

**TRAINING AND RETENTION OF EMPLOYEES IN AN ORGANISATION.  
(A CASE STUDY OF UGANDA POLICE IN KAMPALA CENTRAL AREAS)**

**BY**

**NABANKEMA REBECCA SANYU**

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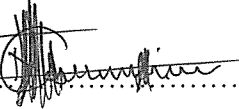
**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF  
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INTERNATIONAL  
UNIVERSITY**

**OCTOBER ,2019**

## DECLARATION

I declare that this research report is my original work and has not been submitted for any other award of degree and published at any institution of higher learning.

Sign

  
.....


Date

..... 17<sup>th</sup> Oct. 2019 .....

**(Nabankema Rebecca Sanyu)**

**APPROVAL**

I confirm that the work reported in this report has been carried out by the candidate under my supervision

Signature.....18/10/2019 Date..........

Dr. Wandiba Augustine

## **DEDICATION**

I dedicate this work to parents who granted education opportunity and the need of going to greater lengths in all aspects

## **ACKNOWLEDGEMENT**

I wish to thank the almighty God for the gift of life towards completion of this work from day one till the last day of it.

Outstandingly I would wish to send my sincere gratitude to my supervisor Dr..Wandiba Augustine whose intellectual knowledge, guidance has enabled this work to appear like this may God bless you abundantly. Special thanks go to family members for the support and care, throughout my course.

Not forgetting my academic lecturers of Kampala international university, especially those from the human resource department for their valuable encouragement even when the journey seemed like a dream thank you very much

May God bless you.

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## ABSTRACT

The study was to assess the effect of training on employee retention in Kampala central police stations. The objectives of the study were; 1 to determine the types of training offered at Uganda police, 2 to assess the effect of training on retention at Uganda police, 3 to establish the relationship between training and employee retention. The research design was descriptive in nature and based on primary data collection at different police stations in Kampala. The study population involved all accessible senior and junior police officers and the research used sample of 80 respondents whose data was collected using a questionnaire. Ethical consideration was thought of and upon receiving of the introductory letter to conduct research from the department of human resource management of Kampala international university the researcher proceeded to the field to gather data, though there were some limitations in this study, the researcher managed to handle them slowly till the final stage of the report production this is because the limitations were minor and bearable. The study can be concluded that the training and retention strategies by Uganda police were, 1 to determine the type of trainings offered by police, 2 to assess the effect of training on retention at Uganda police, 3 to establish the relationship between training and employee retention, it also concluded that 1 compensation, work life balance, career opportunities, coercion, equal employment opportunities, training programs can effectively enhance retention at Uganda police. The researcher recommended that training programs should be relevant to the job function and also pointed out that different training methods should be used since different people understand differently, there should also be trainings based on merit not on gender, tribe and religion, the sector should also increase the pay for its staff as a way of motivating them to work. The regression model analysis was used to establish the relationship between training and employee retention at Uganda police in central areas and the study outcomes unveiled a positive significant relationship between training and employee retention at police in Kampala central region value(0-000) which was less than 0-05, which is a maximum level required implying that a significant relationship between the variables under study was accepted. This implies that training has a significant effect if employees are to be retained in any organisation such as Kampala central police stations and failure to apply the best practices in training the rate of turnover will be high. The research concluded that equal training opportunities for all, reward policies, work life balance, compensation can lead to employee's retention at Uganda police force. This strategy can be improved by providing financial and non-financial rewards like medals pay rise, promotions extra as a way of motivating them to perform well and thus retaining them.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study

In this rapidly changing world, the management and achievement of employee's performance is gradually becoming more challenging and multi-tasking in an organization. There are continuous efforts and strategies laid down by many organizations to accomplish their objectives and also achievements of excellence by gaining competitive advantage. On the other hand, employees are required to be creative, competent, innovative, flexible, and trained enough to handle the information effectively.

Employee training plays an important role as it enhances efficiency of an organization and helps employees to boost their performance in an efficient manner that enables employees to be retained. There are many reasons that create the barriers to perform the task such as organization culture and politics. Some of the employee's lack skills, abilities, knowledge and competencies and due to this they fail to accomplish tasks on timely basis (Abbas 2014), which makes them not to be retained in an organization.

Over the years, stiff competition among various organizations has made management of corporations to strategically align their human resource to achieve organizational goals. The importance of Training and retention is obvious given the growing complexity of the work environment, the rapid change in organization and advancement in technology, among other things. Training and retention help to ensure that organizational members possess the knowledge and skill they need to perform their jobs effectively; take on new responsibilities, and adapt to changing conditions. Despite the recognition of the importance of training and retention by management experts and government as expressed in white papers on various reforms in Uganda, the experience of manpower training and retention and retention in the Ugandan public service has been more of ruse and waste. Until recently there has been a general resistance to investment in training and retention in the public service because

of the belief that “employee hired under a merit system must be presumed to be qualified, that there were already trained for their job, and that if this was not so, it was at fault” (Dessler, 2005).

In global context, employee retention is considered immensely important. Most of the companies are judged on the basis of their turnover rate. The rate of turnover affects the performance of an organization. Low turnover ensures that organization is retaining their competent employees by providing them superior environment, 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 and development on retention this study can help those organizations to retain their employees which has high turnover rate.

In today’s competitive environment companies are struggling hard to design a most appropriate strategy that could enhance the retention rate and pulls the turnover rate downward. Organizations have realized that competitive advantage could be attained by employees’ skills. There is a great importance of an appropriate retention strategy; many retention strategies are designed that are related to provision of training to employees, and compensation etc. Fheili (2007) believes that organizations are not interested in providing training and that are generalized in nature.

They are focusing on specialized training and which is relevant to a specific task and make the employees unfit for competitors use. They are limiting employees’ ability to switch to another job in an industry. Organizations are finding ways to make the employees specialized rather than a generalized one, while rest of the organizations consider training as an investment on employees and expect a return in the form of commitment and retention (*DanlamiSani Abdul kadir et al 2012*).

Now day's several trainings are obtainable to employees and retained inside the organization, in order to increase their productivity and decrease the frustration. Most of the time the less capable employees prefer to leave the job because they have lack of ability to understand the technicalities of the given task (Sahinidis and Bouris 2007). However, workforce is anticipated to learning new stuff and shows their commitment level with positive involvement in organizational succes

Skilled employees can handle the critical situation in a well-organized manner. Training defined as an "efficient process of getting knowledge, abilities, skills and the behavior to meet the requirements of the job" (Gomez-Mejia 2207). Training helps employees to meet their existing job requirements or helps employees to increase their productivity. Although, its benefits may spread throughout an employee's career and help employees to meet their future responsibilities.

