

**EFFECTS OF INDUCTION TRAINING ON EMPLOYEE RETENTION IN KENYAN
UNIVERSITIES: A CASE STUDY OF KABARAK UNIVERSITY**

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DECLARATION

This research report is my original work and has not been presented for the award of a diploma or degree in any other university or for any other award.

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Approval

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DEDICATION

I dedicate this research work to my dear wife, Francisca Khoboso Delea, for her continuous support and encouragement throughout the entire period of my studies.

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LIST OF ABBREVIATIONS (ACRONYMS)

CHE	Commission for Higher Education
CUE	Commission of University Education
GOK	Government of Kenya
KABU	Kabarak University
RBV	Resource-Based View
SPSS	Statistical Package for Social Sciences

ABSTRACT

Induction training is absolutely vital for new starters in an organization. Good induction training ensures new recruits are settled down quickly, comfortably and happily to a productive role. Poor induction training for new recruits may increase the risk of the problems like poor performance, low job satisfaction, absenteeism and resignations or dismissals. However, the aspect of induction training and its effect on employee retention among university staff in Kenya has not received considerable attention in research. Therefore, the purpose of this study was to investigate the effects of induction training on retention of staff at Kabarak University. Specifically, the study sought to establish how; the impact of induction on employees confidence in the organization and self; different approaches to induction and; job satisfaction arising from employee induction affects retention of staff in the university. Survey research design was adopted for the study that targeted the university's employee's drawn from, teaching and non-teaching staff at different levels as respondents. Stratified random sampling was used to obtain a sample size of 80 respondents that was used for the study. Data was collected using self administered questionnaires. The data collected was then analyzed using both descriptive and inferential statistics with the former involving the use of frequencies and percentages while the Pearson's Correlation Coefficient and Regression analysis were used in the latter. The findings revealed that the induction process was instrumental in providing confidence to the employees on their institution and on their abilities significantly ($\beta=.311$, $p<.05$), influenced their decision to commit to the organization. Job satisfaction resulting from employee induction/orientation was also found to significantly ($\beta=.243$, $p<.05$) influence their retention in the university. However, the approaches to induction were found not to significantly ($\beta=.053$, $p=.316$) affect staff retention at the institution. Overall, the model explained for up to 27% of the variations in staff retention at Kabarak University. The study, therefore, recommends that; efforts should be made by the university management to obtain the feedback from the induction process so as to align their expectations with those of the employees; the employees views after the in-house training need to be considered as it will likely lead to higher productivity among the employees; the university should strive to make the new employees feel that they are indeed valuable members of the organization during the induction. Future studies on this area should be done on; the effect of employee in-house programs on their performance and the influence of the duration of induction on employee productivity.

Key words: *Employee Retention, Induction, Job Orientation, Job Satisfaction, Private University, Self-Confidence, Training, Turnover.*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Induction duly helps employees to undergo each and every phase of environment of the organization and introduces them to future colleagues as individuals and teams. It gives them the platform of knowing and understanding the culture and knowing “Who is who”. Induction essentially forms part of the recruitment phases which gives the new employee a glimpse of entire organization in short span and help build his/her expectations. According to (Salau, Falola, & Akinbode, 2014), it is through this process that the management outlines for the new employee what the organization stands for and requires, thereby, reducing the risk of regulatory breaches and enabling employees to respond effectively to new responsibilities. The induction and orientation program is done on the basis to make the new employee -whether permanent or temporary get the feel of self-belongingness and work comfortably in the new culture (Grobles, Warnich, Carrel, Elbert, & Hatfield, 2002).

Induction or orientation is an important part of the process of socialization of new employee of the organization. It is process of welcoming the new employee and making him/her feel at home and generate in him/her the feeling of belongings to the organization. After the selection of the employee the organization communicates to him/her the policies, procedures rules and regulation of the organization. If the induction process is done in an effective manner then it will be able to reduce the employee turnover and bring favorable attitude in the employee (Bartlett & Ghoshal, 2007).

It is justifiable for modern organization’s conduct induction training for it to helps new employees to fit smoothly into the organization and socialize them to the organizational culture and shared values and norms which define behaviors of their employees (Amutuhaire, 2010). Induction training is absolutely vital for new starters. Good induction training ensures new recruits are settled down quickly, comfortably and happily to a productive role and then retained. Induction training is more than skills training. It is about the basics that seasoned employees may take for granted but are very important. What the shifts are; where the notice-board is; what is the routine for holidays, sickness; where the canteen is; what the dress code is; where the toilets

are; and what the expected behaviors are (New employees also need to understand the organization's mission, goals, strategies, values and philosophy; personnel practices, health and safety rules, and of course the job they are required to do, with clear methods, timelines and expectations.

A number of studies seem to provide support for the hypothesis that well conceived and well-implemented induction programs are successful in increasing the job satisfaction, efficacy, and retention of new employees (Garvin, 2010). They reported that induction training programs in US schools helped the new entrants cope with the job's practicalities and adjusting to the work environment. It further reported that the induction training also helped reduce employee turnover. An induction process is not simply for new employees. The same benefits can be received by staff who have been promoted or transferred or those who have returned from a long period of absence. It is also advisable to be expected to cover long term temporary staff. Which are entitled to the same training and development as permanent staff members? If it is not done well it could harm the organization and may be considered discriminatory (Bartlett & Ghoshal, 2007).

1.1.1 Profile of Kabarak University

Kabarak University is a private Chartered institution of higher learning that provides holistic Christian-based quality education, training, research and outreach activities for the service of God and humanity. The university was established in October 2002 by the 2nd President of Kenya, His Excellency Daniel Arap Moi, who is also the Chancellor. This was as a result of his visionary idea of setting up a Christian University that would meet the demand for higher education in Kenya and offer quality education based on strong moral principles. Kabarak University was awarded charter on 16th may 2008 by the third president of Kenya H.E Mwai Kibaki. The current Vice-Chancellor of the University is Professor Jones M. Kaleli. The University opened its doors to the new students in September

The University operated under a Letter of Interim Authority granted by the Kenya Government. The Letter of Interim Authority was presented to the University by (C H E) Commission for Higher Education of Kenya, on 16 October 2001, therefore allowing the institution to award degrees. On 16 May, 2008 the university was awarded charter by H.E Mwai Kibaki. Kabarak

University is a distinct Centre of excellence driven by outstanding faculties, supportive academic culture, right kind of organizational structure, institutional leadership and attention to the needs of the nation and the world. It is also committed to excellent teaching, interdisciplinary research, public service and persistence curiosity for new ideas and technologies. Kabarak endeavors to produce skilled Christian professionals and other experts needed in knowledge economies

1.2 Statement of the problem

Organizations that have good induction programs get new people up to speed faster, have better alignment between what new people do and what the organization needs them to do, have happier employees, and have lower staff turnover rates. Induction is a very important process in the employee engagement cycle. It can either provide the foundations for rapid growth and performance or lead to disappointment, confusion and disconnect. Benefits of induction programs include increased retention of newly hired employees, improved employee morale and increased productivity, not to mention an increased sense of acceptance into the organization by the new employee. New recruits frequent complain about induction experiences whereby they are overwhelmed, bored, and sometimes left to sink or swim on their own (Ingersoll, 2001). The result is often a confused new employee who takes a long time to become productive, or becomes frustrated and quickly leaves the organization. Also there is increased risk of problems like poor performance and low job satisfaction, absenteeism, resignations or dismissals, tribunal cases if employees obtain inadequate training. Nowadays many organizations have realized that they must focus on employee retention as one of the most critical business objectives in order to keep the organization competitive and profitable (Arthur, 2001).

There are three main reasons why employees leave the organization: retirement, dismissal or voluntary resignation. Retirement and dismissal are decisions made by the organizational management while voluntary turnover is a personal decision of the employee (Winterton, 2004). This research focused on the voluntary separation rather than retirement and dismissal from the organization. Although the departure of an employee with poor performance is encouraged by the organization, a high turnover of talented employees will result in a loss to the organization. It is costly to replace the intelligent capital via recruiting and training new ones. More insidiously, employees' departure might badly influence other colleagues' morale and the organization

performance. The rate of turnover at Kabarak University shows that even though it was 6.46% in 2010, it steadily increased over the last three years reaching 11% in 2013. In 2014 the rate of turnover stood 8.55%. The results show that more and more employees leave the institution every year. The reasons why they decide to leave may be varied but it is possible that there is a link between the way they were inducted into the institution and their decision to leave. Some of the staff who left the institution just reported and resign. The purpose of this study is therefore to investigate the effects of employee induction training on retention of Kenyan university staff focusing on Kabarak University.

1.3 Objectives of the study

1.3.1 Main objective

The purpose of this study is to investigate the effects of employee induction training on retention of staff in Kenyan universities using Kabarak University as a case study.

1.3.2 Specific Objectives:

Specifically, the study sought to address the following objectives

- i. To analyze effect of employees confidence in the organization and in their own abilities arising from induction on their retention at Kabarak University
- ii. To examine the influence of different approaches to induction on employee retention at Kabarak University
- iii. To establish the relationship between job satisfaction resulting from induction on employee retention at Kabarak University

1.4 Research questions

- i. What impact does employee confidence in the organization and self arising from induction have on their retention at Kabarak University?
- ii. How do the different approaches to induction used by organization affect the retention of staff at Kabarak University?
- iii. What is the relationship between job satisfaction resulting from employee induction and their retention at Kabarak University?

1.5 Justification of the study

The study will enable other institutions to compare/benchmark with the existing findings. It will add value to the existing knowledge on induction process and hence retain the best employee. The study seeks to investigate the magnitude in which induction process impact on employee retention and its recommendations would be significant in tackling related issues in similar institutions. Other researchers will benefit from the same and will act as a basis for further investigation. Suggestions can be modified and applied in other similar institutions.

1.6 Significance of the study

In the recent past, induction-training programme have become the vital area of concern for all the organizations. Induction training is the initial training given to new employees. The first impression is very vital, when new employee join the organization. The initial interaction and relationship the organization has with the new employee is very important to decide upon the future accomplishment and responsibility in the later period. Training is the systematic procedure by which an employee enhances the knowledge and skills for doing a particular job. It means the training is the intended and organized activity to impart skills, knowledge and technology with a systematic methodology which is very vital to the employees.

It is always true that 'first' is always difficult and it is also a fact that new employees who joins the organization has lots of hope, expectation about job, boss, environment, nature of work etc. It is the duty of the organization to make the new employees to feel at home. The effectiveness of induction programme depends not only in introducing the new recruits but it is right strategy to make the employee as a "Right" fit to the organization. So, it should be done systematically, methodically and meticulously and make the employee to adjust to work culture. Hence more importance is given for the effectiveness of induction training and need to be evaluated periodically to improve the induction programme.

