was fully met.

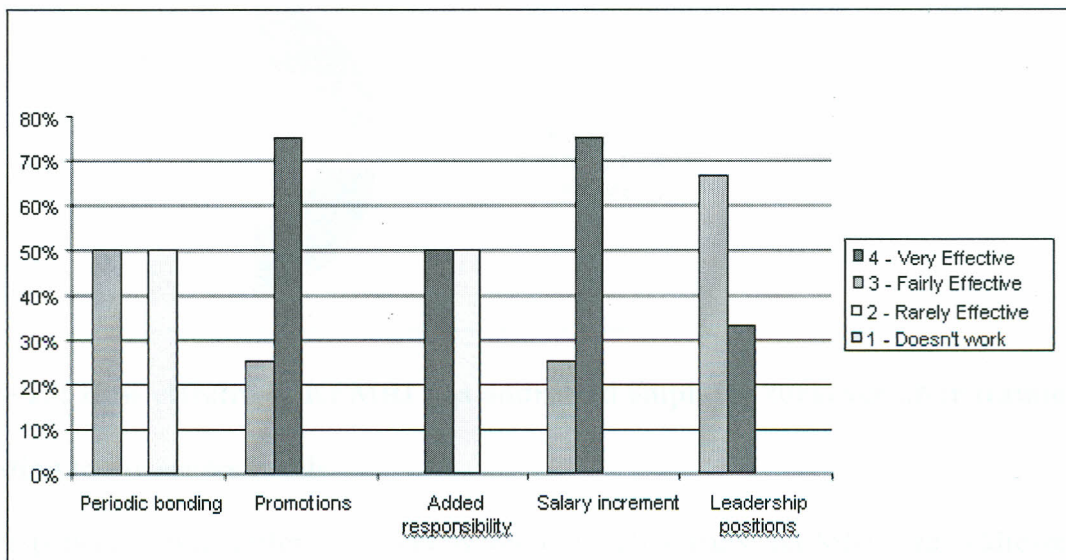


Figure 24: Effective ways of retaining employees according to the centre heads

According to majority of the respondents (75%), promotions and salary increment were some of the very effective ways of retaining employees after they've acquired higher training. Added responsibility was also another very effective method of retaining employees as reported by 50% of the respondents though also 50% felt that it was rarely effective. Another fairly effective way of retaining employees was awarding them leadership positions as reported by 75% of the respondents. 50% of the respondents felt that periodic bonding of employees when they pursue higher training was fairly effective while (50%) felt that it was rarely effective in retaining employees.

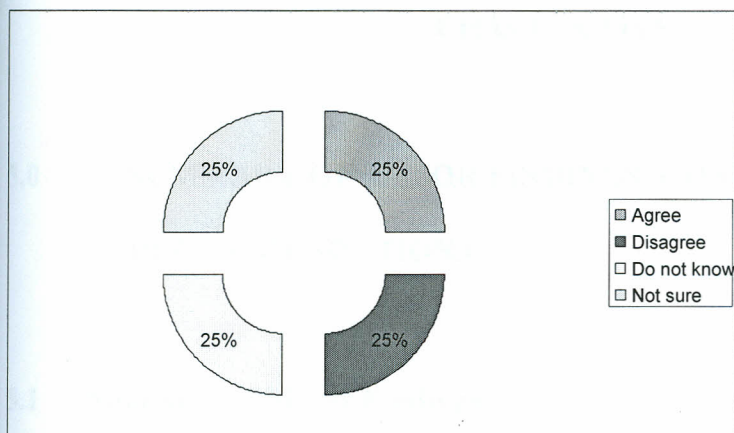


Figure 25: How effectively KEMRI has addressed employee turnover after training according to the centre heads

The respondents had different opinions on how effectively KEMRI had addressed employee turnover after training with 25% (n=1) being reported from each category of agreeing, disagreeing and do not know while one respondent said he doesn't know.

4.3 Summary of Data Analysis

The analysis of data was categorized into two, analyzing the two sets of questionnaires which were issued to the trained employees and the centre heads differently. The analysis could not combine both since the content was different though addressing the same issues. The questionnaire of the centre heads was basically to establish the heads' opinions in addressing the objectives as they are the people who work hand in hand with the employees and the employer who is KEMRI. The researcher assumes that their opinions represent the opinions of the employer. From the analysis, it could be noted that there is insignificant difference between the opinions of the employees and those of their heads in addressing the research questions. The major findings will be discussed in the next chapter.

