



## Relationship Between On-Job Training and Employee Turnover in the Telecommunications Industry in Kenya

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### ABSTRACT

*The study set to determine the relationship between on-job training and employee turnover in the telecommunications sector in Kenya. Its objectives were: to investigate the kind of extant on-job training in Safaricom Ltd; to determine the effect of employee turnover after undergoing on-job training in Safaricom Ltd; to establish the factors motivating employees turnover after training in Safaricom Ltd and; to establish the relationship between on-job training and employees turnover in Safaricom Ltd. The null hypothesis adopted in this study was: there is no significant relationship between on job-training and employee turnover in Safaricom Ltd. This study used a case study research strategy. It targeted 67 employees of Safaricom Ltd. drawn from two job groups 4 and 5 through stratified proportionate sampling. A questionnaire shall be the only research tool used in this study. The findings obtained shall be presented in Tables and Figures. This study found that there on-job training, as is practiced in Safaricom Ltd. is important. As such, organizations need to invest in it. But as they do so, they should realization that it often leads to turnover. Turnover is caused by various factors. The most important factors include: need for high pay after training, competition for other organizations that might want the skills acquired by such employees after training, need for promotion and better working conditions, breach of psychological contract after training among others. When turnover occurs, organizations are affected in various ways. One of the major ways in which organizations are affected is loss of revenue, delay in realization of organizational goals, loss of competitiveness as well as loss of requisite skills. Lastly, the study established clearly that there is clear nexus between on-job training and employee turnover. Based on this, the following recommendations are made. The study recommends that managers should have a clear understanding of the influence of on-job training on employee turnover before embarking on such training. This is essential since it could enable employees to put in place ways of curbing the associated turnover. To this end, various measures can be put in place to check turnover put in place budgets to cater for increased pay; have measures for discouraging turnover, and; revise employment contracts to curb turnover among others. Training should also be well planned such that in the eventuality of turnover, companies can make up for such loss by getting suitable replacements. Furthermore, organizations can also avert the loss associated with training-related turnover by employing persons who already possess the requisite skills.*

**Keywords:** On-Job Training, Employee Turnover, Factors Motivating Turnover, Safaricom Ltd., Kenya

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### I. INTRODUCTION

The importance of continuous training of employees cannot be gainsaid. As a result of the dynamism of job requirements, institutions invest heavily in training so as to ensure that employees match all emergent demands at the work place. As such, studies have shown that on-the-the-job training is crucial in the improvement of the requisite skills of employees (Orrje, 2010). In countries such as Sweden for example, Orrje (2010) points out that training provided by employers account for almost 3 percent of the national Gross Domestic Product (GDP). Indeed on the job training accounts for 40 percent of all employees in the country undertake some form of on-job training every six months.

Whereas organizations have to continue offering on-job, the glaring challenge of retaining such employees so trained cannot be gainsaid. Many such employees find themselves in a difficult situation. This is particularly so since underemployed often emerges as a result of improved capacities. Managers may find themselves faced with the challenge of ensuring the retention of such employees (Impact, 2012).

It cannot be gainsaid that organizations do not always reap the benefits of such training. This is as result of an evident turnover occurring in many organizations after such training. In the United States of America for example, it has been proven that many employees may opt out work after undergo employer sponsored training. This occurs mostly



after investment in general skills training as opposed to training in firm-specific skills as theorized in the Standard human capital theory (Flaherty, 2007).

In Chicago, a study by Becker shows that on job training may lead to increase in employee turnover (Becker, 1993). This occurs, in case of general training as a result of the portability of skills. If employees are trained in a field whose skills can be used anywhere else, then such an employee may decide to move to more paying related job. This can be abetted if organizations invest more in job-specific training since this reduces the mobility of employees.

In Colombia it is evident that trained employees have chances of leaving their jobs than those in developed countries such as the United States. This has been identified to be as a result of more accumulation of experience in Colombia but with low increase in wages (Schaffner, 2001). Indeed most employees often find themselves with more job experiences and perceived worth than their companies can pay them. When, this occurs, employees tend to leave their jobs in search of greener pastures. This scenario reduces the value of the on-job training they acquire.