1.7 Scope of the study

The study was confined to the effects of employee induction training on retention of staff in Kabarak University. Induction training involves financial and non financial factors which are functions of Human Resource management. An employee performance in the work place can be affected by induction systems/approaches put in place by the management. The study focused on

all the employees who have homogenous characteristics such as academic qualification, work experience, age group and other demographic variables. It covered the university's main campus, Nakuru Town campus and Nairobi liaison office where the questionnaires were administered to the respondents who comprised the management and staff.

1.8 Limitations and delimitation of the study

The main limitation of this study was its scope as it focused on one specific aspect of service delivery, that is, resource allocation. Hence, the findings may not necessarily be generalized to other counties within the country or other devolved governments without modifications. Challenges of cooperation with the respondents were encountered but were amicably addressed by explaining to them the importance of the study as an academic document that could also be instrumental in highlighting the challenges of service delivery faced in the country as well as providing valuable information to stakeholders. It was also not possible to collect the opinions of all stakeholders, however, this was addressed by appropriate sampling procedures and design and administration of research instruments.

1.9 Definition of operational terms

Employee retention:

Employee retention in this study refers to the various policies and practices which let the employees stick to an organization for a longer period of time. Employee retention can be represented by a simple statistic (for example, a retention rate of 80% usually indicates that an organization kept 80% of its employees in a given period). However, many consider employee retention as relating to the efforts by which employers attempt to retain employees in their workforce. In this sense, retention becomes the strategies rather than the outcome (Murray, 1999).

Induction:

Induction in this study refers to the entry level training given as an initial preparation upon taking up a post. To help new people get to work initially after joining a firm, a brief program of this training can be delivered to the new worker as a way to help integrate the new employee, both as a productive part of the business, and socially among other employees (Cascio, 2006).

Job Orientation:

In this study, job orientation is taken as the process of familiarizing the new employee with the particulars of his job after recruitment. Job Orientation is the process in which a new employee is integrated into the organization by making him/her aware of his place of work, team members, his immediate reporting managers, the business in general, the policies, working hours, etc (Wanous, 2000)

Job Satisfaction

In this study, Job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector, 1997).

Private Universities:

In this study a private university is an institution of higher learning accredited by the Kenya Commission for Higher Education and managed by private individuals or organizations or some religious organization. According to the Kenya Commission for Higher Education (CHE) (2014), private university” means a university which is established or maintained out of funds other than public funds; its funding is majorly tuition fees from students and sponsors

Self-confidence

Self-confidence relates to self-assurance in one's personal judgment, ability, power, etc. (Myers, Willise & Villalba, 2011). In this study, self-confidence was directly connected to an individual's social network, the activities they participate in, and what they hear about themselves from others at the workplace.

Training:

In this study, training is the act of increasing the knowledge and skill of an employee for doing a particular job. Training is the process of planned programs and procedures undertaken for the improvement of employee’s performance in terms of his attitude, skills, knowledge and behavior. (Edwin & Flippo, 2007)

Turnover:

In this study, employee turnover is the percentage of a company's employees who leave during a specified period on a voluntary or non-voluntary basis. Although it is most often expressed at

annual turnover rate, the calculation can be done for shorter or longer periods. Turnover can be caused by employees who leave on their own. This is called voluntary turnover. When an employee leaves because of a layoff or a disciplinary firing this is called involuntary turnover. The total of the two is called total turnover (Brown, 2008.)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with Literature review on induction training and retention of employees. It examines different studies that have been done on the effects of induction training on retention of employees and their findings, conceptual, theoretical and empirical literature.

2.2 Staff Turnover

A committed employee is one that will remain with the organization throughout most of his working life or as long as the organization endures (Dibble, 1999). Through the years, numerous research studies have been conducted to determine the accuracy of this statement. In the end many have concluded that committed employees remain with the organization for longer periods of time than those which are less committed. Steers (1977) hypothesized and found true that the more committed an employee is, the less of a desire they have to terminate from the organization. These “highly committed” employees were found to have a higher intent to remain with the company, a stronger desire to attend work, and a more positive attitude about their employment. Steers (1977) concluded that “commitment was significantly and inversely related to employee turnover.”

When organizations seek to foster a philosophy of commitment, then the likelihood of an employee searching for employment elsewhere is lowered. In a study of employee mobility, (Green, Felsted, Mayhew, & Pack, 2000) found that commitment objectives decreased that probability of employees being “more likely to search” from 19 to 10 percent, and increased being in the “less likely to search” category from 15 to 26 percent. Much like the other studies identified above, this study shows that committed employees are more likely to remain with the organization. Owens (2006) had a similar finding in his study of training and organizational outcomes. Although Owens’ study centered on the overall impact of training he was able to find a correlation between commitment and turnover. The study found that employees that had a higher level of commitment also had a higher level of “turnover cognitions”. A higher score in “turnover cognitions” indicated that the employee had a more favorable attitude and was less likely to consider turnover. By applying the results of his survey to independent t-tests, Owens

was able to determine that trained employees had a mean turnover cognition of 31.15 and organizational commitment of 83.54. In comparison, the untrained employees had a mean of 28.94 for turnover and 75.87 for commitment. These statistics are relevant as they are representative of the inverse relationship of commitment and turnover. By separating the trained and untrained employees, Owens was able to show that the more committed employees are, the less likely they will consider turnover.

There is a great deal of literature which seeks to define and identify the specific characteristics of commitment. Scholars have offered many differing views and theories regarding employee commitment. Even with these differing views it is possible to find some consistent themes. In general there is significant supporting research that indicates that commitment is made up of investments, reciprocity, social identity (identification), and lack of alternatives. Investment states that it is an employee's "investment" and anticipation of a future "pay off" that serves to tie them closer to the company. Reciprocity, in contrast, indicates that it is the employee's obligation to "pay off" their debt to the company that will lead to greater commitment. Identification specifies that commitment can grow as a result of an employee's social identity becoming increasingly embedded in their employment. Finally, the lack of alternatives element states that the more specific an employee's skills become to a particular organization the less likely they will leave (Scholl, 1981). Although each of the four mechanisms may serve to enhance employee commitment they may do so in varying degrees. As a result, the more prevalent each element becomes the more likely commitment will grow.

Forty seven percent (47%) of employee turnover occurs within the first 90 days of employment. Sixty percent (60%) of respondents highlighted induction improvements as a priority area for investment. While other research points to 25% of new starters making the decision in their first week that they no longer want to work with the company. Again, a poor induction process is to blame with many feeling overwhelmed, bored or confused. Further research by the Aberdeen Group in 2008; found that companies that were the best at inducting had: 100% improved their retention rate of new hires; 60% reduced their 'time-to-productivity' rates (Aberdeen Group, 2008).

These figures create the impression that organizations would value their induction process and use it as a great opportunity to get new starters on-board and aligned with the company culture. However, it is common knowledge that many organizations are guilty of providing boring and drab induction processes that do little to engage people let alone lift productivity. It would appear that only the rare ones, gearing up for abundant times, are getting their induction processes in order. By improving the induction process, organizations will be able to boost retention rates and productivity levels enabling new recruits to contribute to the bottom line much quicker.

2.3 Employee Retention

Employee retention refers to the ability of an organization to retain its employees. Employee retention can be represented by a simple statistic (for example, a retention rate of 80% usually indicates that an organization kept 80% of its employees in a given period). However, many consider employee retention as relating to the efforts by which employers attempt to retain employees in their workforce. In this sense, retention becomes the strategies rather than the outcome (Ruggles, 2011). Employee retention is one of the challenges facing many organizations both public and private, occasioned by globalization that has intensified competition and increased mobility of highly skilled employees. Retention of academic staff is a pertinent issue in Universities in Kenya yet these institutions are operating in a highly competitive environment and hence depend on these staff for success and sustainability. Indeed retention of academic staff will help the universities accomplish their vision and mission and hence become centers of excellence.

There are external and internal drivers in relation to employee retention. For example, labor market opportunity and organizational culture are the external factors that influence turnover. From an employee's perspective, they aspire for career development, which is a primary motivational factor to remain in the organization. External factors are beyond employer's control but the employer can take some measures to improve employee retention in conjunction with the internal factors. Effective induction training provided is one of the ways to keep talented employees to stay longer in an organization. Induction training, if utilized effectively, may increase the job satisfaction and organizational commitment and employees tend to stay longer in

the organization. Involving knowledge, skill and ability, induction training is valuable both to an organization and individual employees.

2.3.1 Employee Retention Best Practices

By focusing on the fundamentals, organizations can go a long way towards building a high-retention workplace. Organizations can start by defining their culture and identifying the types of individuals that would thrive in that environment. Organizations should adhere to the fundamental new hire orientation and on boarding plans. Attracting and recruiting top talent requires time, resources and capital. However, these are all wasted if employees are not positioned to succeed within the company. Research has shown that an employee's first 10 days are critical because the employee is still adjusting and getting acclimatized to the organization. Companies retain good employees by being employers of choice.

Engaged seasoned employees to perform skits about topics such as disciplinary and performance appraisal meetings. Witnessing a performance appraisal meeting is a lot more beneficial than simply reading about a performance appraisal meeting in a handbook. Your company's sexual harassment training can also use skits to demonstrate what types of actions are prohibited. This type of orientation method can also be structured as role playing if your orientation program includes training on supervisory duties, such as how to conduct performance appraisal and disciplinary meetings. Invite executive leaders of the company to make brief presentations to the new employees. New employees appreciate the time top management gives to welcome them to the company--it says a lot about how the company values its employees. These kinds of presentations break the monotony of a classroom-type orientation session. In addition, employees, supervisors and managers should also be included in the welcoming process. Employee Handbook: An employee handbook usually contains information explaining company policies, pay and benefits as well as information and history about the company. This can be a useful tool to introduce the employee to the company and may contain reference information (Mclagan, 2006).

Buddy Systems: An informal approach is the buddy system, where the new employee is partnered with an experience employee and learns by working with that employee. This approach

works well if you only hire occasionally and in small numbers. The senior employee would be expected to show the new employee around the job site, make introductions and answer the newcomer's questions (Mclagan, 2006).

Formal Orientation Program: A more structured approach can be taken, and is often very successful for the larger company. This may include a more extensive handbook with details about pay scales, vacation or holiday procedures, training and education benefits, insurance benefits, retirement programs, etc. Part of the program may also include films or presentations about the company's history. Live presentations by program or section supervisors are very effective, especially for a group of new employees (Mclagan, 2006).

