



KAMPALA INTERNATIONAL UNIVERSITY

**TRAINING FOR RETENTION:
A CASE STUDY OF CONCERN WORLDWIDE UGANDA – NAKULABYE**

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**A REPORT FOR DISSERTATION SUBMITTED TO THE SCHOOL OF
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DECLARATION

I FATUMA YUSUF, declare that to the best of my knowledge this work has never been presented anywhere in any university for any award of a degree.

Sign: Fatma
FATUMA YUSUF

Date: 21.09.2006

APPROVAL

This is to certify that this work has been submitted for examination with my approval as supervisor.

Sign: 
Dr. CHRIS WERE

Date: 18/09/2006 .

DEDICATION

I dedicate this work to my sweet mother Merab Asasira, my elder sister, my young sisters, brothers, aunts and uncles.

ACKNOWLEDGMENTS

I thank The Almighty Allah for loving me and giving me financial strength and wisdom.

I thank my supervisor Dr. Chris Were for his guidance during the process of conducting this study.

I also appreciate my family, friends, relatives, and course mates who have contributed greatly in terms of financial, material and moral support. May Allah bless you with many returns.

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ABSTRACT

The major objective of the study was to investigate the effectiveness of training as a means of retaining staff. Data was collected using a questionnaire. The findings of the study revealed that the organization was training its workers by coaching, sponsorship, job attachment, role modeling, mentoring and using workshops. Training was discovered to be leading to motivation, commitment, job satisfaction and retention of workers.

The major recommendation of the study was that organizations should give meaningful training to their workers so as to increase motivation of workers and retain them on the job. Organizations should allow on job further studying of the employees. They should not only allow workers to go for further studies but sponsor them and even pay them their salary while on study leave.

The researcher's null hypothesis stated that training does not lead to job satisfaction and there by does not lead to employee retention. The alternate hypothesis stated that training increases job satisfaction motivates workers and therefore leads to retention. The study findings however agreed with the alternate hypothesis.

The methods employed by the researcher in the study included questionnaires and observations. The data collected was coded and later analyzed using SPSS Statistical Computer Package. The information generated by the program was then used by the researcher to make conclusions and recommendations.

TRAINING FOR RETENTION

CHAPTER ONE

1.0 Introduction

The research was intended to assess the relationship between training and retaining of the employees. The researcher took a case study of Concern Worldwide-Uganda.

1.1 Background to the Study

The research was carried out in Concern Worldwide, Nakulabye Branch that is a voluntary non-governmental organisation devoted to the relief, assistance and advancement of people in need in less developed areas of the world.

Concern Worldwide was introduced in Uganda in 1990 and has several branches all over Uganda. Concern Worldwide mission is to help people living in absolute poverty achieve major improvements in their lives which will last and spread without ongoing support from Concern Worldwide.

This research focused on how training affects the performance of employees and their retention in Concern Worldwide and looked at the Nakulabye branch as a case study. The researcher tried to establish the training methods and their impact on retaining the employees at Concern Worldwide, Nakulabye Branch.

The company's objective for establishment

The organization has been set up to enable quick, reliable volunteer based relief to people in less privileged positions in various parts of the world.

1.2 Statement of the Problem

Retention of workers being a challenge for most organizations it's quite costly when an organization loses its important workers due to several factors/conditions lacking in the

organization. It was important for the researcher to pose certain questions that were to help in solving the problem and these were;

1. How effective is training in maintaining staff?
2. Which training programs have you been using to retain staff?

1.3 General objective of the study

Establish the effectiveness of training as a means of retaining staff.

1.4 Specific Objectives

- To find out the role of training as a way of retaining staff
- To find out whether training will lead to motivation, job commitment and job satisfaction which will also lead to retention.

1.5 Significance

The study may be of importance in the following ways.

- 1) It provided information on what training influences were used and how effective they were in maintaining staff.
- 2) The study explored the short comings of training influences and assessed how other means like incentives could contribute towards staff retention.
- 3) The study provided valuable information and become a resource for future studies of similar problems.

1.6 Scope

The study was limited to studying the effect of training on retention of Concern Worldwide (U) staff at Nakulabye offices in Kampala. The study dealt with employees as respondents and focused on how effective the training methods employed were at

maintaining employees. The employees were asked whether training alone fully operated as a means of employee retention.

1.7 Theoretical Framework

Independent variables

Dependent variables

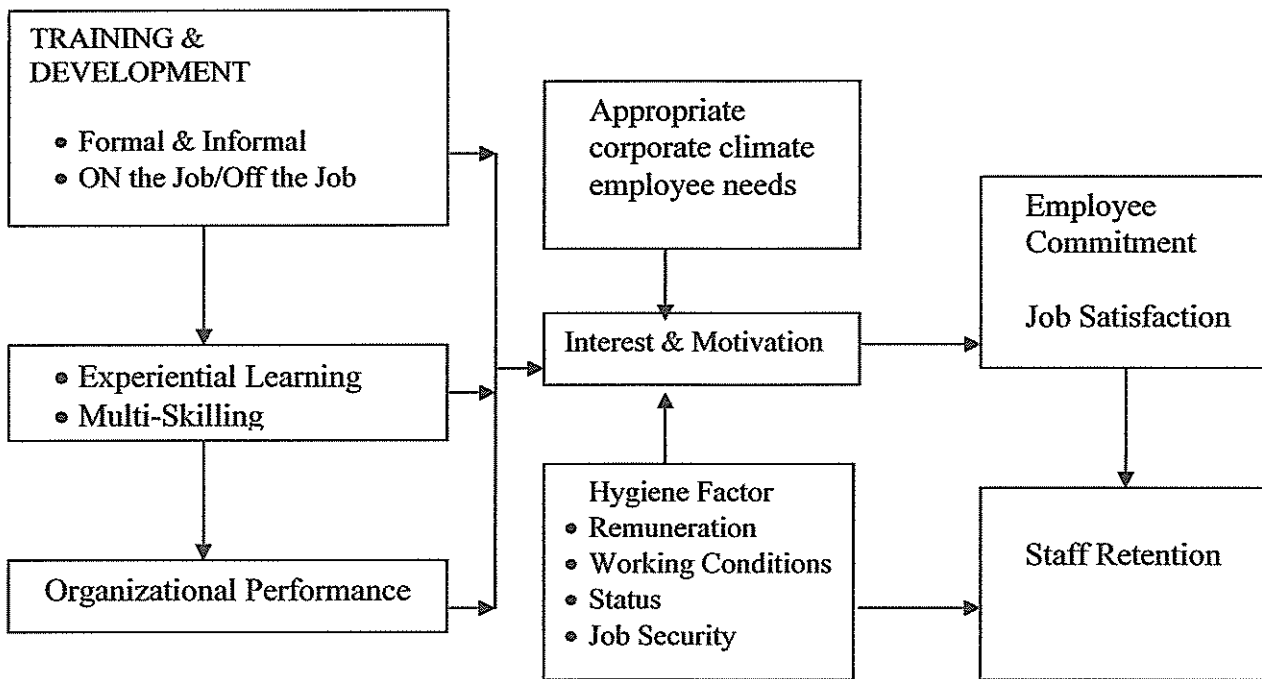


Figure 1: Theoretical Framework

With the training and provision of hygiene factors, appropriate corporate climate, provision of employee needs such as fringe benefits, medical, transport or sponsorship for further studies would result in increased motivation, increased job commitment and job satisfaction. This will later result into increased retention of employees in the organization.