In South Africa for example, it has been proven that managerial employees may leave their jobs as a result of the competition for scarce possessed by some of such employees. When this occurs, it reduces drastically the benefits accrued from on-job training by the organizations that natured the skills of such employees if they have to leave and move to other organizations that did not make the sacrifice of such training (Capelli, 2000).

In Kenya, increased employee turnover after training has been reported in the sugar sector (Bula, 2012). Whereas labor turnover is prevalent throughout the year, Bula found out that some of the major causes of increased turnover after training are pegged to issues related to salary increment, performance appraisal, promotion, and working conditions among other factors.

From the preceding discussion, it is evident that possibility of leaving jobs after undergoing training is a key management problem. As such, this study sets to explore the relationship between on-job training and employee turnover in one of Africa's highly performing companies, the Safaricom Ltd. This is particularly important since no current and documented study has attempted to draw the nexus between these two variables. Without such a study, the opportunity cost of undertaking on-job training may remain a tall order Safaricom Ltd., not with the possibility of employee "poaching" in the ever increasingly competitive telecommunication sector.

### 1.1 Profile of Safaricom Limited

Safaricom Ltd. is one of the leading integrated communications companies in Africa with over 19 million subscribers. The company has a population of 2,660 permanent employees. The company has its current share structure distribution at; Government of Kenya 35%, Vodafone U.K. 40% and Free Float 25% ("Corporate Fact Sheet"). The high performance company has adopted a Code of Conduct, which complies with the highest standards of integrity, honesty and ethics in dealing with all its stakeholders, including directors, managers, employees, customers, suppliers, competitors, shareholders and society at large ("Corporate Governance"). Substantial effort has been put around changing the company's structure, culture and mindsets towards stakeholders who comprise their business Eco-System through committing to the "Eco System Charters" ("Safaricom 2.0").

Safaricom Eco-System Charter comprises of eight facets which include a) *The Customer Charter* b) *The Employee Charter* c) *The Shareholder Charter*, d) *The Business Partner Charter* d) *The Regulators Charter* e) *The Society Charter* f) *The Media Charter* g) and, *The Future Generation Charter*.

Of importance to this paper is "*The Employee Charter*" which commits to; a). Provide a great place to work and grow, where both individual accomplishments and team effort will be rewarded. b). Provide opportunities for personal empowerment and career growth in an atmosphere of trust, honesty and openness ("Safaricom 2.0"). However, even when Safaricom undertakes personal empowerment through training, there are possibilities of employees deciding to quit their jobs after training. This study intends to determine the relationship between on-job training and employee turnover in Safaricom Ltd.

### 1.2 Statement of the Problem

It goes without saying that on-job training is crucial in any organization. This is particularly so since the work place is becoming a very dynamic and employees have to be equipped with new skills (Schaffner, 2001). This means that organizations are forced to invest heavily in training so as to ensure the improvement of the requisite skills of their employees (Orrje, 2010). However, such training does not always guarantee benefits. Why? Employees often leave their organizations after been trained.

Various studies have linked training with employee turnover. Flaherty (2007) showed that on-job training may lead to increased employee turnover in the United States of America. This is particularly so if such training is general as opposed to being specific. This was also affirmed by Becker (1993) who said that general training increased the

portability of skills. South African managerial employees may leave their jobs as a result of the competition for scarce possessed by some of such employees as pointed out by Capelli (2000). In Kenya, Bula (2012) points out that there is increased turnover after training in the Sugar sector due to issues related to salary increment, performance appraisal, promotion, and working conditions among other factors. Most of the former studies done in this field did not focus on a mobile telephony company. Furthermore, the vast majority of these studies focus on other countries. This study focuses on Safaricom Ltd., one of the key, mobile telephony companies in Kenya. Employee turnover rates are still high in Safaricom Ltd. The Safaricom United Nations Global Compact (UNCOP) Report of 2011/2012 reported an employee closing turnover of 10.05%. Such a rate is still high in a company that invests highly in employee training. Whereas, there may be several factors influencing such turnover after training, it may be difficult to determine the nexus between training and turnover without systematic study. This study promises to elaborately determining the relationship between training and employee turnover in Safaricom Ltd.

