

**INFLUENCE OF PERCEIVED EFFECTIVENESS OF TRAINING PRACTICES
ON INTENTION TO QUIT AMONG NURSING STAFF AT KENYATTA
NATIONAL HOSPITAL**

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DECLARATION

I declare that this research project is my original work and has never been submitted in any university for any academic purpose

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The project has been submitted for examination with my approval as the University supervisor

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DEDICATION

To my beloved parents Fredrick and Rebecca Koech who have always been my role models. To my best friend Rogers whose support has been valuable throughout the course. To my sisters Betty, Jennifer and Lorna, and in loving memory to my late sister Rhoda and to my brothers Edwin and Bernard I love you all God bless you abundantly.

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LIST OF ABBREVIATIONS

HRM-Human Resource Management

KNH-Kenyatta National Hospital

CBA-Collective Bargaining Agreement

MOH-Ministry of Health

GOK-Government of Kenya

ECN-Enrolled Community Nurse

MOMS-Ministry of Medical Services

SPSS-Statistical Package for Social Sciences

ABSTRACT

Kenya continues to experience a shortage of health personnel at all levels of service provision within the health sector. As a result, this shortage is a big challenge in her move to achieve health goals and the development objectives. Retention of health workers due to motivational causes amongst others has been seen to be the major contributing factor. This study seeks to find out influence of perceived effectiveness of training practices on intention to quit among the nursing staff at Kenyatta national hospital. Descriptive research design was used and the researcher utilized stratified random sampling. The researcher employed structured questionnaires for data collection and 94 nursing staff of different cadres at Kenyatta National Hospital participated in the study. Data coding and analysis was carried out by use of SPSS. Descriptive analysis was employed to find out the characteristics of respondents and Regression analysis was employed to perform an analysis of the extent to which each variable that was significant in finding out whether the nursing staff were retained or quit after training. Gender, age, duration of service, education level and training practices which are: linking strategy to training and development process, training needs assessment, training plan, training and development methods, implementation and evaluation were linked statistically with whether nursing staff would quit or continue staying with their current employer. The outcome reveals that training practices are significant in retention of the nursing staff. Work environment and adequate and effective materials and work equipments needs to of utmost consideration in addressing retention strategies. The following measures are recommended; conducting exit interviews to find out why they are quitting, provision of the necessary equipments to do work efficiently and a conducive work environment be addressed as a means to retaining professionally motivated nursing staff at KNH.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Training is an action which is planned, deliberate which brings about competency, information and upgraded level of expertise that are significant and efficient to perform work effectively (Gordon 1992). ".Noe (2010) describes training as an expected effort with legitimate wanting to smooth the advance of representative's learning of abilities that are identified with his/her activity. Training likewise as a rule alludes to some sort of composed (and limited in time) occasion which can be a course or workshop. Training is identified with exhibit work aptitudes and capacities.

To be successful training ought to include learning experienced, arranged hierarchical movement, be planned because of distinguished needs and ought to be intended to achieve the objectives of the organization as well as meeting objectives of employees. Results of training are changes in performance. Training staff is only a beginning to making a solid work constrain and next is to hold them. Inability to prepare staff costs organizations time and bring down profitability. (Sloman 2003)A good company should know who, how where and when to train. Numerous staff training approaches are meant to focus on the different needs of staff and those of the organization to upgrade their activity fulfillment and diminish the generous costs required with incompetence in doing an assignment (Blanchard 1998).

This is on the grounds that training raises the aptitudes or skills of its staff and makes certainty and capacity to perform effectively and efficiently. Companies or organizations are faced with expanded rivalry due to globalization, shifts in political, financial and

innovation, conditions (Evans, Pucik and Barsoux 2002, 32) and in this manner challenging these organizations to prepare their workers as one of the approaches to set them up to fit in to the progressions mentioned and consequently improve their performance of tasks.

Organizations, consequently, there is need to plan its human resource practices in such a manner that it fits into the company's structure as this it will influence attainment of its objectives. The primary target of each organization or association is to enhance its execution, yet this is impractical without the effective performance of staff. At the point when the goal of training is enhancing work execution, training ought to be outlined using job analysis utilizing work investigation data about what is required to carry out a particular task (Jackson, Schuler and Werner, 2003). They additionally proposed offering work training to staff which causes them build up their very own upper hand and guarantee their long term employability.

The main choice that an organization has is to pick the technique to be utilized for training of its staff that likewise relies upon the training subject. Training has a fundamental part in overcoming any issues that exists amongst aptitudes and learning required for the job and staffs own potential. (Charney and Conway 1997). The motivation behind training is to improve a worker's information and aptitudes, alteration of the conduct according to the job requirement and utilization of the figuring out how to the everyday on-work exercises. This is commitment to the employee by the organization. (Mayer and Smith, 1991).

The theories that guided this study are Human Capital Theory and Resource Based Theory. Human based theory states that best organizations and nations are those that

direct human capital in the best and fit framework giving a superior than normal learning condition (Becker, 2002) while Resource Based Theory according to Purcell (2003) proposes that the qualities and human asset approaches of an organization constitute and imperative non-imitable resources which is accomplished by ensuring that an organization has higher quality people than its competitors. According to the Ministry of medical services, (2007) Medical health strategy paper No.2. government press, Nairobi, the government loses an average of eight (8) medical professional and nearly double that number of other medical personnel per year. These are among the skilled and productive medical personnel the government has and they are invaluable to Kenyatta National Hospital in its pursuit toward efficient and effective medical provision and providing quality health care. Hence the need to carry out this study to analyze whether perceived effective training practices has an impact on quitting among nursing staff at Kenyatta National Hospital.

1.1.1 The concept of perception

There are numerous definitions and theories of perception and most characterize perception as the way toward perceiving (monitoring), arranging (Assembling and putting away), and deciphering (official to learning) tangible data. The behavior of staff is determined by perception, attitude and development of employees amongst themselves. Perception is procedure by which we translate our general surroundings, framing a mental portrayal of the environment around us (Fluker and Turner, 2000). According to McConnell (1994), perceptions to an employee are as vital as reality. The employee believes and acts on what he/she perceives. Employee perceptions are formed by several factors such as organizational roles, communication styles, working conditions and

supervisory approaches. These perceptions cannot be disregarded, even when they seem inaccurate, as they are factual to the employees.

The perceptions and attitudes have a significant influence on performance which leads to attainment of organizations goals in the long run. Employee's attitude towards training practices plays a crucial and conscious effective role among the workforce. Employee perception can make a big difference in the quality of an organization. Positive perceptions increase the chances of an employee being productive and remaining in one work place for a long time. Negative perception of an organization results to employees seeking jobs at other places (Sola, 1997). Perception does not only create our experience of the world around us but also allows us to act within our environment. Furthermore, Chang (2005) defines employee perception in human resource management as the expression of the beliefs that the employee has about human resource management practices in the organization.

1.1.2 Training practices

Training and development refers to use or application of an idea or method. Practices are wide and they vary from one organization to another. They include: establishment of a training and development strategy, linking of training needs to training and development strategy, training and needs assessment, training plans, training methods, techniques or programs, implementation, and evaluation. All these practices are used differently depending on the nature of the organization. However, these practices are all linked and the starting point of any training and development process is having a strategy.