1.8 Hypothesis

The null hypothesis (H_0) stated that training does not increase job satisfaction and there by does not lead to employee retention. The alternate hypothesis (H_1) stated that training increases job satisfaction motivates workers and therefore leads to retention.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This dealt with literature from writers and authors who have conducted similar studies on the topic.

2.1 Training and Recruitment

Recruitment can be defined to mean that activity of attracting suitable candidates for jobs by way of advertising and indicating what the potential employees will be required to do in any particular job, job content (tasks and responsibilities), as well as man/personnel specification.

Recruitment also involves the analysis of a job and the features the organisation will look for in a potential employee and attracting candidates to apply to the organisation and the offering of various terms and conditions of employment to chosen potential employees.

Training is an art of increasing the skills of an employee to perform a job at hand efficiently. This means that when a manager identifies a performance deficit in an employee, training is their recommendation. Most organisations world over, big or small, profit making or non-profit provide training to all the employees regardless of the qualifications, skills and stability at the job.

Training is provided to new entrants and the incumbents at the jobs, but it is a continuous process aimed at checking employee performance deficiency. With the new advancements of technology, it is important for managers to keep track of employee

performance so as to be able to compete favourably in the world.

Training is both carried out on the job and off the job. A typical on the job-training program places the trainee into the real work situation where an experienced worker or supervisor demonstrates the job and the tricks of the trade.

According to K. Aswatha in his book *Human Resource and Personnel Management, Text and Cases, 2nd Edition*, he defines training as, any attempt to improve current or future employee performance by increasing an employee's ability to perform his/her skills and knowledge.

In his book, Milkovich Boudrea Personnel *Human Resource Management: A Diagnostic approach 5th Edition*, Pg 5, and Training is a systematic process of changing the behaviour, knowledge and motivation of present employees to improve the match between employee characteristics and employee requirements.

Training is closely linked to other human resource activities for example employment planners identify skills shortages. Those shortages can either be filled through staffing or through strengthening those skills in the present workforce.

Organisations carryout performance evaluation so as to identify gaps between expected performance and actual performance. These gaps may be removed by training. Effective performance of employees and an organisation refers to when employees are meeting organisational goals and objectives.

According to Raymond A. Noe (1999), Employee training and Development training

refers to a planned effort by a company to facilitate employees leaving of job-related competencies. Those competencies include knowledge, skills or behaviours that are critical for successful job performance to master the knowledge, skills and behaviours emphasised in training programs and to apply them to their day-to-day activities.

Recently, it has been acknowledged that to gain a competitive advantage, training has to involve more than just basic skills development. That is to use training to gain a competitive advantage; training should be viewed broadly as a way to create intellectual capital, which includes basic skills (skills needed to perform one's job, this enhances effective employee performance and retention).

Training increases morale of employees. Morale is a mental condition of an individual or group, which determines the willingness to cooperate. High morale is characterised by employee enthusiasm. Voluntary confirmation with regulation and willingness to cooperate with others to achieve the objectives.

Training increases employee morale by relatively increasing their skills with the job requirements. Possession of skills are necessary to perform a job well often tend to meet such human needs as security and ego-satisfaction. Trained employees can see the job in a more meaningful way because they are able to relate their skills to the job.

According to Garry (2000), Training is the Process of teaching new employees the basic skills they need to perform their job. This means that induced training gives a new employee, skills they need to perform their job. It is through training that new employees get acquainted with what they are supposed to do or perform, reducing errors and mistakes which they would make and which would be a cost to correct, therefore adding advantage to effective performance.

The organization needs well experienced candidates for positions within the organization so that it trains them on the organization's methods to make them more at home and settle into the organization quickly. The organization places emphasis on promotions of internal employees and this motivates them to their longer stay in a particular organization.

2.2 Training and Planning

The true importance of human resource of any enterprise lies in its ability to respond favorably and willingly to perform objectives and opportunities and in these efforts gain satisfaction by both accomplishing the work and being in the work environment. This requires that the right people with the right mix of knowledge and skills be in the right place at the right time to perform the necessary work. This can only be achieved through proper human resource planning.

Managers are responsible in identifying the human resource requirements of any organization through proper planning for labour. This is so when employees with the right skills and qualifications and competences are the ones that are recruited and in case of any shortcomings, training is provided in order for labour to acquire the relevant skills to perform a job and be able to achieve organizational goals. With proper planning and training, staff is more productive and their chances of staying with the organization for along time increase.

2.3 Motivation

Motivation may be defined as the state or condition of being induced to do something.

It involves needs that exist within the individual and goals that are to be found outside of the individual.

Much as training is offered to employees as a means of motivating them to work more.

Managers should recognize that individuals are different in nature and therefore have different motivating factors.

According to Marslow, human needs are arranged according to priority. In the first place, the physiological needs are the fundamental needs, followed by the need for security by employees from injury as well as from adverse economic conditions. Then the belongingness and love follow after the safety needs have been satisfied. Esteem and self actualization (realization). These needs include achievement, mastery confidence, interdependence, recognition and realization of all that are capable of becoming.

Employees can be motivated after a series of different types or methods of training have been carried out in an organization having realized that people are different and have different motivators, different types of training can be introduced in order for an organization to be able to motivate its staff and retain them.

Training alone cannot fully motivate the workers, other incentives and hygiene factors have to be present such that an organization will be able to motivate workers to produce highly and these incentives can be in form of monetary rewards. Money can be an extremely a complex incentive that internally means different things to different people. To the individual who is economically disadvantaged, it means being provided with food, shelter and clothing. To the wealthy, It often means a source of power and prestige. Because of the different meanings that individuals attach to money. It cannot be assumed that an increase in money will necessarily result in increased productivity, job satisfaction and employee loyalty.

The appeal to the individual's needs for security of all types of physical, psychological and economic is seen every where in the employing organization. While the need for security varies among individuals it can serve as an important incentive in inducing some individuals to remain within an organization and to reach a minimally satisfactory level of performance.

Affiliation; the need for belongingness and love constitutes one of the categories of needs.

Affiliation: the need to join with others in relationships that are mutually satisfying and supportive. The informal relationship that members develop fulfills the need for interaction with others and this induces them to remain in the organization.

Satisfaction of the esteem needs may be realized through a variety of incentives that involve primarily prestige and power. These consist of opportunities to perform tasks that are considered to be important in the organization and to the society and to have power over people and resources. Authority over people and resources is a strong incentive for the individual who has intense needs for power, such individuals strive to attain supervisory and managerial positions in order to have the needs satisfied and increases their commitment to the organization thus remains working for that particular organization.

