

ON JOB TRAINING AND EMPLOYEE RETENTION IN ORGANIZATIONS

A CASE STUDY OF STEEL AND TUBE INDUSTRY LIMITED

BY

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DEDICATION

I dedicate this report to my beloved parents Mr. Taabu Kalist Milton and Mrs. Awnio Alice who recognized the value of my education from childhood and have devoted a lot of their efforts to see that I get to the top. I also dedicate this report to my supportive supervisor Dr. Bwegyeme Jacinta who has been guiding and directing me in doing this research work. Also to my brothers, sisters and friends who have been there for me whenever I needed them.

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ABSTRACT

The study examined the effects of on job training on employee retention in organizations basing on the following objectives, to examine the effect of job rotation on employee retention, to examine the effect of coaching on employee retention and to assess the impact of mentoring on employee retention.

The researcher used cross-sectional research design in nature and this helped in collecting data from a wide section of the study respondents. The study applied both quantitative and qualitative research methodologies. Correlation co-efficient was used to examine the effects of on job training on employee retention in organizations. The sample size of 108 respondents was selected using stratified random sampling. Self-administered questionnaires were used to collect data. Primary data was collected through use of questionnaires and secondary data was collected from text books, magazines, journals and articles. Data was collected, edited and analyzed.

According to the findings, providing training to employees through job rotation programme decreases the intentions of employees to leave the company. The results revealed a significant positive relationship between job rotation and employee retention ($r = 0.638^{**}$). It was also concluded that providing training to the employees through coaching programme decreases the intentions of employees to leave the company. The results revealed a significant positive relationship between coaching training programme and employee retention ($r = 0.800^{**}$). It was still concluded that providing training to the employees through mentoring programme decreases the intentions of employees to leave the company. The results revealed a significant positive relationship between mentoring training programme and employee retention ($r = 0.904^{**}$).

It was recommended that management should take the initiative to develop the employee skills in various fields so that total human efforts will be displayed in the respective job tasks to further enhance performance. This should be done to ensure that employees do not feel bored doing the same thing over every time. Encourage staff to use this opportunity to develop their knowledge and skills.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

Training is the process of upgrading the knowledge, developing skills, bringing about attitude and behavioral changes, and improving the ability of the trainee to perform tasks effectively and efficiently in organizations (Robert et al, 2004). Training gives an organization function which has the outcome of ensuring that the contribution of individuals and groups in achieving the organizational objectives through the development of appropriate knowledge, skills and attitude of the employees.

According to Boomer (2009), staff retention refers to an effort by a business to maintain a working environment which supports current staff in remaining with the company. Employee retention policies aimed at addressing the various needs of employees to enhance their job satisfaction and reduce the substantial costs involved in hiring and training new staff.

Training is a key retention factor for employees at any age. Statistical evidence indicates job training is a critical factor for personal (behavioral) and professional (technical) development. Providing skill recognition of personal job accomplishments in an effective retention strategy for employees at any age (Boomer, 2009)

1.1 Background to the study

Training is considered as the process of upgrading the knowledge, developing skills, bringing about attitude and behavioral changes, and improving the ability of the trainee to perform tasks effectively and efficiently in organizations (Robert et al, 2004). Employee retention refers to the employees' willingness to stay in a particular organization and the ability of the organization to

maintain its employees in service. Organizations that retain their high performers are bound to be successful in performance and at the same time avoid expenses that are incurred in advertisement of vacant positions, recruitment and selection, induction and training new employees that follow when an employee is lost. It is therefore advisable that every organization should maintain its best performers especially in today's competitive economic arena where competitors are observed to 'poach' employees from each other.

Internationally, employee retention is considered immensely important. Most of the companies are judged on the basis of their turnover rate. Globally, organizations are recognizing the importance of training their employees now more than ever. Organizations understand that to stay on top in the global economy, they need to place more emphasis on training and retaining their people. The rate of turnover affects the performance of an organization. Low turnover ensures that organization is retaining their competent employees by providing them training which increases the performance of individual employee.

Globally there are few companies like; SAS General Mills has a turnover rate of 2%, SC Johnson & Sons, Intel, meridian health and national instrument has the turnover rate of 3%. It means that these multinational companies are retaining their employees while ensuring their high performance. Training is one of the most important factors in retaining employees in these organizations. By knowing the factors of retention or the effect of training on retention this study can help those organizations to retain their employees which has high turnover rate.

The retention of employees has become a major challenge for human resource managers. According to a study by HR professional in the United States of America (Melo, 2006), over 75% of those surveyed reported that retention of talented employees was at the top human

resource problem they encountered. Harris (2008) contends that the biggest challenge facing South African organizations is the retention of critical skills. According to him, talented job candidates have the luxury of choice. This is affecting South African organizations since they are not only competing with one another but with organizations abroad.

At national level, training has been crucial especially for public servants in government sector in order to equip employees with skills and retain them for long at the organizations. But however, training has not been clear due to that fact that the system has dominated by corrupt officials who bring their relatives and friends who does not even attend any training who at end do not perform well. Training is a driving factor for the performance of employees in organizations (Chris Amisano, 2010). But it has been found that many organizations takes training for granted where some employees both existing and new employees do not go through training that would equip them with new skills to help in performing their tasks assigned to them hence poor performance.

Steel and Tube Industry in trying to keep its staff, it carries out training programs in different forms ranging from workshops, in-house training, and exposure visits. For instance, according to Steel and Tube Industry 2014/15 Financial Year Report, a total of 118 participants benefited from the various training programmes which intended at equipping its current staff with new skills so that they are in position to work effectively for the organization for long time.

It is therefore imperative for human resource managers to adopt appropriate retention strategies to retain key employees because an organization competitive advantage is often dependent on the knowledge and skills of its employees. Retaining key employees should be a matter of concern to employers since “their leaving create a loss to the organization of its intellectual capital or intangible assets”.

1.2 Problem statement

Employee retention is considered as multifaceted component of an organizations human resources policies that right people are hired and involved in organizational activities (Freyermuth, 2004).

Muhammad Umer et al (2011) noted that employee retention can be achieved through career developments, job support, work environment and work life balance. Despite the benefits of on job training , Agrawal et al (2003) observed that most work place in organizations especially manufacturing do not provide conducive training environment and does not give employees opportunity to learn and become more productive.

Although employees have been trained internally, some employees are not satisfied since their needs have not been fully satisfied and therefore unable to stay in the organization for long. Because there are not properly streamlined on job training and employees are not developed with their expectations therefore not motivating and hence forth there is need to study the methods of on job training in order to improve retention.

The methods used by the organization does not appropriately equip employee with the required skills to become more effective at work duties hence some employees end up leaving.

Therefore the study seeks to examine the impact of on the job training on employee retention in Steel and Tube Industries Limited.

1.3 General objectives

The main objective of the study was to examine the effects of on job training on employee retention in organizations.

1.4 Specific objectives

- i. To examine the effect of job rotation on employee retention.
- ii. To examine the effect of coaching on employee retention.
- iii. To assess the impact of mentoring on employee retention.

1.5 Research questions

- i. What is the effect of effect of job rotation on employee retention?
- ii. What is effect of the coaching on employee retention?
- iii. What is the impact of mentoring on employee retention?

1.6 Scope of the study

1.6.1 Geographical scope

The study was carried out at Steel and Tube Industry which is located in industrial area, Nakawa division - Kampala district. The company was selected because is one of the companies that provide training to its staff so as to equip them with the necessary skills so that they are in position to work for the company for long.

1.6.2 Content scope

The study looked at the effect of on the job training on employee retention in an organization. It talked about different training methods and how each training method affects staff retention.

1.6.3 Time scope

The study covered literature ranging from 2000 to 2016 and this is because this period was relatively enough for the researcher to get enough information regarding the topic under the study. The study was carried out for the period of four (4) months, that is, from February to May 2017.

1.6 Justification of the study

This research will provide better understanding in the relationship of effectiveness of Human resource practices on employee retention in an organization, but the main focus will be on the impact of training on employees' retention.

It will provide useful information regarding the impact that the employee training has on employee retention.

This study will help readers to better understand and will serve as a guide to many organizations regarding the employee retention.

It will also provide a solution using training practice to retain employees in organizations.