Torrington (2008) points out that for training practices to be effective with regards to business goals and success attainment there is a point that it should be linked with the

business objective. Olayian (2008) asserts that companies should have in place a clearly define objectives and strategy that guides, drive and direct all the decisions made specifically for training decisions. Organizations should have a strategy put in place to guide them in achieving their objectives. Organizational strategy is concerned with envisioning long term goals for organizations, creating value for your customers, and sustaining and building a strong niche in the business world.

According to Price (2010) the human training program has to be clearly linked with other important human resource components as human resource planning, human resource strategy and human resource development. The human resource training program has to be definitely connected closely with the human resource strategy. Training and development practices are part of the systems and processes that are expected to be consistent with strategy. Strategy is an important aspect of determining which practices are suitable for training. Wilson (1995) mentions strategic training and development practices which include 360 degree appraisal, personal development plans and employee involvement. According to Colquitt (2000) training practices vary from different training methods. Other training practices include international training, cross cultural training and training to team cohesiveness. Businesses are operating in an interconnected world.

1.1.3 Concept of Effectiveness of Training Practices

Hung (2010) has proposed four classifications of elements that can portray viability of a Training practice being actualized. These categories are: upgrades in learning, Behavioral changes, abilities and qualities, substantial and quantifiable results and response of the employees regarding how they perceive effective training practices on intention to quit among nursing staff. Noe (2008) showed a few conditions that should be taken into

consideration for making a Training process effective and significant, and fascinating training material should be made available as you closely monitor the outcome expected from the training process; the essential necessities should be closely monitored to ensure the successful completion of training process and also getting scholarly aptitudes; perception and practice based learning openings must be given to the employees for training.

Every one of these elements creates and executes effectively a training practice which will help employees truly progress in knowledge, skills and attributes (KSAs). Organizations intensity relies upon the nature of work drive/human capital accessible within the organization. So as to stay focused, firms attempt to hold and build up their work drive so they may utilize their abilities to accomplish their set objectives. To keep up upper hands firms now need to participate in training and advancement of human capital regularly (Ahmed et al, 2010). In the meantime the achievement of training can be gauged by the measure of discovering that happens and is exchanged to the task itself.(Mathis, et al, 2008).As per Kumar and Sharma (2001), training has a major impact in deciding the viability and effectiveness of the foundation and expanding the aptitudes, skills and capacities of staff through training brings about expanded efficiency. A viable training ought meet the expenses of the preparation as well as offer significant come back to the association (Ahmed et al, 2010). Organizations must quantify the arrival on venture to check the amount they are successful from it. As per (Malik, et al, 2011) organizations adequacy is the idea of how powerful an organization is in accomplishing the results it expects to achieve.

1.1.4 Intention to quit

Some organizations confront the test of staff quitting because of occupation disappointment with respect to the workforce emerging from the arrangement of wrong worker maintenance methodologies and inefficient training practices is one such system. It is apparent that medical staffs are departing their occupations flying out to different nations for greener pastures. A few are heading off to the U.K, Australia and Joined Province of America. Scott Brum (2007) pointed out that if exposed to numerous trainings, they reveal more loyalty as opposed to when not. Roy Anvari et al (2010) showed it's only possible with planning training programs which are completely dependent on needs valuation to attain retention and commitment.

Training is regarded as significant when creating a sense of being valued among the staff. Eva Kyndt et al (2009) showed that training got high possibility to influence the quitting decisions and is a significant factor which assists in decisions of intentions to quit. Staffs that are highly motivated and feel valued to the organization have higher retention decisions. Trainings in essence have a linkage between commitment and retention. DanlamiSani Abdul Kadir et al (2012) stated training as an investment by the organization to put emphasis on expenditures of training it staff which in the long run act as an investor and in return expect feedback in basis of staff retention for the foreseeable future and commitment.

Trainings enhance retention rate and commitment, when employees put value to it as investment, then it offers return to the firm. Alexandros G. Sahinidis and John Bouris (2007) Training is a long term investment in abilities and skills of staff. Training is not a tool to upgrade staff of their skills currently but to empower staff for the foreseeable

future to tackle competitive forces. According to Bamrough (1996), At the point when workers with learning experience leave an organization, the outcomes for the organization go a long way past the considerable expenses of selecting and incorporating substitutions and there is an important monetary effect when a firm loses its basic knowledgeable staff, particularly with information lost when employees quit.

Likewise, when an organization loses workers, it loses abilities, skills and knowledge. And to maintain staff and avoid quits, efficient training practices will support employees resolve and feel esteemed and along these lines the need to stay with the association for a very long time. The human asset has aptitudes, experience, and information that enhance firms (Riordan et al., 2005).The human factor is in this manner essential to the accomplishment of organizations objectives. Therefore, it is basic and wise for organizations to set up methodologies to hold their workforce for execution.

As per Peterson, (2005) it is inconceivably disappointing to experience a long contracting process, staff training, giving uniforms and different necessities, and afterward have the employees quit following after a short period. At that point you begin the process once more which is costly. Maintenance is imperative when consistency standards are low, additional time and cash are spent on recruiting, choosing, and training new workers that could have been spent on different exercises like career development of employees (Abbasi and Hollman, 2000).

Mobley et al (1979) pointed out that the linkage between training and intention to quit is generally stronger and consistent than the satisfaction-turnover relationship, even though it still caters for less than a quarter of the differences in labor turnover. Majority of

studies on perceived influence of training practices has been found to be inclined to intentions to quit but not an actual turnover (Kirschenbaum&Manonegrin, 1999). The main reason being intention to quit does not account for impulsive behavior and also not necessarily followed through to lead to actual turnover.

1.1.5 Nursing Profession

Nursing staff work in a domain that is always changing showing signs to give the most ideal care to patients. They are constantly finding out about the most recent innovation and medication and in addition considering the confirmation that their nursing profession and practice depends on. Since they will really invest more up close and personal contact with a patient more than doctors, medical caretakers or the nurses must be especially talented at interacting with patients, comforting them, and helping them in their recuperation hence they need to be on toes with the effective training practices and which will have an influence on quits. It is said that doctors cure, medical nurses care. Some of the effects of nursing staff quitting include decline in quality health care caused by increased workloads as well as loss of support from experienced supervisors, low motivation and poor working conditions Costly et al. (1987).

Kenya, like many sub Saharan African countries, is being faced by a human resource challenge more so in the health sector (Mwaniki et al 2008). It has been documented that many health professionals like doctors and nurses are leaving the country for “greener pastures” in developed countries like Canada, United Kingdom; United States and other such developed countries. Furthermore, there is a disparity within the country with a notable number of professionals leaving the rural areas for better employment prospects in urban areas leaving a gap at the lower levels of health professional employees in

majority of health facilities plus the input and commitment is considered important to giving back effective and efficient care, with evidence shown in sufficient nurse staffing levels and good results. It has been considered that effective deployment of staff is an information system that ensures management and nurses relook trends of work and differences in tasks can of help to inform staffing levels.