2.3.2 Induction Training

Orientation, Induction or an on-boarding program is designed to help welcome and train new employees and induct them into the organizations values and culture. Induction training is a type of training given as an initial preparation upon taking up a post. To help new people get to work initially after joining a firm, a brief program of this training can be delivered to the new worker as a way to help integrate the new employee, both as a productive part of the business, and socially among other employees (Davis, et. al., 2012). It often contains information dealing with the layout of the firm's operating facility, health and safety measures and security systems. An attempt may also be made to introduce the individual to key employees and give an impression of the culture of the organization; it is a critical time for the employer to gain commitment from the employee, and the latter to understand the expectations, targets and so on. The induction provides a really good opportunity to socialize and brief the newcomer on the company's overall strategy, performance standards, etc. Induction training should, according to TPI-theory, include development of theoretical and practical skills, but also meet interaction needs that exist among the new employees (Garvey, 2007).

This training is done systematically and is often the responsibility of the immediate supervisor to make sure that its done smoothly. If carefully done, it will save time and cost (in terms of faulty products or poor services, etc.). It is imperative that managers place their authority and power to make sure that the new employee is carefully helped to adjust to the new work surroundings and

culture. Just as in schools, sometimes the work place may have bullies, who may give the new employee the wrong impression of the company or organization at first. These programs can play a critical role under the socialization to the organization in terms of performance, attitudes and organizational commitment (Brown, 2008).

Induction training improves employee productivity, for example, induction training decreases wastages, accidents and absenteeism. Rather than focusing empowerment, employers need to train the work force effectively to improve employee job performance. The most specific benefits of induction training and development is that it is best seen as an incentive to enhance employee retention, especially to keep those who have ambition to seek career advancement in their work. Nowadays most of the employees are eager for the chance to learn new things so that they can take new responsibilities. Induction training can motivate the new employee and build organizational commitment and loyalty (Mclagan, 2006).

2.3.3 Employee Self Confidence

The socio-psychological concept of self-confidence relates to self-assurance in one's personal judgment, ability, power, etc. (Myers, Willise & Villalba, 2011). Self-belief has been directly connected to an individual's social network, the activities they participate in, and what they hear about themselves from others. On the other hand self-esteem is the confidence in one's ability, attitudes, commitments and values. The self-esteem is a multifaceted phenomenon which consists of three components; self-evaluation, worthiness and competence. In self-concepts or self-image, a person's self-esteem is one of the main factors and measured to be a main cause in human behavior. Such as self-esteem has been examined and conceptualized in a variety of ways in the sociological, psychological and educational contexts (Tahir, Saba, & Azam, 2013) The ownership of high self-esteem has optimistic behavioral benefits. The self-esteem can affect many characteristics of human behavior which includes the level of confidence, personality, learning, performance and empowerment (Bruno & Njoku, 2014). In an educational setting, self-esteem has been well-thought-out as one of the most significant factors in defining failure and success in the institution. On the other hand, there are undesirable facets of self-esteem that can cause negative effects on behaviors.

Employees with higher self-esteem and self-confidence tend to take more risks, find solutions to problems and are less resistant to change (Kaid, Kamal, Nawawi & Asma, 2012). Some people are the type that embraces change and risk-taking and others are much more conservative in the face of change and risk. While it is not quite possible to change someone's basic nature, it is possible to improve their self-esteem and self-confidence. Leaders can improve someone's self-perception by the type of feedback they give them. Employees require both negative and positive feedback. There needs to be a balance between the two. Often there is a greater emphasis on negative feedback as we often tend to see what's not going well versus what is going right.

Too much negative feedback can lower someone's self-esteem and self-confidence. But recognizing good performance and behaviors that lead to that performance will make it easier for the person to receive negative feedback (Mehmet, 2014). When done well negative feedback can act as constructive criticism towards continuous improvement. When people receive positive feedback for the work they're doing it reinforces that they are on the right track and this fuels their self-esteem and self-confidence. Positive feedback should be explicit in that it points out the qualities the person is using to produce positive results (Mohammad, Mehrzad, Mahmoud, G., & Mohammad, 2012). Rather than saying one did a good job on that report, one could say the report one produced was well thought out and presented in a very clear and understandable fashion, and one really has strength to go into depth on things.

2.3.4 Job Satisfaction

Job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector, 1997). According to Evans (1999), job satisfaction is defined as "a state of mind encompassing all those feelings determined by the extent to which the individual perceives her/his job related needs to being met". A rather interesting definition of job satisfaction is given by Qasim, Cheema and Syed (2012) who say, "Job satisfaction describes how content an individual is with his or her job." and further add that "It is a relatively recent term since in previous centuries the jobs available to a particular person were often predetermined by the occupation of that person's parent." According to Man, (Modrak, Dima and Pachura 2011), job satisfaction is a general expression of workers' positive attitudes built up towards their jobs. For the purposes of this

study, all these definitions will be adopted to provide a more holistic discussion of the subject since they encompass the two dimensions of job satisfaction namely cognitive and affective job satisfaction. Moreover, other theorists such as Rose (2001) however view job satisfaction as a bi-dimensional concept consisting of intrinsic and extrinsic satisfaction dimensions. Intrinsic sources of satisfaction depend on the individual characteristics of the person, such as the ability to use initiative, relations with supervisors, or the work that the person actually performs; these are symbolic or qualitative facets of the job. Extrinsic sources of satisfaction are situational and depend on the environment, such as pay, promotion, or job security; these are financial and other material rewards or advantages of a job. Both extrinsic and intrinsic job facets should be represented, as equally as possible, in a composite measure of overall job satisfaction.

Job satisfaction is determined by how well outcomes meet or exceed expectations, for instance, some employees may feel that they are working much harder than others with similar or comparable qualifications in other sectors of the economy but are receiving fewer rewards; they will most likely feel dissatisfied with their jobs (Odunga, 2013). Pay, promotion opportunities and supervision are the attitudes towards job satisfaction. The ultimate rewards to efficient employees are satisfied with their job. However, a person may be satisfied with one aspect of his job and dissatisfied with another. As an input into the education system teachers are direct participants in the production process of which instrumental activities in education are viewed as contributing additions to the stock of human capital and current consumption benefits of student.

2.4 Theoretical Frame Work

Various theories address employee needs and have been advanced by a number of authors as basis of retention strategies in organizations. Most notable are; Equity theory (1965) Expectancy theory (1964); Herzberg (1959) two factor theory and Human capital theory all of which are all relevant to this study.

2.4.1 Equity Theory

Equity theory advanced in 1963 by John Stacey Adams is concerned with the perceptions people have about how they are treated as compared with others. The theory posit that employees seek to maintain equity between the input they bring into a job (education, time, experience, commitment and effort) and the outcome they receive from it (promotion, recognition and

increased pay) against the perceived inputs and outcomes of other employees. Sometimes the work place may have bullies, who may give the new employee the wrong impression of the company or organization at first. Induction training can play a critical role under the socialization to the organization in terms of attitudes. Failure to find equity leads to various actions one of which may be to leave the organization. The major strength of this theory is that, it recognizes that individual inputs such as education, experience, effort should be recognized in such a way that equity is experienced. It also shows that individual employees are part of the larger system. This theory therefore guides in understanding what may influences academic staff to leave in that they keep on comparing what academic staff earns in other universities and other comparable organizations in order to realize a balanced state between the inputs-outcome ratios. In turn this contributes to labor mobility within and outside the academia. The major weakness in this theory is subjectivity of the comparison process. There is a tendency in human nature to distort their inputs especially in regard to effort and hence becomes subjective when comparing (Beardwell & Holden, 2001).

2.4.2 Expectancy theory

Expectancy theory is widely used in turnover intentions. Basic to the idea of expectancy theory is the notion that people join organizations with expectations and if these expectations are met they will remain members of the organization (Daly & Dee, 2006). According to turnover and retentions frameworks developed from this theory decisions to stay or leave an organization can be explained by examining relationships between structural, psychological, and environmental variables. Empirical studies (Zhou& Volkwein, 2004; Daly& Dee, 2006) employ the model of employee intent to stay that is grounded on expectancy theory which includes structural, psychological and environmental variables.

Structural variables include, work environment, autonomy, communication, distributive justice and workload. All these elements are evident during the induction training. Psychological variables include job satisfaction and organizational commitment and the environmental variables include availability of job opportunities. However, Sutherland (2004) established that job satisfaction and organizational commitment do not necessarily lead to loyalty, long defined as the intention to remain with the employer.

2.4.3 Herzberg Two Factor Theory

Herzberg's (1959) two factor theory argue that employees are motivated by internal values rather than values that are external to the work. In other words, motivation to work is internally generated and is propelled by variables that are intrinsic to the work which include achievement, recognition, the work itself, responsibility, advancement, and growth. Conversely certain factors induce dissatisfying experiences to employees and these factors largely result from non-job related variables also called extrinsic variables. These are company policies, salary, coworker relationships and supervisory or management styles, work environment (Armstrong, 2009). This theory is relevant to this study in that it recognizes that employees have two categories of needs that operate in them and that both should be addressed. Studies such as (Ssesanga & Garrett, 2005) used a model developed from Herzberg theory to establish factors influencing job satisfaction of academics in Uganda. (Samuel & Chipunza, 2009) used the theory to establish motivational variables influencing staff retention in private and public organizations in South Africa. Radivoev (2005) used the theory to study factor influencing retention of Sales Consultant in South Africa. This theory therefore can guide a researcher in establishing determinants of academic staff retention in Public universities in Kenya.

2.4.4 Human Capital Theory

Induction training and development have often been hailed as a core organization strategy influencing both employee retention and human capital growth. Economists have different interpretations of the term "human capital" in different ways. Most of them agree that human capital comprises of skills, ability, experience and knowledge. Human capital refers to the intangible resource of ability, effort, and time that workers bring to invest in their work. (Gratton & Ghoshal, 2003) define human capital as being made up of intellectual capital, social capital and emotional capital. According to the resource-based view (RBV) of the organization, competitive advantage depends on the valuable, rare and hard-to-imitate resources. Human capital is such an invaluable resource that it is one of the most important determinants whether the organization can be successful in today's fierce competition. Thus, in order to create valuable virtues, many employers have shifted from the financial capital to the intellectual capital focus. Employee retention: As human capital plays an important role in organization's success, more and more employers are aware of the fact that it is of great importance to keep the talented

employee in the organization. Successful employee retention helps preserve the knowledge within an organization. If the employee leaves the organization, a knowledge gap is generated. In addition, the organization will be faced with a significant loss such as reduction in organizational performance if the turnover of talented employees is high. The reason for this is that it is costly to replace the intelligent capital via recruiting and training. In order to preserve the human capital, it is necessary for the organization to analyze why the employees leave the organization and come up with employee retention solutions (Murray, 1999).

The value of the organizational stock of human capital can be added to by induction training. Induction training improves employee productivity, for example, induction training decreases wastages, accidents and absenteeism. Rather than focusing empowerment, employers need to train the work force effectively to improve employee job performance. The most specific benefits of induction training and development is that it is best seen as an incentive to enhance employee retention, especially to keep those who have ambition to seek career advancement in their work. Nowadays most of the employees are eager for the chance to learn new things so that they can take new responsibilities. Induction training can motivate the new employee and build organizational commitment and loyalty as induction training make them realize the organization is helping them to achieve their career goal (Murray, 1999).

