

**THE IMPACT OF TRAINING ON EMPLOYEE RETENTION IN UNIVERSITIES: A
CASE STUDY OF STAFF FOR UGANDA CHRISTIAN UNIVERSITY**

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**UGANDA CHRISTIAN
UNIVERSITY**

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DECLARATION

I KARUNGI MONICA, declare that this report is my original work and has never been presented to any other institution for any award.

Signature.....*Monica*..... Date:.....*13/09/2024*.....

KARUNGI MONICA

J21B05/051

APPROVAL

This research report is original work done by KARUNGI MONICA under my supervision and has never been presented to any other institution. It is now ready for examination with my approval, in partial fulfillment of the requirement for the award of a Bachelor in Business Administration of Uganda Christian University.

Signature :..........

Date:.....13th/07/2024.....

MR. KABANDA MARTIN.

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ABSTRACT

The study was to investigate the impact of training on employee retention in universities. The specific objectives of the study were, to evaluate the effectiveness of on job training programs and practices implemented by UCU, to assess the relationship of training and employee retention, to examine other factors that influence employee retention.

The study employed cross sectional research and it used quantitative methods of research. Cross sectional studies provided a snapshot of the frequency and characteristics of an aspect in a population at a particular point in time.

The study was done using a sample of 109 respondents and 81 managed to return the fully answered questionnaires. The findings indicated that training has an impact on employee retention in universities.

It is evident that training of employees was not only important to employees but also generated a significant relationship in relation to job performance and development of employees.

Therefore, a number of recommendations given are; Uganda Christian University employees should have continued engagement in on job training programs and practices, the Human Resource department should engage other universities to have training as a consortium so as to share skills and ideas on how make the employees can become better.

Table of Contents

DECLARATION	i
APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
LIST OF TABLES	vii
CHAPTER ONE	1
1.0 Introduction.....	1
1.1 Background of the study	1
1.2 Statement of the problem	2
1.3 Main objective of the study.....	3
1.4 Specific objectives of the study.	3
1.5 Research questions.	3
1.6 Significance of the study.....	3
1.7 Scope of the study.....	4
1.7.1 Geographical scope	4
1.7.2 Content scope	4
1.7.3 Time scope.....	4
1.8 Limitations of the study	4
CHAPTER TWO	5
LITERATURE REVIEW	5
2.0 Introduction.....	5
2.1 To evaluate the effectiveness of on-the-job training programs and practices.....	5
2.2 To assess the relationship of training and employee retention.	6
2.3 To identify other factors that influence employee retention.	7
2.4 Theoretical frame work	9
2.5 Conceptual frame work.....	10

CHAPTER THREE	11
RESEARCH METHODOLOGY	11
3.0 Introduction to research methodology.....	11
3.1 Research design	11
3.2 Study population.....	11
3.3 Sampling technique.....	11
3.4 Data collection methods.....	12
3.5 Data collection instruments.	12
3.5.1 Validity.	12
3.5.2 Reliability.....	13
3.6 Data collection procedure.	13
3.7 Data management and analysis.	13
CHAPTER FOUR	14
DATA PRESENTATION AND INTERPRETATION	14
The effectiveness of on job training programs and practices.....	17
The relationship of training and employee retention.....	20
Other factors that influence employee retention.....	22
CHAPTER FIVE	28
DISCUSSION OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	28
5.1 Introduction.....	28
5.2 Discussion of findings.....	28
5.2.1 On-the-job training programs and practices.	28
5.2.2 Relationship of training and employee retention.	28
5.2.3 Other influences on employee retention.	29
5.3 Conclusion	30
5.4 Recommendations	31
5.5 Suggestions for Future Research.....	32

References.....	34
APPENDICES	36
APPENDIX: 1 QUESTIONARRE.....	36
APPENDIX 2: DATA COLLECTION LETTER	41

LIST OF TABLES

Table 1: Response rate for questionnaire.	14
Table 2: Academic qualification of respondents.....	15
Table 3: Number of years of employment.....	16
Table 4: Position in the organization.	16
Table 5: The effectiveness of on job training programs and practices.	17
Table 6: The relationship of training and employee retention.	20
Table 7: Other factors that influence employee retention	22
Table 8: Indicators of employee retention.....	25

CHAPTER ONE

1.0 Introduction

The basis for conducting this research provides a summary including the background of the study, statement of the problem, main objective of the study, specific objectives of the study, research questions, significance of the study, the scope of the study, and limitations of the study.

1.1 Background of the study

Various studies have elaborated on the relationship between staff development and training and retention in libraries and universities. Gojeh, Ayde, and Fantahun 2015 approved a study in Ethiopian universities and comprehended that career staff development and training for library staff influences retention. Boakye et al. (2022) conducted research on employee retention in university colleges in the Ashanti Region of Ghana and came to realize that factors such as salary, working conditions, opportunities for training, and career development are great in retaining senior members.

The encounters concerned with training and development and employee retention were recognized by Armah in the public universities of Ghana. According to research, most public universities require employees in the country to have achieved external training, that may have an impact on employee retention. However, this practice based its reasons were not discussed. Selesho and Naile 2014 researched the impact of low academic retention on individual institutions in South Africa. Their results showed that factors of job satisfaction, career development, and academics growth may be associated with academics retention. These were offset by salary concerns, high workload and lack of upgrading opportunities as potential reasons for leaving academia.

The enterprises have introduced training and development programs to enhance retention of employees in the companies. For example, a study supported by Abdullahi and Jarma (2023) was conducted at Global Access Savings and Loans Company Limited in Ghana; it was established from the study that employees were generally positive towards the training and development programs but some employees were not willing to stay longer with the company and therefore more human resource management programs were called for to enable increased retention.

Ji-Young and Huang, 2021, explored employee retention in Korean firms by studying the

impact of different types of employee training. Indeed, the study showed that both general training and firm-specific training enhanced retention intention and that employee organizational documentation also facilitated employee retention.

Nguyen and Shao (2019) examined the relationship between on-the-job and off-the-job training and retention among the female workforce in Vietnam. It was found that GNS moderated the influence of on-the-job training on retention. Those female workers who were high in GNS and received more on-the-job training were less likely to think about leaving their jobs. For instance, Vui-Yee 2018 examined the effect of performance management and reimbursement as a mediator on the relationship between training and development and intention to quit. These researchers reported no effect directly linked to training and development on retention intention. Nawaz and Pangil, 2016, studied the impact of salary, performance appraisal, training and development, and career growth on retention among private universities in Pakistan. Salaries, performance appraisal, and career growth came out to be positively related to retention. Organizational obligation emerged as a mediating variable that moderated the relations between the variables studied and employee retention. Isah-Chikaji 2018 examined the influence of training on job satisfaction, and how it acts as a mediator for staff retention in Nigeria's banking sector. The research findings indicated that training had a direct positive impact on job satisfaction, and intrinsic job satisfaction mediated the relationship between training and staff retention. In addition, the study found out that job alternatives moderated the effect of extrinsic job satisfaction on retention. Taken together, the background provides an overview of the attachment issues that determine retention in various organizations, while the various critical factors are offered for retention, which entail but are not limited to salary, working conditions, training opportunities, career development, job satisfaction, and organizational commitment. However, more studies need to be carried out in order to understand why some acts are so; for instance, the low fringe compensation for external training provided in Ghana's public universities. Variables of organizational commitment, performance management, and job alternatives present their mediating and moderating influence.