Organization that doesn't provides training to their employees is failed to compete in the market. It generally happens because the employees of such organizations are incapable of enhancing their productivity. In other words, training helps employees to adopt the market chances and make them capable to meet the technology changes and competition (Dessler 2002).

Training has important role in the achievement of organizational goal by integrating the interest of organization and the workforce. An employee is an asset and most important resource for an organization so that organization that provides training to their employees increases their productivity (Stone R.2002). The training and development is an important function for the survival of any organization.

The impact of training is double. From an organization point view, training of employees is essential for organization operations and advancement. From an employee point of view training activities are important for skills and development, employee performance and career advancement (Acton & Golden 2002).

There are many factors that influencing the quantity and quality of training activities like internal change, change in the external environment, the availability of skills in employees etc. (Cole 2002). Training enhances knowledge, skills, competencies and attributes ultimately increase worker performance and productivity of organization.

Today's education systems do not essentially impart knowledge for job positions in organizations. Due to this organizations labor force comprises of few employees with right skills, abilities and knowledge required to fill the job position in the market. So, there is a requirement for effective training for employees to improve their organization productivity and performance.

In police sector employee intelligence, skills and knowledge are important assets for the retention that enhance productivity and performance. This is because; police are security organization that provides security to the public and keeps law and order of the country.

## **1.2 Problem statement**

In previous studies, it was reported that the number of police officials are not capable enough to perform the task in an efficient manner because there was a rise of killing of people in the country which resulted into fear and insecurity in the country most especially in the city due to which the general inspector of police was re-appointed by president before the end of the contract because police performance was termed as one of the main causes of problem due to police inefficiency .source(human rights network Uganda dated 21<sup>st</sup> day of June 2018). The main problem in this study is to what extent the training impact over employee performance in the Uganda police force.

Kampala central is one of densely populated area in Uganda with a lot of investments and with high, middle, and moderate-income earners. To the reference of the recent killing of people in Kampala central in which the public blamed police force performance is ineffective which disturbs the country's security and economy greatly because the investors fear to invest where there was insecurity; however, the police force plays an important role in keeping law and order of the country. Source (human rights network Uganda dated 21<sup>st</sup> day of June 2018). Therefore, the experienced employees such as crime preventers are essentials for the police force in order to increase their productivity and security.

### **1.3 Objectives of the Study**

The objectives of the study are:

To determine the types of training in an organization.

To assess the effect training and retention in police

To establish the relationship of training and retention in an organization.

### **1.4 Research question**

What are the types of training?

What are the effects of training on employee retention?

What is the relationship between training and retention?

### **1.5 Scope of the study**

#### **1.5.1 Theoretical scope**

The study will be limited to the impacts of training and retention of employees in an organization, Uganda police, and Kampala central police stations was used as the focus point. Kampala central constitutes an important location of Uganda police and holds a large population of employees.

#### **1.5.2 Time scope**

The study will be conducted from April to September 2019.

#### **1.5.3 Geographical scope**

The information for the study will be collected from various police stations in Kampala central police stations in Uganda.

### **1.6 Significance of the study**

The study will help organization understand the importance of training programs on retention. It also enables them to structure their training programs to make them more effective in terms of helping to improve the efficiency of the workforce and lead to less employee turnover. This will also ensure the existence of a pool of skilled

workforce who could be utilized for national development. Labor is a major input to the success of the organization. If labor is efficient it will help improve the performance of the organization. As organizations perform better, they are able to increase output and contribute more to the economy. They are also able to grow and hire more people thus helping to decrease the level of unemployment. As organizations perform better, they are also able to compete better enabling the economy to remain vibrant.

The study also be of great benefit to student researchers who wish to explore more into the impact of training on retention of employees has had on the overall performance of employees in various organizations. The study will serve as a guide to these students who may further get more insights into the recommendations and findings from the study thereby, forming an empirical literature for them.

### **1.7 Definition of terms**

**Training:** Training could be seen as an Organizational effort aimed at helping an employee to acquire basic skills required for the efficient and effective execution of the function for which he/she is hired for.

**Employee:** An employee is anyone who has agreed to be employed, under a contract of service, to work for some form of payment. This can include wages, salary, commission and piece rates.

**Employee Retention:** This refers to the ability of an organization to retain its employees.

**Employee turnover:** This refers to the number or percentage of workers who leave an organization and are replaced by new employees

**Seminar:** This is, generally, a form of academic instruction, either at an academic institution or offered by a commercial or professional organization. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to actively participate.

**Workshop:** a gathering of small group of individuals for academic conference or job training and development.



## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Introduction**

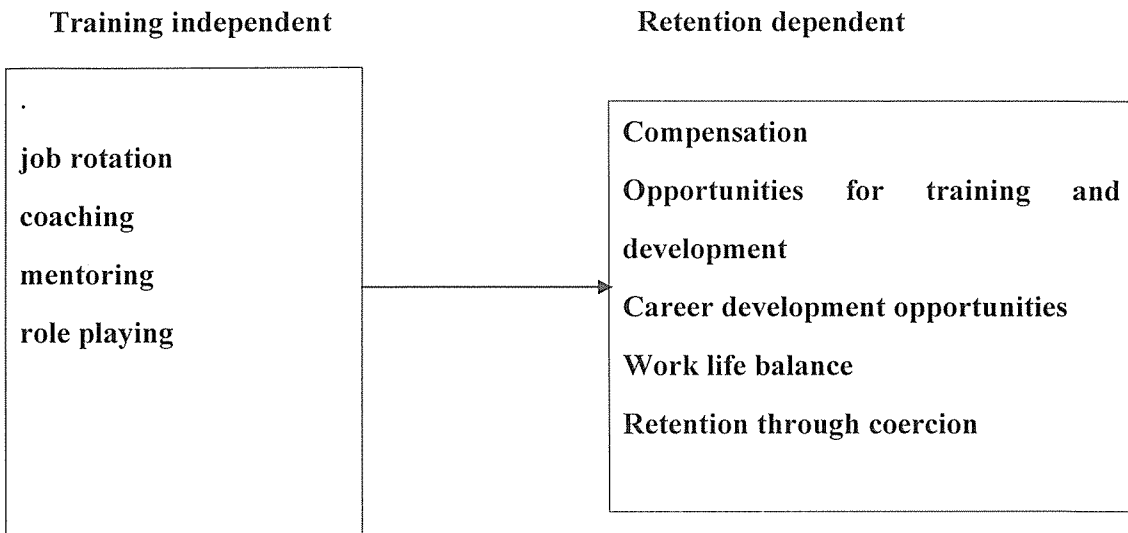
This chapter reviewed the literature related to the study on the research topic discussed under the various study objectives