2.4.5 Psychological Contracts Theoretical Framework

A review of literature indicates a number of plausible psychological factors in explaining why effective induction training helps ensure better employment. One of the most important theories is psychological contract theory. In understanding the dynamics of psychological contract in employment, it may help elaborate upon the social exchange theory on which psychological contract theory is based. The social exchange theory is a base to understand employment relationship as the social exchange theory states that a party offers benefit to another party leading to social obligations felt by another party; another party often reciprocate to discharge this obligation. According to Rousseau (1995), and reported in Meister (1998), psychological contract refers to an individual's belief regarding the reciprocal obligations between employees and their employers. The psychological contract presents an unwritten set of assumptions and expectations upon which the relationship of the employer and employee are based. He notes that

the psychological contract refers to employees' perceptions of what they owe to their employers and what they are owed from the employers. However, based on reciprocal exchange, psychological contract must be distinguished from the expectations because it entails a belief.

Organizational commitment: Organizational commitment is described as a predictor of turnover because it is important to employee retention. It is viewed as a psychological state regarding the employee's relationship and indicates whether the employee will want to continue staying in the organization as a member. As affective commitment relates to retention consistently, it is the most widely used. The more feeling of the access to induction training, the higher affective commitment the employee has. A highly committed employee shows loyalty because they would like to stay in the organization longer than others who are less committed and work harder to achieve the organizational goals (Garvin, 2010).

Brown (2008) used the psychological contract to examine the reciprocity from the new employee and employer perspective by adopting the social exchange theory. (Eisenberger & Aselege, 2003) reported if the new employee receives the support from the employers, such as induction training, they will trust the employer and will be more obliged to reciprocate. Meister (1998) also explored in their research that perceived investment in new employee development is positively related to the affective commitment and the employee's intention to stay in the organization. In the psychological contract, it has been well documented that employees invariably hold expectations that organizations may provide them with induction training opportunities beneficial to individual advancement and development. When an organization offers desirable training to employees, it may be interpreted as employer expressing employee concern and care. Training may be viewed as an advancement opportunity, the new employees might perceive the organization values them as individuals and fosters their self-worth. The perception of a caring and trustworthy organization will ultimately evoke a sense of obligation that takes the form of enhanced commitment and reduced turnover. Meanwhile, the new employee would appreciate the skills they have acquired via induction training provided by the employer and be aware the training expenses the organization has spent on them. They therefore might develop a sense of

obligation for the employer and become more committed to the organization and be ultimately less likely to quit.

In today's knowledge economy, human capital is one of the most important determinants of the organization success, as it is an invaluable resource that can be equipped with knowledge and skill to create valuable virtues. Induction training and employee retention are two important parts in human resource management area. Psychological contract links induction training with retention and explains why induction training influences retention based on social exchange theory. Induction training develops the employee commitment making them feel the obligation to reciprocate the employers. Thus they stay longer in the organization after training provided. On the other hand, Induction training makes the new employees feel the organizational supports and trust the employer. Hence, Induction training is positively related to trust in management and reduces employee turnover. Conversely, when the psychology contract is breached, the new employee will leave the organization (Brown, 2008).

2.5 Empirical Literature

Staff retention is of interest to employers because of the implications of high staff turnover. Dibble (1999) argues that retention of new employees needs to be managed and identifies induction training as an area that has an effect on retention of new employees. Studies have identified an array of factors that influence employee retention. (Gaiduk & Gaiduk, 2009) observed that previous studies have found that employee intentions to remain with an organization are influenced by three major groups of variable which are: employee personal characteristics such as gender, age, position level; the nature of an employee's current job; and adequate working arrangements including such aspects as the quality of current supervision, opportunities for promotion, induction training, and quality of communication within the organization.

In a study of retention of new employees in Australian Organizations, Chew (2004) established that younger employees focused on induction training, career advancement, growth opportunities and recognition. For older employees autonomy, opportunities to mentor and job challenge were of great importance. A study of 139 academics from Jordanian University (Al-Omari, Qablan, &

Khasawnnah, 2008) established that induction training and organizational commitment had a significant positive effect on intention to stay among the academic staff. A study by Daly et al (2006) on turnover intention of academics in public urban universities, established that structural factors such as faculty work environment, autonomy, communication, distributive justice and workload were related to intent to stay. During induction training the new employee gets acquainted with aforementioned factors.

A study of academics in Makerere University, (Amutuhaire, 2010) established that remuneration and tenure influenced their retention. Locally, Kipkebut (2010) in a study on organizational commitment and job satisfaction of new employees in universities in Kenya established that role conflict, promotional opportunities, lack of proper orientation were some of the factors that influenced employee intention to quit the university.

(Ngethe, Iravo, & Namusonge, 2011), found that processes are intertwined as many highly skilled immigrants tend to be current academic or potential ones. In the African context, much of the expertise base of universities has been eroded to the extent that not enough teaching capacity is available to provide quality training for new generation of citizens. Many institutions are negatively affected by the fact that some African students who are studying abroad or current faculty members who are sent abroad to pursue further education, do not return because of pull and push factors (Tettey, 2006). This problematic situation is evident in South African higher education institutions, since data indicates that a substantial number (between 5% and 18%) of academics leave higher education institutions. Osalusi et al (2010) quoted by (Ngethe, Iravo, & Namusonge, 2011) observes that brain drain was a phenomenon that had afflicted the Nigerian University system most severely in the 1980's through to the 21st century and that country had lost its experienced academic to even smaller African countries such as Ghana and Rwanda and bigger countries such as Britain, America, France and Germany. Locally, qualified academic staff have resigned from Kenyan public universities and secured better paying jobs abroad. Brain drain among the academic staff is real within the public universities and this affects staff retention. Internal brain drain is also rampant with movement of highly skilled academics to other sectors in the country. There is a dearth of research on retention of academic staff in the Kenyan context. Yet it is important for public universities in Kenya to know why academic staff

stay in their organizations, since as Armstrong, (2009) observes, proper retention strategies are based on the understanding of the factors that affect whether or not employees leave or stay

2.6 Research Gaps.

From the foregoing literature review, it is observed that most of the studies conducted on induction training and staff retention are from other countries and in addition are based on business oriented environments, and the few studies conducted in higher education in Africa are addressing the issue of brain drain. Most of these studies on academic staff retention are cross sectional studies of various countries and only one by Tettey (2009) incorporated one Kenyan public university. It is also noted that other than going to other countries for employment there is also local competition of employees from other public universities, private universities and the corporate sector. It is evident that the problem of academic staff retention in Kenyan public universities is a pertinent issue and is expected to be worse with the double intake in 2011/2012 academic year. Universities hold the key to the realization of Vision 2030 by providing the manpower with the requisite skills and Knowledge. These institutions can only achieve this noble goal if they themselves have adequate capacity in terms of human and other resources through proper orientation of the new employees.

2.8 Conceptual Framework

Conceptual framework is a scheme of concept (variables) which the researcher operationalizes in order to achieve the set objectives, Mugenda and Mugenda, (2003). A variable is a measure characteristic that assumes different values among subject, Mugenda and Mugenda, (2003). Independent variables are variables that a researcher manipulates in order to determine its effect of influence on another variable, (Kombo & Tromp, 2006), states that independent variable also called explanatory variables is the presumed change in the cause of changes in the dependent variable; the dependent variable attempts to indicate the total influence arising from the influence of the independent variable Mugenda and Mugenda, (2003).

Independent variable

Moderating variable

Dependent variable

Induction training

Staff retention

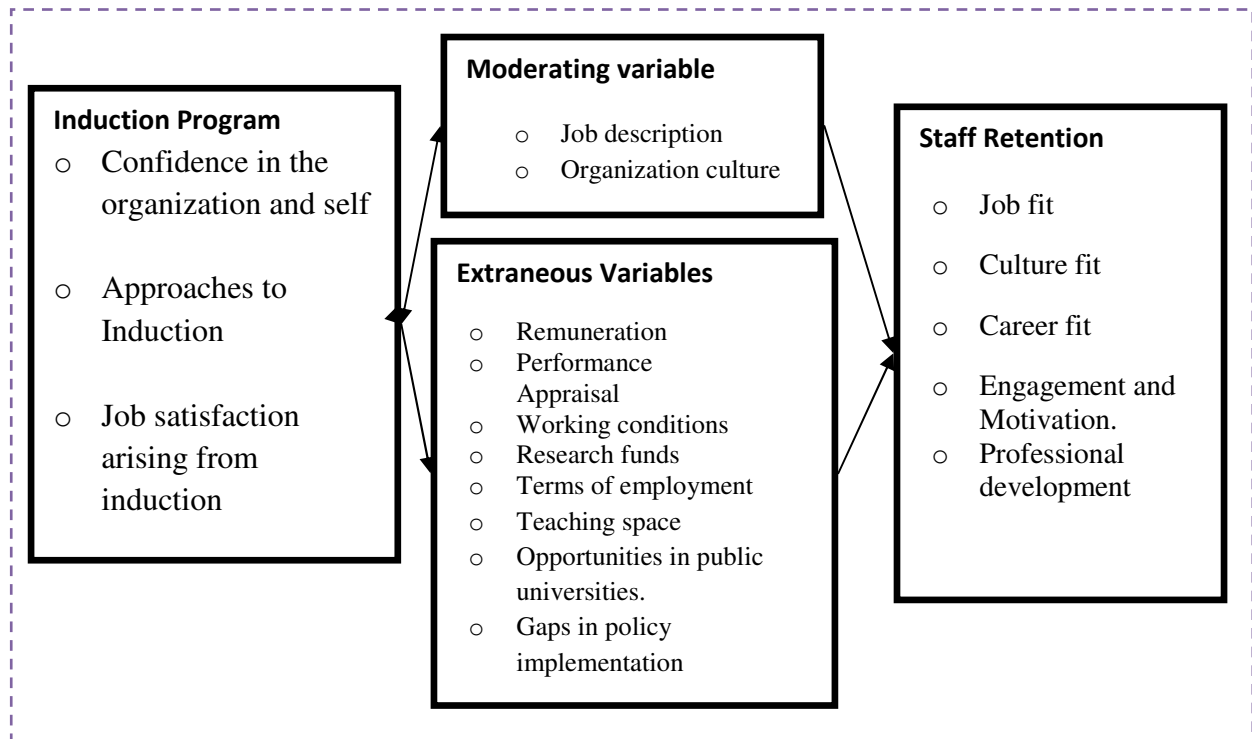


Figure 1: Conceptual framework

Source: own conceptualization (2015)

The conceptual framework in Figure 1 of the study assumes that Confidence in the organization and self resulting from the induction program could influence staff retention evidenced by job fit, culture fit, career fit, engagement and motivation and professional development in the organization. Similarly, the approaches used in induction were also hypothesized as being able to have a bearing on staff retention. These approaches created a first impression of the organization on the new employee and subsequently shaped his intention to continue working with the organization. Finally, Job satisfaction arising from induction was also hypothesized as having an effect on staff retention as satisfied employees tended to be more committed to the organization. However, the effects of the independent variables on the dependent variable in the model could be modified by the moderating variables. Also the intervening variables could partly explain the results not given by the independent variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology that was used in the study. It includes the population of study, the sample size, the sampling techniques, data collection techniques and data analysis techniques.

