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EFFECT OF ON-THE-JOB TRAINING ON EMPLOYEE PERFORMANCE IN MEDIA HOUSES IN NAIROBI COUNTY

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Effect of On-The-Job Training On Employee Performance in Media Houses in Nairobi County

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Abstract:

Purpose of Study: This study examined the effect of on-the-job training on employee performance in media houses in Nairobi County, Kenya. It aimed to establish whether structured workplace training enhances employee efficiency, productivity, and overall organizational performance.

Methodology: A descriptive survey design was adopted targeting 1,660 employees from Nation Media Group, Standard Group, Royal Media Services, and Radio Africa Group in

Nairobi County. A sample of 323 respondents was selected using Yamane's formula and stratified random sampling. Data were analyzed using SPSS version 27.

Findings: The study findings revealed that on-the-job training has a positive and statistically significant effect on employee performance in media houses in Nairobi County. The regression results indicated a strong relationship ($B = 0.578$, $\beta = 0.651$, $t = 9.963$, $p < 0.001$), demonstrating that improvements in training are associated with notable increases in performance levels. Additionally, the model showed that on-the-job training explains 42.4% ($R^2 = 0.424$) of the variation in employee performance. These results suggest that employees who receive consistent, practical, and well-structured training are more productive, efficient, and capable of meeting organizational goals in the dynamic media industry.

Conclusion: The study concludes that structured and continuous on-the-job training significantly enhances employee performance in media houses. Organizations should institutionalize systematic training programs, strengthen managerial support, and incorporate innovative skill development approaches to maximize performance outcomes.

Keywords: *On-the-Job Training, Employee Performance, Media Houses, Nairobi County, Human Capital Theory, Training Transfer, Descriptive Survey.*

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1.0 INTRODUCTION

Background of the Study

The media industry is among the most dynamic and knowledge-intensive sectors in the global economy. The rapid evolution of digital technologies, changing consumer preferences, and intensifying market competition require media organizations to continuously invest in the capabilities of their workforce. Employee performance, which encompasses task completion, output quality, creativity, and adaptability, is central to the competitiveness and long-term sustainability of any media organization. One of the most widely applied approaches to developing employee capabilities is on-the-job training, which involves structured learning within the actual work environment as employees execute their daily responsibilities. Globally, organizations have recognized on-the-job training as a strategic tool for closing skills gaps and improving individual and organizational outcomes. According to Noe and Peacock (2022), organizations in developed economies that invest systematically in on-the-job training report measurable improvements in employee productivity, work quality, and overall performance. A study by Collings and Wood (2024) found that employees who underwent structured on-the-job training in German media organizations demonstrated performance ratings 36% higher than those who received only informal training. Similarly, Kim and Lee (2023) found that 72% of trained media employees in South Korean broadcasting stations maintained superior performance levels three years after training completion, confirming the sustained returns on deliberate training investments.

In Africa, the integration of on-the-job training into human resource development remains inconsistent across organizations. Media houses across the continent operate within resource constraints, infrastructure limitations, and multilingual communication demands that shape how training is designed and delivered. Dessler (2021) found that Indian media organizations with systematic training programs achieved performance improvement rates of 31%, compared to only 6% among those relying on informal approaches. While this provides a comparable developing-economy perspective, the specific challenges faced by African media houses differ considerably, particularly in terms of regulatory frameworks, language diversity, and digital transition pacing. In Kenya, the media industry has undergone significant transformation over the past decade. The liberalization of the airwaves, the rapid proliferation of digital platforms, and the migration to online content delivery have reshaped how media organizations operate and compete. Nation Media Group, Standard Group, Royal Media Services, and Radio Africa Group collectively represent a substantial share of the media workforce in Nairobi County and stand at the center of this transformation. The performance demands placed on journalists, editors, producers, technical staff, and administrative personnel have intensified, making continuous skill development through on-the-job training increasingly critical.

Despite this context, limited empirical evidence exists on how on-the-job training specifically influences employee performance within Nairobi County's media houses. Existing studies on human resource development in Kenya focus predominantly on public sector organizations or manufacturing firms, leaving the media sector inadequately examined. This study therefore sought to address this

gap by investigating the effect of on-the-job training on employee performance in media houses in Nairobi County, generating contextually relevant and practically applicable evidence.