5.0 SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Major Findings

From the data analysis, it is evident that training has a great impact on the job satisfaction and retention of the employees. Training is essential in keeping employees apt in their work so that they can gain satisfaction from it. This is so because expertise motivates staff to be creative and innovative and through this, breakthroughs could be achieved and on the basis of this research scientific breakthroughs. When the employees get satisfied with their work, they tend to commit themselves to the work and also to the employer and therefore tend to stick with the employer for long. Chances of them leaving the employment to other places are therefore minimal. The highlights of the major findings are as follows:-

1. Value of training to employees. Training is very valuable to employees because it helps increase their competence and efficiency at work hence increasing on work performance. Good performance at work as well as competence tends to bring satisfaction in terms of job to the employee. This in turn results to commitment at work hence high staff retention. Training also plays a critical role in research developments and major breakthroughs may not be attained if those engaged in research are not well exposed through training. Training also can address specific performance gaps as they result to self development.

2. Need to invest in training. There is need to invest in training in the institute and training which is relevant to the employee type of work. It is evident that scientific pursuits keep on changing and therefore employees' need to keep updating themselves in order to meet the challenges of the changes that come with the pursuits. Employees also expect the employer to invest in their training for them to feel appreciated in terms of work and to gain additional skills and knowledge.
3. Training funds: Most of the employees funded themselves for the training they pursued. This is a sign of the value the employee places on training. The employer needs to be more supportive in training the employees by providing more finances.
4. Employees have expectations upon completion of training with promotion and salary increment being top on the list. Employees also expect to get additional job responsibilities and leadership roles matching the new achievement. To the employees, leadership roles were not so important compared to the other expectations. The employees' expectations need to be addressed adequately by the employer by coming up with clear policies or regulations to guide their implementation in the fairest way possible.
5. The duration of time before rewards are given. Once employees achieve higher training, they expect to be rewarded in the form of promotions, salary increment, and additional responsibility among others. For promotion and salary increment, employees expect to be rewarded either immediately or at least in less than a

year's time. They need to see the fruits of their hard work and recognition for their new achievement. Failure to fulfill this results in dissatisfaction which makes them lose commitment in their work and start seeking options elsewhere.

6. Reward fulfillment. Most of the employees reported not to be content with the rewards they get after training. They are either partially fulfilled or not fulfilled at all. They therefore tend to either seek alternatives elsewhere by looking for other jobs or decide to pursue further training.
7. Employee training increasing job satisfaction and retention. The increase in competency at work resulting from training improves the employee job performance. Improvement in performance results in satisfaction because it results in a sense of fulfillment or achievement in terms of job. Training also provides an avenue for staff to be rewarded by getting promotions, salary increment etc.
8. Employees are motivated to acquire further training first and foremost to advance in their career and personal growth. Gaining more knowledge and skills is also a great motivator to the employee to pursue higher learning as is their promotion and chances for future employment. The salary increment and promotion which come with the new achievement was also very essential to the employee. Failure of these motivators to be fulfilled after training will bring discontent to the employee hence job dissatisfaction. Employee dissatisfaction triggers them to look for a job elsewhere.
9. Use of knowledge after training. Employees expect the new knowledge and skills acquired after training to be effectively utilized. Absence of an opportunity to

utilize them demotivates the employee which results to job dissatisfaction followed by exit to a place where the skills could be utilized.

10. Criteria used in training need assessment. The greatest criteria used in identifying the employees who need training was the relevance of training to the employee's work, the current employee work performance in order to identify the performance gaps and also to the employer the availability of funds. Time availability was not very significant as a criterion.
11. The process of selecting whom to train was a joined responsibility of the department head, the employee, employer and finally the training committee. The department head had the greatest hand though, because they understood better the critical needs of the employee and the relevance of the course to the duties and responsibilities of the trainee.
12. Effective ways of retaining the employee. According to the employees, promotion and salary increment as rewards after acquiring higher training were essential in retaining them. Additional responsibility to match the additional knowledge and skills acquired was also essential in promoting commitment and loyalty to the organization. New leadership roles were not so essential in keeping the employee in the organisation.
13. Effectiveness of KEMRI in addressing turnover after training. KEMRI had not effectively addressed employee turnover after training. This is so because it's not been able to establish the reasons causing the turnover after training on which this research is based on.

14. Training motivates employees. At the completion of studies, the trained employees receive promotions. It is also an avenue to widen personal knowledge and acquisition of skills for better performance of responsibilities. Training equips employees for future employability especially to those who opt to leave their current employment for more rewarding jobs in the market.