1.7 Significance of the study

The study will help managers to have a better understanding about the reasons why employees would want to leave and help them to formulate policies and strategies to arrest such intentions.

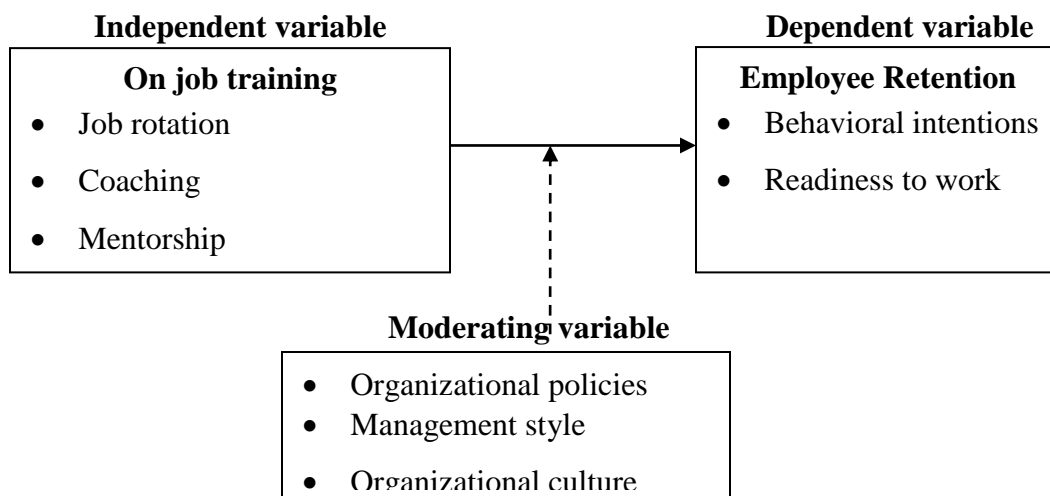
The study will inform employees about the importance of providing appropriate training strategies that are capable of retaining their competent workforce for enhanced performance.

The findings of the study will be of great benefit to researchers and scholars. Its findings, may lay a theoretical framework for future empirical study on training practices and employee retention. This study may be a source of inspiration to other scholars in developing a practical approach of operationalising training practices and employee retention.

The study will serve as a reference material for lecturers and students who need information regarding training and employee retention.

1.8 Conceptual framework

Figure 1: Conceptual framework



Source: Modified from Grafton and Ghoshal, (2003)

1.9 Definition of key concepts

Employee retention refers to an effort by an organization to maintain a working environment which supports current staff in remaining with the company (Umer Ahmad, 2013).

Training is the process of upgrading the knowledge, developing skills, bringing about attitude and behavioural changes, and improving the ability of the trainee to perform tasks effectively and efficiently in organizations (Abdulkadir, 2012).

On-the-job training given to organizational employees while conducting their regular work at the same working venues (Wasin, 2013)

1.10 Anticipated problems and how to overcome them

Limited funds may be a challenge yet the activity requires money say for transport, stationery and for research assistants but however, the researcher will try to get a sponsor who will help in facilitating her financially.

Some respondents may deliberately refuse to give out information thus limiting the success of the research because it increased the sampling era. This will be solved by replacing them with other respondents.

Some respondents may give out wrong information which may limit the success of the research, this may be solve by assuring them that the information they give will be confidential and that their identity would not be revealed to any one in or out of the company.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews related literature on issues bothering on the effects of on the job training on employee retention using information from various sources including textbooks, the encyclopedia, magazines, journals, internet sources and others. The perspectives of the authors are analyzed alongside the opinions of the researcher. Literature was done thematically in response to the topic.

2.1 On the job training

Dessler (2008) define training as the means of giving new or current employees the skills they need to perform at their various jobs. Continuing, he sees training as the hall mark of good management and thus when managers ignore training, they are doing so to the great disadvantage of the organizations they are managing. This is because having high potential employees do not still guarantee they will perform on the job. This is why every employee must know what management wants him to do and how he must do it. Training therefore has had a fairly impressive record of influencing organizational effectiveness.

On-the-job training, is teaching the skills, knowledge, and competencies that are needed for employees to perform a specific job within the workplace and work environment. On the job training plays a significant role in the development of organizations, enhancing performance as well as increasing productivity, and ultimately putting companies in the best position to face

competition and stay at the top. This means that, there is a significant relationship between organizations that train their employees and organizations that do not (Evans, 1999).

Every organization that is committed to generating profits for its owners shareholders and providing quality service for its customers and beneficiaries must invest in the on the job training for its employees.

2.2 Employee retention

Frank et al. (2004) define employee retention as the effort by an employer to keep desirable workers in order to meet business objectives. Retention is the ability to hold onto those employees you want to keep, for longer than your competitors (Madiha, 2009). The retention should be analyzed at more than just a single level the influence of employee retention can arise at multiple levels (Yammarino and Dansereau, 2004).

Employee retention is considered as multifaceted component of an organization's human resource policies. It begins with the hiring of right people and persists with working agendas to keep them involved and devoted to the organization (Freyermuth, 2004).

Abhoy (2000) asserted that ensuring employee commitment and retaining best talent is the major challenge in software firms. Agrawal et al (2003) suggested that the work place must be conducive for learning and at the same time informal, full of fun, excitement and passion so that employees can learn, experiment and relieve stress. Gwen et al (2003) concluded that changes that could be made to make the workplace more challenging and rewarding includes having a more flexible work environment, more effective communication and more career development and training. Suryanarayana et al (2003) found that work environment is a significant factor that affect job satisfaction and work commitment of software professionals. Deepak et al (2012)

found that employees in at a comparatively lower age have a higher propensity to leave the job and lack of safety among female employees and availability of more career opportunities in the external labour market are the most significant reasons for employees to leave the organizations. Muhammad Umer et al (2011), identified that the variables such as career development, job support, work environment and work life balance have significant and positive impact on employee stay in organizations

2.3 Job rotation and employee retention

Edward (2005) describes job rotation as “the process of switching a person from job to job” which increases an employee’s capability and value to an organization. Job rotation can be defined as the performance by an employee of a new assignment on a temporary basis for an agreed period of time. Job rotation is position-oriented, with management determining the need for a specific job to be done (Edward, 2005).

Job Rotation is where an individual is moved through a schedule of assignments designed to give that individual a breadth of exposure to the entire operation. The term job rotation can also mean the scheduled exchange of persons in offices, especially in public offices. Developed in Denmark in the 1980’s, Job Rotation can be used in a variety of ways to meet the development and training needs of companies and employees, without a break in production (Abbott, 2011).

Job rotation is an alternative to job specialization. It is a way to reduce employee boredom and it also facilitates more of an understanding about the organization. Job rotation is moving from one job to another. Job can be rotated that are very similar or drastically different for example, a person in charge of accounts receivable could change with a person who is in charge

of accounts payable. An employee could work as a marketer for a year and then work as a selling agent for a year (Bennett, 2003).

Job rotation comes in many forms and is useful in many situations. Job rotation is the systematic movement of employee from one job to another. How this movement is accomplished depends on the purpose that you wish to achieve and how dramatic a move you are willing to take (Malinski, 2002). The Human Resource Development Council (HRDC 1997) describes job rotation as “a career development strategy where an individual temporarily moves laterally into an established or ‘shadow position’ which “usually requires the employee to suspend his or her current job duties” (HRDC, 1997).

In job rotation, staff are moved between different jobs over a period of time and this movement is planned to achieve different purposes (Bennett, 2003). According to Malinski (2002) it is an organized movement of staff from one job to another and he also adds that an individual does not have to leave a job to get a more satisfying job. This can be achieved in the same job by using job rotation, enrichment and restructuring.

According to Parker (2002) job rotation is a model of training through which already employed staffs leave their jobs to go on further training and unemployed people are brought into their places for work, Torrington and Hall (1991) hold the view that in job rotation, individuals are moved between jobs of similar nature. Arnold and Felderman (1986) write that the movement of staff in jobs is at the same level in the organization as they are not promoted in the job where they are rotated.

All these views above are the views of the people who support job rotation and explain what is job rotation and they also agree to a common point that in job rotation staff is moved

between different jobs and it is most of the time within the organization between different jobs or tasks. Parker (2002) also has a different view on job rotation. She writes that it is a form of training where a member of staff leaves the job and another unemployed person takes his job and his debates about job rotation takes job rotation outside the scope of organization rather than inside the organization as unemployed people are brought into the organization.