1.2 Statement of the problem

The methodical process of improving an employee's competency, knowledge, and skills to enable employees to work well on the job is called training. Overall, training affects an organization's performance, income, and competitiveness, which in turn affects employee retention. According to statistics, less than 10% of training expenditures result in the

application of learned skills to a variety of work situations and behavioral adjustments made while on the job (Srinvas, 2008). Regretfully, few governmental, corporate, and international organizations understand how important it is for employees to receive training in order to boost productivity. Previous studies have demonstrated a beneficial relationship between training and employee retention because training improves employee performance by enhancing competences and behavior, which benefits both the employee and the company. Businesses that prioritize their customers' and shareholders' interests have come to understand the value of staff development and the necessity of making training investments. In 1999, Evans and Lindsay.

1.3 Main objective of the study.

The main objective of the study was to assess the impact of training on employee retention in universities.

1.4 Specific objectives of the study.

- i. To evaluate the effectiveness of on job training programs and practices implemented by UCU.
- ii. To assess the relationship of training and employee retention.
- iii. To examine other factors that influence employee retention.

1.5 Research questions.

- i. What is the effectiveness of on job training programs and practices implemented by UCU?
- ii. What is the relationship of training and employee retention.
- iii. What are the other factors that influence employee retention.

1.6 Significance of the study

The study will be helpful to Uganda Christian University's management since it would encourage them to support staff training as a way to increase competitiveness. The study will be useful to stakeholders in understanding a company that is growing due to great performance. This will ensure that investors place their money with a business whose staff members have undergone top-notch training, resulting in a performance that seems good.

Managers can use the study's findings as guidance on training and staff development programs, such as seminars and workshops on skill, professional, and personal development.

Professional development opportunities and training programs can lead to improved employee skill sets, greater company loyalty, and retention incentives.

1.7 Scope of the study.

The scope was considered at 3 levels that is; geographical, content and time scope as explained below;

1.7.1 Geographical scope

The research study was conducted at Uganda Christian University's main campus, which is located in the Mukono municipality of the country's central area. The capital city of Uganda, Kampala, is around 23 kilometers east of the main campus.

1.7.2 Content scope

The issue area covered staff retention, and staff training. The relationship between employee training and job promotions and employee evaluations will be looked at. Employee training included instruction on-the-job training techniques. On-the-job training is referred to by the phrase's orientation, job rotation, coaching, mentorship, and internship. On the other hand, characteristics including length of service, willingness to stay, satisfaction with one's position, and turning down offers from other businesses were all included in the definition of employee retention.

1.7.3 Time scope.

The research will be focus on a ten -year period between 2014 and 2024. The period was chosen due to the emerging factors in employee retention in universities

1.8 Limitations of the study

One of the study's shortcomings is that it doesn't go into detail on the benefits and drawbacks of both broad and specialized training. Another drawback was that participants might not have been willing to share some of the details required to fully address the research topic due to the sensitive nature of some information.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction.

This chapter reviews related literature on the effect of training on employee retention in universities. In the context of this study, employee retention is the dependent variable while job training is the independent variable.

2.1 To evaluate the effectiveness of on-the-job training programs and practices

Training has long been regarded as one of the key ways through which the development and economic growth of a nation are achieved. It plays a core role in enhancing individual productivity and improving job performance at the level of national, organizational, and individual levels within the industry. The effectiveness of any training program is measured by the degree to which behavior change and skill transfer for job performance occur that will eventually affect organizational performance as captured by Goldstein and Ford 2010. On-the-job training has proved to be one of the most feasible avenues toward enhancing the performance of employees. Alipour, Salehi, and Shahnawaz established that on-the-job training significantly impacts creativity, meeting organizational objectives, and improvement in quality. Along the same argument, Tukunimulongo in his study introduced findings from where he established a strong one-way relationship between on-the-job training and needs to carry out a task by an employee. The findings indicated that on-the-job training programs build the capacity and effectiveness of the employees, culminating in satisfaction of employees and profitability of the organization.

On-the-job training also has been proven to affect innovation in emerging markets. Using data from the Business Environment and Enterprise Performance Survey 2013, Na (2021) developed that on-the-job training significantly contributes to different forms of innovation, including product, process, organizational marketing innovation, and Research & Development investments.

It is believed to be necessary within higher education institutions to gauge on-the-job training programs concerning students' readiness for eventual employment. To this effect, Catacutan and Tuliao (2020) conducted an on-the-job training program study at the University of Saint Louis in the Philippines. They assessed that such training was appropriate and its implementation was well affected by thoroughly exposing and giving students positive experiences in a work environment. Similarly, Mollahoseini, and Farjad, (2012) also evaluated

the effectiveness of on-the-job training in the higher education sector by using a framework of training evaluation. The factors that influence the effectiveness of on-the-job training include: a lack of support from top management and peers, individual attitudes, job-related factors, and deficiencies in training practice.

2.2 To assess the relationship of training and employee retention.

Human resources are considered the biggest asset for any organization, and retention is one of the major factors that influence the success or failure of an organization. In this respect, Elsafty & Oraby state, "Organizations should invest in employee training and development because retaining skilled and talented employees is not easy in this competitive world." This literature review paper will critically analyze most studies undertaken across industries and countries to understand how training influences retention.

One of the studies conducted in Somalia aimed to establish the relationship between job instruction and employee retention in telecommunication companies. The findings showed that there was a positive and significant relationship between job instruction, coaching, and mentoring with employee retention. It implies that employees, upon receiving adequate training and guidance, had their skills and knowledge increased, which boils down to satisfaction and increased retention.

In this respect, one Nigerian study examined the relationship between training and retention in selected banks. The results indicated a positive association between training and retention. The conclusion reached was that the banks should not encourage outsourcing but rather invest in training for their employees to raise satisfaction and retention levels.

In South Africa, one of the studies researched the effect of in-service training on job retention among employees of a municipality. The findings indicated that "there was a significant effect of training on employee retention" (Nkosi, 2015). This shows that an employee should be provided with training opportunities so that his or her skills can be better developed and he or she can be more committed to the organization.

In Pakistan, a study on training and employee retention in the banking industry was conducted. The findings showed that there existed a relationship between training and employee retention. It was revealed in that study that training has a major role in the career development of employees, remunerations, acquisition of more skills, and capacity building; this culminates in increased employee retention.

Another study, involving Cambodia, explored the effect of curriculum development, employee capacity building, lifelong learning, career development, career success, and employee retention in the ACLEDA banking sector. The result from the structural equation modeling showed that curriculum development and training were among the most important factors for employee retention in the banking sector.

In this regard, Alal and Florah have conducted a study in the year 2021 on the relational effects of training on employee retention. This conceptual study developed a framework demonstrating how different forms of training opportunities improve employee retention. These authors, therefore, identified that there is a need to develop clearly superior ways of retaining employees and thus have provided a model for future research on employee retention as an intervening variable.

In Nigeria, a study among the consumer goods companies found that Aruoren & Echewa, 2023, there is a positive and significant relationship between employee training and retention. Based on the foregoing, the study thus recommended that management should engage the workforce in training initiatives and hence empower employees to reduce their intention to leave the organization.