Statement of the Problem

Media organizations in Nairobi County operate in a rapidly changing environment where employee performance directly determines the quality of content produced, the efficiency of service delivery, and the overall competitiveness of the organization. Despite the widely acknowledged importance of on-the-job training as a mechanism for improving employee capabilities, many media house in Nairobi County appear to implement training in ad hoc and inconsistent ways that limit its effectiveness. Empirical evidence from international studies confirms that structured on-the-job training contributes positively to employee productivity, task efficiency, and work quality (Armstrong & Taylor, 2020; Robbins & Judge, 2021). However, these findings are drawn largely from developed country contexts and may not accurately represent the dynamics in Kenyan media organizations, where resource constraints, varying training quality, and different organizational cultures shape training outcomes differently. Boxall and Purcell (2022) noted that the returns on training investment depend significantly on the quality of training design and delivery, a factor that varies widely across organizations.

While some studies have examined human resource development in Kenya's banking, public sector, and manufacturing industries, very limited empirical attention has been directed at media houses in Nairobi County. The specific effects of on-the-job training on dimensions of employee performance, including task completion, output quality, productivity, innovation, and adaptability, remain inadequately understood within this sector. Idua et al. (2023) established that training positively influences employee performance in Kenyan organizational settings, but their study did not isolate the media sector or examine training practices specific to media work environments. This gap in knowledge has practical consequences. Without clear evidence on how on-the-job training affects employee performance in Nairobi's media houses, managers and human resource practitioners lack a sufficient basis for designing, evaluating, and investing in training programs. This study therefore sought to fill this gap by generating empirical evidence on the effect of on-the-job training on employee performance in media houses in Nairobi County.

Purpose of the Study

The purpose of this study was to determine the effect of on-the-job training on employee performance in media houses in Nairobi County, Kenya.

Research Hypothesis

H01: On-the-job training does not significantly influence employee performance in media houses in Nairobi County, Kenya.

2.0 LITERATURE REVIEW

Theoretical Framework: Human Capital Theory

Human Capital Theory (HCT) was originally developed by Gary Becker in 1964 and later extended by Theodore Schultz (1961). The theory is built on the premise that employees are valuable organizational assets and that investments in their knowledge, skills, and abilities generate measurable returns for both the individual and the organization. In the same way that firms invest in equipment and technology to increase output, organizations invest in people through training and development programs to raise productivity and improve performance (Becker, 1964; Noe, 2020). HCT distinguishes between two categories of skills. General skills are transferable across organizations and industries, such as writing, reporting, and content editing in the media context. Firm-specific skills are unique to a particular workplace and include familiarity with an organization's editorial management systems, internal workflows, and broadcast protocols. Both categories are developed through on-the-job training, making HCT directly applicable to this study. The theory supports the expectation that deliberate investment in employee training within media houses will translate into enhanced technical competence, improved work quality, and higher overall job performance.

In the context of media houses in Nairobi County, HCT explains that when employees receive structured on-the-job training, they become more capable, efficient, and better equipped to meet evolving performance demands. However, HCT has been criticized for over-emphasizing economic returns from training investment while giving insufficient attention to motivational, cultural, and social factors that also determine how training translates into actual performance outcomes (Kim & Lee, 2023). In the Kenyan media context, organizational culture, peer support, and managerial encouragement play significant roles in determining whether training investments produce the expected performance returns.

Empirical Review

On-the-Job Training and Employee Performance in Media Houses

Armstrong and Taylor (2020) conducted a comprehensive evaluation of on-the-job training effectiveness in United Kingdom broadcasting organizations using a quasi-experimental design that compared performance metrics of trained and untrained employees over 18 months. The study found that employees who received structured on-the-job training demonstrated 24% higher productivity and 31% improvement in work output quality compared to those who received minimal training. Technical skills development was identified as the most significant contributing factor, with journalists and producers showing measurably superior content creation capabilities following training. While the study provides compelling evidence for training effectiveness in media contexts, its focus on well-resourced organizations in a developed economy limits the direct applicability of findings to African media houses operating under greater resource constraints.

Noe and Peacock (2022) examined on-the-job training outcomes across five major American media corporations using performance appraisals and employee surveys involving 2,800 media professionals. The study documented that performance improvement varied considerably across organizations, with some recording gains of up to 29% while others showed more modest improvements of 14%. These variations were attributed to differences in training quality, organizational culture, and leadership support. The finding that contextual factors significantly

mediate the training-performance relationship is particularly relevant to Nairobi's media sector, where organizational resources and training structures differ considerably across organizations.