2.4 Participation and Involvement

Employee participation and involvement; It is recognized as one of the best incentive for stimulating employee production and for providing job satisfaction. In addition to providing opportunities for employees to participate in meetings and conferences , or committees or through suggestion boxes , greater attention can be given to participation in the making of decisions about work it self and whether there is need for training at all levels, conditions under which it can all be accomplished . It's easier for managers to

identify different kinds of motivators for different workers in a sense that workers are participating and they know what makes them work harder, their weaknesses or shortcomings that need training and thus create a mutually beneficial atmosphere for both workers and the organization.

2.5 Job Satisfaction

According to Chruden (1972) in his book Personnel Management, he defines job satisfaction as the satisfaction that individuals receive from their employment. It is largely dependent upon the extent to which the job and every thing associated with it meet their needs and wants since much of an individuals motivation is unconscious, he is not clearly aware of all his needs. It is more difficult, therefore to obtain an accurate assessment of an individual's needs. If management could provide satisfactory working conditions for its employees, all types of desirable ends could be achieved and these ends may include high productivity, employee commitments and employee retention.

2.6 Employee Development

According to Nadler (1986) in his book, Managing Human Resource development is defined as a formal education, job experiences, relationships and assessment of personality and abilities that help employees prepare for the future , because it's the future based it involves learning that is not necessarily related to the employees current job. Traditionally training is based on helping improve employee's performance in their current job. Development helps prepare them for other positions in the company and increase their ability to move into jobs that may not yet exist. Development also helps employees prepare for changes in their current job that may result from new technology, work designs, customers or product markets .development helps increase the employee's

commitment to the organization by providing stimulating learning opportunities for personnel growth and change. A major organizational goal for such employee growth is to better equip the employee to cope with any future unknown forces for change that may impact on the organization. A secondary but often an equally important goal for human resource development activities reflects the concern many managers have regarding the retention of their employees in the organization.

2.7 Retention

Refers to a company's efforts to reduce on labour turnover in an organization and be able to remain with its employees. The managers should be able to manage and monitor turnover and how to develop workers talents using innovative retention programs. According to Jack J. Phillips et al (2003), during the past decade, employee turnover has become a very serious problem for organizations. All indications point toward the issue compounding in the future. Even as economic times change, turnover will continue to be an important issue for most job groups. Yet despite these facts employee turnover continues to be the most unappreciated and undervalued issues facing business leaders.

An organization being able to retain its staff helps it save on the costs of turnover. Retaining excellent employees benefits the organization in the various ways; it helps reduce on the costs of recruiting, time and costs of training new entrants.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter shed light on the method of carrying out the study and comprised of the study design, study area, instruments used in the study, procedure and data analysis methods.

3.1 Research Design

The researcher used a case study design to generalize the whole entire industry and concern world wide being our area of study.

3.2 Study Area

The study was conducted at Concern Worldwide Uganda. The organization is situated in Nakulabye in Kampala. It is an NGO that conducts relief and assistance efforts to underprivileged members of the community.

3.3 Instruments

The researcher designed and used a questionnaire to collect information. Guided discussions and observations were also used in data collection. This method was suitable because some of the respondents were busy and can go through them at their convenience.

3.4 Procedure

The researcher obtained a letter of introduction from the university. The researcher got her identity card and proceeded to the company where, she introduced herself to the

security officials and was led to the office of Human Resources. She briefed the HRM manager about the study and made a program with the Human Resource Manager on the way to conduct the study. On the days of conducting the study the researcher came with her questionnaires and gave them out as well as conducted discussions and observations. She then thanked the respondents for their contribution to the study.

3.5 Study population.

The researcher intended to issue thirty questionnaires to thirty employees (30) of concern worldwide, however, the researcher could only access 20 participants of which 18 responded to the questionnaires.

3.6 Data analysis

The questionnaires were checked immediately after receiving them from participants to ensure that all relevant questions have been answered. Data was coded and tabulated for easy entry into SPSS computer software package. Percentages and frequencies were then generated using the software. The chi-square values produced by the software were then analyzed and a correlation between training and retention revealed.

Chi-square

One of the major uses of the chi-square test is determining whether the variables are related. This was done by using a contingency table. This was a two way table showing the relationship between two variables where the variables have been classified into mutually exclusive categories and the cell entries are frequencies.

3.7 Limitations of the Study

The researcher feels that the study had been met with some difficulties, which includes

- 1) The workers in the organization are always busy. This may make data collection processes difficult and time consuming.
- 2) Some workers some times are sent up country to visit outposts. This may further delay the process of conducting the study. Hence the response rate was 18 out of 30 questionnaires administered.

3.8 Defining the Terms

- Development- Refers to formal education, job experiences relationships and assessments of personality and abilities that help employees prepare for the future.
- Job satisfaction- This is the satisfaction that individual receive from their employment.
- Motivation - Refers to the state or condition of being induced to do something.
- Nakulabye - A suburb in Kampala district where the branch offices of concern worldwide are situated.
- On the job training- This is where a trainee is placed into a real work situation where the supervisor demonstrates how the job is done.
- Off the job training- This is where training of workers is done away from the work place.
- Retention - An organisation being able to keep its workers
- Training - Refers to acquiring of new skills and knowledge to perform a job or a task.

CHAPTER FOUR
PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This part of the study was involved with the presentation of findings of the study and there after a discussion of the findings was made.

4.1.0 Background Information

Personal information of the participants was investigated so as to clearly understand the people who participated in the study.

4.1.1 Job Description

Job description of the participants was inquired and the results are presented in table 1.

Table Showing Job Title of the Participants

Job Title	Number of Respondents (f)	Percentage (%)
Director	1	5.6
Deputy Director	1	5.6
Programmer	1	5.6
Field Officer	6	33.3
Financial Controller	2	11.1
Programme Coordinator	4	22.2
Volunteer	3	16.7
TOTAL	18	100

Source: Primary Data

Table 1: Job Title of Respondents

4.1.2 Departments

The department where the participants were working was investigated and the results are presented in table 2.

Table showing Departments of Respondents

Department	Number of Respondents (f)	Percentage (%)
Direct Programming	14	77.8
Support Staff	4	22.2
STUDY POPULATION	18	100

Source: Primary Data

Table 2: Departments of Respondents

Table 2 shows that 77.8 percent belonged to direct programming while 22.2 percent belonged to support staff (administration).

4.1.3 Age Distribution of the Population

The age of the participants was investigated and the findings are presented in table 3.