#### **2.2 Conceptual Framework.**

Conceptual framework is defined as an interconnected set of ideas about how a particular phenomenon is related to its parts (Svinicki 2010). The aim of this framework is to clarify Concepts and relationship among variables in the study to describe the context for interpreting the study findings and explain the observations .it clearly illustrates the relationship between Human resource planning and organization performance.

Training is perceived as an independent variable conceptualized by coaching, mentoring, job rotation, feedback and retention conceptualized by promotion flexibility, reward, compensation. However, the study will base on the assumption that training has an impact on employee retention.

Figure 2.1: show conceptual frame work



Source modified from (Richard, Simon & Brut 2009)

In the conceptual frame work as displayed in figure 1 above. Training is the dependent variable and retention as independent variable.

**JOB ROTATION** Kiley and Truman (2009) state that in job rotation, employees are given the opportunity to perform several different jobs in an organization

**COACHING** According to Garvey, Stokes, and Megginson (2009:22), the concept of coaching is used to describe the relationship between a superior and a subordinate, with the aim of developing and improving employees on job performance.

**MENTORING** refers to a relationship where a senior, experienced individual provides support, advice and friendship to a younger, less experienced member of staff (Coetzee, et al, 2009:64).

**ROLE PLAYING** Warmish teal. (2015:2010) highlight that in role playing, a problem situation is highlighted by asking trainees to assume the role of a particular person in the situation. The participant interacts with other participants assuming different roles.

Lecture method; this is a training method where number of people can be trained at once

Virtual learning, this allows employees to learn about new changes being implemented

Case study, these are prepared based on business situations that occur in numerous organisations

**COMPENSATION** Gupta and Shaw (2014:2) state that compensation refers to all types of rewards given to an employee for their performance.

**CAREER DEVELOPMENT OPPORTUNITIES** According to Kramer, Seibert, Wayne, Laden and Bravo (2011:490), perceived career opportunities significantly predict job performance and turnover. When employees perceive that there are many career opportunities in their organizations, it could result in better job performance and reduce their intentions to leave.

**WORKLIFE BALANCE** Pachuca, Mira Bert and Aligned (2016:3) describe work life balance as the capability of employees to meet their work and family commitments as well as other non-responsibilities.

**RETENTION THROUGH COERCION** This strategy aims at ensuring that individuals stay in an organization. It encompasses sanctions and employment contract regulations such as penalties in the case of early job leaving, secrecy obligations and restraints on competition after quitting.

### **2.3 An Overview Of Employee Training**

Noe (2010:128) argues that employees in an organization form its crucial resource and must be appreciated, supported and retained with the absence Anise, et al. (2011:2681) noted that human capital in a company, even the most advanced equipment with the latest technology would not be fully utilized. Ganesh (2012:3) states that employees should be committed to their organization by improving their performance. Furthermore, employer s must invest resources and time in employee

training so that they become essential resources in the future. Employees need to be developed and equipped to face the challenging situations in the organization (Hamilton, 2013:169).

Noe (2010:55) argues that employee training is a combined initiative of the employee and the employer to advance the current skills and knowledge of an individual. It is of paramount importance for employees to keep abreast with the current developments in the industry in order to remain competitive (Anise, et al., 2011:2680). Jeeves and Devaneshan (2014:1) argue that employee training assists in developing and promoting employees for them to become dependable resources and ultimately benefit the organization. One (2010:66) further state that employees also experience a sense of attachment towards the organization as a result of employee training. Yan Cheung and Chan (2012:144) highlight that knowing an employee's current and desired stage assists organizations to find the gaps in fields in which the employee needs to be trained. Employees start taking their work as a difficulty only when an organization does not offer any added benefits or advantages which would help in their personal growth (Jeeves and Devaneshan, 2014:2). Hamilton (2013:169) argues that organizations must invest in the training of employees in the organization so that employee loyalty is enhanced. According to Shaheed, Syed, Naqvi and Khan (2013:490), employees also must also take skill development activities that the benefits of employee training are fully visible in the organization.

**EMPLOYEE RETENTION** According to Soundarapandiyar and Ganesh (2015:1), recent huge turnover rates in organizations are caused by the great demand for highly skilled employees, which has faced the productivity of the organizations directly and indirectly. James and Mathew (2012:82) define the concept of employee retention as a process by which an organization creates a conducive environment which promotes and motivates employees to remain with the organization for a long period of time. Source Bussing: Sandhya and Kumar (2011:782). Adapted. and Smit (2013:38) highlight that organizations can use a myriad of strategies to retain their employees. These strategies can include

compensation; opportunities for training and development; advancing in career opportune nighties; and work life balance

## **2.4 Related Literature**

Studies suggest that employee retention strategies which effectively satisfy the needs of all workers enhance the ability to adopt these changing trends by organisations (Gale Group, 2006). Therefore, human resource managers need to come up with policies that enable the best practices to retain competent staff.

Retention refers to the ability to hold competent staff by an organisation for long.

**COMPENSATION** Gupta and Shaw (2014:2) state that compensation refers to all types of rewards given to an employee for their performance. Gupta and Shaw (2014:3) further note that compensation can be divided into three types, namely direct financial rewards, indirect financial compensation and nonfinancial compensation. Wilton (2013:148) postulates that employees must be given monetary rewards that are reasonable. For instance, where pay is a cause for dissatisfaction it would be likely to be in respect of internal comparison with others in the organization or external comparison with wider labour market equity. Therefore, Wilton (2013:148) argues that for organizations to retain their competitive employees they must ensure that they provide them with market related salaries and benefits.