Kim and Lee (2023) conducted a longitudinal study tracking 1,950 media employees over three years across eight South Korean broadcasting stations. The findings showed that 72% of trained employees maintained superior performance levels three years after training completion, demonstrating sustained long-term returns on training investments. However, among the 28% whose performance declined, skill obsolescence was found to occur within 24 months in the absence of continuous learning opportunities. This pattern underscores the importance of ongoing training rather than isolated interventions and suggests that media organizations must embed continuous learning into their operational frameworks to sustain performance gains over time.

Robbins and Judge (2021) analyzed the effect of on-the-job training on specific performance dimensions through a 30-month examination of performance records from The Guardian and the British Broadcasting Corporation (BBC). The study found that trained employees recorded a 27% improvement in task efficiency, a 22% enhancement in work quality, and a 34% increase in innovation capabilities. Programs that combined technical training with editorial mentorship produced superior outcomes compared to skills-only interventions, reinforcing the importance of integrated training approaches that address both technical and interpersonal dimensions of performance.

Mullins and Christy (2023) investigated on-the-job training effectiveness among digital media specialists through mixed-methods research involving 950 employees across six Australian media organizations. Trained digital journalists demonstrated 32% faster content production speed and 41% improvement in audience engagement metrics. Technology-specific training components were identified as critical enablers of performance improvement in digital media contexts. These findings are directly relevant to Nairobi's media environment, where digital transition is actively reshaping performance demands across broadcast, print, and online platforms.

Dessler (2021) conducted a comparative analysis of on-the-job training quality across twelve Indian media houses. Organizations with systematic training programs achieved average performance improvements of 31%, while those relying on informal approaches showed minimal gains of approximately 6%. The study identified trainer competence, structured curricula, and performance feedback as the three most critical quality factors. Given the structural and resource similarities between India's and Kenya's media environments, these findings offer a useful comparable context, although the study did not examine training models suited to the smaller media organizations that constitute a significant part of Nairobi's media landscape.

Boxall and Purcell (2022) analyzed the cost-effectiveness of on-the-job training through an economic evaluation comparing training investments to productivity gains in South African media companies. The study found that every unit of investment in structured on-the-job training generated approximately 3.8 units in productivity-related returns through improved output quality, reduced errors, and enhanced efficiency. While this evidence supports the economic case for training, the study did not fully account for indirect benefits such as improved employee retention, morale, and

organizational reputation, which may further strengthen the argument for sustained training investment.

Collings and Wood (2024) conducted a recent comprehensive evaluation of on-the-job training impact across ten German media organizations. Systematically trained employees showed performance ratings 36% higher than informally trained colleagues, with the strongest effects recorded among employees who received both technical and interpersonal skills training. The research emphasized integrated training design as a key success factor, indicating that training programs narrowly focused on technical skills alone may underperform relative to more holistic approaches.

Torrington et al. (2020) investigated training sustainability through a four-year longitudinal study in British broadcasting corporations. The study found that 63% of trainees maintained superior performance four years after training, with continuous practice opportunities serving as the strongest predictor of long-term success. Regular refresher training and peer learning were identified as critical structural mechanisms for sustaining training benefits. The finding that 37% of trainees did not sustain performance improvements indicates that organizational and structural factors beyond the initial training experience are critical determinants of long-term performance outcomes.

Collectively, the reviewed studies demonstrate that on-the-job training consistently and positively influences employee performance across diverse media contexts. However, a significant gap exists with respect to media houses in Nairobi County. Most studies draw on experiences from developed and newly industrializing economies and do not address the specific challenges facing African media organizations, including resource limitations, technological infrastructure gaps, multilingual operational environments, and distinct regulatory frameworks. None of the reviewed studies focused exclusively on Nairobi's media industry, which operates in a distinctive environment shaped by Kenya's regulatory dynamics, rapid digital transition, and diverse audience demographics. This study sought to address this gap directly by generating empirical evidence from the Nairobi media context.