Table Showing Age of Participants

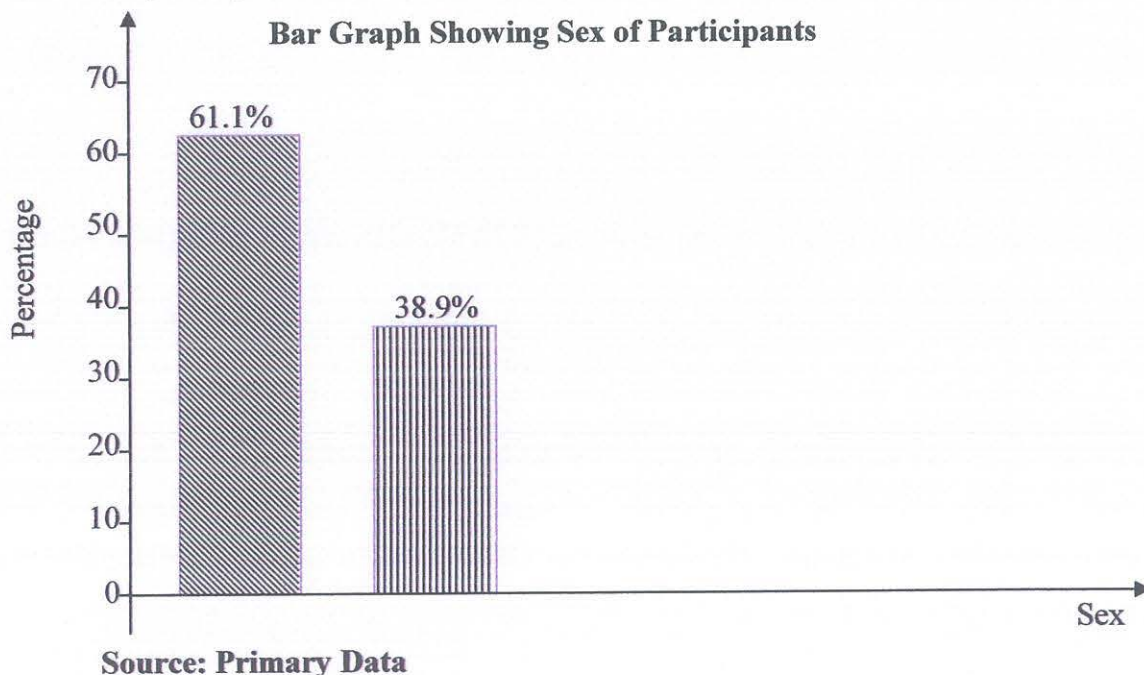
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid >30	9	50.0	50.0	50.0
30-40	5	27.8	27.8	77.8
<40	4	22.2	22.2	100.0
Total	18	100.0	100.0	

Table 3: Age of Participants

Table 3 shows that 50 percent of the participants were below 30, 27.8 percent were between 30 and 40 while 22.2 percent were 40 and above.

4.1.4 Sex

The sex of the participants was investigated. The findings are presented in figure 2.



KEY

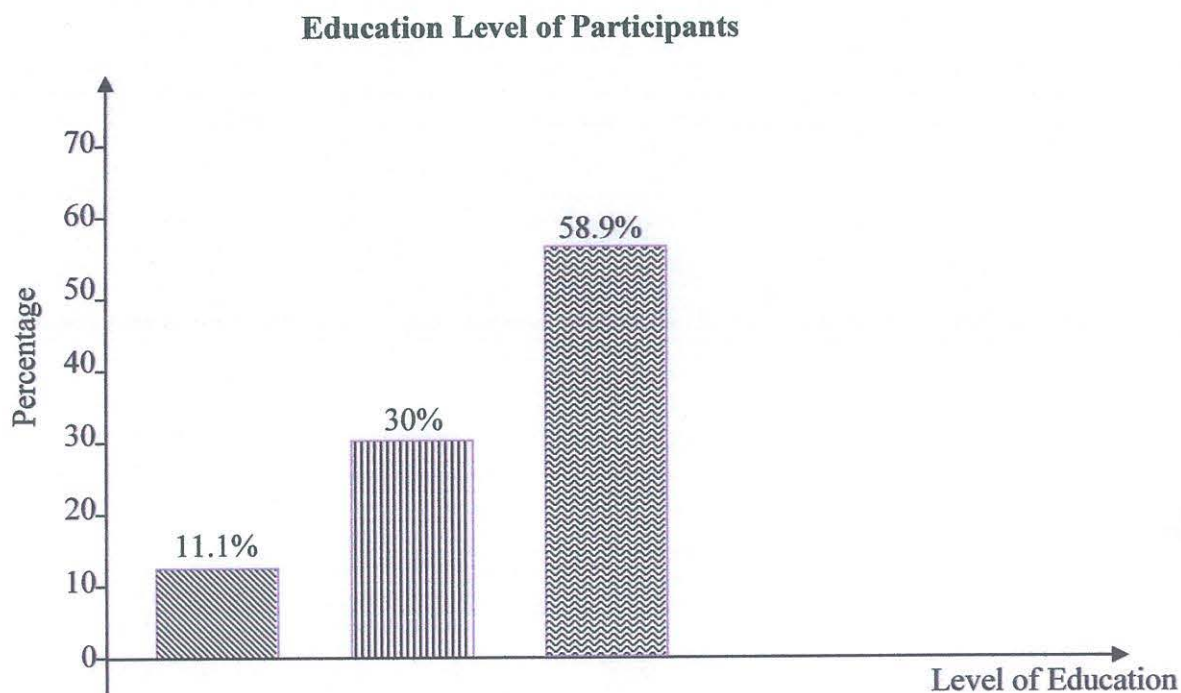
- Female
- Male

Figure 2: Sex of Participants

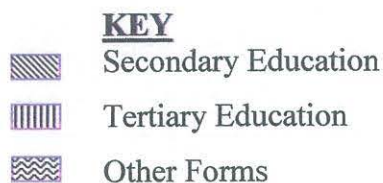
Figure 2 shows that there were more female participants (61.1%) as compared to male participants (38.9%)

4.1.5 Education Level

The education level of participants was investigated and the results are presented in figure 3.



Source: Primary Data



Source: Primary Data

Figure 3: Education Level of Participants

Figure 3 shows that majority of the participants had attended other forms of education for example University education (58.9%), 30 percent had attained tertiary education while 11.1 percent had attained secondary education only.

4.1.6 Marital Status

Marital status of the participants was investigated. The findings are presented in figure 4.

Table Showing Marital Status of Participants

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	3	16.7	16.7	16.7
married	15	83.3	83.3	100.0
Total	18	100.0	100.0	

Table 4: Marital Status of Participants

Table 4 shows that most of the participants (83.3%) were married while only 16.7 percent were still single.

4.1.7 If Employees have ever worked in other Organisations

The participants were asked if they had ever worked in other organisations. The findings are presented in table 5.

Table Showing If Employees have ever Worked in other Organisations

Have worked in other organisations	Number of Respondents (f)	Percentages (%)
Yes	14	77.8
No	4	22.2
TOTAL	18	100

Source: Primary Data

Table 5: Experience of Participants

Table 5 shows that 77.8 percent of the workers had workers in other organisations while 22.2 percent had not.

4.1.8 Number of Years Worked In Other Organisations

The participants were asked the number of years worked in other organisations. The findings are presented in table 6.