5.2 Answers to Research Questions

The following discussion gives the answers to the research questions

1. How training relates to employee job satisfaction and retention:

This was the first objective of the study. The data showed that training relates positively to employee job satisfaction and retention. Through training, it emerged that employees became better equipped with the knowledge and skills needed for the job. This enabled them to perform their duties competently and with efficiency hence increasing work performance. Employees get satisfaction from their jobs when they are able to meet their expectations of the jobs. Employers will in turn appreciate the good work employees perform. Rewards attached to the good performance are also a motivator to the employee. A combination of all these results to commitment of the employee to their work and the organization hence a high employee retention. The satisfaction the employees get makes them develop loyalty to the organization hence they do not plan to leave the organization.

2. To establish the factors contributing to staff retention and turnover in

KEMRI after training:

It was established that training is very valuable to employees and employees are willing to go to any extent to achieve higher qualification including funding themselves. From the study, it was found that employees usually have preset expectations once they complete their training. On top of the list of expectations is promotion and salary increment. Employees also expect to make use of the new knowledge and skills which they acquire. It is also been noted that most of the employees expect these expectations to be fulfilled either immediately or in less than a year. When these expectations are not fulfilled, are partially fulfilled or take too long to be fulfilled, it makes the employee discontented both in their job and with the organization hence tend to seek other alternatives to fulfill, them one of which is exit from the organization to other employers, who will reward them with these expectations. Others decide to pursue further training with the hope that higher qualification would help on the fulfillment of their desires. Lack of satisfaction lowers employee commitment and loyalty to an organization therefore the chances of retaining such an employee become very minimal.

On the other hand, the fulfillment of the expectations the employees have upon training makes them happy and content with the organization. This in turn makes them more committed to their work and to the organization hence the chances of them leaving the organization are very minimal since they are happy to work in the organization.

3. To explore the possible solutions that KEMRI could adopt to minimize or eradicate employee exit after training.

From the study, it came out clear that the management could adopt the following ways to minimize or eradicate employee turnover after training:-

The management could try as much as possible to fulfill or reward employees after they've acquired higher training. This could be through promotion, salary increment and additional job responsibilities which match the new employee qualifications achieved. Employees also expect the rewarding process to be timely and done in the fairest way possible. As noted, they expect it to be done immediately or in less than a year. Promotion or salary increment coming 3 to 4 years after the additional qualification has been attained might be too late for the employee. The employee might have sought other options to deal with their dissatisfaction in which leaving the organization is one of them. The management can also make the training committee more autonomous and staff-oriented such that every training which the employee pursues whether self or employer sponsored is well monitored by the committee. The committee will also ensure that staff pursue trainings under the guidance of the committee and trainings which are relevant to their work so that giving them additional responsibilities after they've been trained would not be a big problem. This will inturn make the employees to feel as part and parcel of the whole process so that once they finish with the training they will not plan to abandon their work with or without an increase in remuneration.

The management could also expedite the process of rewarding the employees after training so that rewards don't come when they are too late i.e. when employees have left or in the process of leaving. The management could also make training bonding more workable such that when the employee is funded for by the organization, they are bonded for a certain period (may be two years) or the employee loses their benefits if they leave before the expiry of the period. This could be a harsh condition to impose on the employees, and therefore it should be done in the best way possible so that the employees don't feel pressured to stay with the organization.

5.3 CONCLUSION

The study concluded that training plays a critical role in an organization's employee retention and job satisfaction. As much as training is crucial in equipping the employees with the necessary skills they need to perform their jobs effectively, it's also essential in developing their loyalty and commitment to an organization.

From the study it was found that the most important motivator for employees to train is for personal and career development and the most important reward which employees expect from their employer after training is promotion and salary increment. It came out clear that employees usually have preset expectations resulting from acquiring higher training in which promotion and salary increment are among them and the most important to the employee. Another important expectation of the employee is addition in their job responsibilities emanating from the new achievement.

It's also been found that failure of the employer or the job to fulfill these expectations results to dissatisfaction of the employee. Dissatisfied employees become discontent with the employer and therefore tend to seek options of getting fulfillment of these expectations elsewhere. Loyalty and commitment also fades off and therefore retaining the employee becomes difficult. They therefore finally decide to leave the organization. It was also noted from the study that the duration it takes for these expectations to be fulfilled matters a lot to the employee. Fulfillment of the expectations taking too long to happen may be too late as the employee becomes impatient. To the employee, it's either immediately or in less than a year.