**CAREER DEVELOPMENT OPPORTUNITIES** Research by Morrow (2011:20) revealed that career growth is important for increasing employees' affective commitment to their organizations and for reducing their intentions to leave. According to Kramer, Seibert, Wayne, Liden and Bravo (2011:490), perceived career opportunities significantly predict job performance and turnover. When employees perceive that there are many career opportunities in their organizations, it could result in better job performance and reduce their intentions to leave.

**WORKLIFE BALANCE** Pachuca, Mira Bert and Aligned (2016:3) describe work life balance as the capability of employees to meet their work and family commitments as well as other non-responsibilities. This ensures that there is an equal balance between the work and the personal life.

**RETENTION THROUGH COERCION** This strategy aims at ensuring that individuals stay in an organization. It encompasses sanctions and employment contract regulations such as penalties in the case of early job leaving, secrecy obligations and restraints on competition after quitting

**JOB ROTATION** (2015:350) note that there are several Coetzee, Botha, Kiley and Truman (2009:175) state that in job rotation, employees are given the opportunity to perform several different jobs in an organization. Nell, Werner, Poitson, Du Plessis and Nalo (2011:379) highlight that each company should create clear procedures with each internal team so that employees will be aware of the best practices for job rotation. The rotation will not function properly if employees are not fully aware of what is expected from them due to a lack of proper guidance. It is of paramount importance for an organization to have a purpose, a plan and a way to measure if the rotation is successful (Coy, 2013:1). Job rotation can be used as an important retention strategy to keep employees within the organization. Campion (2010:1) argue that job rotation can be used as a training and development tool as it improves employees' skills and knowledge.

Coy (2013:1) contends that job rotation improves the three major skills categories required in industrial employee training, namely technical, business and administrative skills. Salem, Shaheed and Salem (2010:1) highlight that the major benefit of job rotation is increasing employees' contact networks across the organization.

**COACHING** According to Garvey, Stokes, and Megginson (2009:22), the concept of coaching is used to describe the relationship between a superior and a subordinate, with the aim of developing and improving employees on job performance. Amirpour, Saleh and Shahnvaz (2009:65) argue that coaching is aimed at assisting with performance deficiencies. It is also used as a motivational tool for employees who perform well.

Stredwick (2014:333) further highlights that performance coaching is an important way of improving skills performance in an organisation. Both the manager and employee may agree on how to improve and identify the opportunities to demonstrate these skills in their own jobs. Werner and DeSimone (2009:326) note that feedback is a vital part of coaching, as is goal setting. Warmish, et al. (2015:355) further highlight that trust, operation and mutual respect are vital for coaching and that if coaching is properly done, then there would be a strong employee supervisor relationship.

**MENTORING** refers to a relationship where a senior, experienced individual provides support, advice and friendship to a younger, less experienced member of staff (Coetzee, et al, 2009:64). Butler and Rose (2011:122) highlight that in mentoring, the agenda is set by the mentee, with the mentor providing support and guidance to prepare the mentee for any future role that would arise in the organization. Warmish, et al. (2015:355) state that the possible benefits of mentoring to both the employer and the protégé is that the mentor may develop the career of the employee by nomination for promotion or sponsorship. Tilney and Minim (2010:107) note that if the relationship between mentor and protégé is weak and they can be unproductive in an organization. If reliance is placed on the wisdom and abilities of the mentor, there may be limited scope for employee development.

**ROLE PLAYING** Warmish et al. (2015:2010) highlight that in role playing, a problem situation is highlighted by asking trainees to assume the role of a particular person in the situation. The participant interacts with other participants assuming different roles. A mental set up of the role is discussed but no dialogue is provided.

## **2.5 Effects of employee's retention strategies**

In order to develop this strategy, the leader needs to engage both on the job and off the job training techniques according to Mitchell et al (2001) the leader has to select and come up with those factors that are applicable to the organisation.

Firstly, the leader has to identify if turnover rate exists and if it exists how he is going to overcome it using his managerial skills effectively. He also needs to carry out exit interviews to know why employees are not contented with the current status of the organisation so as he can consult top management and what course of action can be implemented to eradicate the vice.

Secondly organisations should promote best human resource practices like hiring the right people, empowering employees by giving them authority to make decisions, making employees know that they are the most valuable resources of the company, having faith, trust and respect for employees, creating an environment where employees want to work. Once these factors are not considered, organisations will be in dilemma of seeing rapid turnover rates.

Kind, fillip duchy et al (2009) in their study found out that retention elements such as the level of training, position, learning styles, appreciation play a pivotal role in employee retention.

## **2.6 Relationship between training and employee retention**

Training; the availability for all employees having access to training and development programs is critical in facilitating organisational continuity, with performance technological improvements (Boomer Authority, 2009). Statics the stical evidence indicates job training is acritical factor for personal and professional developments (United states Department of labour, 2009) When an employee leaves, the effect could be negative one for the organisation's direction and the moral of the labour force. Depending on the role and responsibility of the employees, the cost is both direct and indirect, which could be expensive for the organisation. Osteraker (1999) suggests that retention and satisfaction are vital for the success of accompany. The retention element can be separated into three expensive measurements, i.e. social, mental and physical. These compensation, career development, work life balance, retention through coercion



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Research Design

The research will be quantitative study, which will be descriptive in nature and based on primary data collection methods. On the other hand, secondary data will also be gathered from research articles to justify this research. The sample will be taken from both male and female police officers and it comprised of police commissioners, police human resource managers, and police heads of training and other police officers in Kampala central police stations. Questionnaire will be developed for police officers and police commissioners operating in Kampala central police stations. In the study, the nonprobability method was used as a sample technique. Graphs analysis was used to present the findings.

#### 3.2 Population and

In this research population will be the whole category of police officers and police commissioners in Kampala central. The target population will be 80 respondents. This will include all accessible senior and junior staffs.

#### Sample

A sample of 80 respondents was selected from the population using census sampling from procedure therefore  $n=80$  respondents

Station	Target population	Sample size
kawempe	19	19
makindye	30	30
kabalagala	20	20
Kibuli	20	20
Nabutiti	10	10
Nsambya	13	13
Total	80	80

Source primary data, 2019

### **Sampling techniques**

The sample size of the study was 80 respondents who were considered to represent the population of central police. To select them the researcher used census since it was free from bias. This used a questionnaire to obtain the data needed to process the findings.