3.0 RESEARCH METHODOLOGY

The study adopted a descriptive survey design to collect quantitative data without manipulating variables. The target population consisted of 1,660 employees from Nation Media Group, Standard Group, Royal Media Services, and Radio Africa Group, encompassing journalists, editors, technical staff, producers, and administrative workers. A sampling frame covering all eligible employees was prepared, and stratified random sampling was used to ensure proportional representation from each media house. Using Yamane's formula, a sample size of 323 respondents was obtained. Structured questionnaires were the primary data collection instrument, capturing demographic information, on-the-job training practices, and employee performance indicators using five-point Likert scales. Data were collected through physical questionnaires and online platforms after obtaining the necessary institutional approvals. Responses were coded and analyzed using SPSS version 27. Descriptive statistics and simple linear regression were used to analyze the data, while findings were presented in tables for clear interpretation.

4.0 RESEARCH FINDINGS AND DISCUSSION

Response Rate

The study targeted a sample of 323 respondents drawn proportionally from four media houses in Nairobi County. Upon completion of fieldwork, 295 questionnaires were returned fully completed and deemed valid for analysis, while 28 were either unreturned or had excessive missing data and were thus excluded. This yielded an effective response rate of 91.3%. The findings are presented in Table 1 below.

Table 1: Response Rate

Category	Frequency (f)	Percentage (%)
Questionnaires Distributed	323	100.0
Valid Questionnaires Returned	295	91.3
Invalid / Unreturned	28	8.7

Source: Field Data (2026)

As shown in Table 1, the response rate of 91.3% was deemed adequate for statistical analysis and generalization. Mugenda and Mugenda (2003), as cited by Kabiru and Njoroge (2021), assert that a response rate of 70% and above is acceptable for survey-based research. The high response rate attained in this study is attributable to the mixed-mode data collection approach, combining physical self-administered questionnaires and Google Forms, as well as structured follow-up reminders issued to non-respondents during the one-week data collection window.

Descriptive Analysis

Effect of On-the-Job Training on Employee Performance

The study sought to assess the effect of on-the-job training on employee performance in media houses in Nairobi County. Respondents were requested to rate their level of agreement with eight statements relating to on-the-job training practices and their associated performance outcomes using a five-point Likert scale, where 1 = Strongly Disagree and 5 = Strongly Agree. The findings are presented in Table 2 below.

Table 2: Descriptive Statistics on On-the-Job Training and Employee Performance

Statement	Mean	Std Dev
On-the-job training improves my technical skills required for daily work tasks	4.23	0.88
Practical training sessions enhance my ability to meet organizational performance standards	4.25	0.82
Hands-on training programs increase my productivity through improved task completion rates	4.15	0.97
Job-specific training enables me to deliver high-quality work consistently	4.21	0.84
Workplace training enhances my problem-solving capacity in complex assignments	4.11	0.99

On-site training initiatives improve my efficiency in executing assigned responsibilities	4.18	0.89
Task-based training strengthens my competence leading to better overall job performance	4.20	0.88
Continuous on-the-job training updates my knowledge ensuring relevance in work delivery	4.28	0.83
Overall Composite	4.20	0.89

N = 295. Source: Field Data (2026).

Scale: 1 = Strongly Disagree; 5 = Strongly Agree.

As shown in Table 2, respondents strongly agreed that on-the-job training improves technical skills required for daily work tasks ($M = 4.23$, $SD = 0.88$). The high mean and relatively low standard deviation indicate near-unanimous recognition of on-the-job training as a mechanism for technical skill enhancement in media work environments. This finding is consistent with Arulsamy et al. (2023), who established that on-the-job training enables employees to immediately apply newly acquired skills, fostering increased confidence and competence, with hands-on learning found to improve job performance and elevate overall job satisfaction.

Practical training sessions were strongly affirmed to enhance employees' ability to meet organizational performance standards ($M = 4.25$, $SD = 0.82$), representing the second highest mean among the eight items. The low standard deviation signifies strong consensus among respondents, reinforcing the finding that structured workplace learning directly supports adherence to performance standards. In support of this, Mehner et al. (2024) found through a mixed-method study on training transfer and knowledge sharing that well-executed training programs contribute to greater job satisfaction, increased productivity, and stronger organizational outcomes, with both peer and supervisor support functioning as key antecedents of effective training transfer.

Hands-on training programs were affirmed to increase productivity through improved task completion rates ($M = 4.15$, $SD = 0.97$). This item exhibited the highest variability among the eight indicators, suggesting that the perceived productivity impact was more varied across respondents, possibly reflecting differences in the quality and consistency of training programs across the four sampled media organizations. Fegade and Sharma (2023), through a systematic review of training and development literature, corroborate this finding, concluding that training and development play a crucial role in improving organizational efficiency and recommending that organizations prioritize such initiatives to maintain a competitive edge.