When employees perform the same job functions each day without variation, they are likely to experience greater feelings of fatigue, apathy, boredom, and carelessness. Burnout is instrumental to businesses because it tends to promote decreased productivity, increased absenteeism, and increased likelihood of turnover, which all lead to organizational dysfunction. However, when employees rotate across different positions regularly, they experience less boredom, greater task variety, and decreased feelings of needless repetition (Bennett, 2003).

Job rotation is increased employee satisfaction. Business owners know that when employees are not satisfied with professional endeavors, they feel demotivated, unhappy, and irritated, which are detrimental to productivity (Watson, 2007). However, by allowing employees to engage in job rotation, employees are likely to experience greater satisfaction by identifying strengths and weaknesses. Furthermore, employees are able to test many positions and subsequently focus on rotating between positions that enhance performance capacity, which increases their sense of worth and importance within the company (Bennett, 2003).

Job rotation is increased employee motivation. It is important for business owners to provide opportunities to increase employee motivation because greater motivation promotes higher levels of organizational commitment and desire to grow within the company (Blanchard, 2006). When employees are given the opportunity to rotate between different positions, they enhance and

improve their skills, abilities, and competencies, which lead to better job performance and greater likelihood of promotional advancement. Furthermore, employees that are engaged with a number of different positions throughout a company experience increased appreciation for coworkers and the interrelation between positions, which decreases animosity and enhances organizational commitment.

Job rotation strategies reduce employee burnout, increase employee satisfaction, and increase employee motivation and organizational commitment. These three benefits cumulatively influence a business's turnover rate and workplace injuries (McClelland & Burnham, 2003). Turnover is greatly reduced because employees do not experience the fatigue, boredom, and dissatisfaction associated with performing the same job every day. This, in turn, greatly increases an employee's level of awareness and attention to detail, which decreases the likelihood of workplace injury or stress (McClelland & Burnham, 2003).

Job rotation presents many unique opportunities for businesses and employees. The rationale for implementing a job rotation design system may vary depending on business goals and human resource strategies (Gilan, 2013). However, whatever the reason, one thing is certain - businesses that implement a job rotation strategy unquestionably reap the benefits of added organizational success and more satisfied, motivated, and committed employees (Gilan, 2013).

According to Jans and Frazer-Jans (2004), job satisfaction is created as a result of the employees' perception of how to provide their important expectations by their job. Also, Davies et al. (2002) represent job satisfaction as the most important factor for succeeding organizational behaviour. Scholars claim job satisfaction can result in productivity and organizational commitment. Moreover, Jorgensen et al. (2004) believe that job satisfaction and learning skills are

consequences of job rotation and play effective role of deterministic variables on performance. Zare (2001) defines job rotation as a way to achieve human resource goals, increased quality, job satisfaction of employees and productivity. Finally, Cosgel and Miceli (1997) reported job rotation as the best method to increase efficiency and job satisfaction.

2.4 Coaching and employee retention

Coaching and mentoring involve pairing experienced professionals with employees that could use help adapting to the environment and culture of the workplace (Skaalvik, 2010). This can include pairing a mentor with new employees to help them settle into the surroundings and get off to a good start. Coaching often comes in play when a new employee or current employee can benefit from personal guidance on specific job duties, processes or responsibilities (Schein, 2011).

Coaching as used in the workplace is a recent development. Apprenticeships and other forms of individualize coaching have been in existence for decades however the earliest form of coaching that has been used in the workplaces is “developmental counseling” (Flory, 2015). Kampa-Kokesch and Anderson (2011) points out that from 1940 to 1979, consultants were the ones performing organizational coaching. Coaches during this time were mainly organization development (OD) professionals and psychologists whose main focus was OD issues. However, the coaching field went through a growth spurt and was used in different areas of service such as career coaching, outplacement and life coaching etc. Hudson (1999) explains that the growth of this form of coaching was accelerated by the complexities that came with placements, mergers and downsizing that have increased in recent times. With time the leader’s role evolved to mainly that of coming up with solutions for the rising form of different pressures and ambiguities

in the global context. Top managers were asked to be both strategic decision makers and masters of the “soft” skills required to effectively manage people (Sherman & Freas, 2014). Increased growth has been observed in the workforce and executive coaching from 1995 to present day. The numbers of publications written in regard to coaching, the focus on coaching research and the organizations that train coaches have increased (Flory, 2015).

Ference (2011) study’s explains that staff motivation is an important factor which can be enhanced through the coaching process. When an employee is willing to increase his or her effort to meet goals and objectives, the manager needs to increase his or her effort to provide constructive feedback. For instance if a manager notices a new or improved behavior in a staff it is important for the manager to praise such a behavior. On the other hand, if the manager would notice an improper behaviour, it should be discussed as an area of improvement. He manager or coach can ask the employee how he or she could have handled the same situation in a better way and after analyzing the employee response, the reasons behind the response can be determined by the coach or manager. It might have been because of a lack of information concerning the expectations, a lack of understanding about how to do the job, or a lack of motivation from the employees (Duffy, 2013). Coaching could be used to keep employees working towards goals that meet the organization’s performance needs and the employee’s learning needs(Flory, 2015).

In workplace learning, the individual coaching, mentoring and work groups related play an important role (Dougherty, 2013). Research shows that there are several possibilities for using coaching as a management tool and it should be a part of the management process. Development of skills in an organization can help staff give their maximum to the firm which can also enhance a worker’s satisfaction on the job. Gladis (2012) states that the objectives with coaching are for example that the employees will perform better, which in turn will lead to increased results in the

organization; the employees will enjoy the work and get more motivated, which also leads to better results of the organization; the leader itself has a more meaningful work and strengthens one's position which in turn will increase the benefits for the organization and the competitive advantage will enhance as well (Richard, 2013).

Rowold (2012) adds that latest studies show that organizations heavily invest in Human Resource Development interventions including coaching to update and skill the employees in order to attain job performance, job satisfaction and job involvement. Coaching and offering technical and non-technical training can improve the employee's skills. Thus coaching is an important undertaking as it can lead to improved job performance and better focus of work related issues. Coaching supports an employee work development plans (Richard, 2013).

Standard Chartered Bank is a global company of 50,000 employees operating in 70 countries (Richard, 2013). Many firms have large growth aspirations and global footprint is one of them, such firms view the development of their leaders as an important undertaking for the success of their future business. The 'strengths-based' leadership approach formed in 2000 was one leadership development program started by the Standard Chartered Bank to develop the bank's leaders. As part of this ongoing initiative, the organization has a network of 200 'Strength Coaches' across the globe. The coaches initially were all HR relationship managers, who were invited to become Strength Coaches as a component of their role (Richard, 2013).

SCB WAY another firm introduced coaching in 2012 as a part of the firm's line managers role. To become a coach, individuals must attend a four-day training course and complete coaching sessions with all their team members every month as part of their professional development. The coaching sessions use the staff qualitative and quantitative data and are recorded. Monthly

reviews are made making any needed adjustments in the goals and checking on the progress of the process. If a staff would like more support, they can arrange additional meetings with their team leader.

Mentoring is having a more experienced staff member who provides help and support to a less experienced colleague to improve his or her job performance (Landale, 2000).

2.5 Mentoring and employee retention

The traditional notion of mentoring was first identified by Levinson et al. (1998) who found that a mentor was an important relationship a young man developed as he became “his own man”. This was the traditional dyadic relationship. Kram (1995) later with her research on mentoring dyads established that individuals receive support from not one but many mentors during their career span including peer support called developmental networks or relationship constellations and established the phases and functions of mentoring. (Swoboda and Miller, 1996) adapted this concept by terming the relationship as Network Mentoring which they defined as a strategy where multiple individuals share training information and support.

According to Kram and Hall (1996), in the 1990’s the definition of mentoring has widened more and moved away from the traditional relationship between a senior person and a younger employee to other types of mentoring like peer mentoring, subordinate or reverse mentoring (many organizations in the field of technology have adapted reverse mentoring to make the senior managers aware about the latest trends in technology) and team mentoring. (Burlaw, 1991) further classified mentoring relationship into three categories the traditional mentor the step-ahead mentor (i.e., an individual one level above in the organizational hierarchy), and the

peer mentor (an individual who holds a comparable position in terms of status and experience to the employee) (Kram & Isabella, 1995).