### 1.3 Objectives

- i) To investigate the kind of extant on-job training in Safaricom Ltd;
- ii) To determine the effect of employee turnover after undergoing on-job training in Safaricom Ltd;
- iii) To establish the factors motivating employees turnover after training in Safaricom Ltd.
- iv) To establish the relationship between on-job training and employees turnover in Safaricom Ltd.

### 1.4 Hypotheses

HO<sub>1</sub>: There is no significant relationship between on job-training and employee turnover in Safaricom Ltd.

## II. LITERATURE REVIEW

### 2.1 Theoretical Literature Review

#### 2.1.1 On-job training in organizations

There has been significant rise in on-job training for several decades now. This is particularly so since the benefits of such training cannot be gainsaid. Studies have shown that on-the-the-job training is crucial in the improvement of the requisite skills of employees (Orrje, 2010). In Sweden for example, Orrje (2010) points out that training provided by employers account for almost 3 percent of the national GDP. Indeed on the job training accounts for 40 percent of all employees in the country undertake some form of on-job training every six months.

In the United States of America, on-job training has shown significant growth in last few decades. In the 1995, as pointed out by Frazis, Gittleman, Horrigan, Joyce (1998), 7.7 billion dollars were spent on the payment of in-house company trainers with another 2.8 billion dollars being spent on tuition reimbursement. In the same accord, a report by The American Society for Training and Development (2007) showed that the average annual training expenditure in 2004 was up to 955 dollars per employee. In addition, the number of formal learning hours per week was to 32 hours in 2004 per employee. Most of these training were done at the employers' premises. This shows the appreciation of on-job training by employers.

Most of the training undertaken in American organizations is specific in nature. This implies that such employees were trained in skills that are relevant to their job requirements and that would enable them to perform better (Becker 1993). The position of Becker was affirmed by Lynch (1991) who found that most young workers are exposed to specific on-the-job training that would equip them for long careers at their work place. In some instances through, employees were also exposed to off-the-job generalized training. In developing countries such as Colombia, it has been proven that employees are offered training in formal schools. Such training was usually in: vocational schools, community colleges or in technical institute. Most of the training offered did not exceed four years (Schaffner, 2001).

#### 2.1.2 The effect of employee turnover after undergoing on-job training

There are various effects of employee turnover in an organization. One of the key effects of such turnover is the cost involved for the parent organization. Turnover as such affects the willing to undertake some level of training in organizations. As such, the higher the probability of employee turnover, the less likely a company will invest in training of its employees. This is for the fear of losing the associated investment if an employee decides to quit after such training (Brum, 2007).

Another effect of employee turnover after training is loss of productivity. Usually companies expect to register increases in the productivity of their companies after training. Regrettably, such benefits are not always realized due to



high levels of employees' turnover after training. Productivity is also affected by the challenges of getting suitable replacement to employee who quit their job (Kaufman & Hotchkiss, 2006).

Turnover of employees after training also affects companies negatively. In most cases, companies will be unwilling to undertake some sort of training, especially firm-specific training since it has been proven that such skills may be sought by other companies. In this case, companies may decide to offer general training. This affects companies negatively since they lack the requisite skills needed acquired in specific skills training (Lazear, 2005).

Furthermore, employees may expect salary increment after training. This occurs irrespective of the failure to realize the associated benefits. In this case, training comes with a lot of hidden costs; the need to pay more to trained employees. Even when trained employees quit, their suitable replacement are also likely to be paid higher reimbursement (Scholl, 2003).

### **2.1.3 Factors motivating employee turnover after on-job training**

Becker (1993) shows that on-job training in Chicago leads to increase in employee turnover. This is enhanced the portability of skills. If employees are trained in a field whose skills can be used anywhere else, then such an employee may decide to move to more paying related job. To abet this, organizations invest more in job-specific training since this reduces the mobility of employees.