2.3 To identify other factors that influence employee retention.

Employee retention is one of the major concerns for doing better and surviving in modern competitive contexts. Several variables such as employee empowerment, appraisal system compensation, job design, salary, working conditions, training and development opportunities, career development, recognition, management, work-life balance, leadership, organizational commitment, job satisfaction, organizational culture, and compensation packages have been identified in the literature which affect employee retention. This literature review is arranged to probe into these variables and their role in employee retention.

Hong et al. (2012) conducted research to investigate the effect of employee empowerment, appraisal system compensation, and job design on employee retention. The results proved that appraisals system compensation significantly influenced retention among employees, whereas employee empowerment was less significant in the process of decision-making concerning retention. According to them, this may be attributed to the cultural characteristic of higher authority conformity in Asian cultures. However, it had not shown the statistical measures of the retention decisions made.

Boakye, Arpoh-Baah, Odoom, Afram, Addai and Agyemang, 2022. Hence, examined the factors that influence employee retention in private tertiary institutions of Ghana. Sample consisted of senior membership of selected university colleges in the Ashanti region. The findings showed that the senior members were offered high salary, better working conditions, training opportunities, career development, favorable working environment, and recognition and appreciation before accepting the job. Better remunerations, caring and concern of the employer, training and development, promotion system, congenial working environment, and improvement in employee retention worked as the influencing factors in retaining the senior members. However, there were no significant observed differences between academic and non-academic seniors on the perception of which factors affected employee retention. Nagabhaskar (2014) presented a conceptual study to analyze the motivational factors that determine employee retention and their effects on organizations and employees. He identified financial rewards, nature of the job, career growth opportunities, recognition, management, and work-life balance as essential motivational factors for employee retention. The paper emphasized that organizations have to design broad policies for retention based on such motivational factors

Sawaneh and Kamara (2019) reflected on good retention strategies that are helpful in ensuring the success and performance of organizations, supportive nature of supervisors, high salary, annual leave allowance, maternity leave, rewards and incentives, good communication amongst employees, respect for employees from supervisors' staff, and organizational culture retention of valuable and determined employees. The authors emphasized that organizations have to bridge the gap in communication among employees so that they can retain employees in a longer-term basis.

Hauer et al. also conducted research on the impact of leadership on employees' choices either to remain with or to quit an organization, factoring in the aspect of culture in East Asia. This study establishes that the role of leadership remains crucial in employer-employee relations. Motivational factors such as emotional intelligence, communication, and transformational leadership style were found to be the most significant factors that must be considered in employee retention. According to this work, leaders are responsible for expressing emotions, motivating their followers, and offering an appropriate environment for the realization of set goals.

A research study by Panich, Nuangjamnong, and Dowpiset (2020) was done in Thailand to determine the factors that affect employee retention in the top organization in electricity. From

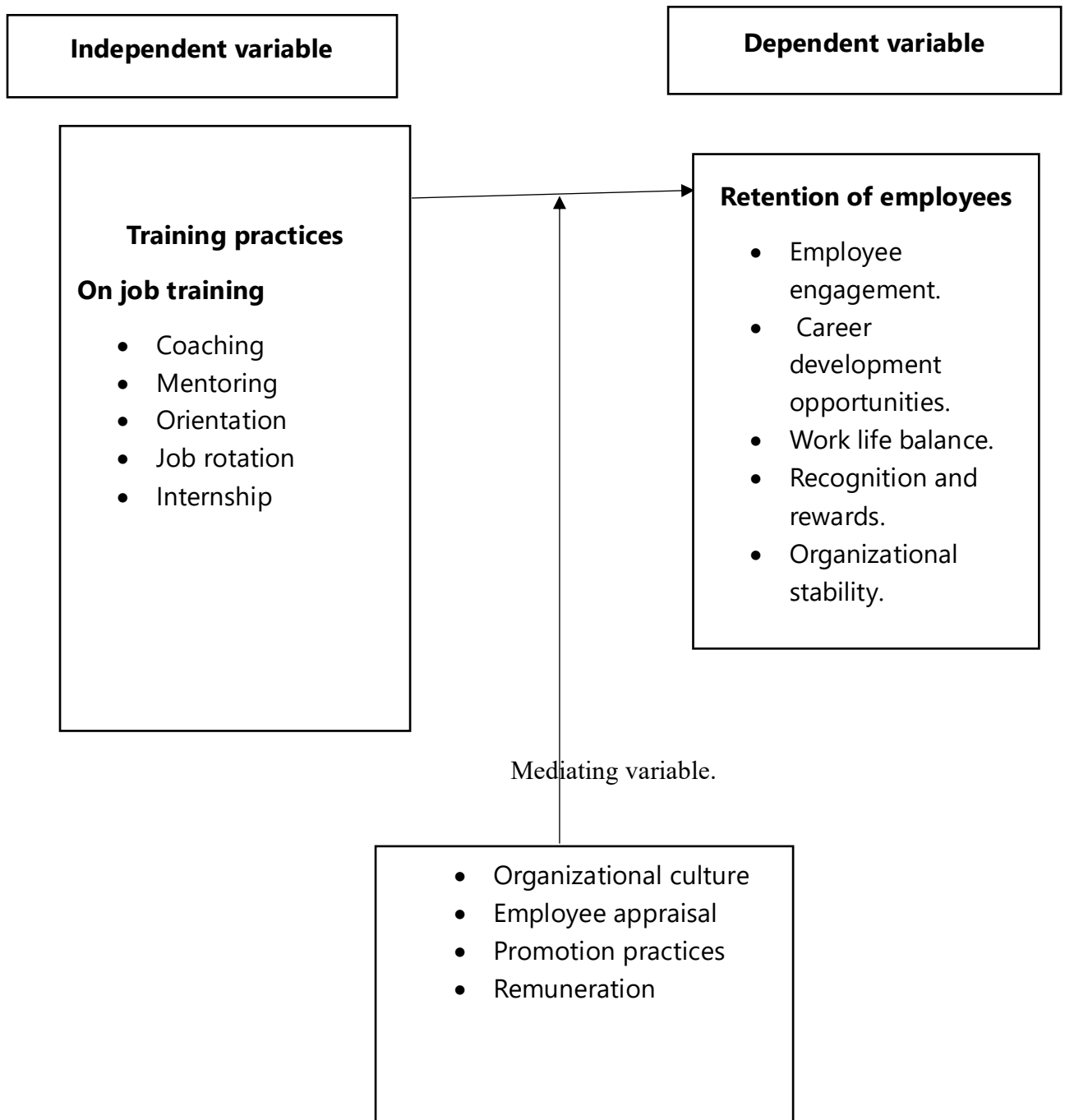
the findings of the research study, organizational commitment, job satisfaction, and organization culture influenced employee retention in the organizations significantly. The authors emphasized that much focus needs to be given to the mentioned factors for beneficial retention.

In order to investigate how compensation mediates the relationship between the two variables of training and employee retention, a study was conducted by Anis, Nasir, and Safwan. Conducting their research in the city of Lahore, they concluded from their study that if employees received higher compensation when their training and development were completed, then they were more likely to remain with the organization for more years. In relation to retaining employees, the writers have pinpointed that compensation must be properly organized to meet the employees' skills and working capability. Kethan (2022) conducted research in Bangalore to ascertain the variables affecting employee retention in the software firms. There existed a strong association between such factors as age, sex, experience, and remuneration/benefits. The author emphasized the ease with which these factors can retain the employees in the IT industry over a long period.