Table Showing the Number of Years Participants Had Worked In Other Organisations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid <5 years	10	55.6	55.6	55.6
5-10 years	3	16.7	16.7	72.2
>10 years	1	5.6	5.6	77.8
Not Worked	4	22.2	22.2	100.0
Total	18	100.0	100.0	

Source: Primary Data

Table 6: Number of Years Participants had Worked in Other Organisations

Table 6 shows that 55.6 percent of the participants had worked up to 5 years, 16.7 percent had worked 5-10 years and 5.6 percent had worked for 10 and above years.

4.2 Type of Training Undertaken in the Organisation

An investigation was done to find out the type of training taking place in the organisation and the findings of the study are presented in table 7.

Table Showing Type of Training Under Taken at the Organisation

Type of training		Number of Respondents (f)	Percentage (%)
On job training	Coaching	10	55.6
	Mentoring	18	100
	Role Modelling	15	83.3
	Sponsorship	6	33.3
	Job attachment	18	100
	Special Project	18	100
Off job training	Workshops	18	100

Source: Primary Data

Table 7: Training Undertaken at the Organisation

Table 7 shows that coaching, mentoring, role modelling, sponsorship; job-attachment and special projects were the training on job existing in the organisation while workshops were the major form of training of the job.

4.3 Period of Stay without Desired Training

The period of stay the participants were willing to stay without desired training was investigated and the findings of the study are presented in table 8.

Table Showing Desired Period of Staying At the Organisations without the Desired Training

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-5 years	15	83.3	83.3	83.3
5-10 years	3	16.7	16.7	100.0
Total	18	100.0	100.0	

Source: Primary Data

Table 8: Desired Period of Stay on the Job without Desired Training

Table 8 shows that 83.3 percent of the participants were willing to stay 0-5 years without the desired training while 16.7 percent were willing to stay between 5-10 years without the desired training. None of the participants were willing to stay more than 10 years without training.

4.4 Desired Period of Staying On Job after Getting the Desired Training

Participants were asked how long they wished to stay on the job after receiving the training they desired. The findings are presented in table 9.

**Table Showing the Period Participants Desired To Stay On the Job after Receiving
the Desired Training**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-5 years	6	33.3	33.3	33.3
5-10 years	4	22.2	22.2	55.6
>10 years	8	44.4	44.4	100.0
Total	18	100.0	100.0	

Source: Primary Data

Table 9: Desired Period of Stay after Attaining the Desired Training

Table 9 shows that majority were willing to stay for over 10 years if they acquired the training they desired, 22.2 percent were willing to stay for 5-10 years while 33.3 percent said they would stay for 0-5 years only.

4.5 Other Reasons Apart From Training Making Employees Leave the Organisation

Participants were asked other possible factors that may cause employees to leave the organisation apart from training. The findings of are indicated in table 10.

**Table Showing Other Reasons Apart From Training that Make Employees Leave
the Organisation**

Reason	Number of respondents (f)	Percentage (%)
Reward/remuneration	18	100
Working relations	12	66.7
Status	4	22.2
Job security	18	100

Source: Primary Data

Table 10: Reason for Leaving the Organisation Apart From Training

Table 10 shows that all participants said job security and rewards as the reason for leaving apart from training, 66.7 percent said working relations while 22.2 percent said status.

4.6 Data Analysis

Data was analysed using the SPSS Computer Package, data tabulated, coded and a cross tabulation relationship was studied. Chi-Squares values obtained and the interpretation of the findings of X^2 got.

Relationship Analysis of Age with Time willing to stay after Training

		Time willing to Stay After Training			Total
		0-5 years	5-10 years	>10 years	
Age	>30	4	2	3	9
	30-40	1	1	3	5
	<40	1	1	2	4
Total		6	4	8	18

Chi-Square Tests

	Value	df	Asymptotic Significance
Pearson Chi-Square	1.258(a)	4	.868

a 9 cells (100.0%) expf < 5. Min exp = .89...

From the Critical Values of X^2 at 5%, it can be seen that there is a significant relationship between age and the number of years people are willing to stay in that organisation after training.

Relationship Analysis of Sex with Time willing to Stay after Training

		Time willing to Stay After Training			Total
		0-5 years	5-10 years	>10 years	
Sex	male	3	1	3	7
	female	3	3	5	11
Total		6	4	8	18

Chi-Square Tests

	Value	df	Asymptotic Significance
Pearson Chi-Square	.643(a)	2	.725

a 6 cells (100.0%) expf < 5. Min exp = 1.56...

From the above reading, it is evident that sex has a high relationship with the time willing to stay after training. From the findings, there are more females who are willing to work

for the organisation for many years more than the males. This however could be as a result of there being more females than males in the organisation.

Relationship Analysis of Education with Time willing to Stay After Training

Crosstab

		Time willing to Stay After Training			Total
		0-5 years	5-10 years	>10 years	
Education Level	secondary	0	2	0	2
	tertiary	2	2	2	6
	other forms	4	0	6	10
Total		6	4	8	18

Chi-Square Tests

	Value	df	Asymptotic Significance
Pearson Chi-Square	10.400(a)	4	.034

a 9 cells (100.0%) expf < 5. Min exp = .44...

From the above values, which indicate education level with the period of stay, it is clear that there is no relationship between one’s education and the time they are willing to stay on the job.

Relationship Analysis of Marital Status with Time willing to Stay After Training

		Time willing to Stay After Training			Total
		0-5 years	5-10 years	>10 years	
Marital Status	single	0	2	1	3
	married	6	2	7	15
Total		6	4	8	18

Chi-Square Tests

	Value	df	Asymptotic Significance
Pearson Chi-Square	4.500(a)	2	.105

a 4 cells (66.7%) expf < 5. Min exp = .67...

With the above values it is clear that there is a relationship between the marital status of the respondents and their willingness to stay in the organisation after the desired training.

Relationship Analysis of If Ever Worked in Other Organizations with Time willing to Stay After Training

		Time willing to Stay After Training			Total
		0-5 years	5-10 years	>10 years	
If Ever Worked in Other Organisations	yes	4	3	7	14
	no	2	1	1	4
Total		6	4	8	18

Chi-Square Tests

	Value	df	Asymptotic Significance
Pearson Chi-Square	.884(a)	2	.643

a. 5 cells (83.3%) exp < 5. Min exp = .89...

The researcher investigated whether there was relationship between when the employees had worked in other organisations and the time they were willing to stay after the desired training from the organisation. The results showed that there was a significant relationship between their work in other organisations and the time they were willing to stay after the desired training.

Relationship Analysis on How Many Years Worked in Other Organisations with Time willing to Stay after Training

		Time willing to Stay After Training			Total
		0-5 years	5-10 years	>10 years	
How Many Years Worked in Other Organisations	<5 years	3	3	4	10
	5-10 years	0	0	3	3
	>10 years	1	0	0	1
	Not Worked	2	1	1	4
Total		6	4	8	18

Chi-Square Tests

	Value	df	Asymptotic Significance
Pearson Chi-Square	6.788(a)	6	.341

a. 12 cells (100.0%) exp < 5. Min exp = .22...

From the results, the researcher identified a significant relationship between the number of years the employees had worked in other organisations and the time they were willing to stay after the desired training in Concern Worldwide Uganda Ltd.