Burlew further defined a mentor as one of a network of individuals with equal or greater experience than the employee who can be a positive role model and provide emotional and career support. The researchers focused their study on the benefits and effects of mentoring on the employee and organization, developing leaders for future and converting the benefits into tangible gains for the organization. Levitt, (2011) developed alternative forms of mentoring related to job and career related mentoring.

According to Nonaka and Takeuchi (2001), workplace relationships such as mentoring should be fostered to promote transfer of tacit knowledge. Wright, (2003), stresses the importance of human resource development to organization success. This researcher does not emphasize on the factors that would have a positive impact on the HR development. Mentorship is such a factor in that it promotes guidance on career development and role modeling which both contribute greatly to employee's development (Richard, 2013).

Scandura (2007), emphasizes that mentoring relationships can significantly affect individual careers development and advancement with both the mentor and the person being mentored (employee) benefiting from the relationship. I concur with Crocitto (2005), who says that mentoring can be beneficial to the careers of the mentor and the employee while assisting the organization to achieve its mission.

In the past, very few studies have been carried out to show the relationship between mentorship and staff retention hence productivity. However, Holton, et al (2008) suggests that an

investigation of mentoring relationships be done to enhance understanding on its influences on retention (Holton, 2008).

2.6 Apprenticeship and employee retention.

Noe (2002) defines apprenticeship as training that is planned and structured and takes place mainly at the normal workstations of the trainee although some instructions may be provided in a special training area on site-and where a manager, supervisor, trainer or peer colleague spends significant time with a trainer to teach a set of skills that have been specified in advance. It also includes a period of instructions where there may be little or no useful outputs in terms of productivity.

According to a report for the Apprenticeship ambassador's network by Torrance Hogarth et al (2008).Apprenticeship has benefits to both the employer and the employee. Apprenticeship increases productivity since motivated and highly trained workers produce better products, have better work habits and are absent less often. Apprenticeship also increases worker safety, reduces labor turnover, create a versatile workforce and provided employers with employees who can adapt to new technologies (Torrance and Hogarth, 2008).

It has long been recognized that training by employers is a form of investment in 'human capital'. The decision facing employers is whether or not to invest, through training in their workforce in the expectation that enhanced skills will lead to higher productivity and greater profit in the future. As with all investments, the decision whether or not to engage with Apprenticeships will reflect the employer's perceptions of the costs of training and the longer-term benefits that will accrue to their business (Torrance and Hogarth, 2008)..

In competitive labour markets, under specific conditions, employers will tend to pay workers the value of their marginal product. Training breaks that equality in any specific time period. A wage higher than marginal product may be paid during a period of training in the expectation that the cost of doing so will be recouped later by paying fully trained employees somewhat less than the value of their marginal product (Torrance and Hogarth, 2008)..

This is likely to be very low at the outset but increase as the apprentice acquires competence and towards the end of the apprenticeship is likely to be close to that of an experienced worker who is fully competent. Over much of the Apprenticeship period the Apprentice wage exceeds Apprentice's product (especially where training is full-time and off the job). The level of apprentice wage is likely to reflect the employment alternatives open to young people (such as unskilled work) as well as institutional factors such as the National Minimum Wage and the benefit regime. Once the Apprenticeship is completed, the Apprentice will commence work as a fully experienced worker at a higher wage (Lankau & Scandura, 2002). The experienced worker's wage will reflect their marginal product but be set by the employer at a level that generates a sufficient difference to provide the employer with a return on the cost of training the Apprentice in the first place (Henagan, 2005).

For many employers, the rationale for engaging in apprenticeship training is based on the longer-term benefits that accrue to the business. Nonetheless, apprenticeships can bring benefits to the business as well as costs even in the short-term (Henagan, 2005). The main short-term benefit to the employer is the trainee's productive contribution during the apprenticeship training period. This contribution may be small at the start of an Apprenticeship but can be significant towards the end of training. The value of the productive contribution will depend very much on the nature of the business and occupation being trained for, and the

structure of the Apprenticeship (especially the extent to which training takes place on-the-job)worker (Holtom et al., 2008).

The potential contribution that an apprentice could make to the business had they been fully competent was assumed to be equal to that of a fully experienced worker (Holtom et al., 2008). A productive contribution from an Apprentice can, however, only be realized when they are in the workplace. Thus a further adjustment was made to the value of the productive contribution to take account of time in the workplace. In engineering, for instance, the first year of an apprenticeship was normally full-time in college with the consequence that the productive contribution was zero or restricted to that obtained in breaks between college-based training. Where training took the form of day-release that is also factored into the estimates of productive contribution (for instance, if training required day release to a training provider (or company training centre) for one day per week, the productive contribution was taken to be 80 per cent, or 4/5ths, of potential productive contribution)worker (Holtom et al., 2008).

Apart from the direct contribution to production, there are other benefits that can accrue to the business during the Apprenticeship period. One example is innovation and the transfer of ideas into the workplace (for example through project work undertaken by Apprentices). The case studies identified several examples of such innovation or new ideas. While some employers could place a value on such innovation most were not able to do so (Cappelli, 2008). For that reason, and because it is not clear how typical such examples might be, no attempt has been made to build the value of such benefits into the cost-benefit estimates (Cappelli, 2008).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology to be used in data collection and it is sub divided into different sections such as research design, area of the study, population of the study, sampling techniques and size, data collection tools, reliability and validity, data analysis and limitations of the study.

3.1 Research Design

This study used cross-sectional research design in nature and this helped in collecting data from a wide section of the study respondents. Across-sectional design was used to enable the researcher to collect data across all departments of the organization. The study applied both quantitative and qualitative research methodologies and qualitative studies served to provide a bigger picture of a situation or issue and which informed in an accessible way whereas quantitative studies provided data that was expressed in numbers including their name.

3.2 Population of the Study

The population at Steel and Tube Industry is 300 employees. This population is divided into two different categories which included 100 permanent employees and 200 casual workers. Because the researcher cannot study the whole population, the researcher targeted 150 employees of whom 60 were contractual employees, 50 were part time employees where were selected from permanent employees.

3.3 Sampling Procedures

3.3.1 Sample size

The total sample size of the study was 108 respondents, where by two sampling techniques were used to select study respondents and these were simple random sampling and purposive sampling techniques. The simple random sampling techniques were used to select quantitative samples who are the organization employees.

Table 1: Showing population and sample size

Department	Study Population	Sample Population
Human resource	50	37
Procurement	15	11
Accounts and finance	10	7
IT	15	11
Administration	35	25
Marketing	25	17
Total	150	108

Source: Primary data, 2017

3.3.2 Sampling technique

According Cooper and Schindler (2006), sampling technique is the procedure of choosing a particular sample from a population. The study applied both probability and non-probability

sampling techniques i.e. simple random sampling and purposive sampling techniques to select respondents.

Simple random sampling (SRS) is when every eligible individual in the population has the same chance of being selected (Mugenda & Mugenda 2003). This usually means the availability of a list of all eligible individuals and, using a random selection scheme, a sample of individuals is selected to be surveyed. Simple random sampling was used to choose respondents from the population as broken down into different categories. This guaranteed the desired distribution among the selected categories of the population. After having the right strata, the categories were arranged accordingly where simple random sampling was used to arrive at the final respondents. This helped to reduce bias on the selection of the respondents. Respondents selected under this sampling were people from procurement department, human resource department, IT department and marketing department.

Purposive sampling is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study (Mugenda & Mugenda 2003). Here, the researcher used personal judgment to choose respondents from different categories of population that helped to answer research questions to achieve the research objectives. These included people with first information and these included procurement personnel and staff from accounts and finance department.

3.4 Data Sources

The study used both primary and secondary sources that helped a researcher in obtaining data for the study.

3.4.1 Primary sources

Primary data; this is data observed or collected directly from first-hand experience by the researcher in the field (Massey, 2005). Primary sources involved a fieldwork where a researcher had a formal interaction with the selected respondents of the study through structured questionnaires and interview guides. These were distributed to the respondents who were given strictly one hour to respond which and the responses helped the researcher attain first-hand information regarding the study.