2.4 Theoretical frame work

Several concepts have been developed to explain how training affects employee retention. One popular theory that is applied to try and explain many employee behaviors, including retention, is the Social Exchange Theory, or SET. Based upon this theory, employee training expenditures could lead to increased retention. The key elements of the SET are perceived organizational support, reciprocity, and employee commitment. The perceptions of employees as to the degree their employer values and looks after their well-being is defined as perceived organizational support. Since training is a sign of an organization's commitment to professional development and the advancement of its employees, it is a very important part of perceived organizational support. A very critical driver of employee retention is that employees will feel valued and supported if they feel their company is investing in training them. This perception bolsters their commitment and emotional attachment to the company, thereby reducing the chances of leaving. In addition, training develops an employee's abilities and future potentials to become motivated to stay longer in that organization and, based on that motivation, influence the goals of that organization accordingly. The employees also have a sense of paying back when they get certain benefits from the company, like training or development opportunities. A few ways this payback can be made are through higher job performance, greater loyalty, and lower intention of quitting the organization.

2.5 Conceptual frame work.



Source: Researcher own construct.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction to research methodology.

This chapter indicates the approaches the researcher employed to acquire information on the research problem. It consists of the research design, study population, data collection methods, and instruments, validity and reliability, data collection procedure, data management and analysis, quantitative analysis, measurement of variables, and summary of the research methodology.

3.1 Research design

Cross-sectional and correlational research designs were used in the study. In an effort to address a study issue, a cross-sectional research design entails gathering data once over a period of days, weeks, or months (Sekara, 2003). The data collection method used was self-administered questionnaires that were made possible by the cross-sectional design. Nevertheless, because the study was cross-sectional, the data collected accurately reflected the situation at a given moment in time, making it possible to gain valuable information quickly and reduce data gathering time (Moule & Goodman 2009). By connecting the independent and dependent variables, statistical conclusions were derived using quantitative data.

3.2 Study population.

The population for the researcher's study comprises of the administrative staff per school and lecturers of Uganda Christian University. It includes assistant registrars, administrative assistants for each faculty, lecturers and tutorial assistants in the school of business. The population of the study is 149 staff. That is; 09 Assistant Registrars, 04 Administrative Assistants, 134 lecturers and 02 Tutorial Assistants of the School of Business.

3.3 Sampling technique

The researcher used Yamane formular and Krejci and Morgan table to come up with the sample size to be used in the study, where;

Using Yamane formular

“n” is the sample size of the respondents.

Where $n = N / [1 + N (0.05)^2]$

“N” is the target population (149)

$$n=149/ [1+149 (0.05)^2]$$

n= 109 respondents.

Using Krejci and Morgan formular.

$$\text{Lecturers} = 134/149 * 109 = 98$$

$$\text{Assistant registrars} = 9/149 * 109 = 7$$

$$\text{Administrative assistants} = 4/149 * 109 = 3$$

$$\text{Tutorial assistants} = 2/149 * 109 = 1$$

3.4 Data collection methods.

The data collection method used was questionnaire. This was used to get results to draw conclusions and recommendations. Likert questions were used in order to obtain accurate and first-hand information.

3.5 Data collection instruments.

An employee-only self-administered questionnaire (SAQ) was used as the data gathering tool. There were three sections on the questionnaire: A, B, and C. Sections B and C discussed the instrument's independent and dependent variables, respectively, while Section A focused on the respondents' demographic traits. The researcher was able to cover the respondents thanks to the method. The respondents found it easier to complete the five-point Likert scale questionnaire since it was short, straightforward, and structured (1 being strongly agree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree).

3.5.1 Validity.

By ensuring that the items on the instrument's primary variables, the independent and dependent variables conform to the study's conceptual framework, the researcher established the instrument's content validity. The supervisor's view on the items in the instruments' relevancy, phrasing, and clarity was requested, and the validity of the question items was confirmed. The instrument's validity was evaluated based on the questions' completeness, clarity, and relevance to the study's constructs (Sangoseni, Hellman, & Hill 2013).

3.5.2 Reliability.

The researcher conferred with the supervisor to ensure the instrument's reliability. The researcher ensured that there were no personal biases during the data collection process, that meticulous records were kept, that a clear decision trail was demonstrated, and that the data interpretations were transparent and consistent (Noble & Smith, 2015).

3.6 Data collection procedure.

In order to contact respondents in the study area, the researcher requested an introductory letter from Uganda Christian University's undergraduate business school. The Uganda Christian University assistant registrars, administrative assistants for each faculty, and tutorial assistants in the school of business who answered the questionnaire received it from the researcher.

3.7 Data management and analysis.

After gathering the raw data from the research region, the data was edited and there was verifying its quality, consistency, and uniformity, and finally performing a quantitative analysis on the edited data. For easier interpretation, it was grouped, and statistical descriptions in the form of tables with frequencies and percentages were used.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

The preceding chapter describes the methodology applied for the study. This chapter presents the result of the study. It presents and discusses the finding. The findings are organized in terms of research objectives.

The study was set to find out the impact of training on employee retention in universities.

Analysis of the response rate and descriptive statistics.

Table 1: Response rate for questionnaire.

Response Rate	SAMPLE SIZE	
	Frequency	Percentage (%)
Received	81	74
Non response	28	26
Expected response	109	100

Source: Primary data

From table 1, 109 participants had been targeted to respond to the survey, out of which 81 respondents responded with a complete response rate amounting to 74%. The non-response rate from 28 participants was 26%.

This is to say that this response rate of 74% shows a very fair level of cooperation from the target population. The reason the researcher was unable to collect from all the respondents was because some of them had tight schedules.

Table 2: Academic qualification of respondents.

Academic qualification	Frequency	Percentage (%)	Cumulative percent
Diploma	0	0	0
Bachelors	16	19.8	19.8
Masters	56	69.1	88.9
PHD	9	11.1	100
Total	81	100	

Source: Primary data

Table 2 presents the academic qualifications of the 81 respondents who participated in the study. A majority of the participants hold a Master's degree, with 56 respondents representing 69.1% of the sample. It would appear that a significant section of the sample is highly educated with advanced academic qualifications.

This is followed by 16 respondents with a Bachelor's degree, representing 19.8% of the sample. On the other hand, 9 respondents reported having a PhD and thus represent 11.1% of the participants.

In regard to academic qualification, 0% represents the number of those holding a Diploma qualification.

The column for Cumulative Percent reflects the accumulated percentages recorded for each category of academic qualification:

The holders of a Bachelor's degree represent 19.8% of the sample. Adding that to the holders of a Master's degree, this sums up to $69.1+19.8= 88.9\%$. Lastly, adding the holders of a PhD, 11.1%, adds up to a cumulative total of 100%.

Table 3: Number of years of employment

Number of years of employment	Frequency	Percent (%)	Cumulative percent
1-5 years	11	13.6	13.6
6-10 years	36	44.4	58.0
11-15 years	5	6.2	64.2
16-20 years	13	16.0	80.2
20 and above	16	19.8	100.0
Total	81	100.0	

Source: Primary data

Table 3 presents the frequency distribution of the respondents by number of years of their employment. Six to ten years of employment were noted by 36 or 44.4% of the total sample. This would indicate that the greater portion of participants falls into the category of being moderately experienced, which again would mean they bring a pretty well-rounded perspective to this study.

Also, 16 respondents or 19.8% have experience of more than 20 years, a reasonably big group of highly experienced personnel. This category is followed by 13 respondents or 16.0% who fall in the category of 16-20 years of employment.