3.2 Research Design

The study adopted the case study research design which is a descriptive type of study and it involved different departments in Kabarak University. According to Yin (2009) a case study research method is an empirical inquiry that investigates a contemporary phenomenon within its real-life situation and context; when the boundaries between phenomena are not clearly evident; and in which multiple sources of evidence are used. Mugenda and Mugenda (2003) points out that case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case study research design emphasizes detailed contextual analysis of a limited number of events or conditions and their relationships (Orodho, 2003). This design was the most suitable in the study because it sought to obtain information that describes existing phenomenon by asking individuals about their perceptions across all departments. The study is aimed at collecting information from respondents on their attitudes, behavior and opinions in relation to induction and retention. To achieve the objectives of this study, the researcher used quantitative research method. Quantitative research involves explaining phenomena by collecting numerical data that are then analyzed using statistical methods.

3.3 Location of the study/Research site

The study was carried out at Kabarak University, Nakuru-Kenya. The University, a private institution, was accessible to the researcher and as such the research was carried out within a short period. Kabarak University was started in 2002 and has grown and expanded in terms of staff, students, programs and campuses. It is located 20 Km from Nakuru town along the Nakuru-Eldama-Ravine Road.

3.4 Target Population

The target population is the total number of the individuals in a group that the researcher is intending to work on (Gall, Borg & Gall, 2003). This study targeted all the employees of Kabarak University drawn from, teaching and non-teaching staff- senior, middle and junior level. Currently according to the Kabarak University Human Resource Department (2014), there are 380 employees in the institution. This population was chosen because it was highly accessible given that most have their offices were within the main campus.

Table 3.1 Target Population

Category	Target Population	Percentage (%)
Senior level staff	19	5
Middle level staff	76	20
Junior level staff	285	75
Total	380	100

3.5 Sampling Design and Sample Size

Sampling may be defined as the selection of some part of an aggregate or totality on the basis of which a judgment or inference about aggregate or totality is made. In other words, it is the process of obtaining information about an entire population by examining only a part of it (Kothari, 2004). Frankel and Wallen (2000) defined sampling as a procedure of selecting members of a research sample from the accessible population which ensures that conclusions from the study can be generalized to the study population. A sample is a smaller group obtained from the accessible population and each member has equal chance of being selected to be a sample. It is also a finite part of a statistical population about the whole (Mugenda and Mugenda, 2009).

Stratified random sampling was used in this study because the target population was big enough to be stratified and had heterogenic characteristics thus making it possible to stratify the population along job designation, departments or level of responsibility. Participants were selected from all these departments. Using the formula by Nassiuma (2000);

$$n = \frac{Nc^2}{c^2 + (N-1)e^2}$$

Where n = sample size, N = population size, c = coefficient of variation ($\leq 30\%$), and e = error margin ($\leq 5\%$). In this study c was taken as 30%, e to be 3% and N = 380, therefore, fitting this into the formula:

$$n = \frac{380 * (0.3)^2}{(0.3)^2 + (380-1) * (0.03)^2} = 79.33 \approx 80$$

the right sample size would be 80 respondents.

This formula enabled the researcher to minimize the error and enhance stability of the estimates (Nassiuma, 2000). All the departments were included because participation may differ from one department to another. The sample size was then stratified proportionally according to the respondents' level of responsibility in the organization size using the allocation formula

$$n_h = \left(\frac{n}{N}\right) N_i$$

Table 3.2: Spreading the sample across the strata

Category	Target Population	Percentage	Sample $n_h = \left(\frac{n}{N}\right) N_i$
Senior level staff	19	5%	4
Middle level staff	76	20%	16
Junior level staff	285	75%	60
Total	380	100%	80

3.6 Research Instruments

The study used structured questionnaires as its instruments of data collection. Closed ended items were used in the questionnaire. The selection of this instrument was guided by the nature of data to be collected, time available and the objectives of the study. Using questionnaires has quite a number of advantages which include: confidentiality; time saving; and reduced

interviewer bias. Questionnaires also have the advantages of low cost, easy access, physical touch to widely dispersed samples (Fowler, 1993) and also the fact that the results are quantifiable. However, the use of questionnaires requires careful preparation as it could easily confuse the respondents, discourage them, or simply fail to capture important information needed in the study (Mugenda and Mugenda, 2009). The questionnaires used for this study were carefully designed and pretested by the researcher with the assistance of his supervisors. The items were developed in line with the independent and dependent variables. This enabled the researcher to reduce both researcher and respondent biases. The questionnaire will consist of two sections: section A and B. Section A sought to get background information of the employees and the University. Section B of the employee questionnaire sought to get information about induction training in employee retention, the effects of induction training as well as the challenges to induction training.

3.7 Reliability and Validity of the Research Instruments

In research no two interviewers are alike and the same person (respondent) may provide different answers to different interviewers (Kombo & Tromp 2006). The manner in which a question is formulated can also result in inaccurate responses since individuals tend to furnish the interviewers with false answers to particular questions. This necessitates the need for reliable instruments to enable the researcher to extract accurate information from the respondent (Mugenda & Mugenda 2003) in order to maximize the reliability and validity of the data collected.

Reliability is the measure of the consistency of the results from the tests of the instruments. It is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. It is influenced by random error. Reliability of the research instrument was calculated using Cronbach's coefficient alpha for either even or uneven items based on the order of number arrangement of the questionnaire items. According to Fraenkel & Wallen (2000), as a rule of thumb, a proposed psychometric instrument should only be used if an α value of 0.70 or higher is obtained on a substantial sample. The study obtained a Cronbach Alpha value of 0.7113 from the pre-test prior to administration of the questionnaires which was above the recommended value of 0.70 implying that the accuracy level of the questionnaires was up to

71%. After ascertaining that the instrument was giving consistent results, it was adopted as the main tool used for data collection.

Validity is the accuracy and meaningfulness of inferences, which are based on the results. It is a measure of how well a test measures what it is supposed to measure. It is concerned with the accurate representation of the variables under study. It is influenced by systematic error in data. This was addressed in this study by good instrument design to reflect the research objectives and pre-testing the instruments (Borg & Gall, 1997).

3.8 Data collection procedure

Data for this study was collected mainly from primary sources using self administered questionnaires. This involved delivering the questionnaires to the respondents and then collecting them later at an agreed time after they had been duly completed. This approach enabled the respondents to have adequate time to respond to all the items in the instrument. Care was taken to ensure that the data was scored correctly and systematic observations were made. Every respondent was approached through the management separately and handed the questionnaires to fill in his own time.

Secondary data for this research was collected from the human resource department registry. This data was mainly about the staff retention trends in the institution over the last five years; this information is given in Appendix 2. In addition, useful information to back up the study was accessed from the electronic databases in form of data, graphics and other updated information.

3.9 Data analysis

After retrieving the questionnaires from the respondents, the questionnaires were first sorted and the data in them was edited and then coded before being entered into the computer software, Statistical Package for Social Sciences (SPSS) version 21 for further analysis. The data was then analyzed using both descriptive and inferential statistical methods. Descriptive statistics such as percentages and frequencies were used to give the basic features of the data from which conclusions could be inferred upon further analysis. Inferential statistics were used to characterize the relationships between the variables and make meaningful inferences. The inferential statistics involved the use of correlation and regression analysis. Regression analysis

was used to make predictions or inferences about the population from observations and analyses of a sample. More specifically, the researcher used multiple regression model to establish if the relationship between the independent variables and the dependent variables were statistically significant. The model was assumed to hold under:

$$Y = \alpha_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where: Alpha α_0 is the constant,

Betas $\beta_1, \beta_2, \dots, \beta_n$ are the regression coefficients of the independent variables respectively with ε representing the error term.

Y = Staff Retention

X_1 = Confidence in the organization and self

X_2 = Approaches to Induction

X_3 = Job satisfaction arising from induction

e = error term

The results were presented in tables and charts and graphs for ease of understanding.

3.10 Ethical Considerations

The researcher first sought consent from the authorities in the area and the overall management of the university before carrying out the study. The authorities and the respondents were given the understanding that the findings were to be used to improve or strengthen the employee commitment to the institution and add to the body of knowledge for further research by academicians. The identity of respondents giving information was made private and confidential to prevent any victimization.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents results arising from the analysis of data collected using questionnaires. The data collected was analyzed using descriptive and inferential statistical methods for each variable and the findings presented in tabular summaries, and their implications discussed.

4.1.1 Response Rate

Table 4.1 shows the response rate of the questionnaires.

Table 4.1: Response Rate

Target No. of respondents	No. of questionnaires Returned	Response Rate (%)
80	76	95

The high questionnaire response rate (95%) shown in Table 4.1 resulted from the method of administration of the instrument, which was in this case self-administered. This was acceptable according to (Mugenda & Mugenda, 2003). This method also ensured that the respondents' queries concerning clarity were addressed at the point of data collection; however, caution was exercised so as not to introduce bias in the process. The other questionnaires were found to be unusable for the study; hence, their results were not included in the findings.

4.2 Descriptive Statistics

This section presents the results of the descriptive statistical analyses of the data and their interpretations. The descriptive statistics used are the frequencies, percentages and chi-squares. The descriptive statistics helped to develop the basic features of the study and form the basis of virtually every quantitative analysis of the data. The results were presented in terms of the study objectives.

4.2.1 Demographic Characteristics of the Respondents

The study sought to determine the demographic characteristics of the respondents as they are considered as categorical variables which give some basic insight about the respondents. The characteristics considered in the study were; range of ages of the respondents; gender; highest level of education attained by them and; work experience in the banking sector. The findings on these are summarized in Table 4.2

Table 4.2: Demographic Characteristics of the Respondents

Variable	Category	Frequency	Percentage(%)
Age in Years	18 – 30	23	31
	31 – 40	29	38
	41 – 50	16	21
	51 and above	10	14
Gender	Male	43	57.3
	Female	33	42.7
Highest level of education	Certificate level	13	17.1
	Diploma level	25	32.9
	Bachelors degree	21	28.2
	Masters degree	15	19.7
	Doctorate degree	2	2.1

The results in Table 4.2 indicate that majority (38 %) of the respondents were aged between 31 – 40 years of age. This indicates that the university was eager to recruit young people due to their dynamism and need to mould them into career staff in their university. Majority (57%) of the respondents were also male although the high proportion of females indicated that the gender parity among the university staff was high. The results also suggest that most (33%) of the respondents had diploma level of education as their highest academic qualifications indicating that the university was keen on recruiting quality staff. This could have been informed by the fact that well educated staff require only minimum supervision and are more productive.