### **3.3 Data Collection Instruments**

Bourke (2005) simply states that questionnaires are used to obtain two different types of information: First the background information on employees who are in training in police force, such as age, gender, amount of training, and secondly attitudinal information about some specific events, way of behaving, performance, knowledge and skills and quality of life, other persons. In the first case, even though the same information could also be gathered in other ways. From police records, a questionnaire was simply a convenient way of obtaining the information. In the second case, a number of items are asked about each attitude or opinion in an attempt to tap various aspects underlying beliefs or feelings which gives rise to the attitudes. Similarly, Oppenheim (1996) affirms that the questionnaires are one way of obtaining a measure of attitude. The attitudes have two components: beliefs (cognitive) and feelings (emotional or affective).

Responses to questionnaire items are what respondents say their belief or say they would do, which are taken as indicators of their beliefs, attitudes and likely behavior.

According to Burns (1994) the use of questionnaires in research is based on one basic underlying assumption: that the respondent will be both willing and able to give truthful answers. He explains three kinds of items, which are generally, used in the construction of questionnaires, namely, closed items, open-ended items, and scale items. The close items allow the respondents to choose from two or more fixed alternatives, for example, the dichotomous items which provide two alternatives only: yes, or no. The open-ended items simply supply a frame of reference for respondents' answer, couple with a minimum of restraint or command on their expression. Thus, in open-ended items, respondents provide the answers in their own words. The scale is a

set of items to which the respondents respond by indicating degrees of agreement or disagreement.

The key instrument applied in this study was the questionnaire that was characterized by the three types of item construction mentioned above, as well as a selected response format of A Likert scale.

The questionnaire was adopted from Garage (1996) for an empirical study in the New South Wales (NSW) state school's system. On the basis of an extensive review of literature, it was found that the research questionnaire, which was modified to suit the context of this study, was the appropriate one.

Furthermore, the questionnaire in the study consisted of three major parts. The first part began with demographic information. The second part is completed by all police officers and police commissioners in charge of the police stations and division complete the third part only. The research instruments were employed in this study, as tools for data collection were questionnaires namely.

(a) Police officer's Questionnaire (OQ)

(b) Police commissioner's Questionnaire (CQ)

The two instruments were used to supplement each other and to give a deeper and wider exploration into research perspective which will give the research more quality

### **3.4 Validity of the Instruments**

Validity is the extent to which the instrument measures what it appears to measure according to the researcher's subjective assessment (Nachmias: 1958). Validity deals with the adequacy of the instruments for example, the researcher needs to have adequate questions in the written task in order to collect the required data for analysis that can be used to draw conclusion. Franke (1993) suggest that the individual who is supposed to render an intelligent judgment about the adequacy of the instruments should be given the instruments before the instruments are administered. The instruments were amended according to the expert's comments and recommendations before being administered.

In the study, the researcher sought help from the supervisors and lecturers to judge the validity of the questionnaire and the questions in the written task.

### **3.5 Reliability of the Research Instruments**

The study will adopt the coefficient alpha (also known as Cronbach's alpha) to determine the internal reliability of the study instruments. The coefficient alpha ranges from (no reliability) to (perfect reliability). Gregory (2000, cited in Manning & Munro, 2006) claims: Coefficient alpha is an index of the internal consistency of the items, that is, their tendency to correlate with one another. Coefficient alpha is a useful estimate of reliability. However, Pallant (2005: 90) asserted that with short scales (e.g. scales with fewer than ten items); it is common to find quite low Cronbach values. In this study, the values of coefficient alpha indicating an acceptable and good reliability (Gregory cited in Manning & Munro, 2006)

### **3.6 Data Collection Procedures**

Permission to carry out the study will be sought after presentation of study proposal to the supervisors at Kampala international University. The nature and purpose of the study was explained to the supervisor by the researcher. The researcher filled application form for a research permit and submit one copy of approved study proposal by supervisor to Kampala international university.

### **3.7 Data Analysis**

Some researchers report that there are two broad categories of statistical approaches in quantitative research, namely, descriptive (Creswell, 2005; Spats, 2005; Sal kind, 2004; McMillan & Schumacher, 2001). Descriptive statistics are used to summarize, organize, and describe the characteristics of a data collection. Inferential statistics is the most fundamental way to summarize data and it is a prerequisite for interpreting the results of quantitative research, while descriptive statistics are commonly used in reporting results (McMillan & Schumacher, 2001). Similarly, in the context of analyzing quantitative data using statistical techniques, Creswell (2005: 181) explains

that descriptive statistics summarize a single variable in a data set or compare how one score relates to all others, while inferential statistical tests are used to assess the differences, relationships, and correlations among variables in the data set. The data collected will be edited, coded and analysed using inferential statistics.

### **3.7 Ethical Considerations**

Permission to carry out the study was after presentation of study proposal to the supervisors at Kampala international University. The nature and purpose of the study was explained to the supervisor by the researcher. The researcher will treat all the information given by the supervisor with a lot of confidentiality to safeguard the supervisor's personal integrity in regard to University's ethical considerations.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF THE FINDINGS

#### 4.1 INTRODUCTION

A total of 90 questionnaires were distributed to the target respondents. The number of returned questionnaires totalled 80 which represented a high response rate of 89%. The employees at police stations were highly supportive throughout the data collection process. A letter of informed consent was also provided by Police. A quantitative design was adopted for this study and the survey method was used due to the relatively small target population.

#### 4.2 BIO-DATA

This presents data about the gender characteristics of the respondents, age, academic levels and length of service in police

##### **Gender of respondents**

The researcher found it vital to establish the gender of respondents as tabulated below

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	54	67.5
Female	26	32.5
Total	80	100

##### **Source primary data**

The findings above indicate the gender distribution of respondents and the results show 54 (67.5%) were male while 26(32.5%) were females this shows that there was male dominance in the research study compared to females.

##### **Age of respondents**

The age of respondents was established to determine the maturity of staff at police

Age	Frequency	Percentage (%)
20-29	15	18.75
30-39	15	18.75
40-49	20	25.0
50-59	30	37.5
Total	80	100

#### Source primary

Findings in the above table show that respondents who were in the age range of 20-29(18.75%) were 15 and those in 30-39 respectively, 40-49(25.0%) were 20 and 50-59 were 30(37.5%) this shows that majority of the police officers in Kampala are old hence a need to train the young officers in new skills to enable them succeed their superiors.