1.1.6 Kenyatta National Hospital

KNH has turned 116 years and it celebrated its Centennial Festival in the year 2001. The Health facility was built to satisfy the part of being a National Referral and Teaching Hospital, and in addition to give medical research study. KNH has a capacity of 50 wards, 22out-patient, 24 theaters 16 of which are specialized and Mishap and Accident and Emergency Department. Out of the bed capacity of 1800, 209 beds belong to the Private Wing.

The then King George Hospital facility currently known as Kenyatta National Hospital turned into the first health facility to begin the Kenya registered nursing training program. The program was endorsed to keep running for 31/2 years, with the preparatory training course (PTC) to last for more than three months, followed by another three months ward rotation and three years of hypothesis and clinical training. It is the biggest referral Hospital facility in Kenya and its order is to offer quality medicinal services, medical training, help with research, wellbeing planning and strategy. Nurses comprise of (37%) of the total hospital staff hence the largest group of employees.

Built in 1901 with a bed capacity of 40, KNH turned into a government Enterprise in 1987 with a leading group of Management and is at the pinnacle of the referral framework in health sector in Kenya. It covers a range of 45.7 hectares and inside the

KNH compound are School of Health Sciences (University of Nairobi); the Kenya Medical Training School (KMTC); Kenya Medical Research Institute (KEMRI) and National Research center Administration (Ministry of Health).

1.2 Research Problem

Training practices guarantees discovering what can enhance working environment execution and encourages the presentation of new job responsibilities by enhancing worker's knowledge, abilities and behaviors. Training practices, like organizations and administration strategies, should be satisfactory (Dysvik and Kuvaas, 2008). Kenyatta National Hospital human resource managers face the difficulties identified with training because of varying training needs, inclinations and learning capability of different cadres of staff.

Peru (2008) said that a main obstacle for national, regional, and local governments is implementation to ensure conducive environment for continuous development. Attaining these outcomes needs not effective implementation of health services only but “placing the right people in the right places as well, obtaining a fair distribution of health professionals in different regions, according to the different health needs of the population” (Toronto Call to Action Towards a Decade of Human Resources in Health for the Americas, 2006–2015).

This implies tackling challenges that are common in development and management of human resources, including limited development of the nursing staff competencies, nurses situated in interior places and do not access training opportunities, un conducive working conditions, training institutions whose training do not meet regional needs,

training programs performed in conditions not similar to real work environment, poor performance evaluation dependent on competencies, and frequent rates of quitting for trained employees (Piore, 1991).

Researchers stated that the main reason for nurses to make a decision of quitting their jobs is due to the fact that they feel that the work environment is not conducive. An estimated 33–61% of nurses in North America are planning to quit their nursing profession. The intention to quit is equally significant since it is an important indicator of quitting decision. Researchers have concluded that stress related factors are significantly related to intention to leave among the nursing staff. Although many healthcare providers find their work satisfying, they often think about quitting their jobs because of stress related issues. Therefore, helping them deal with stress is of utmost importance since that can enhance retention and lowers the possibilities of quitting (Adamu (2008).

Lehmann et al. (2005) and Dussault&Franceschini (2006) found out that health providers quit for numerous reasons and that financial reasons are in most cases not the only reason or the main reason. They mentioned that other variables are possible to be interlinked. For example, poor and remote areas in most cases do not have sufficient or lack infrastructure such as electricity, schools and roads, which has an influence on personal decisions to quit such locations, whereas health care facilities in these locations often mis managed and less equipped, which has an influence on work-related factors for quitting.

Other studies and researchers explored staff quitting by describing “push” and “pull” factors, with push factors being reasons to quit certain workplaces and pull factors being reasons to move to a particular work location among others, Padarath et al., 2003; Zurn et

al., 2004). Examples of push factors include limited career opportunities, harsh and uncondusive working and living conditions and low salaries, while examples of pull factors include improved living conditions, conducive work environment and higher remuneration, (WHO, 2006; various authors cited in Buchan et al., 2005).

This research should thus look to answer the research question: to what extend are training practices on intention to quit among nursing staff at Kenyatta National Hospital considered to be effective?

1.3 Research objective

The main objective of this study was to establish perceived effectiveness of training practices on intention to quit among nursing staff at Kenyatta National Hospital.

1.4 Value of the study

This research study was critical in light of fact that it will assist the management of Kenyatta National Hospital with knowing how employees perceive training practices and how they can lessen the rate of labor turnover, of its staff in particular nursing staff. The research will likewise offer valuable experiences to hospital management on methods for enhancing employee's morale and the findings can be copied to different divisions and the health sector when all is said in done.

The Human Resource Administration would likewise be keen on finding out whether training practices set up are seen to be effective. The findings of this study would be of at most importance, not exclusively to Human Resource Administration in meeting the set objectives of its employees, yet additionally to different organizations that do comparable training practices and their significance in the dynamic job market.

Policy makers will be informed on the perceived influence that training practices have on the employees' intention to quit with regards to the findings of this study and therefore incorporate these activities into the organization's practices and policies in order to administer success of the organization. Scholars and researchers will also benefit from findings of the study as it will offer them a point of reference in their work. The study will also give those who will undertake similar studies an opportunity to build on its literature.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter explores past related investigations and the researcher will demonstrate what different scholars, researchers and authors have said in connection to perceived effectiveness of training practices on intention to quit and also the theories explaining this study.

2.2 Theoretical Foundation

This segment features different theories that were utilized to guide the study, specifically human capital theory and resource based theory explained below. Formal training is considered as an investment in human capital, which has been considered by the proponents of the theory as more important than that of physical capital.

2.2.1 Human Capital Theory

Human capital theory was proposed by Schultz (1961) and expounded comprehensively by Becker (1964) who masterminded uses on human capital as endeavors as opposed to utilization or consumption. Human capital can be portrayed as abilities, information capacities and perspectives, aptitudes and other acquired attributes that add up to production. Human capital speculation prescribes that guideline or training raises the proficiency of workers by giving accommodating information and aptitudes, along these lines raising employee's future pay by extending their lifetime benefit (Becker, 1964). In Becker's view, human capital looks like "physical strategy for time", e.g. getting ready plants and machines.

One can put resources into human capital (by strategy for controlling, training) and ones yields depend generally on the rate of advantage for the human capital one values. Thus, human capital is a strategy for creation, into which extra yields additional yield. Human capital can be substituted, but cannot be transferable like work, land, or changed capital.

Human capital theory has experienced a fast improvement. Inside its progress, more unmistakable idea has been paid to training related edges. This is incredibly identified with the individual point of view. Human capital wander is any movement which updates the quality (capability) of the specialist. Thus, training is an irreplaceable part of human capital venture. This suggests the information and readiness required and experienced by a man that creates his or her abilities in performing exercises of cash related qualities (Mincer, 2011). Interest in human capital occurs by strategy of formal training, delineation, business planning and movement.

As indicated by this theory, the best organizations and the best nations are those that direct human capital in the best and fit framework by putting resources into their employees urging experts to put resources into themselves, giving a superior than normal learning condition including social capita, aptitudes and training (Becker, 2002).