It is also worth noting that employees may opt to quite jobs after training due to breach of psychological contract. According to Smith, Walke & Kemmis (2011), the psychological contract, as far as employees are concerned comprises the unwritten expectations that exist between such employees and their employers. It entails their perceptions of the obligations of each party as well as the relative importance of such obligations. It goes on to encompass the extent to which such obligations are met by both parties. More often than not, failure to meet the obligations of such contracts has been found to encourage employee turnover.

One of the key theorists who brought to the limelight the concept of psychological contract was Rousseau. In 1990, Rousseau, advanced the theory of social contract. A decade later, continued study showed the complexity of psychological contract. It was found out that psychological contracts have two dimensions- mutuality and reciprocity (Dabos & Rousseau 2004). In mutuality, employees will tend to meet the complex expectations at the work place, some of which are not spelled in any written agreement. Within this process, such employees expect certain personal expectations to be met, there may expect recognition, better working conditions and even increased remuneration among others expectations. Any perceived breach to these expectations may lead to employees' withdrawal of good will or even decision to leave the organization.

In this light, managers have to endeavor to motivate and maintain employees by honoring psychological contracts. This is particularly important in today's competitive labor markets (Smith, Walke & Kemmis, 2011). One of the apparent important psychological contract concerns rewards associated with on-job training. In Australia for example, a study by Turnley and Feldman (1999) showed that discrepancy between what an employee expects and what actually happens in the work place may negatively influence the organization. Indeed such breach occurs, employees may respond in a number of ways. This may include loosened ties with the organization as well as well as the decision to quit their jobs in extreme cases. An employee who undergoes on-job training expects to get more pay, promotion and other benefits. When this does not happen, such an employee may decide to leave the job in question. This was also reported in a study undertaken in Turkey by Buyukyilmaz and Cakmak (2013) showed positive relationships between failure to honour after-training expectations and employee turnover.

In South Africa as in many other parts of the world, psychological contracts are often not taken seriously. Trained employees may not reap expected benefits immediately. This has been shown to results in low commitment between employer and employee. The end result may be reduced employee retention due to the associated low level of perceived responsibility to the future of the company by many employees (Kinnear & Sutherland, 2000).

On the same note, employees may leave their employment if training does not yield immediate pay benefits. In Colombia it is evident that trained employees have chances of leaving their jobs than those in developed countries such as the United States. This has been identified to be as a result of more accumulation of experience in Colombia but with low increase in wages (Schaffner, 2001). When, this occurs, employees tend to leave their jobs in search of greener pastures. This scenario reduces the value of the on-job training they acquire.

In South Africa for example, it has been proven that managerial employees may leave their jobs as a result of the competition for scarce possessed by some of such employees. When this occurs, it reduces drastically the benefits accrued from on-job training by the organizations that natured the skills of such employees if they have to leave and move to other organizations that did not make the sacrifice of such training (Capelli, 2000).





In Kenya, increased employee turnover after training has been reported in the sugar sector (Bula, 2012). Whereas labor turnover is prevalent throughout the year, Bula found out that some of the major causes of increased turnover after training are pegged to issues related to salary increment, performance appraisal, promotion, and working conditions among other factors. In Kenya also, a study on the relationship between pay rise expectations after training and employee turnover showed that whereas pay rise related factors influence employee turnover at the Barclays Bank Kenya Ltd, it is not the sole contributor to employee turnover at the bank (Anyika, 2012).

#### **2.1.4 The relationship between on-job training and employees' turnover**

There is a lot of interest in training among organizations due to the associated competitive edge among organizations with high qualified personnel. However, it has been proven that there is positive correlation between training and employee turnover. Since the close of the 20<sup>th</sup> century scholars has shown positive relationship between training and employee turnover (Colarelli & Montei, 1996; Becker, 1993). Where other scholars think that training may lead to employee retention, it is well understood that training is very complex for human resources and can impact the company in various ways.