On the lower end of the experience scale, 11 respondents or 13.6% have accumulated service between 1 and 5 years, while 5 or 6.2% of the total respondents reported service time between 11 and 15 years.

Table 4: Position in the organization.

Position in the organization	Frequency	Percent (%)	Cumulative percent
Lecturer	70	86.4	86.4
Administrative assistant	7	8.6	95.1
Assistant registrar	2	2.5	97.5
Tutorial assistant	2	2.5	100.0
Total	81	100.0	

Source: Primary data

Table 4 presents the distribution of the respondents according to position in the organization. A sample of 81 respondents, where the highest number is that of the Lecturers, is made up of 70 (86.4%), Administrative Assistants, 7 (8.6%), Assistant Registrars, 2 (2.5%), and Tutorial Assistants, 2 (2.5%).

The effectiveness of on job training programs and practices.

Key: Strongly agree= SA, Agree= A, Neutral=N, Strongly disagree=SD, Disagree=D, Mean=M, Standard deviation=SD, F=Frequency

Table 5: The effectiveness of on job training programs and practices.

	Statement	D F (%)	N F (%)	A F (%)	M	SD
a)	The on job training the staff received has improved their job performance	1 (1.2)	3 (3.7)	77 (95)	2.94	0.25
b)	The training sessions were well structured and organized	1 (1.2)	10 (12.3)	70 (86.4)	2.89	0.30
c)	The on-job training addressed all the necessary skills required for their roles	10 (12.4)	14 (17.3)	57 (70.3)	2.82	0.65
d)	They staff were able to apply what they learned in training to their daily work tasks	0 (0)	14 (17.3)	67 (82.7)	2.88	0.34
e)	The training provided opportunities for hands-on practice.	1 (1.2)	9 (11.1)	71 (87.6)	2.90	0.29
f)	They received adequate feedback during the training sessions	4 (4.9)	12 (14.8)	65 (80.2)	2.73	0.70
g)	The training was engaging and interactive	3 (3.7)	11 (13.6)	67 (82.7)	2.73	0.63
h)	The staff feel more confident in their jobs after the training	4 (4.9)	11 (13.6)	66 (81.4)	2.70	0.66
I)	The training program was tailored to their specific job needs	10 (12.3)	14 (17.3)	57 (70.3)	2.55	0.73
j)	The duration of the training was sufficient to cover all the topics	19 (23.5)	16 (19.8)	46 (56.7)	2.25	0.83

Source: Primary data

With a mean of 2.94 and a very low standard deviation of 0.25, this statement shows strong agreement among staff that the training has significantly improved their job

performance. A high mean indicates that almost all of the respondents felt positive about the impact of the training, while the low standard deviation indicates little variation in response.

A mean of 2.89 illustrates that the majority of staff felt that the training sessions were well-structured and organized. Similarly, the standard deviation of 0.30, which is considered relatively small, gives a degree of variation that is typically small in nature, implying that even as most staff felt the organization of the training went well, a few held views neutrally or slightly negatively.

The mean score of 2.82 indicates that most staff agreed that the training covered the required skills but not strongly, compared to other statements. The standard deviation is higher at 0.65, showing more variation in response, suggesting some staff felt strongly that the training did not cover the necessary skills.

Staff generally feel that they can use knowledge from the training at work, with a mean of 2.88. A standard deviation of 0.34 reflects small variation in response scores, further indicating that people consistently feel that the training has been useful in practice.

A mean of 2.90 suggests that staff felt the training provided ample opportunities to practice hands-on. The standard deviation of 0.29 provides very little variation among the data points, suggesting all respondents felt this was one of the strengths of the training.

A mean of 2.73 reflects that the majority of the staff agreed they had received adequate feedback; the standard deviation is relatively high at 0.70, showing greater dispersion. The fact that so many were satisfied, yet an equal number felt they could have been better served by being provided with more comprehensive feedback.

With the mean being 2.73, most of the staff agreed that the training was indeed engaging and interactive. However, the standard deviation of 0.63 demonstrates a moderate variability in the responses, which means that all staff may not have found the sessions to be that engaging.

The mean of 2.70, reflects that there is a general belief that the training increased staff confidence to do their jobs; however, the standard deviation of 0.66 indicates that some deviation occurred and not all the staff felt quite as confident as others.

A mean of 2.55 reveals that fewer staff felt the training was specifically tailored to their job needs. Standard deviation was 0.73, hence large variation-meaning several staff actually had this training as less than personal enough.

The mean of 2.25, the lowest of all the statements, suggests that most staff felt that the length of time given for training was not sufficient. The largest standard deviation of 0.83 showed great dispersal of response and therefore suggests the length of time given for training produced a big controversy among the staff.

The relationship of training and employee retention.

Key: Strongly agree= SA, Agree= A, Neutral=N, Strongly disagree=SD, Disagree=D, Mean=M, Standard deviation=SD, F=Frequency

Table 6: The relationship of training and employee retention.

	Statement	D F (%)	N F (%)	A F (%)	M	SD
a)	The training the staff received has made them more committed to the organization	3 (3.7)	11 (13.6)	67 (82.7)	2.68	0.64
b)	Training programs have improved their job satisfaction; therefore, they are willing to stay	2 (2.5)	15 (18.5)	64 (79)	2.70	0.61
c)	The staff feel valued by the organization because of the training they receive, therefore, they are willing to stay	4 (4.9)	18 (22.2)	59 (72.8)	2.63	0.61
d)	The training has helped the staff see a clear career path within the organization and this makes them to stay at their jobs	4 (4.9)	14 (17.3)	63 (77.7)	2.66	0.62
e)	The staff feel that their skills are continually updated because of the training programs and this makes them to stay at their jobs	6 (7.4)	8 (9.9)	67 (82.7)	2.73	0.63
f)	The training they received has prepared them for future roles within the organization	1 (1.2)	10 (12.3)	70 (86.4)	2.79	0.53
g)	The training programs have improved their work life balance	20 (24.6)	29 (35.8)	32 (39.5)	2.14	0.85
h)	Training opportunities are one of the main reasons the staff are satisfied with their jobs.	13 (16)	24 (29.6)	44 (54.3)	2.62	0.59
l)	Training programs are a key factor in their loyalty to the organization	8 (9.9)	21 (25.9)	52 (64.2)	2.71	0.58
j)	The staff are less likely to look for jobs elsewhere because of the training they receive here.	52 (45.7)	22 (27.2)	22 (27.2)	1.82	0.72

Source: Primary data

The mean, 2.68, shows that most staff somehow agree that the training made them more committed to stay with the organization. The standard deviation, 0.64, is moderate variation; so, while most are feeling more committed, some are less certain or disagree.

A mean of 2.70 would indicate strong agreement that the training has improved job satisfaction, hence staff stay. The standard deviation of 0.61 would suggest that the response is relatively consistent, though some staff may not feel this way, as 15 were neutral and 2 disagreed.

The mean of 2.63 indicates that most staff are valued through the training and will be willing to stay on; however, the 0.61 standard deviation is a spread considered to be moderate. In this, it could be believed that some of the staff may not feel their worth, as evidenced by the neutral 22.2% responses.

An average response of 2.66 indicates that most staff agreed training has clarified their career path and thus motivated them to stay. The standard deviation of 0.62 suggests they are fairly similar, but there is variation: Whereas many see a career path, a few are not sure or disagree.