2.2.2 Resource Based Theory

Grant (2007) states that assets and capacities are the central thoughts in defining its procedure; they are the basic wellsprings of organizations benefit. Barney (1991) suggests that the Resource Based Theory includes a data based perspective that blends thoughts from organizations budgetary issues and key administration. (Barney, 1991) centers that an asset must take after the relationship to envision and execute strategies

that upgrade its suitability by tending to the necessities of the client.Boxall (1996) states that Resource based theory intends to improve resource limits, achieving key fit among resources and openings, and moreover getting esteem from successful organization of assets.

Purcell (2003) proposes, the qualities and human asset approaches of an association constitute an imperative non-imitable resources which is accomplished by ensuring that the organization has higher quality people than its opponents, novel academic capital controlled by the business is produced and supported, organization learning is empowered and organizations specific qualities and a culture exist which tie the firm and give it direction and focus.

The tremendousness of the asset based theory is that it features the importance of Human Capital Administration and gives a forum for placing assets into people through resourcing, capacity administration, and learning and progression programs as a technique for upgrading organizations capacities. The Resource Based Theory as Barney (1991) illustrates, key limits and expectations what Boxall and Purcell (2003) insinuate as 'Human Resource Preferred standpoint' which implies a key fit among resources and openings, obtaining enhanced organization of assets, making people who can think and plan intentionally in a sense that they might be said they reinforce achievement of the business imperative targets.

2.3 Types of Training Practices

An effective training and development practice fulfils the following criteria: enhances trainees active involvement in the learning process (Brown, 2008) adaptation of the

technique/method to the trainee and the job give motivation to the trainee to improve job performance .Effective training and development practices today have the following features incorporated: supported by key strategies, systems, Strategy driven, structures, policies, and practices, driven through many channels, doing by learning , linked to other people-related programs and departments and continuous learning process. Most organizations desire to achieve their set goals, nevertheless never put emphasis in training method that seeks to boost their probability of achieving their set objectives. There are several training and development practices.

2.3.1 Linking Strategy to Training and Development Process

It is significant for organizations to link their strategy with the training and development process. Training process aims to achieve change and foster new skills in employees. Therefore whatever it aims to achieve it has to be pegged to the organization's goals and objectives. Kaplan (2001) states that management has a task of translating the strategy into operational terms. So as to achieve this, a plan has to be put at the center of any firm's management process. Strategy cannot be put to action if it cannot be understood and it cannot be understood if it cannot be described.

Strategy needs to be aligned to the training needs of the employees. For organizational strategies to be operational, they must be integrated and linked across many departments such as marketing, manufacturing, finance and sales etc. A training Program has to be clearly linked with other important components as strategy, planning and development. The strategy defines the basis for all human resources activities with value added.

Training program has to be definitely connected closely with the strategy as the human resources personnel cannot be trained in different competencies and skills, which are requested by strategy.

2.3.2 Training Needs Assessment

Before training programs are taken into considered, comprehensive needs analysis is supposed to develop a systematic understanding of where training is required, who needs to be trained and what needs to be taught. Not unless a needs assessment has been performed effectively it might not be easy to justify providing training rationally. Such a needs assessment needs to give reasons as to why training practices need to be carried out, and also reveal that training is, the best remedy for the performance development need (Grobler, 2006).

Training needs analysis process is a chain of activities carried out to pin point problems or other challenges in the workplace, and also find out whether training is efficient. Training needs analysis is normally the first step performed to influence a change. This is due to the fact that Training needs analysis defines the difference that exists between the actual and the expected performance of the employee and the organization. Training needs assessment is a crucial activity for training and development function. The purpose of a training needs assessment is to point out performance requirements, skills, abilities and knowledge, required by staff to attain set objectives (Miller and Osinski, 2002).

They continue to mention that an efficient and effective training needs assessment helps to channel resources to areas where they are needed most. The analysis should focus where resources are needed to achieve the organization's mission, enhance productivity,

and ensure quality products and services. A needs assessment is the process of pointing out the "gap" that exists in the actual performance and the desired performance.

Where there exists a gap, it points out the reasons and causes for the difference and methods and ways of getting rid of the difference. A comprehensive training needs assessment also takes into account the outcome for not taking keen interest in the gaps.

The outcome of training needs assessment gives room to the trainer to put in place training goals by answering two important questions: who, if any, needs training and what training is required. A training/learning needs analysis (TNA) is a review of learning and development needs for volunteers, employees and trustees within the firm. It takes into consideration knowledge, skills, and behaviors needed by staff, and how to develop them efficiently and effectively. Training needs assessment ought to be undertaken at 3 levels: organizational level, team/departmental level and at the Individual level. These three levels are inter-linked, and using this structure will ensure a balanced analysis (Donovan, 2004).

2.2.3 Training Plan

A training plan points out what an organization seeks from training, what knowledge and skills the employees have, what resources the organization has for training, what methods to training are available and what training opportunities are in place. Developing a training plan includes asking questions concerning the organization's current skills and training as well as its values, cultures and relationships. McKay (2011) asserts that when developing a training plan certain factors are considered which include: organizational capacity, training and needs analysis, organizational culture and values, desired outcomes

from training and existing relationships. Training plans or programs are vital to achievement of goals and objectives of any organization that seeks to succeed.

Training practices provide many benefits for staff and the organization, but that can only be possible when executed systematically, carefully and effectively implemented. Training is a way to a specific means, so as to have objectives in place at development and implementation stages of training processes will help in ensuring a clearly defined efficient practice. Harrison (2011) asserts that employees training and development plans are designed to help find record and monitor the training and continuous development of professional staff. Keeping an up-to-date staff training and development plan is the best practice and will ensure you meet statutory requirements. It is a working document that should be used regularly to log staff training and development.

2.2.4 Training and Development Methods

Another training practice is use of methods or techniques used in training employees. A training and needs assessment allows an organization to determine which training methods are suitable (David, 2001). Training methods are many and organizations have a variety of methods to choose in training their employees. Training methods are comprehensively discussed here. The method used in training employees should be feasible and affordable, thus evaluated in terms of its practicality and cost effectiveness. Those mandated to carry out training, either within or outside, it is essential that the organizations goals and objectives are efficiently and carefully explained (Kenneth, 2001).

According to Ryan (2011) there are two categories of training: on-the-job and off-the job techniques. On-the-job training is administered to staff as they carry out their day to day activities. That way, they won't waste time as learning takes place.

After a plan is drawn on what to be taught, staffs are told what to expect and a schedule drawn with regular evaluations to keep staff on the know how about their progress. They include orientations, internships, job instruction training, apprenticeships and assistantships, job rotation and coaching. In-house training is the daily requirement of supervisors and employees. Supervisors are therefore responsible for productivity and those who work under them (Colquitt, 2000).

Off-the-job methods include special study, lectures, case studies, films, television conferences or discussions, role playing, simulation, programmed instruction and laboratory training. Majority of the mentioned methods can be utilized by firms even though, others may be too expensive (Ryan, 2011). There are numerous ways to pick training staff for off-the-job training practices. Several small enterprises utilize in-house staff to come up with formal training programs to be administered to staff off-the-job from their routine job tasks, in organizations meetings or individually at prearranged training sessions (Massie, 2000).