Job-specific training was affirmed to enable consistent delivery of high-quality work ($M = 4.21$, $SD = 0.84$), while workplace training was recognized as enhancing problem-solving capacity in complex assignments, though this indicator recorded the lowest mean ($M = 4.11$, $SD = 0.99$) among the eight items. The slightly lower mean on problem-solving may indicate that some respondents experienced challenges applying training to complex, unstructured situations that fall outside standard training content. On-site training initiatives were affirmed to improve efficiency in executing assigned responsibilities ($M = 4.18$, $SD = 0.89$), and task-based training was recognized as strengthening competence and contributing to better overall job performance ($M = 4.20$, $SD = 0.88$). These findings

align with Ibua et al. (2023), who established that training enables employees to learn new skills and develop their knowledge in ways that positively affect performance, with competent employees better positioned to save time, solve problems, and reduce errors in organizational settings.

Continuous on-the-job training recorded the highest mean ($M = 4.28$, $SD = 0.83$), with respondents strongly agreeing that ongoing training updates their knowledge and ensures relevance in work delivery. This finding reflects the centrality of continuous learning in the media sector, where technological change and evolving content formats frequently render earlier skills obsolete. The finding is consistent with Devlin Peck (2024), who reported that a substantial proportion of employees acknowledge the performance-enhancing benefits of on-the-job training, particularly when training is continuous and contextually relevant. The overall composite mean of 4.20 ($SD = 0.89$) confirms that on-the-job training was positively and consistently perceived as an influential determinant of employee performance across all sampled media houses.

Employee Performance

The study examined employee performance using eight indicators: task completion, output quality, productivity, innovation, technical competence, collaboration, adaptability, and target achievement. The findings are presented in Table 3 below.

Table 3: Descriptive Statistics on Employee Performance

Statement	Mean	Std Dev
I consistently complete my assigned tasks within the stipulated deadlines and timelines	4.19	0.91
The quality of my work output meets or exceeds organizational standards consistently	4.19	0.88
My productivity levels have improved significantly due to development practices received	4.13	0.97
I demonstrate innovation and creativity when solving problems in work assignments	4.05	1.04
My job knowledge and technical competence have enhanced my overall work effectiveness	4.21	0.87
I effectively collaborate with colleagues contributing positively to team goals and objectives	4.19	0.90
My ability to adapt to changes has improved my performance in dynamic environments	4.12	0.97
I achieve set performance targets consistently demonstrating high levels of work efficiency	4.17	0.91
Overall Composite	4.16	0.93

N = 295. Source: Field Data (2026).

Scale: 1 = Strongly Disagree; 5 = Strongly Agree.

As reflected in Table 3, employee performance was rated positively across all eight indicators. The highest mean was recorded for technical competence enhancement ($M = 4.21$, $SD = 0.87$), with

respondents strongly agreeing that improved job knowledge had enhanced their overall work effectiveness. The low standard deviation indicates strong consensus, suggesting that on-the-job training was widely perceived as having strengthened employees' technical foundations across the sampled organizations. This finding is consistent with Hosen et al. (2024), who established a significant positive correlation between training and development and work performance in a study of frontline employees, finding further that organizational commitment mediated and sustained the relationship between development practices and long-term performance outcomes.

Task completion within deadlines ($M = 4.19, SD = 0.91$) and work quality meeting organizational standards ($M = 4.19, SD = 0.88$) were jointly rated among the highest performance indicators, reflecting strong self-assessments of output reliability. These findings suggest that on-the-job training received by employees in the sampled media houses had a tangible positive effect on their ability to complete work on time and to the required standard. The productivity improvement item ($M = 4.13, SD = 0.97$) yielded a slightly lower mean with higher variability, suggesting that while most respondents recognized productivity gains attributable to training, the magnitude of perceived improvement varied across respondents and organizations. This pattern is consistent with Asteris et al. (2022), who found that the magnitude of training-related performance gains depends on the systematic alignment of training design with organizational objectives.

Effective collaboration and contribution to team goals ($M = 4.19, SD = 0.90$) was also rated highly, reinforcing the view that on-the-job training in media houses extends beyond individual skill enhancement to support teamwork and collective performance. Adaptability to change ($M = 4.12, SD = 0.97$) was affirmed as an area positively influenced by training, though the higher variability suggests that some respondents perceived their adaptation capabilities as still developing, possibly reflecting the pace of technological change relative to the speed of training delivery across organizations.