The mean is 2.73, reflecting strong agreement and continuous training encourages the staff to stay. The standard deviation of 0.63; response variability is moderate, with a few staff reporting uncertainty or disagreement.

With the high mean of 2.79, most staff feel that the training has equipped them to handle future responsibilities. The standard deviation of 0.53 is low and, hence, there is little variation in response, which may suggest an agreement on the effectiveness of the training with regard to preparation for future roles.

The mean for 2.14 is the lowest, indicating that most of the staff feel the training has not improved their work-life balance. The standard deviation is 0.85 and is the largest; this represents a large variation from each other-most of them are either neutral or disagreeing.

Most of the staff agreed that training opportunities contribute to their job satisfaction, as indicated by the mean of 2.62. The standard deviation of 0.59 indicates a moderate variability: it shows that some staff do not strongly believe that training influences their job satisfaction.

A mean of 2.71 would suggest that training is an important factor in staff loyalty, with the majority agreeing. The standard deviation of 0.58 would indicate that responses are fairly

consistent although some staff-might not consider training a major factor in their loyalty 9.9% disagree and 25.9% neutral.

With a mean as low as 1.82 most of the staff do not feel that the training received is a strong enough reason to keep them from seeking other jobs, The standard deviation of 0.72 reveals that a wide spread of responses has occurred, which shows that while some of the staff members may appreciate training, it is just not enough to retain them fully.

Other factors that influence employee retention.

Key: Strongly agree= SA, Agree= A, Neutral=N, Strongly disagree=SD, Disagree=D, Mean=M, Standard deviation=SD, F=Frequency

Table 7: Other factors that influence employee retention

	Statement	D F (%)	N F (%)	A F (%)	M	SD
a)	The staff are satisfied with the compensation and benefits provided by the organization.	14 (17.2)	19 (23.5)	48 (59.3)	2.54	0.61
b)	The work environment is positive and supportive.	2 (2.5)	10 (12.3)	69 (85.1)	2.79	0.41
c)	The organization's leadership communicates effectively with employees.	6 (7.4)	12 (14.8)	63 (77.8)	2.76	0.45
d)	The staff feel recognized and appreciated for their work contributions.	10 (12.3)	9 (11.1)	62 (76.6)	2.71	0.48
e)	Their workload is manageable and fair.	11 (13.6)	22 (27.2)	48 (59.3)	2.54	0.63
f)	The organization culture aligns with their personal values.	3 (3.7)	13 (16.0)	65 (80.2)	2.80	0.39
g)	The staff have a good relationship with their immediate supervisors.	2 (2.5)	10 (12.3)	69 (85.2)	2.79	0.41
h)	The staff feel secure in their job positions.	10 (12.4)	16 (19.8)	55 (67.9)	2.58	0.56
I)	The organization's policies are fair and transparent.	4 (4.9)	15 (18.5)	62 (76.5)	2.75	0.45
j)	They are satisfied with the organization's approach to performance evaluations.	4 (5)	20 (24.7)	57 (70.4)	2.68	0.48

Source: Primary data.

The mean of 2.54 suggests that most of the staff are pleased with their remuneration and other benefits, though not extremely pleased. The standard deviation of 0.61 shows a moderate dispersion in the response and should bring out the fact that while many have

been contented, a substantial proportion of staff are either indifferent or distressed about their remunerations.

A high mean of 2.79 signifies that most the staff agreed that the work environment is positive and supportive. The low standard deviation of 0.41 depicts a small variation in the response, showing that this is a widely held view amongst the staff with very minimal disagreement.

A mean of 2.76 shows that, on average, there is agreement that leadership communicate well. The standard deviation of 0.45 indicates that while responses are moderately consistent, there is variation in their responses, which again supports the general view of employee satisfaction with leadership communication, although a small number do feel it can be improved upon.

A mean of 2.71 indicates that most of the staff perceives their contribution to be recognized and appreciated. The standard deviation of 0.48 does hint at some dispersion in the responses, which tends to support the fact that while recognition does occur broadly, some elements of staff indeed feel less appreciated than others.

Workload responses are more diverse, with a mean of 2.54. Although most agreed that it was manageable, the higher standard deviation of 0.63 suggests that many staff perceive their workload as challenging or are neutral.

A high mean of 2.80 shows that a large number of staff feel the culture of the organization significantly coincides with their personal value. The low standard deviation of 0.39 indicates small variation in responses, and hence this view is held across a broad base of employees.

This mean of 2.79 shows a strong agreement with the staff having positive relationships with their supervisors. The standard deviation is 0.41, which is very low, indicating little variation around the mean, which means most of the employees must feel satisfied with their supervisory relationships.

With an average of 2.58, the majority of staff are secure within their jobs, although the higher standard deviation of 0.56 would suggest that some variation exists. This would

suggest a significant proportion of staff may feel less secure, which in turn would indicate job security is problematic for a substantial minority of staff.

The mean of 2.75 indicates a generalized agreement that the policies of the organization are followed in a just and transparent manner. A standard deviation of .45 suggests that responses are moderately consistent, though there are a few employees who disagree or have become neutral about the fairness of policies.

The mean of 2.68 shows that most of the staff are satisfied with the performance evaluation process. A standard deviation of 0.48 indicates a small dispersion from the mean, which means that while many respondents are satisfied with the approach to evaluation, a segment of the staff may feel there is some room for improvement.

Indicators of employee retention

Key: Strongly agree= SA, Agree= A, Neutral=N, Strongly disagree=SD, Disagree=D, Mean=M, Standard deviation=SD, F=Frequency

Table 8: Indicators of employee retention

	Statement	D F (%)	N F (%)	A F (%)	M	SD
a)	The staff feel motivated to perform their best at work	4 (5)	7 (8.6)	70 (86.4)	2.85	0.37
b)	The staff have opportunities to participate in decisions that affect their work	9 (11.1)	13 (16.0)	59 (72.8)	2.66	0.54
c)	The staff are satisfied with the career advancement opportunities available to them within the organization.	6 (7.4)	11 (13.6)	64 (79)	2.77	0.44
d)	The organization supports their continuous learning and development	9 (11.1)	11 (13.6)	61 (75.3)	2.66	0.54
e)	The staff have enough time to do their tasks and therefore can get time for personal life	11 (13.6)	23 (28.4)	47 (58)	2.52	0.63
f)	Their workload is manageable	11 (13.6)	22 (27.2)	48 (59.3)	2.54	0.63
g)	The staff always receives recognition for exceptional achievements	10 (12.4)	21 (25.9)	50 (61.7)	2.74	0.45
h)	The rewards and recognition programs in this organization effectively acknowledge employee efforts	9 (11.1)	14 (17.3)	58 (71.6)	2.67	0.52
I)	The staff have confidence in the organization's leadership to guide the organization towards long term success	9 (11.1)	10 (12.3)	62 (76.5)	2.73	0.45
j)	The staff feel secure in their positions within the organization	11 (13.6)	11 (13.6)	59 (72.8)	2.68	0.50

Source: Primary data

With a mean of 2.85, the majority of the staff strongly feel that they are motivated enough to give their best. The low standard deviation of 0.37 suggests a small spread about the mean, which can be interpreted to mean very consistent motivation among the staff.