Relationship Analysis on Type of Training with Time willing to stay After Training

		Time willing to Stay After Training			Total
		0-5 years	5-10 years	>10 years	
Type of Training	a,b,c,d,e,f,g	1	2	1	4
	a,c,d,e,f,g	2	0	3	5
	c,d,e,f,g	2	0	2	4
	a,c,d,e,f	0	2	0	2
	c,d,e,g	0	0	1	1
	b,c,d,e,g	1	0	1	2
Total		6	4	8	18

Chi-Square Tests

	Value	df	Asymptotic Significance
Pearson Chi-Square	13.388(a)	10	.203

a 18 cells (100.0%) expf < 5. Min exp = .22...

The results generated by SPSS show that there is a relationship between the types of training offered to workers with the time they are willing to stay after the training. The type of training an individual gets highly affects the period they are likely to stay.

Training is therefore a vital feature that determines the retention of workers in an organisation.

Relationship Analysis Other Reasons for Leaving with Time willing to Stay After Training

		Time willing to Stay After Training			Total
		0-5 years	5-10 years	>10 years	
Other Reasons for Leaving	Remuneration, Working Relations and Job Security	4	4	3	11
	Remuneration, Status and Job Security	1	0	2	3
	Remuneration and Job Security	0	0	3	3
	Remuneration, Working Relations, Status and Job Security	1	0	0	1
Total		6	4	8	18

Chi-Square Tests

	Value	df	Asymptotic Significance
Pearson Chi-Square	8.500(a)	6	.204

a 12 cells (100.0%) expf < 5. Min exp = .22...

The study findings discovered that there was a high relationship between the time the employees were willing to stay after the desired training and the lack of other factors such as remuneration, working relations, status and job security. Besides training, employees need good working relations, job security, rewards and they should be recognised.

4.7.0 Discussion

The discussion was done in line with the themes of the study

4.7.1 Role of Training as A way of Retaining Staff

The study findings show that the organisation was putting a lot of effort towards training its staff. The organisation provided coaching where new workers are coached on what to do in the organisation. There is mentoring. Here senior workers direct junior on what to do as they prepare them to take over in case the senior workers left the organisation. There is role modelling where the senior workers try to do their work in the most right way possible so that the junior officers can take their examples. There is also sponsorship of workers to go and study other skills needed by the organisation. The most common form of training however is job attachments, where newly recruited workers are attached to experienced workers such that they easily learn on the job. There is both on job and off job training in the organisation. The study findings are supported by Milkovich who observed that a typical on job training program places the trainee into the real work situation where an experienced worker or supervisor demonstrates the job and the tricks of the trade. The findings of Milkovich are in line with the study findings. The study discovered that the organisation was trying to equip its workers with skills by enabling senior workers demonstrate for the young workers or newly recruited workers. Training as a recruit is seen to equip the workers with intellectual capital.

4.7.2 Training leading to motivation, Job Commitment and Job Satisfaction

The findings of the study indicated that training greatly leads to motivation, job commitment and job satisfaction. Many of the workers expressed interest to continue staying on the job so long as they attained the training they desired.

However, most of the participants insisted that they would easily leave the organisation in case they don't get the desired training. This clearly indicates how important training is in making workers commit to the job.

Some workers had worked in other organisations but left those organisations to join Concern Worldwide Uganda. They could have left other organisations perhaps because there was no training. The findings indicate that employees are likely to be highly motivated after training. Since there is a larger proportion of female workers compared to the males, there is an apparent impression that there are more females inclined to stay on the job. The findings showed that the females were willing to stay on the job longer than the males after they were further trained.

Training is a motivating factor for employees and according to the research it highly determined their length of stay in the organisation. Much as training is a means of getting employees to work more. Managers should recognise that individuals are different in nature and therefore have different motivating factors.

Relationship Analysis Other Reasons for Leaving with Time willing to Stay After Training

		Time willing to Stay After Training			Total
		0-5 years	5-10 years	>10 years	
Other Reasons for Leaving	Remuneration, Working Relations and Job Security	4	4	3	11
	Remuneration, Status and Job Security	1	0	2	3
	Remuneration and Job Security	0	0	3	3
	Remuneration, Working Relations, Status and Job Security	1	0	0	1
Total		6	4	8	18

Chi-Square Tests

	Value	df	Asymptotic Significance
Pearson Chi-Square	8.500(a)	6	.204

a. 12 cells (100.0%) exp < 5. Min exp = .22...

The study however noted that besides training, there are other pressing issues such as reward and job security which are very important in motivating the worker. It appears training minus these two issues, the workers may leave the organisation but in case rewards and job security are in place, then training can highly motivate the worker to stay on the job.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This part of the study was composed of the summary, conclusions and recommendations of the study.

5.1 Summary

The major objective of the study was to investigate the effectiveness of training as a means of retaining staff. Data was collected using a questionnaire. The findings of the study revealed that the organisation was training its workers by coaching, sponsorship, job attachment, role modelling, mentoring and using workshops. Training was discovered to be leading to motivation, commitment, job satisfaction and retention of workers.

The major recommendation of the study was that organisations should give meaningful training to their workers so as to increase motivation of workers and retain them on the job.

5.2 Conclusion

The conclusions were done in line with the findings of the study following the research themes.

5.3 Role of Training as A Way of Retaining Staff

The study investigated the role of training as a way of retaining staff. Data was collected using a questionnaire and the study findings revealed that the organisation was training its

workers so as to retain them. It was concluded that training plays a major role in retaining staff.

5.4 Training Leading to Motivation, Employee Commitment and Job Satisfaction

The study also investigated whether training leads to motivation, commitment and job satisfaction. Data was collected using a questionnaire. The findings revealed that training of workers motivated them, made them committed and increased their job satisfaction. It was therefore concluded that training leads to motivation, job commitment and job satisfaction.

5.5 Recommendations

The recommendations were made in line with the findings.

Perhaps government could provide an enabling environment by registering training institutions at tertiary levels. The government can do this by sending training experts to these organisations or meeting the costs of training. By so doing the government will help organisations to retain their workers.

Organisations should put meaningful training which can improve the skills of the workers and enable them do their work efficiently. Motivation skills such as computer training are needed by workers in doing their work. Workers should be ready to undertake the training that is provided by the organisations. Some workers do not want to attend some courses provided by organisations.

Organisations should allow on job further studying of the employees. They should not only allow workers to go for further studies but sponsor them and even pay them their salary while on study leave.

Organisations should look at other factors which may push workers out of their jobs apart from training. Job security and increased pay go hand in hand with training though this alone will not necessarily lead to employee retention independently. There other factors such as status and working relations which the organisation should look at in order to fully retain its staff.

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APPENDIX A
KAMPALA INTERNATIONAL UNIVERSITY
SCHOOL OF BUSINESS AND MANAGEMENT

RESEARCH TOPIC:
RETENTION OF WORKERS AT CONCERN WORLD WIDE THROUGH
TRAINING

RESEARCH QUESTIONNAIRE:

SECTION A

BACKGROUND DATA ON RESPONDENTS

1. Job title

.....