On the other hand Moore (2011) mentions development methods which include: Understudy which is adequate for succession planning. This gives room for efficient transition of work if an employee quits employment. Job-rotation is another development practice which is important for all employees who transition from one job to another within the same entity. This allows for efficiency on all spheres of a job. Self-development, Self-assessment is another program which ensures a personal urge to make

an attempt through an individual to get back on study and practical explosives that are independent of the firm's role and contribution.

It entails personal identification of strengths, weaknesses, opportunities, and threats in an effort to enhance and strengthen current efforts for a satisfying move.

Greer (1995) elaborates further on other development methods. Job involvement serves to increase employees' commitment to their work and to the organization in order to facilitate workforce suitably. Job enrichment is another development practice that ensures knowledge of assigned tasks which contributes to greater activity of the larger organization.

2.2.5 Implementation

Implementation is training and development practice which is where a trainer implements a training plan or the process of implementing a training program in place. It also entails how long the training process will take. According to Halim and Ali (2010) the first step to implementing a training program is publicity. Majority of the well-established training centers develop training plans which has course descriptions, prepare an annual calendar of training opportunities, and inform relevant firms, agencies, or departments early enough concerning the training plans.

After training center and relevant firms come to an agreement to kick start training, next thing is to ensure resources are available for example, financial resources for training and food facilities, transportation, lodging, and entertainment. The required necessities require to be managed well and controlled to ensure smooth execution of the program. McKay (2011) asserts that training programs keeps staff away from work, but when staff

training is efficiently planned and effectively executed, the long-term gains supersede the short term productivity losses usually regarded experienced due to training programs.

2.2.6 Evaluation

Training should be examined regularly during the process. Staff ought to be rated by checking the difference with their skills currently with the desired skills desired to be attained after the training program. Majority of the training programs do not meet the desired results simply because the trainer did not evaluate its progress early enough to ascertain what is needed to be achieved. On time evaluation will ensure training does not stray from its set objectives. Evaluation is therefore an important training practice. Hence Raab et al. (1987) defines training evaluation as "a systematic process of collecting information for and about a training activity which can then be used for guiding decision making and for assessing the relevance and effectiveness of various training components." Training and development practices are also based on organization, task and individual levels.

According to McKay (2011) to assist training in future executions, human resource managers need to closely monitor and evaluate the outcome of training. If training has a negative effect to the organization, the training program or individual modules should be done away with. If training provides desired outcome in attaining objectives and desires, then the program should be encouraged continuation. Should keep records of employees, departments and the overall organizations performance before and after training to determine if the desired objectives of training were achieved.

Rae and Chapman (2010) assert that for training to be effective and learning evaluation, the basic questions should be: To what extent were the identified training needs objectives attained by the program? To what extent were the trainees goals attained? What exactly did employees achieve? What involvements have the staffs made about the learning they are going to put in practice when they go back to work? And back at work, how efficient were employees while executing what they learned to action? To what extent did they get support by their line managers? Organizations commonly fail to put to task these evaluation processes, more so in instances where: The human resource department and trainers lack enough time to execute, and the department lack enough resources – human resource and financial resources - to execute that. The responsibility of evaluating the training process should be that of top management, trainers, line management, the training manager and the trainee.

2.4 Training practices and intention to quit

Training is the Sacred Vessel to most organizations, a true picture of how the management put effort and values concerning employees (Hamid, 2011). Hamid (2011) went ahead to state that effectiveness of firms is to oversee, create, motivate, include and involve commitment of employees who work with them is an important aspect of the extent to how firms perform. For a training program to be really successful, solid and powerful preparing practices and objectives must be set up (Borck, 2001). The importance of training has revealed to be clear given the developing multifaceted nature of the Workplace, the dynamic changes in organizations and technological advancements which equally requires training and improvement of staff to address challenges.

Training assures that staffs have the knowledge and skills, information and abilities required to carry out activities effectively and efficiently, take up new roles, and be able to acclimatize with the dynamic situations (Jones, George and Hill, 2000). So, training ensures consumer loyalty, efficiency, Quality, morale, management succession, organizations improvement, profitability and organizational performance.

More often than not, before training programs are sorted out and endeavors made through organizations evaluations to determine the training needs (Olaniyan and Ojo, 2008). In wake of the training programs, an assessment is done to ensure effectiveness of the programme in conjunction with need, which had been pointed out (Olaniyan and Ojo, 2008).

As indicated by Dobbs (2003), knowledge is essential for both the individual specialist and the organization. Firms and employees ought to esteem learning just as they do cash, in light of the fact that in the present market they go as one. A few firms expect that profession planning will convey to employees that their occupations are in danger, yet it can be framed diversely to impart that they will put resources into helping workers achieve their objectives (Moses, 2000). This dread can be evacuated if training is composed is such a way to help make an ideal profession for the employee. Human asset is a vital component to deciding an organizations success (Abdul-Aziz et al, 20.

It takes after along these lines that the staff in an organization has the capacity to play out their obligations and influence significant commitments to the achievement of the companies objectives need to get the important abilities, skills and knowledge (Olaniyan et al, 2008; Armstrong, 2010).The general motivation behind Human Resource

Management (or individuals administration) is to ensure that the organization makes progress through employees and it is possible through organizations adequacy and possibility to achieve its goals through utilizing of assets accessible to them (Armstrong, 2010). Subsequently, any organization that needs to succeed, and to keep on succeeding needs to look after workforce, who will learn and grow constantly.

Training and developing human capital is vital in compelling administration and upkeep of gifted employees (Alipour et al, 2009). As organizations endeavor to contend in the worldwide economy, separation on the basis of the abilities, learning, and inspiration of its employees goes up against expanding significance (Kraiger et al, 2009). As indicated by them, training should have an imperative impact in helping an organization to accomplish its corporate targets. Training prompts an expansion in the nature of work, by equipping employees with more prominent abilities and learning (and conceivably cultivating more noteworthy exertion) (Laplagne, 1999).

Furthermore, it is additionally one of the methods for enhancing organizations viability (Alipour et al, 2009) by making employees to enhances their abilities, empowering them to attempt more mind boggling undertakings or finish errands better or quicker (Laplagne ,et al, 1999). Goldstein and Ford (2002) have called attention that organizations are confronting an extremely aggressive condition both locally and internationally.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter demonstrates how data was obtained from respondents in the field and how it was analyzed. It incorporated the research design, target population, sample design, data collection and data analysis the researcher reinforced during the study.

3.2 Research design

The research design can be defined as systematic arrangement of elements for collection and analysis of data Kothari, (2004). The researcher used descriptive survey research design. This design was considered appropriate for the study because the intention was to describe the state of affairs as they exist.

3.3 Target population

The target population of the research refers to the group that the researcher wanted the study to concentrate on. The researcher targeted the nursing staff at Kenyatta National Clinic. The researcher selected this group of respondents for her research since she felt this is the group with adequate information on how training practices are perceived to be effective on intention to quit among nursing staff at Kenyatta National Hospital. There is 1,300 nursing staff at Kenyatta National Hospital and this was the population used for this study out of 4,639 employees in the hospital.