A mean of 2.66 would indicate that most staff agreed they have opportunities to participate

in decisions related to their work, but not as strongly as other areas. The standard deviation of 0.54 suggests a moderate variability-meaning that while many feel involved, others are more neutral or disagree.

Most of the staff reported being satisfied with their career advancement opportunities, with a mean of 2.77 and a standard deviation of 0.44, hence showing variability in responses, yet most of the staff feel positive about their growth in the organization.

An average of 2.66 indicates that the majority of staff believe the organization supports them to learn and develop. The dispersion with a standard deviation of 0.54 is moderate; this means that while many staff are appreciative of this support, others are less sure or neutral.

For feeling rushed with work and personal life, staff responses are more mixed at 2.52. As this would be accompanied with a higher standard deviation of 0.63, it would show great variability within this response where some staff do indeed feel pressed for time.

A mean of 2.54 suggests that most staff consider their workload to be at a level considered manageable, though not overwhelming. The standard deviation of 0.63 indicates a large variation in the dispersion of the responses, and this corroborates the inference that while many are comfortable with their workload, quite a substantial number find it challenging.

This is represented by the mean of 2.74, showing that most of the staff believe they are recognized upon achievement. The standard of deviation is 0.45, and thus positive, although quite small; this means there is variation so that most of the staff consider themselves appreciated while some people believe otherwise about their recognition.

The mean of 2.67 indicates that the majority of the staff agree that recognition programs across the organization provide for effectively acknowledging their efforts; with a 0.52 standard deviation, this indicates reasonable dispersal among the data of the staff or that some may not feel recognized effectively.

A mean of 2.73 indicates that a majority of staff have confidence in the leadership of the organization. The standard deviation of 0.45 indicates that a majority of the staff are sure

of trusting the leadership, but there is a little variability in opinions while there are those who do not express their confidence in the leadership.

A mean of 2.68 would indicate that the large majority of the staff feel secure in their jobs. The standard deviation of 0.50 indicates there is some dispersion, yet the majority of the staff are reasonably confident of job security while a minority are less sure or neutral.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter indicates the discussion of findings, conclusions, recommendations of the study of the impact of training on employee retention in universities. Case study of Uganda Christian University.

5.2 Discussion of findings

5.2.1 On-the-job training programs and practices.

The finding shows that on-the-job training programs have high impact on the job performance due to the effective enhancement of worker's expertise, efficiency, and effectiveness. This would ensure that more qualified workers will be delivered from the organization that will feel well satisfied and, therefore could remain attached for a longer period. On-the job training makes the employee's job satisfying, as indicated in studies by Alipour et al. 2009 and other scholars. Such satisfaction may manifest through improved retention since happy employees are unwilling to quit the organization.

On-the-job training has also been found to be positively related to perceived organizational performance. Employees will feel valued by an organization when they feel their training contributes to achieving organizational objectives hence retention.

According to findings by Na, 2021, on-the-job training encourages innovation. In an academic setup like Uganda Christian University, innovativeness among employees occupies a field of encouragement, thereby insinuating one's engagement and feeling attached to the institution. On-the-job training has the added advantage of exposure to the real-life applications, as mirrored in the findings by Catacutan and Tuliao (2020), for universities such as Uganda Christian University that employ both academic and administrative staff. Exposure enhances job readiness and, subsequently, influences long-term career satisfaction as one factor leading to retention.

5.2.2 Relationship of training and employee retention.

In this regard, findings show that the correlation between the training programs of Uganda Christian University may be strong and positive for retaining employees. Continuous on-the-

job training, mentoring, and coaching assured the working employees of their being more capable in their role and hence supported them to lead to employee retention. The study also established that investing in the training of workers in Uganda Christian University enhances job satisfaction. With improved skill and knowledge, it is expected that the workers are contented with their jobs, as reflected in the retention rate. The findings from the qualitative analysis also stated that training at Uganda Christian University contributes to career growth and development for the employees. In fact, such programs allow the staff to improve their competencies, which in turn creates a perception of long-term career growth, leading them to remain with the university.

The findings also showed that continuous professional development through training should have a greater impact on the commitment of employees towards Uganda Christian University. It shows investment in staff training and loyalty to the will of employees for a contribution towards Uganda Christian University.

Besides, it was noted that training contributes positively to retention; hence, Uganda Christian University stands to achieve more by core linking its training programs with identified retention strategies. Training designed to respond to both institutional and employee needs ensures that retention of the best talents is actualized.

5.2.3 Other influences on employee retention.

The research identified training as one of the most considered influences an employee usually considers for longer retention. For example, Boakye et al. (2022) established that training opportunities were some of the important expectations of employees and proved to be a significant determinant in their intention to stay. In this line, the study by Anis et al. (2011), shows that adjustments in compensations after training favorably influence the long-term retention of workers. Therefore, this will imply that at Uganda Christian University, comprehensive training and correct alignment of compensation with the acquired skills from training can yield better results in employee retention.

Anis et al. (2011) established that compensation mediates the relationship between training and employee retention; that means, as important as training is, its effect on retention is higher if it is accompanied by appropriate compensation. Thus, Uganda Christian University should link training outcomes to increased salaries or other forms of financial benefits as an effective way of retaining the trained employees.

Nagabhaskar 2014-Bradley emphasized that retention is to be treated holistically through using training as a part of a wider strategy that incorporates financial rewards, job characteristics, career development, and work-life balance. At Uganda Christian University, the integration of training with other retention strategies, such as career development and improvement of working conditions, yielded better results in retaining employees.

It also found that the effect of training on retention is also dependent on cultural and contextual factors. This came out in a variety of literature. Uganda Christian University will thus need to incorporate local cultural expectations and norms within the institution in the design and conduct of the training programs. Placing training programs within these variables may give an increased response in the retention of employees.

It also came out that effective leadership and support at the training stage and afterward are very significant in retaining the trained employees. Sawaneh and Kamara (2019), and Hauer et al. (2021) recognize supervisory support and leadership as playing a vital role in employee retention. Ensuring that leaders within Uganda Christian University are involved in the support and mentoring of employees during their training can further help in enhancing the positive impact of training programs on retention.

5.3 Conclusion

On-the-job training is always seen to enhance the employees' skills, enhance creativity, and help in achieving the organizational objectives. This can be assessed from the several studies identified that, no doubt, training enhances employee performance, job satisfaction, and organizational profitability.

The value of training becomes all the more pronounced in contexts where work-life balance, leadership support, and cultural nuances are already effectively addressed. An effective on-the-job training program plays a very important role in employee retention by bringing employees' capabilities in tune with organizational needs, increasing job satisfaction, and offering better avenues for career growth.

With an already strong foundation laid at Uganda Christian University, including supportive learning environment, active programs of mentoring and coaching, effective orientation to the institution, and work-life balance that is basically fair-the benefits of training could be maximized. With these in store, the impact of training on employee retention at Uganda Christian University is high.

5.4 Recommendations

Although training programs are effective, make sure that employees have a clear understanding of how such training programs contribute to their career advancement within Uganda Christian University. Design and communicate a well-structured career path framework that connects training achievements with potential career progression opportunities.

Institute or improve recognition programs for the reward of those employees who are performing best in applying what they have learned from training to the job. Celebrate milestones and successes occurring because of training achievements to further motivate employees to remind them of the value of professional development.

Highlight the existing training programs, focusing on finding and building tomorrow's leaders from within. Support the training programs with leadership and management skills development and provide paths that employees can follow toward leadership positions due to their training and development.