Studies undertaken in the Netherlands have shown extant nexus between turnover and increase in skills. This thus means that the more employees are trained the higher the chances of increased turnover (Zweimüller & Winter-Ebmer, 2000). This agrees with studies in Becker's study of 1993 that shows that on job training may lead to increased turnover in Chicago.

The same scenario has been identified in Colombia. Where lack of immediate pay increment after training has been found result in increased turnover among high skilled employees in a comparative study focusing on the United States and Colombia (Schaffner, 2001). This shows that training an employee has to be coupled with plans for higher pay to discourage mobility to better paying organizations. A positive and significant relationship between employees and employee turnover has also been reported in South Africa. Capelli (2000) showed that that managerial employees may leave their jobs as a result of the competition for scarce possessed after training. This thus creates a connection between training and training.

In Kenya, as already pointed out, increased employee turnover after training has been reported in the sugar sector (Bula, 2012). According to Bula, some of the major causes of increased turnover after training are pegged to issues related to salary increment, performance appraisal, promotion, and working conditions among other factors.

#### **2.2 Review of Critical/ Analytical Literature**

Various studies have shown the nexus between training and turnover. Some scholars have shown the importance of training to any organization. Orrje (2010) for example shows the huge financial sacrifices done by organizations in Sweden. On the same accord, Frazis et.al (1998), and The American Society for Training and Development (2007) show the financial sacrifices done in the United States of America to finance in-house training. These studies have been carried in other continents though and may not reflect on the Kenyan case. Most training is specific in nature in America (Lynch, 1991; Becker, 1993). There is need to investigate whether this is the same case in Kenya. In Colombia, most of the training occurs, in vocational schools, community colleges or in technical institute. Most of the training offered did not exceed four years (Schaffner, 2001). Few studies have attempted to determine the duration of training undertaken in Kenyan schools.

Training has also been shown to influence turnover. This comes with a lot of cost implications (Brum, 2007) due to low return on training costs. Trained personnel also need more pay. This decreases profits margins in case the benefits of such training are not realized immediately (Scholl, 2003). It also affects productivity (Kaufman & Hotchkiss, 2006). Furthermore, employers may be unwilling to offer training since it may result in the loss of quality personnel. This affects the performance of an organization due to inability to improve the skills of an organization (Lazear, 2005). This current study intends to determine the effect of training on a Kenyan organization since most of the studies done in this field were carried out in other countries and may not relate to this local scenario.

Some of the key factors encouraging employee turnover after training are: portability of skills (Becker, 1993). Employees may find the need to move to other better paying jobs. Indeed this is corroborated by Schaffner (2001) and Capelli (2000) who say that employees tend to leave their jobs in search of greener pastures. The same scenario is affirmed by Bula (2012) who found out that some of the major causes of increased turnover after training in Kenya are pegged to issues related to salary increment, performance appraisal, promotion, and working conditions among other factors. All these studies focus on other sectors other than the telecommunication sector and may not relate to this



current study. Furthermore, only Bula's study was done in Kenya. It is thus critical to carry out this study so as to enhance the availability of literature in Kenya.

Lastly, various the relationship between training and turnover has also been studied; mostly in the developed nations. It has been proven that there is positive correlation between training and employee turnover by scholars such as Colarelli & Montei, 1996; Becker, 1993; Zweimüller & Winter-Ebmer, 2000; Schaffner, 2001; Capelli, 2000 and; Bula, 2012. However, most of these studies did not focus on the robust telecommunication sector. The absence of such studies may deny the highly important sector of valuable knowledge that could affect it performance. This current study promises to bridge this gap by examining the relationship between on-job training and employee turnover in Safaricom Ltd., a telecommunications company in Kenya.