3.4.2 Secondary sources

Secondary source is the type of data that is gathered from already existing materials like books, journals, reports and internet and for this case secondary data was mainly obtained from the records kept so as not to alter facts (Shank, 2002). It was supplemented by data extracted from books, weekly audit magazines, newspapers and other sources available in libraries. This was able to make the researcher understand in-depth the subject matter according to other scholars. The researcher used this method because it was cost effective.

3.5 Data Collection Methods

Data collection was done using both the qualitative and quantitative data methods. Qualitative data was collected through interviews while quantitative data was collected using questionnaires.

3.5.1 Interviews

Structured interviews with the help of an interview schedule were administered to the study population. Interview guides were also used to conduct in depth interviews to the selected key

people because these allowed wide understanding and as such respondents are able to express better their opinions through in depth interviews that are to be recorded (Mugende, 2003). This method applied to the top management staff and it enabled a face to face discussion where the researcher got first- hand information.

3.5.2 Questionnaire

This is the discussion in written form where by the responses of the participants was put on paper provided by the researcher; the questionnaires were in two forms, namely: The open-ended questionnaire, in which the responses by the participants are free according to their understanding and in the closed ended questionnaire responses were provided by the researcher and the participants chose one of them accordingly, for example strongly agree, agree or strongly disagree (Massey, 2005).The researcher used this method because it was time saving.

3.6 Data collection instruments

3.6.1 Interview guide

Here the researcher gave questions on paper to the employees. It consisted of open and closed ended questions so as to collect responses in relation to the study. The collected data was discussed and the recorded one was included as soon as the interview session was finished. This helped in getting clear information regarding the study (Massey, 2005). This method applied to the top management staff and enabled face to face discussions where the researcher tent to get first- hand information.

3.6.2 Self-Administered Questionnaires

The researcher used self-Administered questionnaires in generating some of the information from the respondents. These questionnaires were closed ended type of questions that the respondents answered directly by filling the questionnaire. The researcher put sufficient care to ensure that the questions are clear and self-explanatory. This therefore helped in saving time as well as resources to cover a wide range of respondents within the speculated time (Lohr, 2010).

3.7 Validity and Reliability of Instruments

According to Dawson (2005), the reliability of instruments is the ability of the instruments to test for the same data at different times. Therefore reliability aimed at testing for how reliable the instruments are to the study. The measure of how stable, dependable, trustworthy and consistent a test is in measuring the same thing each time (Worthen et al., 2003). It is the degree to which they accomplish the purpose for which they are being used.

The researcher therefore used the Likert scale to measure the internal consistency of the research instruments and under this method, the researcher used SPSS V16 to determine the level of internal consistency of the research instruments thus ensuring the quality of the data. A Likert scale is a method of subscribing quantitative value to qualitative data to make it amendable to statistical analysis.

According to Dawson (2005), content validity is highly advised in testing for the validity of any research in controlling statement in the instruments. Under this aspect the researcher ensured the validity of the information by use of the content validity, the researcher gave the questionnaire to the expert to test whether the questions are valid or relevant before presented to the respondents.

3.8 Data processing and analysis

3.8.1 Data Processing

After data collection and editing, data cleaning process followed. This was followed by coding to ensure completeness, accuracy and comprehensibility. Data editing was carried out to ensure that the data from the respondents is accurate, reliable and consistent. After data editing, the responses were translated into numerical terms and finally tabulated for easier analysis (Amin, 2004)

3.8.2 Data analysis

Basing on the objectives of the study, the data was analyzed at two levels i.e. descriptive statistics and inferential statistics using Statistical Package for Social Scientists (SPSS) computer program, which is appropriate for the study. At the primary level of analysis, concepts regarding training strategies were described statistically using frequencies and percentages while at the secondary level of analysis, correlation analysis was carried out to test the relationship between the study variables (Dawson, 2005).

3.8.3 Data presentation

The researcher processed quantitative data by obtaining the filled-in questionnaires and entered them in a computer programme; Statistical Package for Social Scientist (SPSS). Analysis was run using the computer programme to generate frequency tables. Data was then presented in table forms showing percentages and frequency counts.

3.9 Ethical consideration

The researcher complied with ethical procedures to protect the rights of the research participants, involving the principle of voluntary participation which requires that participants do not need to be coerced into participating in this research. The following ethical measures were adhered to (Sekaran, 2003).

Right of the participant: In this study, no attempt was made to harm participants deliberately and those who could experience any form of harm through victimization, emotional or otherwise, were informed in advance of their right to withdraw from participating in the study.

Confidentiality and anonymity: Confidentiality means that information from participants is not going to be divulged to the public nor made available to colleagues, subordinates or superiors. In this study, all information about participants was treated with confidentiality and the participants were anonymous (Saunders, *et al.*, 2003). A covering letter also was assured respondent that all responses would be treated with utmost confidentiality and anonymity.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter provides the presentation analysis and discussion of the study findings on “the effects of on job training on employee retention in organizations, a case study of Steel and Tube Industry”. It presents findings of the study that were generated from data analysis and its interpretation. The results presented were guided by the research objectives which were:

To examine the effect of job rotation on employee retention.

To examine the effect of coaching on employee retention.

To assess the impact of mentoring on employee retention.

4.1 Background information of respondents

With a questionnaire as the main research tool to gather data from the respondents, the first section was intended to gather data on the background of the respondents. Frequency tables are used in analyzing the data gathered from the respondents.

Table 2: Gender of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Female	51	47.2	47.2	47.2
Male	57	52.8	52.8	100.0
Total	108	100.0	100.0	

Source: Field data, 2017

The findings showed that most of the respondents at Steel and Tube Industry were male with 52.8% compared to 47.2% who were female. This was an indication that both male and female were presented in the study, but however male were more than the female respondents meaning that the company employ more male employees because they energetic and hardworking than females employees and basing on the kind of work at the company men are the most preferred to perform the work.

Table 3: Age of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-25	19	17.6	17.6	17.6
26-33	40	37.0	37.0	54.6
34-41	31	28.7	28.7	83.3
Above 42	18	16.7	16.7	100.0
Total	108	100.0	100.0	

Source: Primary data, 2017

The findings from the table above showed that most of employees at the company are the youth between the age of 26-33 years with 37.0%, this was followed by those in the age bracket between the age of 34-41 years with 28.7%, then followed by those in the age bracket of 18 to 25 years and the least age group of above 42 years with 16.7%. This means that Steel and Tube Industry prefers employees more youth staff because this category of staffs are determined to work as long as they are provided by on the job training practices.

Table 4: Years of service in the company

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-4	51	47.2	47.2	47.2
5-9	31	28.7	28.7	75.9
10-15	19	17.6	17.6	93.5
16 & above	7	6.5	6.5	100.0
Total	108	100.0	100.0	

Source: Primary data, 2017

The study findings indicated that most of the respondents who participated in the study had worked between 1 to 4 year with 47.2%, this was being followed by those who have worked for the period between 5 to 9 years, 17.6% of the respondents had worked for the period between 10 to 15 years and the least respondents with 6.5% had worked for the company for the period of above 16 years. This is an indication that most of the staff have been at company for less than one year meaning they still need more time to be at he company and this possible through job rotation.

Table 5: Marital Status of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	53	49.1	49.1	49.1
Married	38	35.2	35.2	84.3
Separated	11	10.2	10.2	94.4
Divorced	6	5.6	5.6	100.0
Total	108	100.0	100.0	

Source: Primary data, 2017

Basing of the study findings, it was evidenced that most of the respondents who participated in the study were single with the highest percentage of 49.1%, this was being followed by married respondents with 35.2%, 10.2% of the respondents were separated and the least of respondents with 5.6% were widows. This was an indication that most of the staff employed at the company are single staff since most of the company work is based on time rate.

Table 6: Level of Education of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Certificate & Below	56	51.9	51.9	51.9
Diploma	29	26.9	26.9	78.7
Bachelors degree	19	17.6	17.6	96.3
Above Bachelors degree	4	3.7	3.7	100.0
Total	108	100.0	100.0	

Source: Primary data, 2017

The findings of the education level of respondents, it was clearly showed that Steel And Tube Industry has more employees who are certificate holders and below indicated by the highest percentage of 51.9%, this was followed by diploma holders with 28.3%, then by degree holders with 26.9%, then by those with bachelors degree with 17.6% and the least being Above bachelors degree with 3.7%. This means that the company has more staff who are certificate holders since much of the work is not an office work rather than field work.