Continuously collect and analyze information about actual training experiences and perceptions by employees. This information is used in fine-tuning already acquired programs, and also in dealing with upcoming needs and concerns to keep the training relevant and impactful.

Encourage staff to take advantage of available cross-departmental training opportunities. These will help in higher-level institutional perspectives, collaboration, and engagement, together with retention, giving a bigger scope of how Uganda Christian University works.

Ensure that training programs incorporate emergent technologies and industry trends. In this way, engage a workforce in new developments within those areas and better prepare them for the future.

Connect the training programs to other strategies aimed at broader employee engagement. For instance, use the training programs to enhance organizational values and culture; developing a sense of belonging and commitment by employees.

Always pair succession planning with training programs to equip staff for future responsibilities within the organization. Make sure the purpose is explained clearly-that participating in the training supports succession planning and possible career development. Continue revising and refining methods of delivery for training programs to meet employee needs. This can be in-person, virtual, or self-learning to meet the various needs and learning styles with different schedules.

5.5 Suggestions for Future Research.

Longitudinal studies to establish how on-the-job training is maintained through an investigation of how training effects evolve overtime and its long-term contribution to employee satisfaction, commitment, and retention.

Establish how linking training outcomes to non-monetary rewards, like recognition or career advancement opportunities, improves employee loyalty and retention by comparing financial rewards with non-financial incentives in terms of long-term maintenance of retention, specifically at higher education institutions like Uganda Christian University.

Do further research on the influence of local cultural expectations coupled with institutional norms on designing and implementing training programs at Uganda Christian University by gauging the applicability of customized training programs based on Uganda Christian University's cultural and contextual factors on employee engagement, retention, and performance.

Assess the longitudinal impact of such holistic retention strategies on employee satisfaction and performance.

Determine how the learning culture impacts employee commitment, engagement, and retention, especially at academic institutions that espouse lifelong learning.

Determine what impact a suitably trained leadership makes in creating an enabling work environment which impacts retention in Uganda Christian University.

Determine which leadership style exerts the most positive effect on both training success and long-term retention at Uganda Christian University.

Determine whether connecting training to personal goals in employees significantly impacts their attitude towards intending to stay with the organization.

Determine how well on-the-job training programs have been perceived and utilized across different groups, such as academics versus administration. The analysis will focus on how role-specific needs and outcomes of training impact retention rates and job satisfaction at Uganda Christian University.

Assess how new technologies can help improve the effectiveness of training. Emphasis will be given to the assessment of how integration of digital tools and resources within the on-job training modifies the level of employee involvement in skills development and retention within a university environment.

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APPENDICES

APPENDIX: 1 QUESTIONARRE

Dear Respondent,

I am KARUNGI MONICA a student at Uganda Christian University pursuing a Bachelor's degree in Business Administration. I am conducting research on the impact of training on employee retention in universities. Case study of Uganda Christian University. I will ensure total confidentiality of the information given to me during this research. This research will contribute to the award of my Bachelor's degree in the above-mentioned course. I therefore kindly ask for your cooperation. Thank you very much.

SECTION A: GENERAL INFORMATION.

Gender

Male

Female

Academic qualification

Diploma Bachelors Masters PHD

Number of years of employment

1-5 years 6 -10 years 11-15 years

16-20 years 20 and above

Position in the organization:

Assistant registrar

Tutorial Assistant

Administrative assistant

Lecturer

SECTION B.

Objective 1: To evaluate the effectiveness of the on-job training programs and practices.

Dear respondent, On the scale 1-5, please tick the best option for you that is strongly disagree, disagree, neutral, agree, or strongly agree.

Scale	1	2	3	4	5
Interpretation	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

	Statement	1	2	3	4	5
a)	The on the job-training I received has improved my job performance					
b)	The training sessions were well structured and organized					
c)	The on – the -job training addressed all the necessary skills required for my role					
d)	I was able to apply what I learned in training to my daily work tasks					
e)	The training provided opportunities for hands-on practice					
f)	I received adequate feedback during the training sessions					
g)	The training was engaging and interactive					
h)	I feel more confident in my job after the training					
I)	The training program was tailored to my specific job needs					
j)	The duration of the training was sufficient to cover all the topics					

Objective 2: To assess the relationship of training and employee retention.

Dear respondent, on the scale of 1-5, please tick the best option for you that is strongly disagree, disagree, neutral, agree or strongly agree.

Scale	1	2	3	4	5
Interpretation	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

	Statement	1	2	3	4	5
a)	The training I received has made me more committed to the organization					
b)	Training programs have improved my job satisfaction; therefore, I am willing to stay					
c)	I feel valued by the organization because of the training I receive, therefore, I am willing to stay					
d)	The training has helped me see a clear career path within the organization and this makes me to stay at my job					
e)	I feel that my skills are continually updated because of the training programs and this makes me to stay at my job					
f)	The training I received has prepared me for future roles within the organization					
g)	The training programs have improved my work-life balance					
h)	Training opportunities are one of the main reasons I am satisfied with my job					
I)	Training programs are a key factor in my loyalty to the organization					
j)	I am less likely to look for a job elsewhere because of the training I receive here					

Objective 3: To examine other factors that influence employee retention

Dear respondent, on the scale of 1-5, please tick the best option for you that is strongly disagree, disagree, neutral, agree or strongly agree.

Scale	1	2	3	4	5
Interpretation	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

	Statement	1	2	3	4	5
a)	I am satisfied with the compensation and benefits provided by the organization					
b)	The work environment is positive and supportive					
c)	The organization's leadership communicates effectively with employees					
d)	I feel recognized and appreciated for my work contributions					
e)	My workload is manageable and fair					
f)	The organizational culture aligns with my personal values					
g)	I have a good relationship with my immediate supervisor					
h)	I feel secure in my job position					
l)	The organization's policies are fair and transparent					
j)	I am satisfied with the organization's approach to performance evaluations					

Indicators of employee retention.

Dear respondent, on the scale of 1-5, please tick the best option for you that is strongly disagree, disagree, neutral, agree or strongly agree.

Scale	1	2	3	4	5
Interpretation	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

	Statement	1	2	3	4	5
a)	I feel motivated to perform my best at work					
b)	I have opportunities to participate in decisions that affect my work					
c)	I am satisfied with the career advancement opportunities available to me within the organization					
d)	The organization supports my continuous learning and development					
e)	I have enough time to do my tasks and therefore can get time for personal life					
f)	My workload is manageable					
g)	I always receive recognition for exceptional achievements					
h)	The rewards and recognition programs in this organization effectively acknowledge employee efforts					
I)	I have confidence in the organization's leadership to guide the organization towards long term success					
j)	I feel secure in my position within the organization					

APPENDIX 2: DATA COLLECTION LETTER



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

SCHOOL OF BUSINESS

19th Aug, 2024

TO WHOM IT MAY CONCERN

Name: **KARUNGI MONICA**

Reg. No J21B05/051

A bachelor's student who is seeking permission from your office to collect data for her dissertation titled

THE IMPACT OF TRAINING ON EMPLOYEE RETENTION IN UNIVERSITIES

We shall be grateful if you could render assistance to her in collecting the necessary data for her dissertation

The Uganda Christian University School of Business thanks you in advance

.....
Mukisa Simon Peter
Research coordinator

A Centre of Excellence in the Heart of Africa

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