### **2.3 Theoretical Framework**

This study is guided by the social exchange theory. This is particularly so since this study conceptualizes that an employee is likely to quit their jobs due to failure by organizations to honour a set of particular expectations. Such expectations may be unwritten and may comprise what is termed as psychological contracts. As pointed out by Rousseau (1990) a psychological contract consists of the perceived mutual obligations between employees and employers. When employees join a work place, they develop own expectations. Such expectations may not be part of the formal employment contract. As such, employees expect that the company will reciprocate certain actions. As such a psychological contract is composed on two components-mutuality and reciprocity. Employees and employees have own expectations of what will obligations to each other that go beyond what is laid out in the job specifications. The company expects that employees will operate within this informal understanding. On their part, employees expect some form of reciprocity from employers in this arrangement (Dabos & Rousseau 2004). Furthermore, psychological contracts have both transactional dimensions (economic benefits to both parties) as well as relational dimensions (socio-emotional focus). In the economic sense are employees expect to get perks such as increased pay, training as well promotion among others due to good performance.

Within the scope of this study, one of the most important expectations of is pay rise after such training (Rousseau, 1990). This theory relates to this study in that employees will expect both transactional as well as relational benefits as result of the existent psychological contract at the work place. As such, breach of such contracts will lead to employees feeling a sense of being let down. When this happens, such employees may decide to withdraw their goodwill or even quit their jobs. This on its part adversely affects the employer in various ways. Economically, the company may lose revenue. It may also lose an edge of the business contacts that are sustained by the employees in question. This is particularly so if the number of employees quitting their jobs increase significantly. In this light, telecommunication companies undertaking on-job training should also put in place measures of meeting the expectations of such employees after undergoing such training.

## **III. RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter presents the research methodology that shall be employed in this study. Methodology can be defines as the theoretical analysis of the methods appropriate to a particular field of study (Trochim, 2000). Furthermore, it incorporates research design, the study population, sampling procedures, instrumentation, data collection and processing and data analysis procedures.

### **3.2 Research Design**

The study adopted case study research strategy. In a case study, a particular event is studied from the point of view of all participants. When all these views are pulled together, they provide a depth of perception of the subject under investigation, the relationship between on-job training and employee turnover (Orodho, 2005). Data collection methods used in case studies include: interviews, questionnaires, observations as well as document analysis. This research used questionnaires as the sole research instrument.

### **3.3 Target Population**

Target population can be defines as the total number of people from whom the researcher wants to get information to compile the research. The unit of study is the employees from two Job Grades (5 &6) of Safaricom Ltd. The total population of employees from these two job grades is 670.

**Table 1***Target Population*

Category	Target Population	Percentage
Job Group 5	270	40
Job Group 6	400	60
<b>Total</b>	<b>670</b>	<b>100</b>

**3.4 Sampling Design and Procedure**

Orodho (2005) defines sampling as the process of selecting a number of individuals or objects from a population in such a way that the selected group contains elements representative of the characteristics found in the entire group. This study employed proportionate stratified sampling. In this kind of sampling, the population is sub-divided into homogenous groups. These could be categories, sizes and various groups (job group in the case of this study). This sampling method ensures units from each main group are included. In this case, there is the possibility of it being more reliably representative (Mugenda & Mugenda, 1999). In the case of this study, the target population from Safaricom Ltd. was employees from two strata (job grades 5 & 6). The researcher targeted 10% of the population in each stratum. According to Kasomo (2006), 10% of all accessible population is enough for a descriptive survey study. This made a total of 67 respondents. The sampling frame is shown in Table 2.

**Table 2***Sample Size*

Category	Target Population	Sample Size	Percentage
Job Grade 5	270	27	40
Job Group 6	400	40	67
<b>Total</b>	<b>670</b>	<b>67</b>	<b>100</b>

**3.5 Data Collection Methods and Procedures**

Primary data was collected from the employees targeted. The research instrument for this study was a questionnaire. The questionnaire was divided into five parts. Part one of the questionnaire gathered demographic data. The other parts looked at on-job training, factors determining turnover after training, effects of turnover on the company and the relationship between training and turnover.