Table 7: Nature of job of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Contractual	43	39.8	39.8	39.8
Permanent	23	21.3	21.3	61.1
Part time	42	38.9	38.9	100.0
Total	108	100.0	100.0	

Source: Primary data, 2017

The study findings showed that most of the respondents with 39.8% were staffs on contract basis, followed by staff were part timing with 38.9% and the least were permanent staff with 21.3%. This implies that basing on the nature of the work at Steel and Tube Industry, most of the staff are employed on contact basis and if they their contribution to the company is better they can be retained at the company as permanent staff.

4.2 The effect of job rotation on employee retention.

Table 8: The effect of job rotation on employee retention

	N	Min.	Max.	Mean	SD
I have worked in different sections over a period of time	108	1.00	5.00	4.02	1.094
I usually move from one job to another within the organization	108	1.00	5.00	4.06	.988
I normally move through a schedule of assignments designed to give me a breadth of exposure to the entire operation	108	1.00	5.00	4.20	.883
I have worked in different offices of the organization	108	1.00	5.00	3.98	1.119
I have enjoyed working in different offices of this organization	108	1.00	5.00	4.04	1.168
Am given the opportunity to learn necessary skills from different jobs	108	1.00	5.00	3.94	1.178

Source: Primary data, 2017

Basing on the finding on the effect of job rotation on employee retention, it was showed the most of the respondents who participated in the study agreed that they have worked in different sections over a period of time and this was revealed by the average mean of 4.02 which according to the Likert scale stands for “Agree”. The finding is in agreement with (Bennett, 2003) who asserts that staffs are moved between different jobs over a period of time and this

movement is planned to achieve different purposes one being to motivate staff to stay working for the company.

It is was also indicated that staff at the company usually move from one job to another within the organization which was revealed by most of the respondents agreeing with the statement as shown by the average mean of 4.06. The findings in relation with Edward (2005) who asserts that job rotation is the process of switching a person from job to job which increases an employee's capability and value to an organization. He further states that job rotation is the performance by an employee of a new assignment on a temporary basis for an agreed period of time.

The findings further revealed that staff at the company normally moves through a schedule of assignments designed to give them a breadth of exposure to the entire operation and this was showed by the most of respondents agreeing with the statement with the average mean of 4.20. This is line with Abbott (2011) who asserts that Job Rotation is where an individual is moved through a schedule of assignments designed to give that individual a breadth of exposure to the entire operation. The term job rotation can also mean the scheduled exchange of persons in offices, especially in public offices.

The findings also revealed that staffs have worked in different offices of the company which was showed by most of the respondents agreeing with the statement with the average mean of 3.98. In relating to the literature, Bennett (2003) suggested that job rotation is moving from one job to another. Job can be rotated that are very similar or drastically different for example, a person in charge of accounts receivable could change with a person who is in charge of accounts

payable. An employee could work as a marketer for a year and then work as a selling agent for a year.

The findings further revealed that employees have enjoyed working in different offices of the company and this was indicated by the findings showing the average mean of 4.04. This is in line with Bennett (2003) that when employees perform the same job functions each day without variation, they are likely to experience greater feelings of fatigue, apathy, boredom, and carelessness. Burnout is instrumental to businesses because it tends to promote decreased productivity, increased absenteeism, and increased likelihood of turnover, which all lead to organizational dysfunction. However, when employees rotate across different positions regularly, they experience less boredom, greater task variety, and decreased feelings of needless repetition.

The study findings showed that staff are given the opportunity to learn necessary skills from different jobs and this was indicated that the average mean of 3.94. This is in relation with what Parker (2002) suggested that job rotation is a model of training through which already employed staffs leave their jobs to go on further training and unemployed people are brought into their places for work, Torrington and Hall (1991) hold the view that in job rotation, individuals are moved between jobs of similar nature. Arnold and Felderman (1986) write that the movement of staff in jobs is at the same level in the organization as they are not promoted in the job where they are rotated.

Table 9: Showing the relationship between job rotation and employee retention

Pearson Correlations coefficient

		Job rotation	Employee retention
Job rotation	Pearson Correlation	1	.638*
	Sig. (2-tailed)		.000
	N	108	108
Employee retention	Pearson Correlation	.638*	1
	Sig. (2-tailed)	.000	
	N	108	108

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Field data, 2017

The results revealed a significant positive relationship between job rotation and employee retention ($r = 0.638^{**}$, $\text{Sig.} = .000$). This implies that the more the employees are trained through job rotation programme, the more chances of retaining them at the company. The Pearson coefficient 'r' reflects the degree of linear relationship between the two variables, it ranges from negative one and positive one that is $-1 \leq r \leq 1$. If $r=0$, then, there is no relationship between the two variables, if r ranges between ± 0.1 to ± 0.4 the relationship is weak, if r ranges between ± 0.4 to ± 0.6 the relationship is moderate and if r lies between ± 0.6 to ± 0.9 the relationship is strong. Besides if $r = \pm 1$ there is perfect relationship between the two variables. However, since the correlation coefficient ($r = 0.638^{**}$) lies between ± 0.6 to ± 0.9 . The researcher concluded that job rotation programme of training is moderately related to employee retention.

4.3 The effect of coaching on employee retention

Table 10: The effect of coaching on employee retention

	N	Min.	Max.	Mean	SD
I have been helped in different situations regarding my job	108	1.00	5.00	4.16	.959
Employees in this organization are helped by seniors	108	1.00	5.00	3.93	1.190
My senior able to give me another chance when I fail	108	1.00	5.00	4.01	1.115
I am encouraged and supported in doing my job	108	1.00	5.00	4.06	.988
The organization always ensure that employees are helped by seniors	108	1.00	5.00	4.25	.948
My seniors are always good on my side whenever I have challenges with my job	108	1.00	5.00	4.03	1.164

Source: Primary data, 2017

Basing on the finding on the effect of coaching on employee retention, it was showed the most of the respondents who participated in the study revealed that staff have been helped in different situations regarding their jobs and this was showed by the average mean of 4.16 meaning that most of the respondents agreed with statement according to the Likert scale. This is in relation with Skaalvik (2010) who stated that coaching involve pairing experienced professionals with employees that could use help adapting to the environment and culture of the workplace. This can include pairing a mentor with new employees to help them settle into the surroundings and get off to a good start. Coaching often comes in play when a new employee or current employee can benefit from personal guidance on specific job duties, processes or responsibilities.

It was also indicated that employees at the company are helped by their seniors in various tasks in different offices which was revealed by most of the respondents agreeing with the statement as shown by the average mean of 3.93. This is in line with Rowold (2012) that organizations heavily invest in Human Resource Development interventions including coaching to update and skill the employees in order to attain job performance, job satisfaction and job involvement. Coaching and offering technical and non-technical training can improve the employee's skills. Thus coaching is an important undertaking as it can lead to improved job performance and better focus of work related issues.

The findings revealed that employees' seniors are able to give them another chance when they fail and this was showed by the most of respondents agreeing with the statement with the average mean of 4.01. The findings collates with the literature of Gladis (2012) who argued that the objectives with coaching are for example that the employees will perform better, which in turn will lead to increased results in the organization; the employees will enjoy the work and get more motivated, which also leads to better results of the organization; the leader itself has a more meaningful work and strengthens one's position which in turn will increase the benefits for the organization and the competitive advantage will enhance as well (Richard, 2013).

The findings further revealed that that employees are encouraged and supported in doing their jobs and this was showed by the most of respondents agreeing with the statement with the average mean of 4.06. This is relation with literature of Rowold (2012) who asserts that organizations heavily invest in Human Resource Development interventions including coaching to update and skill the employees in order to attain job performance, job satisfaction and job involvement. Coaching and offering technical and non-technical training can improve the employee's skills. Thus coaching is an important undertaking as it can lead to improved job

performance and better focus of work related issues. Coaching supports an employee work development plans (Richard, 2013).