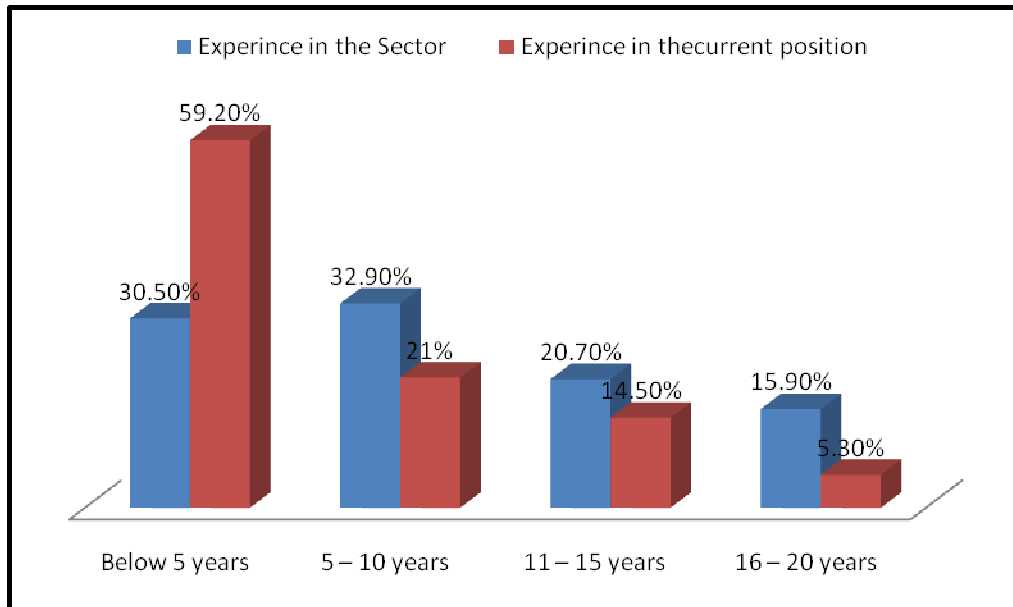


Figure 2: Work experience of the employees

The findings in Figure 2 indicate that most (30.5%) of the respondents had worked in the sector for between 5 – 10 years with majority (59.2 %) having served in their current position for less than five years. This could suggest that promotions or staff transfers were not done frequently.

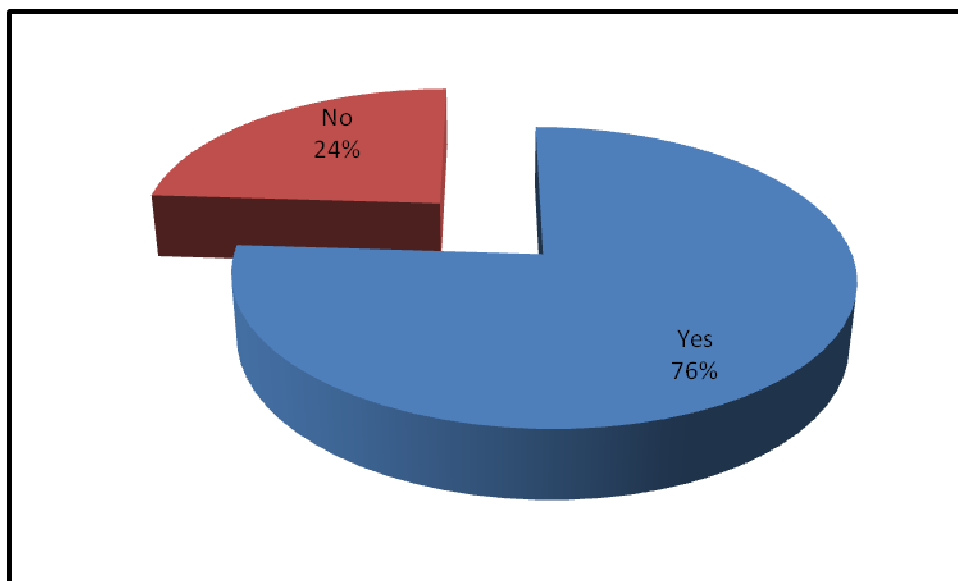


Figure 3: Induction of the Employees

The results in Figure 3 indicate that majority (76%) of the employees had undergone some form of induction when they joined the university as employees. This shows that the university was

keen in ensuring that the staffs encountered less difficulty while joining it and, hence, could settle faster on their jobs.

These demographic characteristics provide a clear spectrum of the employee's basic background information, hence, it could be reasonably expected that they were conversant with the orientation practice in the university and could provide reliable information for the study.

4.2.2 Impact of induction on employees confidence in the organization and self

The first objective of the study was to analyze how employee's confidence in the organization and self arising from induction affected their retention in Kabarak University. This objective was realized by asking the respondents to respond to several statements pertaining to their feelings on the induction processes at the university. The status of effects of this variable was rated on a 5 point Likert scale ranging from; 1 = strongly disagree to 5 = strongly agree. The results on this are summarized in Table 4.3 and Table 4.4.

Table 4.3: Impact of induction on employee's confidence in the organization and self

Statement	SA Freq(%)	A Freq(%)	N Freq(%)	D Freq(%)	SD Freq(%)	χ^2	P- Value
Induction helps in development of theoretical skills	14(18.3)	35(47.9)	10(12.7)	8(9.9)	9(11.3)	42.754	0.037
Induction helps in development of practical skills	19(25.4)	38(52.1)	8(9.9)	9(11.3)	2(1.4)	17.522	0.01
Induction helps the employee to understand communication channels	7(8.5)	28(38.0)	17(22.5)	16(21.1)	8(9.9)	34.55	0.002
Induction helps in meeting interaction needs of the employee	13(16.9)	33(45.1)	12(15.5)	8(9.9)	10(12.7)	21.625	0.003
Induction helps employee to understand faculty work environment	21(28.2)	34(46.5)	8(9.9)	6(7.0)	7(8.5)	15.853	0.026
Induction helps in enabling the new employee to understand the organization's expectations of him/her	27(35.5)	32(42.1)	0(0)	8(9.9)	9(11.3)	26.873	0.02
Induction helps the new employee to understand the managerial structure	19(25.4)	19(25.4)	7(9.9)	20(26.3)	10(13.2)	28.32	0.013
Induction helps the new employee to understand the service delivery procedures in line with the organization's goals	15(19.7)	28(38.0)	9(11.3)	16(21.1)	8(9.9)	35.692	0.001
Induction helps employee to understand workload distribution	18(23.9)	29(39.4)	14(18.3)	8(9.9)	7(8.5)	68.625	0.000
Induction helps employee to understand university operations	2(1.4)	26(35.2)	23(31.0)	16(21.1)	9(11.3)	32.715	0.003

The findings in Table 4.3 indicate that majority (47.9%) of the respondents were of the view that the induction process helps in the development of theoretical skills needed for work, that is, it enabled them to understand how the systems at their workplace were expected to function. It was significant the in development of practical skills (52.1%). It is also evident from the findings that

most (38%) of the respondents were of the feeling that the induction processes helps employees to understand communication channels in the workplace. The induction processes was also useful in meeting the primary interaction needs of the employee (45.1%) and thus enabled them to bond early with each other. Most (42.1%) of the respondents felt that induction training helped in enabling the new employee to understand the organization's expectations, however 50.8% of them thought that it was instrumental in enabling the new employee to understand the managerial structure while 39.5 % disagreed. This shows that the training was more focused on getting the employee to understand the institution's mission than its organization's structure. This was evident in the finding that most (38%) were of the opinion that the induction training helped the new employee to understand the service delivery procedures in line with the organization's goals. Most of them felt that the process also enabled the employees to understand faculty work environment and also the workload distribution (39.4%). However, the university operations were complex and only comparatively fewer employees (35.2%) could familiarize with them extensively during the induction process. Hence, it is evident from these findings that the induction process was instrumental in developing employees' confidence in the organization and self in the university.

4.2.3 Influence of different approaches to employee induction on their retention

Determining the influence of different approaches to employee induction on their retention in Kabarak University was the second objective of this study. In order to achieve this objective, the respondents were asked to respond to various questions describing the different approaches to employee induction they had observed in the university. The responses of this variable were rated on a 5 point Likert scale ranging from; 1 = strongly disagree to 5 = strongly agree. These results are presented in Table 4.4.

Table 4.4: Influence of different approaches to employee induction used in KABU

Statement	SA Freq(%)	A Freq(%)	N Freq(%)	D Freq(%)	SD Freq(%)	χ^2	P-value
Provision of Employee Handbook that contains information explaining company policies, pay and benefits as well as information about the company	14(18.3)	21(28.2)	8(9.9)	18(23.9)	15(19.7)	38.436	0.000
An informal buddy system where the new employee is partnered with an experienced employee and learns by working with that employee	20(26.8)	38(52.1)	5(5.6)	10(12.7)	3(2.8)	113.905	0.000
A more Formal Orientation Program approach	10(12.7)	29(39.4)	16(21.1)	12(15.5)	9(11.3)	42.513	0.004
On-board process where the new employee would complete a rotational training session for each job function in the department	12(15.5)	29(39.4)	14(18.3)	14(18.3)	7(8.5)	40.289	0.000
Introduction to mission and vision of the institution by Vice Chancellor	15(19.7)	31(42.3)	12(15.5)	10(12.7)	8(9.9)	55.837	0.000
The induction in my workplace had fair coverage of job description activities	17(22.5)	27(36.6)	12(15.5)	14(18.3)	6(7.0)	37.403	0.001
The induction procedure also ensured that health and safety measures were also explained	28(36.8)	19 (25)	10 (13)	15(19.7)	3 (4)	43.015	0.000
The induction procedure also ensured that the security systems in place were well explained	11(14.5)	23(30.2)	11(14.5)	14(18.4)	7(9.2)	29.36	0.009
The induction procedure was thoroughly interactive allowing the new employee to ask all pertinent questions	22(28.9)	19(25)	8 (10.5)	17(22.4)	10(13.2)	50.746	0.005

The results in Table 4.4 suggest that most (28.2 %) of the respondents had been provided with an employee handbook that contains information explaining company policies, pay and benefits as well as information about the organization. According to majority (52.1%) of the respondents, the university had an informal buddy system where the new employee is partnered with an experienced employee and learns by working with that employee. This was a kind of apprenticeship approach that was meant to enable the employees to settle into their new stations faster. The university also used a more formal orientation program (39.4%) in order to enable the employees to get a better view of the management and workings of the institution. The institution also used an on-board process where the new employee would complete a rotational training session for each job function in the department (39.4%). Whenever possible, the vice chancellor took it upon himself to introduce the university's mission and vision to the new employees according to most (42.3%) of the respondents. Most (36.6%) of the respondents felt that the induction program in their workplace had provided fair coverage of activities pertaining to their job descriptions. The findings also indicate that the induction procedure also ensured that health and safety measures were also explained according to most (36.8%) of the respondents who strongly agreed. Most (30.2%) of the respondents also agreed that the induction procedure also ensured that the security systems in place were well explained. Finally, it was evident that the induction procedure was thoroughly interactive allowing the new employee to ask all pertinent questions as indicated by the strong agreement (28.9%) expressed by the respondent on this statement. The overall conclusions of these findings were that there were different approaches to employee induction carried out at the institution and that they had enabled the employees to easily settle at their workplaces.