**3.5.1 Data Validity and Reliability**

Reliability measures the consistency of results from a test. Its main purpose is to determine if a test yields the same score in the first, second or subsequent administrations. Reliability was guaranteed by a test-retest or coefficient of stability method (Orodho, 2005). This was done during a pilot study which was repeated within three weeks for the researcher to identify the consistency of the results obtained. On its part, validity is the degree to which instruments reflect adequacy or appropriateness (Best and Kahn, 1989). In this accord, questionnaires are said to be valid when they actually measure the intended parameters. Validity was ensured in the pilot study since the researcher was able to identify questions which are ambiguous. Content validity was also ensured by the researcher by including as many questions as possible for each variable in the study.

**3.6 Data Analysis**

The data collected was sorted, coded and analyzed. The Statistical Package for Social Sciences (SPSS) as well as spreadsheets (Microsoft Excel) was used for descriptive statistics. Descriptive statistics incorporated measure of central tendency (mean), frequency and percentages. Pearson correlation was also done to establish the association between the variables. Findings were presented in charts and tables.



## IV. FINDINGS AND DISCUSSIONS

### 4.1 Response Rate

The study had targeted 67 respondents (27 from Job Group 5; 40 from Job Group 6). The number of people who responded was 58 as shown in Table 3. This makes a response rate of 87%.

**Table 3**  
*Response Frame*

Grade	Targeted	Responded	Percentage
5	27	21	78
6	40	37	93
<b>Total</b>	<b>67</b>	<b>58</b>	<b>87</b>

### 4.2 Demographic Information

The researcher aimed at determining general information about the respondents. This was in regard to the sex, age, duration of work at Safaricom Ltd. as well as academic qualification. The majority of the respondents were male (57%). Most of the respondents (60%) were aged 26-30 years. As such, it can be deduced that they had been in the career world for long enough to respond adequately to the subject under investigation. The majority of the respondents (57%) had been working at Safaricom for a period of 6 to 10 years. In terms of academic qualification, the majority of the respondents were degree holders (72%). This was followed by employees who were diploma holders (19%). This shows that most of the employees were adequately qualified to the subject under investigation.

### 4.3 Descriptive Analysis

#### 4.3.1 Kind of extant on-job training in Safaricom Ltd.

The researcher established that on-job training was indeed offered to employees by Safaricom Ltd. As shown in Table 4, 88% of the respondents affirmed this. These findings agree with Orrje (2010) and Frazis et.al (1998) that there is high level of on-job training in organizations.

**Table 4**  
*Presence of on-job training at Safaricom Ltd*

Response	Frequency	Percent
Yes	51	88
No	7	12
<b>Total</b>	<b>58</b>	<b>100</b>

On the subject of where such training took place, the majority of the respondents (86%) pointed out that such training took place at Safaricom premises (in-house training). This was followed by training at local institutions (10%). These findings are shown in Table 5.

**Table 5**  
*Location of on-training offered by Safaricom*

Response	Frequency	Percent
Safaricom (in-house training)	50	86
Local institutions	6	10
Oversees	2	3
<b>Total</b>	<b>58</b>	<b>100</b>

When asked the actual duration that such training lasted. Most of the respondents were of the opinion that the majority of the respondents (84%) pointed out that most training lasted less than a year as shown in Table 6. These findings agree with Schaffner (2001) that most training does not last more four years.





**Table 6**

*Duration of training at Safaricom Ltd*

Duration	Frequency	Percent
<1 year	49	84
1-2 years	8	14
3-4 years	1	2
<b>Total</b>	<b>58</b>	<b>100</b>

On the question of the kind of training offered at Safaricom ltd. The majority of the respondents (72%) pointed out that most of the training was general as opposed to 28% who were of the opinion that specialized training was offered at Safaricom ltd. This is shown in Table 7. These findings agree with Lynch (1991) and; Becker, (1993) that on-job training is specific in nature.

**Table 7**

*Kind of training offered at Safaricom Ltd*

Kind of training	Frequency	Percent
General Training	42	72
Specialized Training	16	28
<b>Total</b>	<b>58</b>	<b>100</b>

#### 4.3.2 Employee Turnover after Training

The researcher sought to find out whether some employees quit their jobs after training. As shown in Table 8, the majority of the respondents (93%) pointed out that some employees quit their jobs after training.