#### Academic level

The academic levels of respondents were determined to identify skills levels

Education	Frequency	Percentage (%)
Certificate	15	18.75
Diploma	15	18.75
Degree	42	52.5
Masters	8	10
Total	80	100

#### Source primary data

Findings in the above table indicate the academic level of respondents and show that those who had certificate level were 15(18.75) and those who had diplomas respectively, 42(52.5%) had degrees and only 8(10%) had masters this shows that majority of the officials had degrees.

### Length of service

The table below shows the working experience of police officials in Kampala areas

Length of service	Frequency	Percentage (%)
1-3	9	11.25
4-6	26	32.5
7-9	15	18.75
10&above	30	37.5
Total	80	100

#### Source primary data

Findings in the above table indicate that 9(11.25%) respondents had worked for 1-3 years,4-6 were 26(32.5%),7-9 were 15(18.75),10 and above were 30(37.5%). this indicates that majority of police staff had worked for over 10years in service hence a need to continuously train staff

#### The study had three objectives

#### Types of training provided

Type	Frequency	Percentage%
COACHING	21	26.25
Mentorship	12	15
Role playing	23	28.75
seminars	14	17.5
Job rotation	10	12.5
Total	80	100

#### Source primary data

To establish the types of training used at police ,the researcher had the above criteria and the results were 21respondents(26.25%) preferred coaching method,12(15%) prefer mentorship,23(28.75%)preferred role playing,14(17.5%) prefer seminars, and



10(12.5%) preferred job rotation this indicated that majority of the respondents liked to be given opportunities to train while they are actually doing the work and this implied that all these methods are vital at Uganda police force since different people learn differently and therefore such methods need to be adopted for effective training.

**Effects of training on employee retention**

Statement	C o u n t Percent	S	A	A	N	D	A	T O T A L
Training helps improve performance	C o u n t Percent	2	8	1	4	2	0	8
		35%		17.5%		22.5%		100%
Training provides the necessary skills to do the job	C o u n t Percent	2	2	4	1	9	8	8
		27.5%		51.3%		11.3%	10%	100%
Training makes it easy to do the job	C o u n t Percent	2	6	3	6	1	1	4
		36.3%		45%		13.8%		5%
Will be used as reference to do job	C o u n t Percent	2	2	3	8	1	5	5
		27.5%		47.5%		18.8%		6.3%
Helps to get the job done	C o u n t Percent	2	0	3	3	1	7	1
		25.3%		41.3%		21.3%		12.5%
I prefer on the job training	C o u n t Percent	3	4	3	7	5	3	3
		42.5%		46.25%		6.25%		3.75%
Prefer off the job training	C o u n t Percent	1	5	2	2	1	4	2
		18.75%		27.5%		17.5%		25%
Evaluation is done after training	C o u n t Percent	2	2	3	2	0	9	9
		27.5%		40%		0%		11.3%
Feedback is given to employees	C o u n t Percent	2	2	3	1	1	9	8
		27.5%		38.8%		23.8%		10%

Figure above highlights that 35% of the respondents strongly agreed that skills training provided by police helped the employees to improve their performance. Respondents 17.5% agreed that their performance was improved when they received

skills training, 25% of respondents were neutral; whilst 22.5% disagreed. According to Sharyn, She and Stewart (2012:47), when employees receive skills training their performance is enhanced as is their attitude, aptitude. C competency and satisfaction. When employee performance is improved.

22 respondents (27.5%) strongly agreed that the skills training provided by police gave them an idea of the problems to be encountered on the job, whilst 41 respondents (51.3%) agreed with the statement. Nine respondents (11.3%) remained neutral and 8 respondents (10%) disagreed respectively. The overall result therefore implies is that the majority (35%) of the respondents believed that the skills training offered gave them an idea of the problems they might encounter whilst conducting their duties.

29 respondents (36.3%) strongly agreed that the skills training provided at police enhanced their knowledge, whilst 36 respondents (45%) agreed with the statement. A minority of respondents (5%) disagreed that the skills training offered at police developed their knowledge, whilst 11 (13.8%) remained neutral. Costen and Salaza (2011:276) concur that employees who receive the right training are more knowledgeable than those who do not receive training g.

22 respondents (27.5%) strongly agreed that the skills training provided at police staff was relevant to their job and 38 respondents (47.5%) agreed with the statement. Fifteen respondents (18.8%) were neutral, whilst 5 respondents (6.3%) disagreed, highlighting that they believed that the skills training provided at police is not relevant to the job performed

Respondents (41.4%) agreed that superiors at police support the offering of training programs. A small minority of the respondents (12.5%) disagreed that management support the offering of training programs police in Kampala areas. According to Obiism (2011:82) highlight that management involvement in skills training produces positive results and their commitment yields great achievements.

22 respondents (27.5%) strongly agreed that evaluation is done after each training

to ensure that the training provided met the targeted goals whilst 32 respondents (40%) agreed with the statement. Moreover, 9 respondents (11.3%) disagreed that evaluation is conducted after training. Sheng (2014:57) highlights that evaluation of training is beneficial both to the organization and to the employee as the results of the training would be assessed and analyzed. Saeed and Shabbier (2013:1032) state that there is sufficient evidence signifying that a great part of organizations' investment in training does not result in optimal transfer. Hence, organizations are always concerned with evaluating the costs of training in relation to the expected benefits of training. 87

22 Respondents (27.5%) strongly agreed that feedback of the training programs is provided at their place of work and 31 respondents (38.8%) agreed with the statement. Nineteen respondents (23.8%) remained neutral, while 8 respondents (10%) disagreed. Aten, Rashaan and Mahmood (2015:41) highlight that for training to be effective, feedback must be provided to the employees to ensure that they improve their performance and feel motivated.

The results in Table revealed that respondents preferred training that is provided on the job with 34 respondents (42.5%) strongly agreeing that they preferred on the job training compared to the 15 respondents (18.8%) who sat wrongly agreed that they preferred off the job training programs. As illustrated in Table above, 5 (6.3%) respondents remained neutral that they prefer training provided inside the working environment, whilst 14 respondents (17.5%) from chop se to remain neutral. 20 respondents (25%) disagreed that they preferred training provided when outside the working environment. Therefore, the majority of respondents (88.8%) at police agreed that they preferred training that is provided while on the job, that is on-the-job training as highlighted in Table above.