The findings also revealed that the organization always ensure that employees are helped by seniors and this was indicated by the findings showing the average mean of 4.25. This is in relation with Skaalvik (2010) who stated that coaching involve pairing experienced professionals with employees that could use help adapting to the environment and culture of the workplace. This can include pairing a mentor with new employees to help them settle into the surroundings and get off to a good start. Coaching often comes in play when a new employee or current employee can benefit from personal guidance on specific job duties, processes or responsibilities.

The study findings showed that employees' seniors are always good on their side whenever they have challenges with their job and this was indicated that the average mean of 4.06. This is in line with Gladis (2012) that the objectives with coaching are for example that the employees will perform better, which in turn will lead to increased results in the organization; the employees will enjoy the work and get more motivated, which also leads to better results of the organization; the leader itself has a more meaningful work and strengthens one's position which in turn will increase the benefits for the organization and the competitive advantage will enhance as well (Richard, 2013).

Table 11: Showing the relationship between effect of coaching and employee retention

Pearson Correlation coefficient

		Coaching	Employee retention
Coaching	Pearson Correlation	1	.800**
	Sig. (2-tailed)		.000
	N	108	108
Employee retention	Pearson Correlation	.800**	1
	Sig. (2-tailed)	.000	
	N	108	108

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, 2017

The results revealed a significant positive relationship between coaching training programme and employee retention ($r = 0.800^{**}$, Sig. = .000). This implies that the more the employees are trained through coaching programme, the more chances of retaining them at the company. The Pearson coefficient 'r' reflects the degree of linear relationship between the two variables, it ranges from negative one and positive one that is $-1 \leq r \leq 1$. If $r=0$, then, there is no relationship between the two variables, if r ranges between ± 0.1 to ± 0.4 the relationship is weak, if r ranges between ± 0.4 to ± 0.6 the relationship is moderate and if r lies between ± 0.6 to ± 0.9 the relationship is strong. Besides if $r = \pm 1$ there is perfect relationship between the two variables. However, since the correlation coefficient ($r = 0.800^{**}$) lies between ± 0.6 to ± 0.9 . The researcher concluded that coaching training programme and employee retention are significantly related.

4.4 The impact of mentoring on employee retention

	N	Min.	Max.	Mean	SD
I always learn from superior	108	1.00	5.00	3.81	1.156
My superior advises me on what to do	108	1.00	5.00	4.07	.914
Am satisfied with the way my superior treat me	108	1.00	5.00	3.73	1.189
The organization make sure that everyone has a superior to guide him/her	108	1.00	5.00	3.90	1.152
My mentor can see the potential in me even when others can't.	108	1.00	5.00	4.00	1.077
Learning becomes easy am with my superior	108	1.00	5.00	4.16	.968

Source: Primary data, 2017

Basing on the finding on the impact of mentoring on employee retention, it was showed the most of the respondents who participated in the study agreed that employees of the company always learn from their superiors and this was revealed by the average mean of 3.81 meaning that most of the respondents agreed with statement according to the Likert scale. This is in line with Nonaka and Takeuchi (2001) that workplace relationships such as mentoring should be fostered to promote transfer of tacit knowledge. Wright, (2003), stresses the importance of human resource development to organization success. This researcher does not emphasize on the factors that would have a positive impact on the HR development. Mentorship is such a factor in that it

promotes guidance on career development and role modeling which both contribute greatly to employee's development (Richard, 2013).

It is was also indicated that employees' superior advises them on what to do while performing their work assigned to them in different offices and this was revealed by most of the respondents agreeing with the statement as shown by the average mean of 4.07 167. This in relation with Kram (1995) that individuals receive support from not one but many mentors during their career span including peer support called developmental networks or relationship constellations and established the phases and functions of mentoring.

The findings indicated that employees of the company are satisfied with the way their superiors treat them and this was showed by the most of respondents agreeing with the statement with the average mean of 3.73. This is in line with Scandura (2007) emphasizing that mentoring relationships can significantly affect individual careers development and advancement with both the mentor and the person being mentored (employee) benefiting from the relationship.

The findings also revealed that the company makes sure that every staff has a superior to guide him/her and this was showed by most of the respondents agreeing with the statement with the average mean of 3.90. This is in accordance with literature of Landale (2000) who suggested that mentoring is having a more experienced staff member who provides help and support to a less experienced colleague to improve his or her job performance.

The findings further revealed that employees' mentors always see the potential in employees even when others can't and this was indicated by the findings showing the average mean of 4.00. This is in line with literature by Richard (2013) who stated that mentorship is such a factor in

that it promotes guidance on career development and role modeling which both contribute greatly to employee’s development.

The study findings showed that learning becomes easy when employees are with their superiors and this was indicated that the average mean of 4.16. This is in line with Scandura (2007) who emphasize that mentoring relationships can significantly affect individual careers development and advancement with both the mentor and the person being mentored (employee) benefiting from the relationship.

Table 12: showing the relationship between mentoring and employee retention

		Mentoring	Employee retention
Mentoring	Pearson Correlation	1	.904**
	Sig. (2-tailed)		.000
	N	108	108
Sales performance	Pearson Correlation	.904**	1
	Sig. (2-tailed)	.000	
	N	108	108

****.** Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, 2017

The results revealed a significant positive relationship between mentoring training programme and employee retention ($r = 0.904^{**}$, $\text{Sig.} = .000$). This implies that the more the employees are trained through mentoring programme, the more chances of retaining them at the company. The Pearson coefficient ‘r’ reflects the degree of linear relationship between the two variables, it

ranges from negative one and positive one that is $-1 \leq r \leq 1$. If $r=0$, then, there is no relationship between the two variables, if r ranges between ± 0.1 to ± 0.4 the relationship is weak, if r ranges between ± 0.4 to ± 0.6 the relationship is moderate and if r lies between ± 0.6 to ± 0.9 the relationship is strong. Besides if $r = \pm 1$ there is perfect relationship between the two variables. However, since the correlation coefficient ($r=0.904^{**}$) lies between ± 0.6 to ± 0.9 . The researcher concluded that mentoring programme of training is significantly or strongly related to employee retention.

4.5 Employee retention

	N	Min.	Max.	Mean	SD
Currently I have no intention to leave the organization	108	1.00	5.00	3.74	1.187
One time I may leave the organization	108	1.00	5.00	4.01	1.089
The organization work hard to retain its employees	108	1.00	5.00	3.81	1.156
I will leave the organization when an opportunity comes	108	1.00	5.00	4.17	.972
I will leave the organization because of the pressure at work	108	1.00	5.00	3.90	1.152
I intend to leave the organization because of peer influence	108	1.00	5.00	4.08	.918

Source: Primary data, 2017

Basing on the finding on the employee retention, it was showed the most of the respondents who participated in the study agreed that currently they have no intention to leave the organization and this was revealed by the average mean of 3.74 which according to the Likert scale stands for “Agree”. The finding is in agreement with Frank et al. (2004) that employee retention is an effort

by an employer to keep desirable workers in order to meet business objectives. Retention is the ability to hold onto those employees you want to keep, for longer than your competitors (Madiha, 2009).

It was also indicated that one time they may leave the company which was revealed by most of the respondents agreeing with the statement as shown by the average mean of 4.01. The findings in disagreement with Frank et al. (2004) that employee retention is an effort by an employer to keep desirable workers in order to meet business objectives. Retention is the ability to hold onto those employees you want to keep, for longer than your competitors (Madiha, 2009).

The findings further revealed that the company work hard to retain its employees and this was showed by the most of respondents agreeing with the statement with the average mean of 3.81. This is line with Frank et al. (2004) that employee retention is an effort by an employer to keep desirable workers in order to meet business objectives. Retention is the ability to hold onto those employees you want to keep, for longer than your competitors (Madiha, 2009).

The findings also revealed that employees of the company will leave the organization when an opportunity comes which was showed by most of the respondents agreeing with the statement with the average mean of 4.17. In relating to the literature of Frank et al. (2004) that employee retention is an effort by an employer to keep desirable workers in order to meet business objectives. Retention is the ability to hold onto those employees you want to keep, for longer than your competitor.

The findings further reveled that employees of the company will leave the company because of the pressure at work and this was indicated by the findings showing the average mean of 3.90.

This is in line in disagreement with Frank et al. (2004) that employee retention is an effort by an employer to keep desirable workers in order to meet business objectives.