It can be concluded that training as a valuable tool both to the employee and the employer should be used for the benefit of the two but not as an avenue for future employability at a loss to the employer. Training when used in the right way by both the employer and the employee will help to enhance the employer-employee relationship loyalty, commitment and finally in achieving the long-term objectives of the organization.

5.4 RECOMMENDATIONS

Arising from the findings, observations and inferences of the research are the following recommendations to KEMRI:

1. Since KEMRI and the collaborating centres values and invests in training of staff for the benefit of both the organization and the individual employees, the institute should endeavor to source for adequate funds to support the training needs of employees. This would reduce the burden of staff seeking for own funds to train. From the study, 57.7% of the staff were self-sponsored while only 28.8% was employer sponsored. 11.5% were partially sponsored by the employer.
2. Research by Garger (1999) has shown that employees have a hard time caring about a company if they do not believe the company cares about them. There is every need for KEMRI to have an open reward system that helps to create a healthy working climate and employee motivation, which is critical for job satisfaction and employee retention. There is need for the institute to have well defined policy guidelines on the appraisal especially on issues of promotions. Majority of staff expect promotion, salary increments and added responsibilities after training but felt that the institute was not treating them fairly and equally on this subject. If this is well addressed, it will motivate employees and therefore reduce the turn over after training.

3. Though individual employees are encouraged to take personal initiative to train and companies can no longer feel obligated to control and direct employees' careers, the training sought for should be directly relevant to ones duties and responsibilities. Deciding on the training the employee will pursue should be a joint business of the employee, employer and the training committee so that employees do not pursue trainings which are irrelevant to their work or which do not meet the standard for rewarding e.g. the length of time the training should take for it to be rewarded. When the training the employee pursues is acknowledged by the employer, chances of non-recognition in rewarding the employee after completion are very minimal. Training should therefore be more employee-oriented than job-oriented.
4. The institute should come up with clear evaluation mechanisms on those who have acquired higher training for them to add value to the institute and hence justify or have return on investment. For this to succeed, the trained should be rewarded, recognized and assigned responsibilities in line with the acquires skills and knowledge
5. The slow processing of employee rewarding after training need to be dealt with. From the study, employees felt that it resulted from; bottlenecks in the system, lack of clear policies on employee compensation and rewarding after training,

lack of or inadequate staff appraisals, lack of proper scheme of service for some employment cadres, inefficiency of the personnel concerned amongst others.

6. The management should be more efficient in dealing with staff promotions and salary increments arising from trainings. Arising as a recommendation from the respondents in dealing with this, is that the management should have a comprehensive staff development plan which will provide a close monitoring of the training employees pursue and the expected rewarding system and even issues of funding of the training as it also addresses all or most of the staff development issues including rewarding after training as. Periodic briefing and explanations of delays arising in processing rewards for employees should be provided.
7. Open channels of communication should exist so that staff issues are dealt with openness and transparency. The policy guidelines on training should also be clear and made available to all staff.
8. That jobs should be expanded to provide opportunities for employees to utilize the skills and knowledge acquired from the training. Supervisors of the trainees should not feel threatened by those under them acquiring qualifications which are higher than theirs and as a result failing to recommend them for their promotions. Instead they should be proud of having competent employees working with them in achieving the organizational objectives.

9. That the institute should have an effective training policy program, and make it more workable. It should state the role of the employer in providing for funds to frequently train its employees so that many employees can be assisted in training sponsorships either fully or partially. In such, employees will feel indebted to the employer hence promoting more commitment and loyalty hence less turnover after training.

10. A comprehensive scheme of service covering all the cadres within the service of the institute should be provided for. It was established that, some new cadres have come up since the original scheme of service was developed and are therefore not in the current scheme. A new scheme of service covering all the cadres including the new ones should be made and periodic updating done on it to keep it up to date. This is so because those training on qualifications which are not covered by the scheme are either not rewarded or take too long to get rewarded as the institute decides on the criterion to be followed in rewarding them.

5.5 SUGGESTIONS FOR FURTHER STUDY

The study was on investigation of the impact of training on employee job satisfaction and retention with KEMRI being the focus. Further research could be done on the same topic in the form of a comparative analysis of the findings of this study with those of other research institutions like The Coffee Research Foundation, The International Livestock Research Institute among others. This is for the purpose of establishing whether other research institutions experience a similar problem as a result of the same reasons as it happens in KEMRI.