Table

Statement	Count	A	N	D	A	TOTAL	
I attain Compensation for work	Count	6	0	1	2	8	8
	Percent	75.0%		15.0%		10%	100%
Career development	Count	4	1	1	1	2	8
	Percent	51.3%		13.8%		35%	100%
Work life balance	Count	3	6	1	2	3	2
	Percent	45%		15%		40%	100%
Equal employment opportunities	Count	5	8	1	5	7	8
	Percent	72.5%		18.8%		8.8	100%
Good industrial relations	Count	6	2	1	4	4	8
	Percent	77.5%		17.5%		5.0%	100%
Employee participation and involvement	Count	5	3	1	8	9	8
	Percent	66.3%		22.5%		11.3%	100%
Promotional opportunities	Count	6	0	1	3	3	8
	Percent	75.0%		21.3%		3.8%	100%

Source primary data

Employees urged that better compensation policies if well implemented can lead to retention and higher possibilities of good performance at Uganda police this was proven by the number of respondents of whom 60(75.0%) agreed with the statement, 12(15%) chose to remain neutral while 8(10%) disagreed with the statement this implies that if police is to improve on the retention strategies such as this more of its senior officials are more likely to be retained.

Career development: this also became a point of concern for employee retention at Uganda police the respondents suggested that if the career development opportunities are to be placed into consideration most of them will not quit this is because much as they are police officials they have different disciplines of study and this is revealed by

the scoring patterns were by 41(51.3%) agreed with the statement,11(13.11%) remained neutral, and 28(35%) disagreed this implies that since majority agreed with career development opportunities as retention strategy therefore police should do much more if it needs to retain its professional staff.

Promotional opportunities: respondents revealed that their levels of promotion were utmost fair and the results were as follows 75% agreed that they get promotions,21.3% remained neutral while 3.8% disagreed this implies that if the sector can promote its employees there will be no higher chances of quitting.

Participation and involvement: respondents also made us understand of the need to involve them in decisions that affect them where by 66.3% agreed of the need to be involved, 22.5% remained neutral, and 11.3% disagreed with the statement this indicates that if the police sector can involve employees in decision making process they can see no reason of quitting as they will also feel valued by the sector.

Relationship between training and employee retention using regression model

**Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
	1	(Constant)	20.141			5.659
	training	.339	.081	.516	4.168	.000

a. Dependent Variable: employ retention

The table above shows a simple regression model of training and retention.

$$\text{Training} = 20.141 + 0.339 \text{retention}$$

**Interpretation**

When training is held constant, the level of staff retention at Uganda police is 20.141 units but any change in training leads to an increase in employee retention by 0.339 units. This generally implies that there is a positive linear relationship between training and employee retention at police.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

The conclusion and recommendations presented in this chapter are the outcomes of the findings and the evaluations of the empirical results. A quantitative research design was adopted for this study. The main aim of this study was to investigate the impact of employee training and retention among the police sector in Kampala areas, conclusions are drawn in line with the study objectives and in an attempt to answer the study's main research questions. (Annexure B) using the 5point Likert a preceded closed ended questionnaire scale was sent to the target respondents. There were four sections in the questionnaire, namely, one on bio -data, the second on employee skills training, third on retention and a personal method was used in the data collection. The service of a statistician was used to compute the statistical analysis. The Statistical Program for the Social Sciences (SPSS) version 24 for Windows was used for the statistical analysis. There were many significant findings that emerged from the empirical analysis of the data. The findings provide important guidelines for Uganda police force on how to provide employee training as well as implementing retention strategies to ensure that service delivery is improved.

#### 5.2 DISCUSSION OF FINDINGS

Employee retention strategies employed by Uganda police central division.

Researchers suggested vital factors that play a crucial role in retention of employees these include compensation, opportunities for growth, work life balance and leave policies. Employees stay with organisations where their values match with those of the company where they are employed Cole (2000).

Training opportunities: policies that enhance training environments enable employees to gain competence there by improving on their knowledge ,skills and natural abilities and talents and this eventually helps to eradicate the level of performance deficiencies Gomez et al (19951).employees would want to attain new skills and

competencies in order to enable them stand out in the job market competitively. There companies have identified that one way to help them retain employees is by giving them opportunities to learn and grow Logan(2000)

Basing on the survey tool several police officers made us come to an understanding that at least each financial year police sector has to train its new and old staff basing on the urgency of the skills and it's the majorly the role of the human resource in charge of training to identify which individuals need further trainings in certain fields and what type of training is appropriate for them since most individuals have different learning methods.

Opportunities for career growth: the findings reveal that most of the staff at police prefer to grow their careers so as they can become competent and be able to improve on their performance and service delivery, therefore if an organisation provides these opportunities for their staff they may stay since the organisation provides them opportunities to grow and learn new things. (Hall, 2002)

To understand this the survey tool enabled us to know that training and development is within the police frame work of Uganda police and majority of the respondents revealed that if they are provided with such opportunities chances of retention are high hence leading to performance and service delivery in the sector.

Work life balance: this is one of the major retention strategies employed by police. Employees would need to be given time informing of leaves to spend with their family members not being exposed to only stressful work environments occasionally.

The human resource personnel's informed us through our tool that they provide leaves to employees to at least spend time with their beloved ones and hence the practice they have employed to retain staff.

Compensation; this is monetary and non-monetary. It's very important to provide these benefits to employees inform of salaries, retirement benefits, recognition, promotion opportunities play a crucial role in retention of the staff. Based on the survey tool and the human resource information by police it was revealed that they normally provide salaries to employees on monthly basis, promote outstanding

employees, recognition of the best performers by providing them with awards of different types thus away they have managed to retain their staff.

Retention through coercion **this** strategy aims at ensuring that individuals stay in an organization. It encompasses sanctions and employment contract regulations such as penalties in the case of early job leaving, secrecy obligations and restraints on competition after quitting. The staff informed us that they are not allowed to disseminate most of the information to the public as they are bound to keep secrecy and that they cannot just quit work easily since they are under an obligation of an oath to serve and protect the citizens and once they quit it can amount to criminal offences punishable by the law under the police ACT hence the retention strategies.

#### Training methods

**JOB ROTATION:** in job rotation, employees are given the opportunity to perform several different jobs in an organization. In Uganda police employees are given opportunities to serve in different roles that's to say fire brigades, traffic police section, dog section and criminal intelligence roles all these help the staff to understand the different roles of the organisation and how to gain perfection in such roles. Nell, Werner, Poi sat, Soon, Du Plessis and Nalo (2011:379) highlight that each company should create clear procedures with each internal team so that employees will be aware of the best practices for job rotation.