3.4 Sample design

A sample is a subset of the target population. The researcher utilized stratified random sampling for her research. This is on account that the researcher needed to guarantee that the strata are formed based on individuals shared traits. In this study the employees were divided into four main cadres of nurses namely: Enrolled Nurses- Certificate Holders,

Registered Nurses-Diploma Holders, and Bachelor of Science in Nursing (BSN)-Degree Holders and Specialist Nurses-Registered /BSN with Higher Diploma in a special field e.g. Pediatrics, Nephrology, Critical Care, Accident and Emergency. The respondents were randomly selected from the four strata. This gave a sample that is representative. According to Kothari (2000), a representative sample is one which is at least 10% of the population. The researcher used a sample of ten (10) percent as summarized in the table below.

Table 3.1 Sampling Criteria

Nurses cadres	Population	Sample 10(%) of population
Enrolled Nurses	400	40
Registered Nurses	400	40
Bachelor of Science in Nursing(BSN)	300	30
Specialist Nurses	200	20
TOTAL	1300	130

3.5 Data collection

Data collection instruments refer to what a researcher used to assemble data from respondents in the field. These collection instruments include questionnaires, interviews and observation. In this study the researcher used primary source of data. Primary data was collected mainly through the use of questionnaires. The researcher issued questionnaires to the nurses because of their nature of work and this enabled the nurses to fill them up at their own free time.

Data was collected using semi structured likert-type questionnaire. (No extent, little extent, Moderate extent, Large extent and Very large extent,) and given the weights (1, 2, 3, 4, and 5). The higher the mean, indicates the higher degree of consent on the clause. The Questionnaire was divided into three sections: section one focused on the demographic data; section two addressed effectiveness of training practices, while section three was directed at data on intention to quit.

3.6 Data analysis

After data collection, all questionnaires were satisfactorily checked for completeness, consistency, editing and coding were at that point carried out. The data was analyzed using descriptive statistics such as means, standard deviation, frequencies and percentage. Further the influence of perceived effectiveness of training practices on intention to quit among nursing staff at Kenyatta National Hospital was determined by performing simple linear regression analysis model.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

This section presents the analysis, interpretation, and data presentation in reference to the study objective which sought to establish perceived effectiveness of training practices on intention to quit among nursing staff at Kenyatta National Hospital. The data was collected using research questionnaires that were issued and later collected. Out of the one hundred and thirty (130) targeted respondents, ninety four (94) were successful giving a rate of seventy two point three one (72.31) percent.

4.2 Response Rate

There were an overall number of 130 questionnaires that were issued to the respondents from the target list of nurses at Kenyatta National Hospital. Out of the overall numbers issued 94 questionnaires were completed and were returned 15 were never returned and 21 were returned blank hence 94 were correctly filled and were useful to analyze. This signifies (72.31%) of the forms were returned. A response rate of above (60%) is indicated to be trustworthy (Mugenda&Mugenda, 2002).The response was as follows:

Table 4.1: Response Rate

Response	Frequency	Percentage (%)
Responded	94	72.31
No Response	36	27.69
Total	130	100

Source: Research data (2017)

4.3 General Information

The study aimed at establishing the description of the respondents. Their general characteristics were captured in a bid to establish if they were suitable for the study. This captured the general characteristics of the respondent's age, gender, level of education and length of continuous service.

4.3.1 Gender

Respondents were asked to indicate their gender, and results are shown in the table 4.2 below.

Table 4.2. Gender

Gender	Frequency	Percent
Male	39	41.49
Female	55	58.51
Total	94	100

Source: Research Data (2017)

On gender, the response was as follows: 41.5% of those who filled the questionnaires were males while 58.5% were females. This points out that the female respondents were more compared to their male counterparts. The findings show that there is no significant variation of responses on gender basis and that Kenyatta National Hospital has adhered to constitutional requirement of two thirds gender rule.

4.3.2 Age Distribution of the Respondents

Table 4.3 below shows the age of respondents who participated in the study where the majority was aged 35-44 years at 47%, below 25 years at 2%, 25-34 years at 33%, 45-54 years at 6% and above 55 years and above at 12%.

Table 4.3: Respondents Age

Age	Frequency	Percentage
Below 25 years	2	2%
25-34	31	33%
35-44	44	47%
45-54	6	6%
Above 55	11	12%
Total	94	100%

Source: Author (2017)

4.3.3 Level of Education

The education level attained was considered as factor that would influence the study outcomes. The findings established that majority of the respondents had at least attained a college diploma as indicated below. The academic levels of staff were varied as shown in table 4.4 below indicated that Majority of the employees 52 (55.32%) had diploma, none of the staff had only secondary education and 24(25.53%) of the staff had postgraduate diploma, those with degrees were 15(15.96%) and 3 (3.19%) had master's degree.

Table 4.4: Level of Education

Level Of Education	Frequency	Percent
Secondary	0	0
Diploma	52	55.32
Postgraduate Diploma	24	25.53
Bachelor's Degree	15	15.96
Master's Degree	03	3.19
PHD Degree	0	0
Total	94	100

Source: Research Data (2017)

4.3.4 Period of Service

On the period of service of respondents, the findings were as follows:

Table 4.5: Period of Service

No of years served	Frequency	percent
Less than 5 years	15	15.9
5-10 years	34	36.2
10-15 years	25	26.6
More than 15 years	20	21.3
Total	94	100

Source: Research (2017)

The study finding in Table 4.5 presents the findings on the respondent's duration of service at Kenyatta National Hospital. Majority of the respondents (36.2%) had worked at Kenyatta National Hospital for period ranging from 5 to 10 years, while 15.9% of the respondents had been employed for less than 5 years. 26.6% of the respondents had worked for 10-15 years and 21.3% of the respondents had been in service for more than 15 years. These findings show that majority of the respondents had worked at Kenyatta National Hospital for period long enough to be familiar with perceived effectiveness of training practices and intention to quit among nursing staff.

4.4 Effectiveness of training practices

The study aimed at determining perceived effectiveness of training practices on intention to quit among nursing staff at Kenyatta National Hospital. This section therefore deals with perceived effectiveness of training practices at the organization. The respondents were asked to indicate the extent to which they were in agreement with statements regarding effectiveness of training practices in the hospital. The responses are presented in table 4.6

Table 4.6 Effectiveness of Training Practices

	Mean	Std. Deviation
My firm uses training needs analysis to identify employees who need training	4.3000	.65695
My firm conducts training programs which are linked to organizations strategy	4.2000	.69585
My organization develops a training plan to identify what is needed from training	4.1000	.71818
Employees feel that training and development methods used by organizations are suitable	4.0500	.68633
My firms training programs are usually implemented fully	4.2000	.69585

Source: Research (2017)

Taking into consideration the results from the respondents as indicated by the Table 4.6 above, majority of respondents agreed that training needs analysis was employed to identify employees who needed training, as indicated by a mean of 4.30. They also agreed to a large extent that a training plan developed by the entity which is used to identify the training needs of employees as well as linking strategy to the training programs as indicated by means of 4.10 and 4.20 respectively. A mean of 4.20 and 4.05 indicated that majority of employees felt that the training and development methods used by the organization were suitable and that they were implemented fully.