2. Department

.....

3. Age

Under 30

30 and 40

40 and above

4. Sex Male Female

5. Educational level

Secondary Tertiary Other Forms

6. Marital status

Single Married Others

SECTION B

7. Ever worked in any other organization

Yes No

8. How many years did you work in the other organization?

Up to 5 years

5-10 years

10 and above

9. What type of training is under taken in this particular organization?

a. On the job training

- | | | | |
|------------------|--------------------------|----------------|--------------------------|
| Coaching | <input type="checkbox"/> | Mentoring | <input type="checkbox"/> |
| Sponsorship | <input type="checkbox"/> | Job attachment | <input type="checkbox"/> |
| Job rotation | <input type="checkbox"/> | Task forces | <input type="checkbox"/> |
| Special projects | <input type="checkbox"/> | Role modeling | <input type="checkbox"/> |

b. Off the job training

- | | |
|------------------------------------|--------------------------|
| Classroom education outside | <input type="checkbox"/> |
| Organization training in workshops | <input type="checkbox"/> |
| External providers | <input type="checkbox"/> |

10. What other desired training by the present organization would you wish to under take?

- | | |
|----------------------|--------------------------|
| On the job training | <input type="checkbox"/> |
| Off the job training | <input type="checkbox"/> |

11. Without extra training in this organization, how long do you wish to work for the organization?

- | | |
|---------------|--------------------------|
| 0-5 years | <input type="checkbox"/> |
| 5-10 years | <input type="checkbox"/> |
| Over 10 years | <input type="checkbox"/> |

12. After the desired training how long do you wish to work for this organization?

- | | |
|---------------|--------------------------|
| 0-5 years | <input type="checkbox"/> |
| 5-10 years | <input type="checkbox"/> |
| Over 10 years | <input type="checkbox"/> |

13. Other than lack of training, what other reasons make employees leave organization.

- | | |
|------------------------|--------------------------|
| Remuneration / rewards | <input type="checkbox"/> |
| Working relations | <input type="checkbox"/> |
| Status | <input type="checkbox"/> |
| Job security | <input type="checkbox"/> |