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APPENDICES

APPENDIX I

WORK PLAN

PHASE	ACTIVITY	MONTH	DURATION (IN WEEKS)
1	Development of Study concept	January 2007	2
2	Development of proposal	February 2007	5
3	Submission of proposal	March 2007	2
4	Presentation / Proposal Defense	June 2007	10
5	Correction and presentation of questionnaire	June / July 2007	4
6	Collection of primary data	July 2007	3
7	Data coding and analysis	August 2007	4
8	Report writing	August/ September	3
9	Compiling and presentation	September 2007	3
	TOTAL	9 Months	36 Weeks

APPENDIX II

PROPOSED FINANCIAL BUDGET

ITEM	QUANTITY	TOTAL
Printing papers for proposal copies	3 rims @ 400 for 8 copies	1200.00
Binding	8 copies @ 150.00	1200.00
Flash Disk	1 for backup	3000.00
Questionnaires	2 rim @400 for 80 copies	800.00
Report	1 copy	1000.00
Duplicate copies	4 copies @ 250	1000.00
Travel		4000.00
Contingency expenses		3000.00
TOTAL		15,000.00

APPENDIX III

The Director
Kenya Medical Research Institute
P.O Box 54840- 00200
Nairobi.

Through,
The Director
Walter Reed Project
Nairobi.

Dear Sir,

RE: REQUEST TO CARRY OUT PROJECT RESEARCH IN KEMRI.

I'm a student at Kenyatta University pursuing a Master in Business Administration degree (MBA) majoring in Human Resource Management. I'm currently in my second year second semester where I'm expected to carry out a research project on a topic of my choice as a requirement to complete the master's degree. My project title is "**An Investigation of the Impact of Employee Training on Job Satisfaction and Retention**".

The purpose of this letter is to request for approval to do the research project using KEMRI as my reference institution.

Yours Faithfully,

Redempta Serah Mulwa
P/Roll No 80430.

KENYATTA UNIVERSITY LIBRARY

APPENDIX IV

QUESTIONNAIRE

This questionnaire is devised to determine the impact of training on job satisfaction and retention in KEMRI. When filling in the questionnaire, just tick **one box** among the choices given, which best represents your answer, except for cases where multiple responses are acceptable. Such an instruction is given for such questions. This applies too to Yes/No questions. This questionnaire is strictly confidential and therefore the information you provide in your responses will be treated with utmost confidentiality. All respondents are guaranteed anonymity.

Questionnaire for the Trained Staff

Respondents' Personal Information

Name (optional) _____

Designation _____

Years of service in KEMRI _____

Gender ☐ Female ☐ Male

1. What qualification did you have at the time you joined KEMRI?

- ☐ Ph D
- ☐ Masters
- ☐ Degree
- ☐ Higher Diploma
- ☐ Diploma
- ☐ Certificate

2. For how long have you worked in KEMRI?

- ☐ Less than a year
- ☐ 1-2 years
- ☐ 3-4 years
- ☐ 4 years and above

3. Have you attained any additional academic or professional qualification through training since you joined KEMRI?

- ☐ Yes
☐ No

If Yes, kindly state the kind of qualification you've attained

4. How long ago was the additional qualification attained?

- ☐ Less than a year
☐ One year
☐ Two years
☐ Three years
☐ Four years
☐ Others (please specify)

5. Of what value has the additional qualification brought to you in terms of:-

	1- Do not know	2- No added value	3- Fairly valuable	4- Very valuable
Job Satisfaction	☐	☐	☐	☐
Commitment to your work	☐	☐	☐	☐
Increased Competency/ Efficiency in your work	☐	☐	☐	☐
Increased Motivation	☐	☐	☐	☐
Increased work output/performance	☐	☐	☐	☐

6. Was the training you undertook necessary?

- ☐ Yes
☐ No

If Yes, in what way?

7. How was your training funded?

- ☐ Self
- ☐ Employer
- ☐ Partially Self/Employer
- ☐ Government
- ☐ Others (please specify)

8. What were your expectations upon completion of the training? (Multiple responses are acceptable)

- ☐ Promotion
- ☐ Salary Increment
- ☐ Additional job responsibility
- ☐ New leadership position
- ☐ Others (please specify)

9. After how long did you expect these expectations to be fulfilled after training?

- ☐ Immediately
- ☐ Less than a year
- ☐ 1-2 years
- ☐ 3-4 years
- ☐ 4 years and above

10 (a) Have your expectations been fulfilled?

- ☐ Yes
- ☐ No

If Yes, How? And if NO, please proceed to question (c)

(b) If yes to the above question, has the expectation(s) been fulfilled to your satisfaction?

☐ Yes

☐ No

If No, what do you plan to do about it?