4.5 Intention to quit

Respondents were asked to indicate the extent to which they agreed with the statements regarding intention to quit. The responses are presented in table 4.7

Table 4.7 Intention to Quit

	Mean	Std. Deviation
I would recommend Kenyatta National Hospital to any job seeker?	4.3000	.65695
I love my job at Kenyatta National Hospital	4.3000	.65695
I am job searching else where	2.150	.67082
I am hoping to retire at Kenyatta National Hospital	4.300	.6569
I often think of leaving Kenyatta National Hospital	1.8000	.59824

Source: Research (2017)

From Table 4.7 above, majority of the respondents indicated that they would recommend the hospital to people seeking to work in the hospital as indicated by a mean of 4.30. They also pointed out that they loved working for the institution and were not job searching anywhere else hence expressed the desire to retire at the institution as indicated by the mean of 4.30 and 4.30. They however indicated that the thought of leaving the hospital was not considered as indicated by a mean of 1.80.

Staff perceptions, attitudes and behaviors, including performance, show their perceptions and expectations, giving back the appreciation that they get from the firm. In their multilevel model linking training practices and staff behavior, Ostroff and Bowen (2000) pointed out relationships suggesting that training practices are significantly linked with staff perceptions and attitudes.

Studies by Tsui, Pearce, Porter, and Tripoli (1997), found out that staff attitudes, and in particular employee commitments to stay longer, were seen to be linked with interaction of training practices and perceptions.

Table 4.8 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.736 ^a	.541	.377	.16415

a. Predictors: (Constant), training practices

Source: Research (2017)

The independent variables studied explained 54.1% of the training practices perspectives as represented by R Square. Therefore this means that other factors not covered in this research study contribute to 45.9%. This implies that, variation in intention to quit by 54.1% is significantly explained by the introduction of training practices. This is in line with Covey (1999) who found that training and development programs can boost employees' commitment and confidence thus lowers the intentions of quitting. The study found that employee commitment cannot be fulfilled unless the management provides effective training which will enable employees to be comfortable in carrying out their duties.

Table 4.9 ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.445	2	.077	3.301	.035
1 Residual	.377	91	.041		
Total	.822	93			

a. Dependent Variable: intention to quit

b. Predictors: (Constant), training practices

Source: Research (2017)

The study employed ANOVA to find out importance of regression model from which an F-significance value of p less than 0.05 was established ($p=0.035<0.05$). The model is statistically significant in predicting how training practices affect the employees' intention to quit in Kenyatta National Hospital. This indicates that the regression model has less than 0.05 likelihood (probability) of displaying an inaccurate prediction. This means therefore that the regression model has 95% and above a confidence level implying high reliability of the results. Using the F-test statistic, the sample F value had a value of 3.301 which means that the regression model is statistically significant. According to Cooper and Schindler (2006) this model can be effectively used for purposes of estimation.

4.6 Regression Analysis

Training practices enhance employee performance and reduces the rate of employees quitting. Performance management, mentoring, Learning experiences and training, are various learning and development techniques used to enhance positive outcome on employee commitment (Medcof&Rumpel, 2007).A regression analysis was employed to determine the relationship between training practices and intention to quit. Table 4.10 below illustrates the correlation between training practices on intention to quit.

Table 4.10 Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	5.720	.572		8.003	.000
1 Training practices	-.213	.156	-.306	-1.364	.189

a. Dependent Variable: intention to quit

Source: Research (2017)

From the results in table 4.10, the regression model attained goodness of fit as shown the value of R^2 and F-ratio ($R^2=0.541$, $F=3.301$, $P<0.05$). The findings further indicate that perceived effectiveness of training practices on employee intention to quit was significant. ($R^2=0.541$, $P<0.05$), suggesting that perceived effectiveness of training practices explains 54.1% of variance in employee intention to quit. Beta coefficient is presented in table 4.10. As shown in the table for a unit change in perceived effectiveness of training, there is a corresponding decrease of 30.6% on intention to quit.

The table 4.10 above shows regression analysis seeks to analyze the effect of training practices on staff intention to quit. The study came up with the following regression equation to find out the relationship between variables $Y = \beta_0 + \beta_x + \epsilon$; where Y = intention to quit, β_0 =the constant of regression, x = training practices and ϵ = error term. Independent variable was measured using responses obtained from the respondents. The findings are presented in table 4.8, 4.9 and 4.10. According to the regression equation, the findings established that holding the independent variable constant, other factors influencing employee intention to quit will be 5.720. ($P = 0.00 < 0.05$). The analysis of findings also illustrated that a relationship exists between training practices and the intention to quit.

4.7 Discussion of findings

The study found out that training practices had an influence on intention to quit decision by the nursing staff. Researchers found out that human resource management practices like compensation & rewards, training and development, work environment job security,

culture, supervisor support and organization justice can assist to bring down absenteeism, staff quitting and improved quality work (Meyer and Allen, 1991; McDuffie, 1995; Ichniowski, Shaw and Prennushi, 1997).The study found out that the nursing staff in all the cadres agreed that they are involved in training practices offered at Kenyatta National Hospital.

In addition, to the number of years worked in the firm, the research study found that majority of nurses have been in service at KNH for a reasonably long period of time, thus enabling them to make better non-quit decisions. The study further found out that most of the nursing staff at Kenyatta National Hospital are well educated hence are capable of making non-quit decisions. This is in line with Noe (1999), who suggested that staff have perception to attain new skills & knowledge which they put in practice on the job and share with their fellow staff as well.

With regard to employee training policy, the study established that the policies were formulated in the organization. This concurs with Goldstein, (1991) who suggested that when staffs are employed to boost the skill, the firm needs to start training program. The methods of training employed by the KNH varied from promotional training, refresher training, job training and induction training. They also correspond to those of Van Knippenberg (2000) pointed out that staff become more committed and are retained in the entity when they become part of a group and work towards performance as a group.

This is in line with Storey and Sisson (1993), who emphasized that training, is a sign of an entity's loyalty to employees. Hence, they are optimistic that by working longer with an organization, they get more training opportunities as possible offered by their employer.

Therefore, they do not see the need of quitting their current employer since they felt that training practices were adequate and efficient and this factor had an influence on their intention to quit.

This signifies that intention to quit among the respondents is attributable to the presence of efficient training practices. This result was similar to findings of previous studies, for example Miller and Wheeler (1992) and Quarles (1994) who found out that there is a significant predicting role between training practices on employees intention to quit with regards to training practices provides job security, which guarantees long-term employment relationship.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the data findings on employee perceptions of training practices on intention to quit among nursing staff at Kenyatta national hospital, the conclusions and recommendations are drawn from here. This chapter therefore is structured into summary of findings, conclusions, recommendations and areas for further research.

5.2 Summary of the Findings

The objective of this study was to assess perceived effectiveness of training practices on intention to quit among nursing staff at Kenyatta National Hospital. The study established that training had an influence on employee's intention to quit at Kenyatta National Hospital. The regression results also indicated that training practices had an influence on intention to quit (P value 0.035). Majority of the respondents agreed that nurse's retention at Kenyatta National Hospital is influenced by provision of training and development relevant to employees' career and training that enhance employees' commitment.