**Table 8**

*Some employees quit jobs after training*

Response	Frequency	Percent
Yes	54	93
No	4	7
<b>Total</b>	<b>58</b>	<b>100</b>

#### 4.2.3 Factors Contributing to Turnover after Training

When asked the factors that contribute to turnover after training, most of the employees strongly agreed that employees were likely to quit their because of need for more salary, better working conditions, and breach of other promises promised before training. The majority of the other employees agreed that trained employees could quit if they did not get promoted after training. These findings agree with Becker (1993), Schaffner (2001) and, Capelli (2000) that some of the causes of employee turnover after training are related to pay rise. These findings also agree with Bula (2012) who found out that some of the major causes of increased turnover after training in Kenya are pegged to issues related to salary increment, performance appraisal, promotion, and working conditions among other factors.

**Table 9**

*Factors contributing to turnover after training*

Factor	Very High	High	No Opinion	Low	Very Low	Total	Weighted Mean
More salary	53	5	0	0	0	58	1
Promotion	28	17	1	7	5	58	2
Better working conditions	44	14	0	0	0	58	1
Breach of other promises promised before training	54	3	0	1	0	58	1
Average Weighted Mean							<b>1</b>



#### 4.3.4 Effects of turnover after on-job training

The respondents strongly agreed that turnover affected businesses, the main effects were: loss of capital, loss of competitiveness and loss of requisite skills. The respondents agreed that turnover after training led to breach of organization growth objectives. These findings are shown in Table 10. These findings agree with Kaufman & Hotchkiss (2006) that turnover affects productivity, as well as Lazear (2005) that turnover after training leads to loss of requisite skills. As well as revenue is concerned, this study also agrees with Scholl (2003) since trained workers are likely to ask for higher pay.

**Table 10**

*Effects of turnover after training*

Factor	Very High	High	No Opinion	Low	Very Low	Total	Weighted Mean
Loss of capital	54	3	0	1	0	58	1
Loss of competitiveness	52	2	0	2	2	58	1
Loss of requisite skills	55	1	0	1	1	58	1
Loss of revenue	51	2	1	2	2	58	1
Breach of organization growth objectives	46	3	1	5	3	58	2
Average weighted Mean							1

#### 4.2.5 Null Hypothesis Testing

Pearson correlation shows that there is positive and significant correlation between training and; likelihood of some employees quitting after training ( $r=0.829$ ,  $\text{sig}=.000$ ), as such, the null hypothesis was rejected. These findings buttress the findings Colarelli & Montei (1996); Becker, (1993); Zweimüller & Winter-Ebmer (2000); Schaffner, 2001; Capelli (2000) and; Bula (2012) who reported a positive correlation between training and labor turnover.

## V. CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Conclusions

This study concludes that there on-job training, as is practiced in Safaricom Ltd. is important. As such, organizations need to invest in it. But as they do so, they should realization that it often leads to turnover. Turnover is caused by various factors. The most important factors include: need for high pay after training, competition for other organizations that might want the skills acquired by such employees after training, need for promotion and better working conditions, breach of psychological contract after training among others. When Turnover occurs, organizations are affected in various ways. One of the major ways in which organizations are affected is loss of revenue, delay in realization of organizational goals, loss of competitiveness as well as loss of requisite skills. Lastly, the study established clearly that there is clear nexus between on-job training and employee turnover. Based on this, the following recommendations are made.

### 5.2 Recommendations

The study recommends that managers should have a clear understanding of the influence of on-job training on employee turnover before embarking on such training. This is essential since it could enable employees to put in place ways of curbing the associated turnover. To this end, various measures can be put in place to check turnover: (a) put in place budgets to cater for increased pay, (b) have measures for discouraging turnover, and (c) revise employment contracts to curb turnover among others. Training should also be well planned such that in the eventuality of turnover, companies can make up for such loss by getting suitable replacements. Furthermore, organizations can also avert the loss associated with training-related turnover by employing persons who already possess the requisite skills.



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