4.2.4 Job satisfaction resulting from employee induction/orientation

The third objective of the study was to establish the relationship between job satisfaction resulting from employee induction/orientation and their retention in the university. This objective was measured by asking the respondents to react to various statements concerning their satisfaction with their work resulting from the induction process. The status of this variable was described rated on a 5 point Likert scale ranging from; 1 = strongly disagree to 5 = strongly agree. These results are presented in Table 4.5.

Table 4.5: Job satisfaction resulting from employee induction programme

Statements	SA Freq(%)	A Freq(%)	N Freq(%)	D Freq(%)	SD Freq(%)	χ^2	P-value
The induction process enabled me to see my value in the organization	34 (45)	33 (43)	6 (8)	2 (3)	1 (1)	28.383	0.13
Through the induction process I was able to bond well with some of my colleagues who have played a very significant role in my work here	4 (5)	31 (41)	12 (16)	23 (30)	6(8)	34.375	0.033
The value of teamwork was well emphasized during the induction process so I have been able to derive satisfaction for my work	43 (57)	19 (25)	10 (13)	1 (1)	3 (4)	42.277	0.004
Staff orientation on the organization layout has enabled me to reduce time wastage in my work and become more productive	4 (5.3)	45(59.2)	11(14.5)	14(18.4)	2(2.6)	35.617	0.001
The coverage of departmental policies and procedure in staff orientation has brought about a sense of satisfaction in the way I approach my job	22(28.9)	41(53.9)	8 (10.5)	3(3.9)	2(2.6)	49.852	0.000
Staff orientation has enabled me to get a better understanding of health and safety measures that makes the job worthwhile	10(13.2)	27(35.5)	7(9.2)	30(39.5)	2(2.6)	42.754	0.037
The university community generally adheres to its mission and vision thus making it a friendly workplace	14(18.4)	35(46.1)	11(14.5)	12(15.8)	4(5.2)	37.113	0.000

The results in Table 4.5 indicate that the induction process enabled the employees to see their value in the organization according to most (45%) of the respondents who strongly agreed with

this construct. Majority (41%) also felt that through the induction process they had been able to bond well with some of their colleagues who later played very significant roles in their work at the institution. Most (57%) of the respondents also strongly agreed that they derived satisfaction from the value of teamwork inculcated during the induction process, in a sense had enabled them to value themselves and their colleagues as they went about their work assignments. The findings also indicate that through staff orientation on the organization layout majority (59.2%) of the respondents felt that it had enabled them to reduce time wastage in my work and become more productive in their work. In addition, the coverage of departmental policies and procedure in staff orientation had brought about a sense of satisfaction in the way most (53.9%) approach their jobs. More respondents (45.5%), however felt that staff induction had enabled them to get a better understanding of health and safety measures that make the job worthwhile as compared with (42.1%) disagreed with the statement altogether. The findings also indicate that the university community generally adheres to its mission and vision thus making it a friendly workplace according to most (46.1%) of the respondents. These findings suggest that majority of the employees at the institution had benefited considerably from the staff orientation programs and were drawing some satisfaction from their jobs as a result.

4.2.5 Staff Retention in Kabarak University

Lastly, the study sought to examine the staff retention at the institution from the respondents' perspective apart from the documented staff turnover. To measure the influence of this objective, the respondents were asked to respond to several statements pertaining to staff turnover in their institution. The status of this variable was rated on a 5 point Likert scale ranging from; 1 = strongly disagree to 5 = strongly agree. These results are presented in Table 4.6.

Table 4.6: Staff Retention in Kabarak University

Statements	SA	A	N	D	SD	χ^2	P-Value
	Freq(%)	Freq(%)	Freq(%)	Freq(%)	Freq(%)		
Provision of Employee Handbook of induction leads to low employee turnover	2(2.6)	30(39.5)	7(9.2)	27(35.5)	10(13.2)	40.289	0.000
An informal buddy system of induction leads to low employee turnover	4 (5.3)	45(59.2)	11(14.5)	14(18.4)	2(2.6)	49.852	0.000
A more Formal Orientation Program approach of induction leads to low employee turnover	2(2.6)	46(60.5)	4(5.3)	23(30.3)	1 (1.3)	42.277	0.004
On-board process on a rotational training session of induction leads to low employee turnover	41(53.9)	22(28.9)	8 (10.5)	3(3.9)	2(2.6)	26.873	0.02

The results in Table 4.6 indicate that most (39.5%) of the respondent were of the opinion that the provision of employee handbook of induction had not led low employee turnover in the institution. However, most (59.2%) felt that an informal buddy system of induction in place could lead to low employee turnover as employees easily developed confidence in the organization working through this approach. Majority (60.5%) of the respondents also felt that a more formal orientation program approach of induction could lead to low employee turnover as through this approach, they were able to familiarize quickly with the overall university management systems and also have realistic expectations of their work. However, according to most of the employees the on-board process on a rotational training session of induction led to low employee turnover as indicated by 53.9% who strongly agreed.

Other findings on this variable (derived from the secondary data) indicate that the average staff turnover rate in the institution over the last five years since the year 2010 was 9% (see Appendix III). This was costly for the institution which had to hire new staff to replace them. According to the departmental heads, the total cost of employee turnover was quantified by the relation;

Total employee turnover cost = Costs of hiring new employees + Costs of training new employees

Where the costs incurred when hiring new employees includes; advertising, bonus signing, relocation pay, time for interviewing, travel expenses and pre-employee assessments plus 10% of the aggregate cost for incidentals such as background screening. The costs of training new employees include; training materials, technology, employee benefit set up and time for trainers. The reports from the university human resource department show that the staff turnover rate has more than doubled (58%) since the year 2013 with most of these attributed to resignations.

4.3 Inferential statistics

This section presents the results of the correlation and regression analysis done in the study to evaluate the relationships between the dependent and independent variables. Pearson's product-moment correlation was used as well as multiple regression.

4.3.1 Correlation Analysis

Correlation analysis was used to determine both the significance and degree of association of the variables and also predict the level of variation in the dependent variable caused by the independent variables. The correlation technique is used to analyze the degree of relationship between two variables. It varies between -1 and + 1 with both ends of the continuum indicating perfect negative and perfect positive relationship between any two variables respectively. The results of the correlation analysis are summarized in Table 4.7

Table 4.7: Summary of Correlations

		Employee Confidence	Approaches to Induction	Job Satisfaction	Staff Retention
Employee confidence	Pearson	1			
	Correlation				
	Sig. (2-tailed)				
Approaches to Induction	N	76			
	Pearson	0.073	1		
	Correlation				
Job Satisfaction	Sig. (2-tailed)	0.532			
	N	76	76		
	Pearson	0.144	0.047	1	
Staff Retention	Correlation				
	Sig. (2-tailed)	0.213	0.687		
	N	76	76	76	
	Pearson	0.433	0.081	.249*	1
	Correlation				
	Sig. (2-tailed)	0.004	0.487	0.009	
	N	76	76	76	76

The correlation summary shown in Table 4.6 indicates that there were significant associations between all the independent variables and the dependent variable except one which was not found to be significant at the 95% confidence level. This means that the inter-variable correlations between the independent variables were not strong enough to affect the relationship with the dependent variable.

The first correlation was done to determine if employee confidence arising from the induction program had a significant effect on staff retention at the institution at the university. The results in Table 4.7 shows that a significant relationship exists ($r = .433$, $p < 0.05$). The coefficient of correlation is high and suggests a strong relationship exists between the variables, hence, leading to the conclusion that the induction process was instrumental in providing confidence to the employees on their institution and on their abilities. The study also sought to determine whether approaches to induction had any significant effect on staff retention at the institution in the institution. The findings of the correlation analysis in Table 4.7 indicates that the relationship

was not significant ($r = .081$, $p = .487$). This leads to the conclusion that the approaches to induction used in the institution were not responsible for staff retention.

Finally, the study also sought to determine whether job satisfaction resulting from employee induction had any significant effect on staff retention in the institution. The results of correlation analysis in Table 4.7 shows a significant relationship exists ($r = .249$, $p < 0.05$). The Pearson's product moment coefficient of correlation, $r = 0.249$, suggests a moderate exists relationship between the variables suggesting that the employees were able to derive some satisfaction from the jobs as a result of the induction programs and hence were more likely to commit to the institution.

4.3.2 Regression Analysis

Multivariate regression analysis was used to determine the significance of the relationship between the dependent variable and all the independent variables pooled together. This analysis was used to answer the questions; how do the independent variables influence the dependent variable collectively; to what extent does each independent variable affect the dependent variable in such a collective set-up, and; which are the more significant factors?

Table 4.8: Multiple Linear Regression Analysis Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate			
1	0.522 ^a	0.272	0.253	0.458			
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	VIF
	B	Std. Error	Beta			Tolerance	
(Constant)	-3.678	2.118		-	1.737	0.001	
Employee confidence	0.559	0.301	0.311	1.857	0.004	0.864	1.158
Approaches to Induction	0.696	0.085	0.053	8.188	0.316	0.95	1.053
Job Satisfaction	0.751	0.261	0.243	2.877	0.01	0.826	1.211

The results in Table 4.8 show that the value obtained for R, which is the model correlation coefficient was $r = 0.522$ which was higher than any zero order value in the table. This indicates that the model improved when more variables were incorporated when trying to analyze the effects of employee induction training on retention of staff in the university. The r-square value of, $r = 0.272$, also indicates that the multiple linear regression model could explain approximately 27% of the variations in staff retention at the university. To answer the question about which of the independent variables is more important in influencing the retention of staff in the university, the beta value was used.