The study established that Kenyatta National Hospital support for the nursing staff has a major role in enhancing their retention. Nevertheless, the study found out that majority of the nursing employees at Kenyatta National Hospital have a perception that training opportunities are allocated fairly and that they feel that training and development methods used by the organization are suitable. The study further found out that most of the nursing staff at Kenyatta National Hospital are well educated hence are capable of making quit decisions.

Additionally, on the length of service in the organization, the study found that majority of the nursing staff have worked at KNH for a reasonably long period of time, thus the decision not to quit was high.

With regard to training practices, the study established that the practices were formulated in the organization. The research findings show that Kenyatta National Hospital undertakes several training practices for the nursing staff. The hospital has a Service Charter which is based on the current strategic plan. The strategic plan provides a strategic objective for all training activities in the work plan. The objective is clearly defined in the annual work plan and acts as a guide for all training activities. In the work plan the induction of nursing staff is outlined whereby a training plan or program is formulated after officers have been listed for posting.

The training plan outlines the target group for training which in this case is the nursing staff, general and specific objectives of the induction, course content, methodology and duration the training will take. A training needs analysis is also undertaken within the hospital. It provides information on any deficits in labor turnover and performance of the nursing staff. With this the hospital is able to determine where the problem lies. Implementation of the training process is conducted and application of several of training methods is done. An evaluation of the training is conducted to ascertain if the need it was intended for is being achieved. All these practices are linked and dependent on each other. The failure of one prompts the failure of the other practice.

5.3 Conclusion

Training practices are key aspects of human resource management. In today's dynamic world the management should ensure staff or employees are well trained to be at par with

the changes. The training practices chosen should show improvement in employee retention. Organizations once created and accorded a mandate, must have a vision of what they ultimately aspire to be in the future. In this age of uncertain, dynamic and rapid changes in the political, economic, social and technological environments, organizations must regularly examine how and where they fit and what interventions/adjustments need to be undertaken to take them where they ought to be and to continue being relevant.

Training practices for nursing staff should continuously be reviewed based on improved technology which includes new machines being invented, changing preferences of the patients due to modernization, competition in terms of best health care services being offered etc. The findings indicated that training practices did have significance on employees quitting. Training is a tool that will help the hospital management in ensuring a more committed and productive nursing staff. This can be done by ensuring employee identification, investment, reciprocity, and by minimizing other employment opportunities, an effective training practice ensures a high commitment and fewer staff quitting as a result, the firm becomes more professional and productive.

Even though training plays a great role in this process, the hospital needs to consider more employee's strategies and practices that can reinforce loyalty. The study reveals that training in itself may have many benefits, and a much greater influence could be seen when using Human Resources strategies that got various organizational commitment practices and policies. An efficient training practice is one that can lead to greater staff loyalty and much more satisfied employees. Majority of staff believed once trained it exists a possibility to stay longer because of training that has been offered.

5.4 Recommendations

From the results therefore it may be recommended that the designing of training practices could make it easier for the management to come up with relevant training programs that fit their nature of operation. The training design and delivery must not ignore the fact that a training event is not an isolated activity (Kossek and Lobel 1996).

According to Richard Chang (1994) training evaluation information is crucial for establishing the success of the program in achieving the set goals and what to include in the training are required to enhance its quality. Evaluation includes measuring participant response to the program, on the job training, business focused results and organizational impact (Ford 2000).

The hospital may carry out formative evaluation which focuses on enhancing the training process and the effectiveness of training practices. The study recommends that all employees should be treated well since they are a key asset in organization survival. The study further recommends that terms of service should be improved to enhance non quit decisions. The study also recommends use of more training methods at Kenyatta National Hospital. The study also recommends more training to enhance performance of employees.

In addition, the study recommends better working environment for all the nursing staff, physical working environment, adequate equipments and job security. Additionally the study recommends tackling of the known challenges by Kenyatta National Hospital in order to achieve optimum job satisfaction which will enhance retention and further research to be done on emerging challenges.

A comparative study is recommended on employee perceptions of factors influencing quit decision in other hospitals such as Nairobi Hospital, Aga Khan and Nairobi Women's Hospital which operate in highly competitive environment, to ascertain the validity of the research findings. The study also recommends a thorough exploration of factors influencing quit decisions and conducting exit interviews to find out the reason for quitting.

5.5 Limitations of the Study

Respondent's targeted were the nursing staff at Kenyatta National Hospital therefore a key challenge while undertaking this study was getting all the respondents within a very short time due to their busy nature of their job. This was however managed through proper planning and coordination with the various nurses in charge hence ensuring minimizing the time taken in getting back the responses. The researcher targeted a sample of 10% as the target population was large. This proved very challenging as some questionnaires were lost and others were not filled at all due to the busy schedule of the nursing staff and finding them was hectic. However, this was achieved with determination and persistence. Accessing the organization was also challenging especially when it was not visiting hours due to security reasons and privacy they uphold to patients but after producing the letter from school explaining that it was purely for academic purposes it became manageable.

5.6 Suggestion for Further Research

There is need to conduct a similar study which will seek to establish factors influencing employees intention to quit among nursing staff in other hospitals. There is also need of using a different methodology to carry out the same study at Kenyatta National Hospital.

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APPENDIX

Appendix I: Questionnaire

Instructions:

Please give answers in the spaces provided by either filling the blank space or tick (✓) the option that suits your situation.

Section A: Demographic Information

1. Gender

1.1 Female []

1.2 Male []

2. Indicate where you fall among the following age brackets (years)

2.1 Below 25 []

2.2 25-35 []

2.3 35-45 []

2.4 45-55 []

2.5 Above55 []

3. Highest Level of education (please tick as appropriate)

3.1 Secondary certificate []

3.2 Diploma []

3.3 Post Graduate Diploma []

3.4 Bachelor's Degree []

3.5 Master's Degree []

3.6 PhD Degree []

4. How long have you worked at Kenyatta National Hospital?

4.1 less than 5 years[]

4.2 5-10 years []

4.3 10-15 years []

4.4 More than 15 years []

Part B: Effectiveness of Training Practices

5. Using the scale provided, indicate the extent to which you agree with the following statements as relating to training practices has on your intention to quit in your firm 1. No extent 2. Little extent 3. Moderate extent 4. Large extent 5. Very large extent.

Statements	1	2	3	4	5
5.1. My firm uses training needs analysis to identify employees who need training					
5.2. My firm conducts training programs which are linked to organizations strategy					
5.3. My organization develops a training plan to identify what is needed from training					

5.4. Employees feel that training and development methods used by organizations are suitable					
5.5. My firms training programs are usually implemented fully					

PART C: Intention to Quit

6. Using the scale of 1-5 provided rates the extent to which you agree with how the following statements have an influence on intention to quit among the nursing staff in KNH. **1.** No extent **2.** Little extent **3.** Moderate extent **4.** Large extent **5.** Very large extent

Statements	1	2	3	4	5
6.1 would recommend Kenyatta National Hospital to any job seeker					
6.2 I love my job at Kenyatta National Hospital					
6.3 I am job searching else where					
6.4 I am hoping to retire at Kenyatta National Hospital					
6.5 I often think of leaving Kenyatta National Hospital					

Thank you for taking your time to complete this questionnaire.