Innovation and creativity in problem-solving ($M = 4.05, SD = 1.04$) recorded the lowest mean and highest standard deviation among the eight performance indicators, suggesting more diverse experiences of creative performance development across respondents. This may reflect selective and uneven exposure to creativity-stimulating training components, which may not be uniformly embedded in the training frameworks of all sampled organizations. The overall composite mean of 4.16 ($SD = 0.93$) affirms that employee performance was perceived positively across all indicators, underpinning the appropriateness of the regression analysis that follows.

Inferential Statistics

Model Summary

Table 4 presents the model summary for the simple linear regression examining the effect of on-the-job training on employee performance in media houses in Nairobi County.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.651a	.424	.421	.503

a. Predictors: (Constant), On-the-Job Training.

b. Dependent Variable: Employee Performance.

As presented in Table 4, the correlation coefficient ($R = 0.651$) indicates a strong positive relationship between on-the-job training and employee performance. The coefficient of determination ($R^2 = 0.424$) shows that 42.4% of the variation in employee performance can be explained by on-the-job training. The adjusted R^2 of 0.421 confirms that the model provides a reliable fit to the data after accounting for the number of predictors. The standard error of estimate of 0.503 reflects that deviations between observed and predicted values of employee performance are relatively small, affirming the model's predictive reliability.

Analysis of Variance (ANOVA)

The ANOVA results in Table 5 assess the overall statistical significance of the regression model.

Table 5: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	27.814	1	27.814	109.861	.000b
Residual	37.674	293	.129		
Total	65.488	294			

a. Dependent Variable: Employee Performance.

b. Predictors: (Constant), On-the-Job Training.

The ANOVA results in Table 5 indicate that the regression model is statistically significant ($F = 109.861$, $p < 0.001$). This confirms that on-the-job training has a statistically significant effect on employee performance in media houses in Nairobi County. The null hypothesis (H_0 : On-the-job training does not significantly influence employee performance) is therefore rejected at the 0.001 significance level.

Regression Coefficients

Table 6 presents the regression coefficients for the relationship between on-the-job training and employee performance.

Table 6: Beta Coefficients for On-the-Job Training

Model	B	Std. Error	Beta (β)	t	Sig.
(Constant)	1.726	.248		6.960	.000
On-the-Job Training	.578	.058	.651	9.963	.000***

***** $p < 0.001$. Dependent Variable: Employee Performance.**

The regression coefficients in Table 6 confirm that on-the-job training is a statistically significant positive predictor of employee performance ($B = 0.578$, $\beta = 0.651$, $t = 9.963$, $p < 0.001$). This means that a one-unit increase in on-the-job training is associated with a 0.578-unit increase in employee performance, holding all other factors constant. The standardized beta coefficient of 0.651 indicates a strong effect, further affirming that on-the-job training exerts a considerable and

meaningful influence on employee performance within the sampled media houses. The regression equation is expressed as: $\text{Employee Performance} = 1.726 + 0.578 (\text{On-the-Job Training})$. This equation confirms that deliberate investment in on-the-job training meaningfully raises the baseline level of employee performance. These results are consistent with Armstrong and Taylor (2020) and Collings and Wood (2024), both of whom documented significant positive associations between structured on-the-job training and employee performance outcomes in media organizations. The findings also align with the theoretical predictions of Human Capital Theory, which posits that investment in employee skill development generates returns in the form of enhanced capabilities and improved performance outcomes (Becker, 1964; Noe, 2020).

5.0 SUMMARY OF THE STUDY

The analysis reveals that on-the-job training is a significant and positive determinant of employee performance in media houses in Nairobi County. Descriptively, respondents strongly affirmed that continuous on-the-job training updates their knowledge and ensures relevance in work delivery ($M = 4.28$, $SD = 0.83$), that practical training enhances their ability to meet organizational performance standards ($M = 4.25$, $SD = 0.82$), and that on-the-job training improves their technical skills required for daily tasks ($M = 4.23$, $SD = 0.88$). The overall composite mean for on-the-job training was 4.20 ($SD = 0.89$), confirming a consistently positive perception of training's influence on performance across the sampled organizations.