You Contribution Is Vital Importance, Thank You And God Bless

APPENDIX B

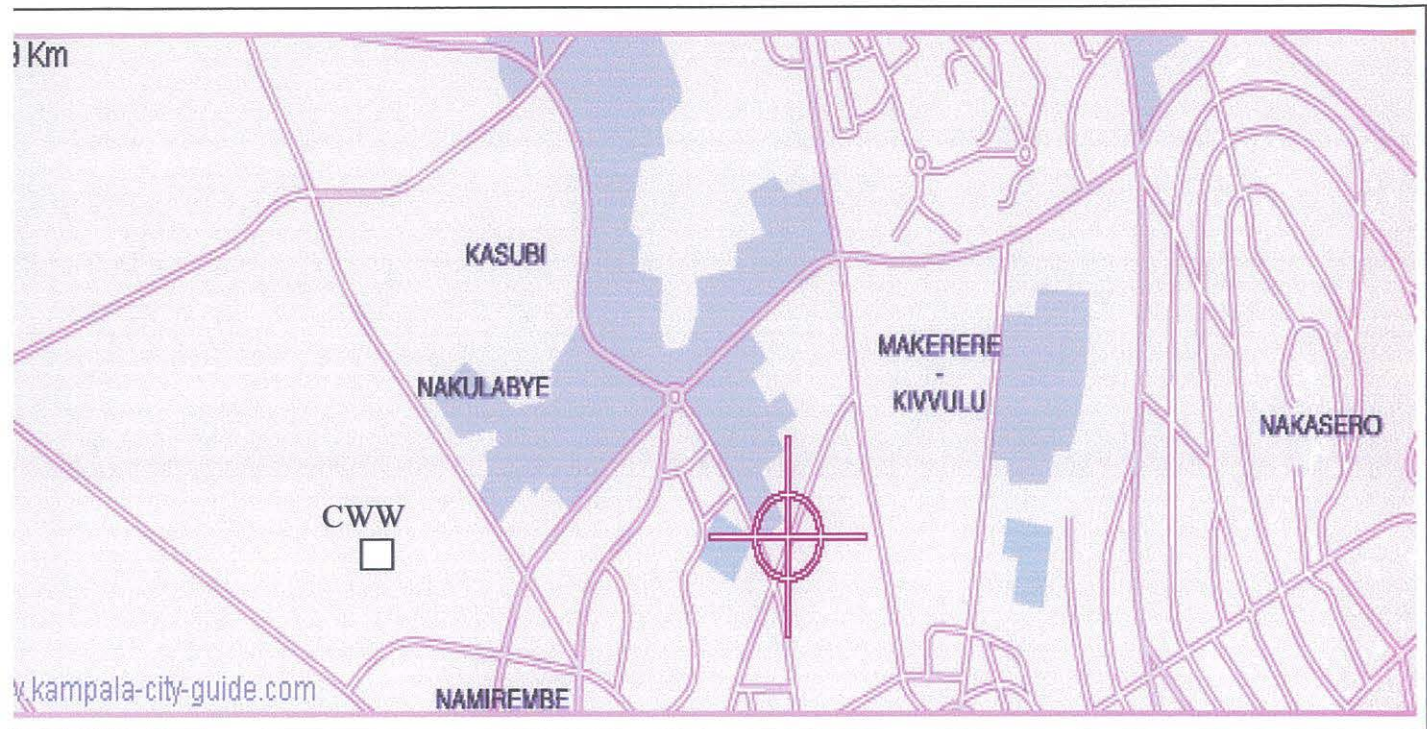
Critical values of χ^2

<i>Level of significance for a one-tailed test</i>						
	0.10	0.05	0.025	0.01	0.005	0.0005
<i>Level of insignificance for two-tailed test</i>						
<i>df</i>	0.20	0.10	0.05	0.02	0.02	0.001
1	1.64	2.71	3.84	5.41	6.64	10.83
2	3.22	4.60	5.99	7.82	9.21	13.28
3	4.64	6.25	7.82	9.84	11.34	16.27
4	5.99	7.78	9.49	11.67	13.28	18.46
5	7.29	9.24	11.07	13.39	15.09	20.52
6	8.56	10.64	12.59	15.03	16.81	22.46
7	9.80	12.02	14.07	16.62	18.48	24.32
8	11.03	13.36	15.51	18.17	20.09	26.12
9	12.24	14.68	16.92	19.68	21.67	27.88
10	13.44	15.99	18.31	21.16	23.21	29.59
11	14.63	17.28	19.68	22.62	24.72	31.26
12	15.81	18.55	21.03	24.05	26.22	32.91
13	16.98	19.81	22.36	25.47	27.69	34.53
14	18.15	21.06	23.68	26.87	29.14	36.12
15	19.31	22.31	25.00	28.26	30.58	37.70
16	20.46	23.54	26.30	29.63	32.00	39.29
17	21.62	24.77	27.59	31.00	33.41	40.75
18	22.76	25.99	28.87	32.35	34.80	42.31
19	23.90	27.20	30.14	33.69	36.19	43.82
20	25.04	28.41	31.41	35.02	37.57	45.32
21	26.17	29.62	32.67	36.34	38.93	46.80
22	27.30	30.81	33.92	37.66	40.29	48.27
23	28.43	32.01	35.17	38.97	41.64	49.73
24	29.55	33.20	36.42	40.27	42.98	51.18
25	30.68	34.38	37.65	41.57	44.31	52.62
26	31.80	35.56	38.88	42.86	45.64	54.05
27	32.91	36.74	40.11	44.14	46.96	55.48
28	34.03	37.92	41.34	45.42	48.28	56.89
29	35.14	39.09	42.69	46.79	49.59	58.30
30	36.25	40.26	43.77	47.96	50.89	59.70
32	38.47	42.59	46.19	50.49	53.49	62.49
34	40.68	44.90	48.60	53.00	56.06	65.25
36	42.88	47.21	51.00	55.49	58.62	67.99
38	45.08	49.51	53.38	57.97	61.16	70.70
40	47.27	51.81	55.76	60.44	63.69	73.40
44	51.64	56.37	60.48	65.34	68.71	78.75
48	55.99	60.91	65.17	70.20	73.68	84.04
52	60.33	65.42	69.83	75.02	78.62	89.27
56	64.66	69.92	74.47	79.82	83.51	94.46
60	68.97	74.40	79.08	84.58	88.38	99.61

Calculated value of χ^2 must EQUAL or EXCEED the table (critical) value for significance at the level shown.

Source: Abridged from Fisher and Yates (1963), *Statistical Tables for Biological, Agricultural and Medical Research*, Edinburgh: Oliver and Boyd Ltd (Longman Group Ltd).

APPENDIX C
MAP OF NAKULABYE

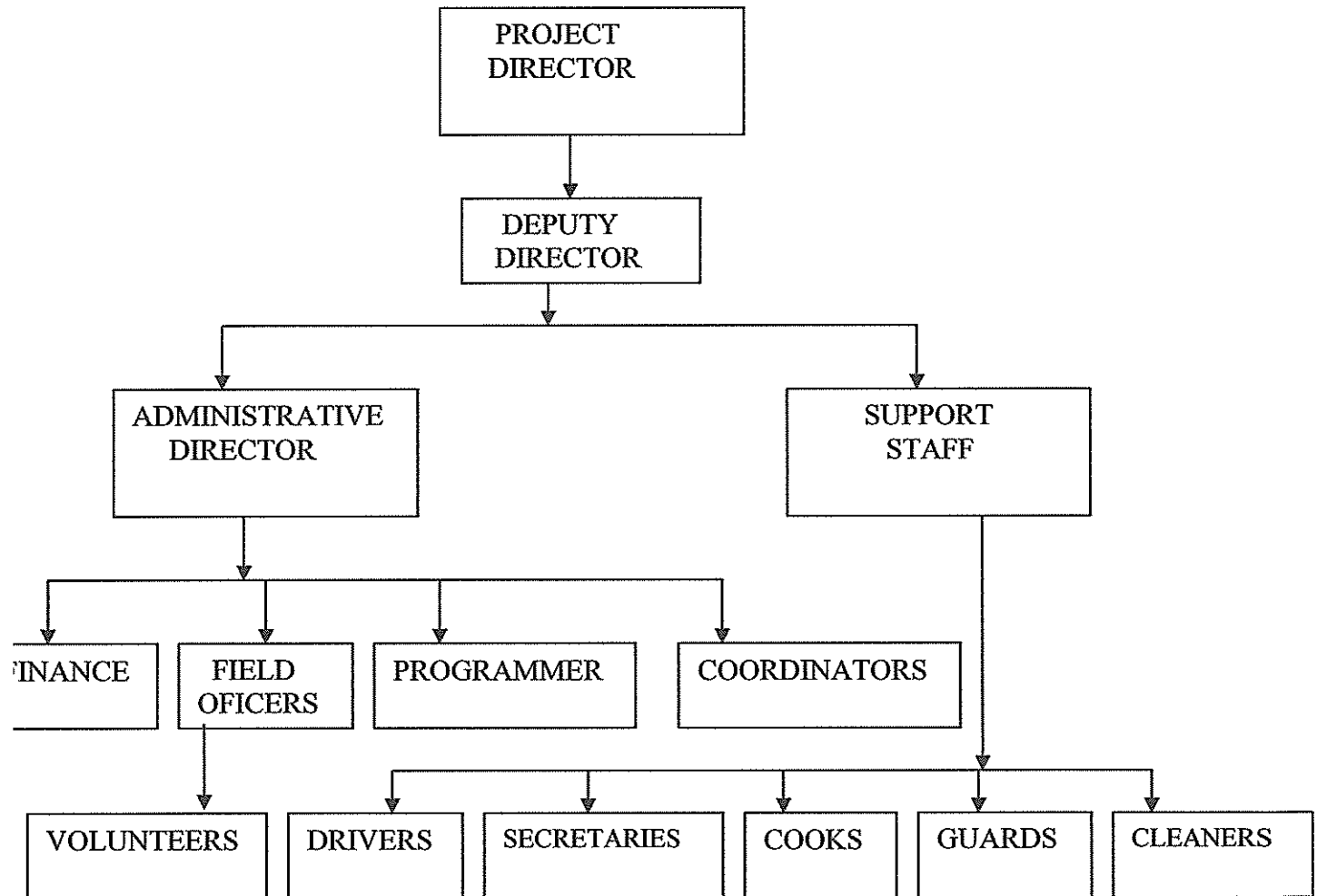


KEY

CWW - Concern World Wide Offices in Nakulabye

APPENDIX D

CONCERN WORLD WIDE'S ORGANOGRAM





***Office of the Dean
School of Business and Management***

Date: 14th August, 2006

THE HUMAN RESOURCE MANAGER,
CONCERN WORLDWIDE UGANDA,
NAKULABYE BRANCH,
KAMPALA

Dear Sir/Madam,

RE: MISS. FATUMA YUSUF REG.NO.BHR/3884/31/DU

This is to confirm and inform you that the above referenced lady is a bonafide student of Kampala International University pursuing a Bachelor of Human Resource Management Degree programme in the school of Business and Management of the University.

Her title of the Research Project is "TRAINING FOR RETENTION" A CASE STUDY OF CONCERN WORLDWIDE.

As part of her studies (research work) she has to collect relevant information through questionnaires, interviews and reading materials from your place.

In this regard, I request that you kindly assist her by supplying/furnishing her with the required information and data she might need for her research project and also by filling up the questionnaire.

Any assistance rendered to her in this regard will be highly appreciated.

Yours Sincerely,

DR. Y. B. NYABOGA
ASSOCIATE DEAN – SCHOOL OF BUSINESS AND MANAGEMENT
TEL.NO. 0752 843 919