The study findings showed that staff of the company intend to leave the organization because of peer influence and this was indicated that the average mean of 4.08. This is in in disagreement with Frank et al. (2004) that employee retention is an effort by an employer to keep desirable workers in order to meet business objectives.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter highlights the summary, conclusions and recommendations based on the findings of the researchers.

The main objective of the study is to examine the effects of on job training on employee retention in organizations.

The study specifically sought:

1. To examine the effect of job rotation on employee retention.
2. To examine the effect of coaching on employee retention.
3. To assess the impact of mentoring on employee retention.

5.1 Summary of study findings

The study sought to disclose the effect of job rotation on employee retention, it was revealed that employees have worked in different sections of the company over a period of time, usually move from one job to another within the organization, employees normally move through a schedule of assignments designed to give them a breadth of exposure to the entire operation, staffs work in different offices of the company, enjoy working in different offices of the company and are given the opportunity to learn necessary skills from different jobs.

The study also examined the effect of coaching on employee retention, it was revealed that employees are helped in different situations regarding their jobs, helped by the seniors in various

tasks in different offices, seniors are able to give them another chance when they fail, encouraged and supported in doing their jobs, the organization always ensure that employees are helped by seniors and seniors are always good on their side whenever they have challenges with their job.

The study also assessed to disclose the impact of mentoring on employee retention, it was revealed that employees of the company always learn from their superiors, employees' superior advises them on what to do while performing their work assigned to them in different offices, employees are satisfied with the way their superiors treat them, the company makes sure that every staff has a superior to guide him/her, employees' mentors always see the potential in employees even when others can't and learning becomes easy when employees are with their superiors.

5.2 Conclusion

The study examined the effect of job rotation on employee retention; it was concluded that providing training to employees through job rotation programme decreases the intentions of employees to leave the company. The results revealed a significant positive relationship between job rotation and employee retention ($r = 0.638^{**}$). This implies that the more the employees are trained through job rotation programme, the more chances of retaining them at the company. The researcher concluded that job rotation programme of training is moderately related to employee retention

The study also observed the effect of coaching on employee retention; it was concluded that providing training to the employees through coaching programme decreases the intentions of employees to leave the company. The results revealed a significant positive relationship between

coaching training programme and employee retention ($r = 0.800^{**}$). This implies that the more the employees are trained through coaching programme, the more chances of retaining them at the company. The researcher concluded that coaching training programme and employee retention are significantly related

The study also assessed the impact of mentoring on employee retention; it was concluded that it was revealed that providing training to the employees through mentoring programme decreases the intentions of employees to leave the company. The results revealed a significant positive relationship between mentoring training programme and employee retention ($r = 0.904^{**}$, Sig. = .000). This implies that the more the employees are trained through mentoring programme, the more chances of retaining them at the company. The researcher concluded that mentoring programme of training is significantly or strongly related to employee retention.

5.3 Recommendations

Based on the findings and the conclusion, the researcher wish to make the following recommendations.

The study recommends that job rotation programme must benefit both employees and the organization. Constantly teaching employees new job skills is time consuming and saps organizational energy. If the employee sees nothing in it for him, after he puts forth the effort necessary to learn new jobs, job rotation won't work or motivate employees. Additional compensation is often provided as employees learn new or more difficult jobs in a job rotation. The company has to benefit from using job rotation by having the ability to keep key staff within a company. The process should the company to run more efficiently, and as a result, become more productive and profitable.

The study recommends that supervisors should take the initiative to develop the employee skills in various fields so that total human efforts will be displayed in the respective job tasks to further enhance performance. This should be done to ensure that employees do not feel bored doing the same thing over every time. Encourage staff to use this opportunity to develop their knowledge and skills.

The management should ensure a well-planned and strategic coaching program is put in place and the coaching is done and implemented effectively. Not only that but also the company's management should make sure that coaching program is exposed to all employees.

A feedback mechanism should be established at the start of any mentoring or coaching programme. This will assist the coach to honestly evaluate if the program is a success or not a success. It is important for informal feedback to be sought at all the stages of the program so that any problems or changes can be made. Coaches are advised to suggest improvements, enlighten and also inform them on how they are doing. Coaches should provide results of events as close to the event as possible to enable the ideas they give to stay fresh in the employees' minds and so as to make any needed changes in a timely manner. The organization coaches should come up with a routine which is frequent and a detailed discussion with the employees on their performance. This routine should be informal in nature and the parties should discuss their view on the employee development and performance.

The researcher recommends that for the company management to reduce the intentions of employees to leave, they should develop solid mentoring structures in which every new staff member joining the company is attached to a mentor who is not necessarily their job supervisor. The mentor should be someone that is able to relate to at a personal level to ensure a close

relationship that will promote knowledge and skills transfer as well as guidance and advice from the mentor. The researcher recommends that to ensure that the program is beneficial both parties should set time which they will spend together for advancement of the relationship targets.

The researcher therefore recommends that when the mentor and an employee are starting a mentoring program, a system should be developed where the employee should have well documented aspirations in terms of knowledge, skills and career and the mentor should as well have his objectives of what he expects to do with the employees. Management will be therefore be able to clearly evaluate the effectiveness of these programs.

5.4 Areas for future research

The following areas are suggested for further investigation.

The researcher suggests that more studies be conducted on the challenges on effectiveness of the training programs. This will significantly add value to organizations in realizing the best practices in implementation of training programs. This will ensure that organizations meet their objectives and goals through retaining their employees.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR RESPONDENTS

I am Nekesa Caroline a student of Uganda Martyrs University carrying out an academic research on “on job training and employee retention, a case study of Steel and Tube Industry”. You have been chosen as a respondent because of the knowledge and information that you will have with regard to this topic. This research is being undertaken as partial fulfillment of a Bachelors Degree in Business Administration. You’re kindly been requested to answer the following questions. The information you give is exclusively and only for academic purposes and will be treated with at most confidentiality. This questionnaire is designed for purely academic purposes; your answers will be treated with utmost.

A: Socio-economic Background of the Respondents (Please use a tick or boxes provided)

1. Sex

Female Male

2. Age

18 - 25 26 - 33 34 - 41 Above 42

3. Years of services

1 - 4 5-9 10-15 16 and above

4. Marital status

Single Married Separated Divorced

5. Level of Education

Certificate and below Diploma Bachelors Above Bachelors

6. Nature of service

Contractual Permanent Part time

SECTION B: JOB ROTATION

Key: SA – Strongly Agree, A – Agree, NS – Not sure, D – Disagree, SD – Strongly Disagree

	JOB ROTATION	SA	A	NS	D	SD
1	I have worked in different sections over a period of time					
2	I usually move from one job to another within the organization					
3	I normally move through a schedule of assignments designed to give me a breadth of exposure to the entire operation					
4	I have worked in different offices of the organization					
5	I have enjoyed working in different offices of this organization					
6	Am given the opportunity to learn necessary skills from different jobs					

SECTION C: COACHING

SA – Strongly Agree, A – Agree, NS – Not sure, D – Disagree, SD – Strongly Disagree

	Coaching	SA	A	NS	D	SD
1	I have been helped in different situations regarding my job					
2	Employees in this organization are helped by seniors					
3	My senior able to give me another chance when I fail					
4	I am encouraged and supported in doing my job					
5	The organization always ensure that employees are helped by seniors					
6	My seniors are always good on my side whenever I have challenges with my job					

SECTION D: MENTORING

Key: SA – Strongly Agree, A – Agree, NS – Not sure, D – Disagree, SD – Strongly Disagree

	Mentoring	SA	A	NS	D	SD
1	I always learn from superior					
2	My superior advises me on what to do					
3	Am satisfied with the way my superior treat me					
4	The organization make sure that everyone has a superior to guide him/her					
5	My mentor can see the potential in me even when others can't.					
6	Learning becomes easy am with my superior					

SECTION D: EMPLOYEE RETENTION

Key: SA – Strongly Agree, A – Agree, NS – Not sure, D – Disagree, SD – Strongly Disagree

	Retention	SA	A	NS	D	SD
1	Currently I have no intention to leave the organization					
2	One time I may leave the organization					
3	The organization work hard to retain its employees					
4	I will leave the organization when an opportunity comes					
5	I will leave the organization because of the pressure at work					
6	I intend to leave the organization because of peer influence					

Thank you so much for your response.

APPENDIX III: TABLE OF DETERMING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384