(c) If No to question 10 (a), what do you think is the reason?

(d) What do you think can be done about the reason above?

11. In your opinion, should employee training increase or decrease employee job satisfaction and retention?

☐ Increase

☐ Decrease

Kindly give the reason for your answer

12. Staff is motivated to train for various reasons. Kindly rate the motivators below according to their level of importance in your opinion.

	1- Not important	2- Least Important	3- Important	4- Very Important
To gain skills for better work output/ Performance	☐	☐	☐	☐
For career advancement	☐	☐	☐	☐
For future employability	☐	☐	☐	☐
To be promoted	☐	☐	☐	☐
Salary increment	☐	☐	☐	☐
Others (please specify)	☐	☐	☐	☐

13. Kindly rate the rewards for training below which you would recommend to your employer according to their level of importance in promoting job satisfaction and retention.

	1- Not Important	2- Least important	3 -Important	4- Very important
Increase in salary	☐	☐	☐	☐
Added responsibility	☐	☐	☐	☐
New leadership position	☐	☐	☐	☐
Re-designation	☐	☐	☐	☐
Promotion	☐	☐	☐	☐

Thank you for your time in responding to this questionnaire.

APPENDIX V

QUESTIONNAIRE

This questionnaire is devised to determine the impact of training on job satisfaction and retention in KEMRI. When filling in the questionnaire, just tick **one box** among the choices given, which best represents your choice, except for cases where multiple responses are acceptable. Such an instruction is given for such questions. This applies too to Yes/No questions. This questionnaire is strictly confidential and therefore the information you provide in your responses will be treated with utmost confidentiality. All respondents are guaranteed anonymity.

Questionnaire for Center Heads or Principal Investigators

Respondents' Personal Information

Name (optional) _____

Designation _____

Years of service in KEMRI _____

Gender ☐ Female ☐ Male

1. Does training of staff play a critical role in the organization?

- ☐ Yes
☐ No

Please give a reason for your response above

2. What criteria do you use for training needs assessment for the employees you recommend for training (multiple responses are acceptable)

- ☐ Work Performance
- ☐ Years of Service
- ☐ Current qualification of the employee
- ☐ Relevance of training to work
- ☐ Gender of the employee
- ☐ Availability of funds
- ☐ Others (please specify)

3. Who has the responsibility of deciding whom to go for training? (Multiple responses are acceptable)

- ☐ The employee
- ☐ The employer
- ☐ Training committee
- ☐ Department head
- ☐ Others (please specify)

4. What reason (s) do you think motivate employees to undertake further training?

	1- Not important	2- Least important	3- Important	4- Very important
Career advancement	☐	☐	☐	☐
To improve work performance	☐	☐	☐	☐
Promotion/ Salary increment	☐	☐	☐	☐
Employability	☐	☐	☐	☐

5. How do you reward the employees who have undergone training?

- ☐ Promotions
- ☐ Leadership positions
- ☐ Additional responsibility
- ☐ Redesignations
- ☐ None
- ☐ Others (please specify)

6. Do you think the rewards are adequate enough to the employees?

- ☐ Yes
- ☐ No
- ☐ Do not know

7. In your opinion, what expectations do you think employees have upon completion of training (multiple responses are acceptable)?

- ☐ Promotions
- ☐ Added responsibility
- ☐ Salary Increment
- ☐ None
- ☐ Others (please specify)

8. To what extent has the organization been able to meet these expectations?

	1- Never met	2-Rarely met	3- Fairly met	4-Fully met
Promotions	☐	☐	☐	☐
Additional responsibility	☐	☐	☐	☐
Leadership position	☐	☐	☐	☐
Salary increment	☐	☐	☐	☐
Others (please specify)	☐	☐	☐	☐

9. For the expectations which have not been or are poorly fulfilled, what suggestion(s) can you give about them?

10. Which ways have been effective in retaining employees after training?

	1- Doesn't work	2- Rarely effective	3 -Fairly effective	4 - Very effective
Periodic bonding	☐	☐	☐	☐
Promotions	☐	☐	☐	☐
Added responsibility	☐	☐	☐	☐
Salary increment	☐	☐	☐	☐
Leadership positions	☐	☐	☐	☐
Others (please specify)	☐	☐	☐	☐