From the regression analysis, on-the-job training explained 42.4% of the variance in employee performance ($R^2 = 0.424$), with the model being statistically significant ($F = 109.861$, $p < 0.001$). The unstandardized coefficient ($B = 0.578$, $p < 0.001$) confirms that a unit increase in on-the-job training leads to a corresponding increase of 0.578 units in employee performance. These findings provide strong empirical support for the rejection of the null hypothesis and are consistent with the evidence documented by Noe and Peacock (2022), Robbins and Judge (2021), and Kim and Lee (2023), all of whom found significant positive effects of on-the-job training on employee performance in media organizations.

6.0 CONCLUSION

This study concludes that on-the-job training is a fundamental driver of employee performance in media houses in Nairobi County. The significant positive relationship established between on-the-job training and employee performance demonstrates that media organizations that invest in structured, continuous, and contextually relevant training achieve measurably better outcomes across multiple performance dimensions, including task completion, work quality, productivity, technical competence, collaboration, adaptability, and target achievement.

The findings further indicate that while on-the-job training is generally perceived positively by employees across all four sampled media organizations, its effects vary across specific performance dimensions. Technical competence and adherence to organizational standards emerged as the strongest performance benefits of training, while innovation and creativity reflected greater variability, suggesting that training programs do not uniformly address all dimensions of employee performance. This calls for a more deliberate and comprehensive approach to training design that

incorporates not only technical skill development but also creativity-stimulating and problem-solving components that are relevant to dynamic media work environments.

The study's conclusions are grounded in Human Capital Theory, which posits that deliberate investment in employee learning and skill development generates returns in the form of enhanced capabilities and improved performance. The empirical evidence generated by this study extends this theoretical framework to the specific context of Kenyan media houses and provides a sound basis for evidence-driven decision-making on training investments within the sector.

7.0 RECOMMENDATIONS

Based on the research findings, the following recommendations are proposed for media houses in Nairobi County and relevant stakeholders. Media organizations should institutionalize structured on-the-job training as a core component of their human resource development strategies. Rather than relying on informal or ad hoc approaches, organizations should develop systematic training programs with clearly defined curricula, competency-based objectives, and structured feedback mechanisms. The evidence from this study indicates that structured training produces substantially greater performance benefits than informal approaches, a finding consistent with Dessler (2021) and Collings and Wood (2024).

Human resource managers in media houses should prioritize continuous learning frameworks that extend beyond single training episodes. Given that skill obsolescence occurs within 24 months when continuous learning opportunities are absent (Kim & Lee, 2023), organizations should develop ongoing training schedules that include refresher programs, peer learning platforms, and regular content updates aligned with technological and industry changes.

Training programs should be designed to comprehensively address all dimensions of employee performance, including innovation and creativity, which recorded the lowest performance mean in this study. Media organizations should integrate creativity development, editorial mentorship, and problem-solving simulations into their training frameworks to ensure that training effects extend beyond technical competence to encompass the full range of performance demands in dynamic media environments.

Management and leadership support should be actively cultivated as a structural enabler of training effectiveness. The findings from Mehner et al. (2024) indicate that supervisor and peer support are critical antecedents of effective training transfer. Organizations should therefore train supervisors in coaching and mentoring skills and establish accountability structures that encourage managers to actively support employee application of newly acquired competencies in their daily work.

Industry regulators and media associations in Kenya should develop shared training quality benchmarks and standards that guide on-the-job training design across media houses. This would help address the variability in training quality documented in this study and establish a consistent baseline of training adequacy that supports sector-wide performance improvement.

8.0 AREAS FOR FURTHER RESEARCH

Future research should examine the moderating role of organizational culture on the relationship between on-the-job training and employee performance in Kenyan media houses, as cultural dynamics may significantly shape how training investments translate into performance outcomes. Longitudinal studies tracking the sustained impact of on-the-job training on employee performance over multiple years would provide valuable insights into the durability of performance improvements within the media sector. Comparative studies examining the effect of on-the-job training across different media formats, including television, radio, print, and digital platforms, would enhance understanding of whether training effectiveness and performance impacts differ meaningfully across media segments. Research that evaluates the cost-effectiveness of various on-the-job training models in small and medium-sized media houses, which constitute a significant proportion of Nairobi's media landscape, would provide practical guidance for organizations with limited training budgets. Additionally, studies that incorporate objective performance measures alongside self-reported data would strengthen the methodological robustness of findings on the training-performance relationship in the Kenyan media context.

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