**COACHING** According to Garvey, Stokes, and Megginson (2009:22), the concept of coaching is used to describe the relationship between a superior and a subordinate, with the aim of developing and improving employees on job performance. This is very important as it helps the staff to learn on the job and the staff revealed to us that actually this is not new to them as they have been exposed to the different coaches in terms of seniors in the police field to train them on issues like criminal intelligence and investigations.

**MENTORING** refers to a relationship where a senior, experienced individual provides support, advice and friendship to a younger, less experienced member of staff (Coetzee, et al, 2009:64). Even at Uganda police they also revealed to us that they normally train the young people on the different roles in that at some time they



may succeed them when they eventually retire this was also acknowledged by the staff.

### **5.3 CONCLUSION**

The main aim of this study was to investigate the relationship between training and retention of Uganda police force for effective service delivered at Uganda police they revealed to us that they always prepare trainings. The study had three objectives namely

1 To determine the types of training in an organization. 2To assess the effect training and retention in police 3To establish the relationship of training and retention in an organization.

Findings for this research shows that training opportunities, compensation, career development, work life balance, retention through coercion, promotional opportunities, equal employment opportunities, employee participation and involvement are some of the strategies employed by Uganda police to retain their staff. But the most effective ones were found to be compensation which included monetary and non-monetary rewards, career development opportunities and work life balance.

Limited to the above the work environment was found to be hindering factor for employees stay with police, segregation at work inform of seniority positions therefore the research revealed that in order to improve retention the following should be done ,allow employees involvement in policy formulation, encourage equal opportunities for all irregardless of gendarmes age, religion and tribe, increase career development opportunities, provide good work environments, succession planning ,training opportunities, work life balance improve on employee industrial relations ,reduce on the gap between the junior officers and the seniors and also adhere to the laws, and regulations as per the police ACT .

The Uganda police should provide trainings that suits different individuals this is because as humans we have different learning styles these can include role playing, job rotation, seminars and workshops, apprenticeships, lecture methods, case study

methods to mention but a few that will enable improve on retention as employees attain different skills and talents.

#### **5.4 RECOMMENDATIONS**

On the basis of the findings and conclusion the following recommendations should be emphasised by Uganda police

Training opportunities need to be provided to employees based on merit and deficiency levels of performance not merely to individuals who have the skills just because of friendship and tribal differences with an aim of receiving allowances and bonuses. This might also be the reason as to why some officers are reluctant on their jobs because of failure to have their skills develop.

Compensation and reward, employees need to be recognised, promoted to senior positions if they have worked hard without discrimination and this will encourage them to work hard so as to attain such rewards in future. This concept can only be improved by formulating better policies at Uganda police.

Employee involvement, the sector should seek the involvement of the employees in any decisions that affect them this is because once these employees are part of the drawing board they will do whatever it takes to ensure successful and productive outcomes are realised. Not only has that but also involved them in designing policies.

Salaries, the salary of the employees at Uganda police needs to be increased as a way of motivating them some employees told us that they receive little pay compared to the job duties they perform and yet they have families and children to look after hence need to increase their salaries if the sector is to retain its competent staff.

Work environment, the Uganda police force should provide good atmosphere that enables all of its workers to perform their duties well inform of equipment's and access to information hence measure to retain their competent staff at Uganda police.

Exit interviews. These may be employed by the human resource department to understand why some employees are leaving in that the can adjust on their ways to avoid such instances from happening again.

### **Limitations of the Study**

This study will cover only Kampala central police force in Uganda; therefore, the findings will not apply in any other part of the country where this type of trouble exists.

The study will only deal with the police force only, its findings is not applicable to other forces that are experiencing the same problem.

The study only deals with employees training and retention, hence factors that have the same impacts to police force as training are not considered.

### **SUGGESTIONS FOR FUTURE RESEARCH**

The research undertaken highlighted essential insights into the impact of employee training and retention in Uganda police in Kampala metropolitan for effective service delivery. For future research it is proposed that a study on the importance of employee training and retention strategies of police sector for effective service delivery using mixed methods of data collection be used. This study used the quantitative research method; therefore using mixed methods will assist in getting more information for the same research by way of focused group interviews with selected participants. It is suggested that this study can be conducted in higher education or in a private defence companies.

The research study only concentrated on the effect of training and retention but future researchers can go ahead to establish whether the training provided by police is relevant to handle the crime rates based on performance

The researchers can also go on to find out the reasons behind resilience of police staff amidst the little pay.

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**APPENDIX**  
**QUESTIONNAIRE**

**SECTION ONE (RESPONDENT CHARACTERISTICS)**

**Name of the Organization;**

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**Gender:**

Male

 1

Female

 2

**Age**

1	2	3	4
20-29	30-39	40-49	50-59

**Academic**

1	2	3	4
Certificate	Diploma	Degree	Masters Degree

**Length of service**

1	2	3	4
1-3	4-6	7-9	10 & above

**SECTION B (training strategies)**

Think of the training strategies you normally have with your workmates/colleagues, and with such interactions in mind, please answer the following questions. Use the following scale to indicate your level of agreement or disagreement with the following statements: (1 = strongly agree, 2 = agree, 3 = neutral 4 =disagree).

N o.	Item	S A	A	N	DA
01	TRAINING IMPROVES PERFORMANCE	1	2	3	4
02	SKILLS TRAINED ON PROVIDE AN IDEA TO SOLVE PROBLEMS ENCOUNTERED ON THE JOB	1	2	3	4
03	TRAINING DEVELOPS KNOWLEDGE	1	2	3	4
04	Skills trained on are relevant to my job	1	2	3	4
05	I prefer on the job training	1	2	3	4
01	I prefer off the job training	1	2	3	4
02	Management supports training programs	1	2	3	4
<b>Retention strategies</b>					
	Am satisfied with my current job	1	2	3	4
	Am provided with opportunities for growth	1	2	3	4
	There is flexibility at work	1	2	3	4
	Am rewarded for good performance	1	2	3	4
	I get appreciated for my achievements	1	2	3	4
<b>Training methods</b>					
	<b>I prefer coaching</b>				

<b>I prefer role playing methods</b>				
<b>I prefer job rotation</b>				
<b>I prefer seminars as training method</b>				
<b>I prefer mentorship</b>				