11. In your opinion, what reasons do you think make employees leave KEMRI after training?

12. Do you think KEMRI has effectively addressed the problem of employee turnover after training?

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Not sure

☐ Do not know

13. What recommendations can you give to deal with the problem of turnover after training?

Thank you for taking your time to answer the questions

APPENDIX VI: FREQUENCIES AND CROSS TABULATION TABLES

Table 1: Classification as males and female

Gender	Frequency	Percent
Male	24	46.00%
Female	24	46.00%
Unknown	4	8.00%

Table 2: Classification as Scientific and Support staff

General Designation	Frequency	Percent
Scientific	24	50.00%
Support	24	50.00%

Table 3: Various Designations of the Respondents

Designation	Frequency	Percent
Administrative officer	2	4.20%
Assistant Research Officer	11	22.90%
Asst Administrator	1	2.10%
Auxilliary Staff	1	2.10%
Caterer	1	2.10%
Cateress	1	2.10%
Catering staff	1	2.10%
Chief Accountant	1	2.10%
Clinical Officer	1	2.10%
Counselor	5	10.50%
Data Entry Clerk	3	6.30%
Field Assistant	1	2.10%
Lab Technologist/ Procurement	1	2.10%
Laboratory technologist	3	6.30%
Medical Officer	1	2.10%
Personnel Officer	2	4.20%
Project Assistant	1	2.10%
Research Assistant	1	2.10%
Research Officer	6	12.50%
Secretary	1	2.10%
Senior Counselor	1	2.10%
Senior Research Officer	1	2.10%
Supplies Assistant	1	2.10%
Total	48	100.00%

Table 4: Designations for the Male Respondents

Designation	Frequency	Percent
Administrative officer	1	4.20%
Administrative Officer II	1	4.20%
Assistant Research Officer	6	25.00%
Asst Administrator	1	4.20%
Auxilliary Staff	1	4.20%
Caterer	1	4.20%
Catering staff	1	4.20%
Chief Accountant	1	4.20%
Clinical Officer	1	4.20%
Counselor	2	8.30%
Data Entry Clerk	1	4.20%
Field Assistant	1	4.20%
Lab Technologist	2	8.30%
Personnel Officer	1	4.20%
Senior Counselor	1	4.20%
Senior Research Officer	1	4.20%
Supplies Assistant	1	4.20%
Total	24	100.00%

Table 5: Categorizing Male Respondents as Scientific or Support staff

Designation	Frequency	Percent
Scientific Staff	10	42.00%
Support Staff	14	58.00%

Table 6: Designations for the Female Respondents

Designation	Frequency	Percent
Assistant Research Officer	5	20.80%
Cateress	1	4.20%
Counselor	1	4.20%
Counselor	2	8.30%
Data Clerk Entry	1	4.20%
Data Entry Clerk	1	4.20%
Lab Technologist/ Procurement	1	4.20%
Laboratory technologist	1	4.20%
Medical Officer	1	4.20%
Personnel Officer	1	4.20%
Project Assistant	1	4.20%
Research Assistant	1	4.20%
Research Officer	6	25.00%
Secretary	1	4.20%
Total	24	100.00%

Table 7: Categorizing Female respondents as Support or Scientific staff

Designation	Frequency	Percent
Scientific	14	58.00%
Support	10	42.00%

Table 8: Qualification at the time of joining KEMRI

Certificate	19	36.54%
Degree	23	44.23%
Diploma	6	11.54%
Higher Diploma	2	3.85%
Masters	2	3.85%
Ph D	0	0

Table 9: Years of service in KEMRI

	Frequency	Percent
1-2 years	4	7.70%
3-4 years	19	36.50%
4 years and above	29	55.80%
Total	52	100.00%

Table 10: Additional qualification attained while in KEMRI

Qualification	Frequency	Percentage
Ph D	1	1.92%
Masters	16	30.78%
Degree	1	1.92%
Higher Diploma	17	32.69%
Diploma	17	32.69%

Table 11: How long ago the additional qualification was attained

	Frequency	Percent
Four years	3	5.80%
Less than a year	11	21.20%
One year	14	26.90%
Three years	10	19.20%
Two years	14	26.90%
Total	52	100.00%

Table 12: Value of the additional qualification after training in terms of the following

	1- Do not know	2- No added value	3- Fairly valuable	4- Very valuable
Job Satisfaction	0	7.7% (4)	48.1% (25)	44.2% (43)
Commitment to your work	0	7.7% (4)	38.5% (20)	53.8% (28)
Increased Competency/Efficiency in your work	0	1.9% (1)	15.4% (8)	82.7% (43)
Increased Motivation	0	13.5% (7)	46.2% (24)	40.4% (21)
Increased work output/performance	0	5.8% (3)	26.9% (14)	67.3% (35)

Table 13: Whether training undertaken was necessary

Was the training you undertook necessary?	Frequency	Percent
Yes	51	98.10%
No	1	1.90%
Total	52	100.00%

Table 14: Reasons why training undertaken was necessary

Personal and career development	10	19.61%
Enhance competency	6	11.76%
Enhanced knowledge and skills	18	35.29%
Improve work performance	15	29.41%
Opportunity for better remuneration	2	3.92%

Table 15: Sources of funding for the training

	Frequency	Percent
Self	30	57.70%
Employer	15	28.80%
Partially Self/Employer	6	11.50%
Government	1	1.90%

Table16: Expectation upon completion of training

	Frequency	Percent
Promotion	41	78.80%
Salary Increment	40	76.90%
Additional job responsibility	35	67.30%
New leadership position	16	30.80%

Table 17: Length of time expected expectations to be fulfilled

Select appropriate	Frequency	Percent
1-2 years	8	15.40%
3-4 years	1	1.90%
Immediately	20	38.50%
Less than a year	23	44.20%
Total	52	100.00%

Table 18: Motivator for further training

	1 - Not Important	2 - Least Important	3 - Important	4 - Very Important
To gain skills for better work output	3.8% (2)	0	23.1% (12)	73.1% (38)
Performance	1.9% (1)	3.8% (2)	38.5% (20)	55.8% (29)
For career advancement	1.9% (1)	0	21.1% (12)	75.0% (39)
For future employability	1.9% (1)	9.6% (5)	32.7% (17)	55.8% (29)
To be promoted	0	5.8% (3)	40.4% (21)	53.8% (28)
Salary increment	0	9.6% (5)	28.8% (15)	61.5% (32)

Table 19: Recommended rewards after training

	1- Not important	2- Least important	3- Important	4- Very important
Increase in salary	2.0% (1)	3.9% (2)	39.2% (20)	54.9% (28)
Added responsibility	1.9% (1)	9.6% (5)	44.2% (23)	44.2% (23)
New leadership position	5.8% (3)	26.9% (14)	36.5% (19)	30.8% (16)
Re-designation	3.8% (2)	21.2% (11)	38.5% (20)	36.5% (19)
Promotion	1.9% (1)	0	23.1% (12)	75.0% (39)

Table 20: Role of staff training in the organization

	Response count	percentage
Promotes competency at work	1	25%
Improve skills/knowledge	2	50%
Self development	1	25%

Table 21: Criteria for Training Needs Assessment

	Frequency	Percent
Work Performance	4	100.00%
Years of Service	2	50.00%
Current qualification of the employee	2	50.00%
Relevance of training to work	4	100.00%
Gender of the employee	0	0.00%
Availability of funds	4	100.00%

Table 22: Who decides who to go for training

Department head	100.00%
The employee	75.00%
The employer	75.00%
Training committee	50.00%

Table 23: Motivators for employees to undertake further training

	1 - Not Important	2 - Least Important	3 - Important	4 - Very Important
Career advancement	0	0	0	100% (4)
To improve work performance	0	0	50% (2)	50% (2)
Promotion/ Salary increment	0	0	0	100% (4)
Employability	0	0	0	100% (4)

Table 24: Rewards upon training

	Frequency	Percent
Promotions	4	100.00%
Leadership positions	3	75.00%
Additional responsibility	4	100.00%
Redesignations	1	25.00%
None	0	0.00%

Table 25: Employees expectations upon completion of training

	Frequency	Percent
Promotions	4	100.00%
Added responsibility	3	75.00%
Salary Increment	4	100.00%
None	0	0.00%

Table 26: Extent to which organization has met the expectations

	1- Never met	2-Rarely met	3- Fairly met	4-Fully met
Promotions	0	0	50% (2)	50% (2)
Additional responsibility	0	0	75% (3)	25% (1)
Leadership position	0	0	100% (4)	0
Salary increment	0	0	100% (4)	0

Table 27: Effective ways of retaining employees

	1 - Doesn't work	2 - Rarely Effective	3 - Fairly Effective	4 - Very Effective
Periodic bonding	0	50% (2)	50% (2)	0
Promotions	0	0	25% (1)	75% (3)
Added responsibility	0	50% (2)	0	50% (2)
Salary increment	0	0	25% (1)	75% (3)
Leadership positions	0	0	75% (3)	25% (1)

Table 28: Whether KEMRI has effectively addressed the problem of turnover after training

	count	percentage
Strongly agree	1	25%
Agree	1	25%
Disagree	1	25%
Not sure	1	25%

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