The results in Table 4.8 indicate that the most important effect of the employee induction program on retention of staff in the university was the ability of the program to develop employee confidence in themselves and the organization ($\beta = .311$) followed by whether job satisfaction resulting from employee induction in that order. The beta values for these variables $\beta = .311$ and $\beta = .243$ respectively indicate that the dependent variable staff retention in the university would change by a corresponding number of standard deviations when the respective independent variables change by one standard deviation. However, the approaches to induction did not have a significant bearing to staff retention in the model. Therefore, only two independent variables are seen to influence the retention of staff in the university and the resulting Regression model is, therefore:

$$Y = -3.678 + 0.559 C + 0.751J + 0.696 A$$

Where: Y = Staff Retention

C = Confidence in the organization and self

J = Job satisfaction arising from induction

A = Approaches to Induction

The results also indicate that the variance inflation factor (VIF) values for all the variables was also below 2.5, hence, providing the basis for ruling out the effects of multicollinearity in the regression model.

4.3.3 ANOVA Results

The results of the ANOVA performed on the variables are summarized in Table 4.9.

Table 4.9: Summary of ANOVA results

Source of difference	Sum of squares	df	Mean square	F _o	Sig.
Between groups	3.040	4	.760	2.649	0.040
Within groups	20.368	71	.287		
Total	23.408	75			

a. Dependent Variable: Staff Retention

b. Predictors: (Constant), Employee confidence, Approaches to Induction, Job Satisfaction

The results of Table 4.9 indicate that there is a significant difference between means of employee induction training and retention of staff in Kabarak University ($F_o = 2.649 > F_c = 2.37$; $\alpha < 0.05$; $df = 4, 71$; $p = 0.040$). This finding confirms the finding suggested by Table 4.8 and therefore leads to the establishment that the employee induction training significantly affected retention of staff in Kabarak University.

4.3.4 Summary of the Findings

This section presents the summary of the findings in terms of the objectives, the types of analysis and the major findings of the research. The purpose of this study was to investigate the effects of employee induction on retention of staff in Kenyan universities focusing on Kabarak University. To gain insight into this, the study sought to establish how; the impact of induction on employees confidence in the organization and self; different approaches to induction and job satisfaction arising from employee induction/orientation and affects their retention of staff in the university. Results from multiple regression analysis indicate that all the independent variables combined could explain up to 27% of the variations in the retention of staff in the university the other 73% could be explained by other factors outside the model notably the intervening variables.

4.3.5 Impact of induction on employees self confidence and in the organization

The findings of the first objective of the study revealed that a strong relationship exists between the variables ($\beta = .311$, $p < 0.05$) employees confidence in the organization and self arising from induction and their retention in institution. This could be attributed to the finding that majority of the respondents were of the view that the induction process inspired the development of

theoretical and practical skills needed for their work thus enabling them to understand how the systems at their workplace were expected to function quite early. However, there was a feeling that the induction processes was more instrumental in development of practical skills. Most of them also felt that the process also enabled the employees to understand faculty work environment and also the workload distribution hence were able to cope realistically with the demands of their work assignments. These findings concur with those of (Garvin, 2010) who reported that induction training programs in US schools helped the new entrants cope with the job's practicalities and adjusting to the work environment. In a sense it developed their confidence in themselves and of the institution (Winterton, 2004). The findings also reflect the observations of (Gaiduk & Gaiduk, 2009) that employee intentions to remain with an organization are influenced by three major groups of variable which are: employee personal characteristics such as gender, age, position level; the nature of an employee's current job; and adequate working arrangements including such aspects as the quality of current supervision, opportunities for promotion, induction training, and quality of communication within the organization (Zhou and Volkwein, 2004). Thus this study establishes that the induction process was instrumental in providing confidence to the employees on their institution and on their abilities.

4.3.6 The effect of different approaches to induction on staff retention

The second objective was concerned with the effects of different approaches to employee induction on their retention in Kabarak University was the second objective of this study. The regression analysis revealed that approaches to induction did not have any significant effect on staff retention at the institution in the institution ($\beta = 0.053$, $p = .316$). This could be explained by the fact that for majority of the respondents, the university had used the informal buddy system where the new employee is partnered with an experienced employee and learns by working with that employee. Hence, much of their initial view of the workplace depended on the relationship they developed with their more experience workmates. The university also made use of formal orientation program and on-board process where the new employee would complete a rotational training session for each job function in the department in order to enable the employees to get a better view of the management and workings of the institution. However, this did not significantly shape the employees commitment to the institution. These findings

concur with the views of (Eisenberger and Aselage, 2003) that induction had a psychological effect on the employee and it shaped the new employees view of the support they were likely to receive from their employers and other expectations. It also helped them to determine early what the organization expected of them and how they should reciprocate. According to (Brown, 2008) psychological contract links induction training with retention and explains why induction training influences retention based on social exchange theory. Induction training develops the employee commitment making them feel the obligation to reciprocate the employers (Salau, Falola, & Akinbode, 2014). Thus they stay longer in the organization after training provided. On the other hand, induction training makes the new employees feel the organizational supports and trust the employer. Hence, induction training is positively related to trust in management and reduces employee turnover. Conversely, when the psychology contract is breached, the new employee will leave the organization. However, the current study and other previous studies e.g (Tettey, 2009) find no considerable support for the view that the approaches to induction used in the institution were not responsible for staff retention.

4.3.7 The relationship between induction/orientation and job satisfaction

Concerning the third objective that sought to establish the relationship between job satisfaction resulting from employee induction/orientation and their retention in the university, the findings revealed that a moderate relationship exists between the two variables, $\beta = .243$, $p = .010$. This suggested that the employees were able to derive some satisfaction from their jobs as a result of the induction programs and hence were more likely to commit to the institution. According to most employees, the induction process enabled them to see their value in the organization. Moreover, most of them also derived satisfaction from the value of teamwork inculcated during the induction process, in a sense had enabled them to value themselves and their colleagues as they went about their work assignments. The findings also revealed that, the coverage of departmental policies and procedure in staff orientation had brought about a sense of satisfaction in the way most of them approached their jobs. These findings agree with (Kipkebut, 2010) who established induction shaped the early views of the employee on issues such as role conflict, promotional opportunities and that lack of proper orientation was responsible for influencing employee intention to quit the university. This view was also supported by a number of studies (Dibble, 1999; Mclagan, 2006; & (Ngethe, Iravo, & Namusonge, 2011)) that suggest that a well

conceived and well-implemented induction programs are successful in increasing the job satisfaction, efficacy, and retention of new employees. Hence, this study establishes that job satisfaction resulting from employee induction/orientation was a factor in their retention in the university.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes and concludes on the research findings as carried out. It presents the summary of the findings and the conclusions drawn from them, and lastly the recommendations. The implications of the research are discussed and suggestions made on areas of further study. Some useful recommendations for all the stakeholders are proposed by this study at the end of the chapter to enlighten and enable them to craft viable solutions with regard to the problem statement based on the research findings.

5.2 Conclusions

Based on the results of the study, it can be concluded that the induction process was instrumental in providing confidence to the employees on their institution and on their abilities and this significantly influenced their decision to commit to the organization. The induction process inspired the development of theoretical and practical skills needed for their work thus enabling them to understand how the systems at their workplace were expected to function quite early. Approaches to induction did not have any significant effect on staff retention at the institution as much of the employees' initial view of the workplace depended on the relationship they developed with their more experience workmates but not the institutions policies. Finally, it was established that job satisfaction resulting from employee induction/orientation was a factor in their retention in the university. The employees it emerged were able to derive some satisfaction from their jobs as a result of the induction programs and hence were more likely to commit to the institution. Thus, it is evident from these conclusions that employee's confidence in the organization and themselves arising from induction and job satisfaction resulting from employee induction/orientation were significant factors affecting their retention in the university.

5.3 Recommendations

The following recommendations are drawn with regard to the study findings.

- i. Efforts should be made by the university to obtain the feedback from the inductions process so as to gauge the employees' expectations of the workplace and, hence, align their expectations with those of the employees.

- ii. There is need to capture the employees views after the on-boarding training on the stations they feel most comfortable with as it will likely lead to higher productivity among the employees.
- iii. Organizations should focus on providing detailed information about the real time work in induction training.
- iv. In order to increase retention organizations should provide training opportunity to employees.
- v. The study also recommends that organizations should strive to make the new employees feel that they are indeed valuable members of the organization during the induction. This will enable them to settle quite easily in their roles in the organization and make them mentors for future employees.
- vi. Induction training should be reviewed and improved upon from time to time and to determine if the induction training has any effect on the employees' values and attitudes.

5.4 Suggestions for further study

The following areas are recommended for further research; the effect of employee on-boarding programs on their performance. Influence of the duration of induction on employee productivity. The study was a case study of Kabarak University. A replication of the finding from other universities in Kenya and beyond, although much organization may accept that employee induction training is indispensable, the recommendations above are not exhaustive. This work is not in any way exhaustive. The findings and lessons are stepping stones towards a better understanding of the effect of employee induction training on retention, which is rapidly expanding. The reality in practice may require more effort and further research.

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Appendix I: Research Questionnaire for Kabarak Staff

The purpose of this questionnaire is **to determine the effects of induction training on retention of Kenyan University Staff: A Case Study of Kabarak University**. All information will be treated with utmost confidentiality during and after the study.

Part A: General Information

Name of the Respondent (Optional)

Name of the Department/ Faculty

Please indicate your gender

Male Female

What is your highest academic qualification?

Certificate level Diploma level

Bachelors degree Masters degree

Doctorate degree Any other, please specify

Please indicate your experience in your profession.

Below 5 years 5 – 10 years

11 – 15 years 16 – 20 years

Above 20 years

For how long have you been in the current position?

Below 5 years 5 – 10 years

11 – 15 years Above 15 years

6. Were you inducted when you joined KABU?

YES NO

SECTION B:

Impact of induction on employee’s confidence in their own abilities and in the university

Please indicate your level of agreement with the following statements on the impact of induction on employees confidence in their abilities and organization in KABU

Key: SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree and SD=Strongly Disagree

Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
Induction training helps in the development of theoretical skills					
Induction training also helps in development of practical skills					
The induction training has enabled me to have a fair appraisal of my capabilities					
The induction training enabled me to interact with other co-workers and build future relationships					
Induction training helps the new employee to understand communication channels in the organization					
Induction training enabling me to understand the organization’s expectations of me					
Induction training helped me to understand the managerial structure					
In my view, induction training helps the new employee to understand the service delivery procedures in line with the organization’s goals					
The induction training helps employees to understand workload distribution					
The induction training helps employee to understand university operations					

SECTION C:

Influence of different approaches to induction on employee retention at KA BU

Please indicate your level of agreement with the following statements on the different approaches used in the induction of employees in KABU

Key: SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree and SD=Strongly Disagree

Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
The induction process entailed the provision of an employee handbook explaining policies, pay and benefits as well as other information about the university to give the employee a fair expectation of the institution					
The university also uses an informal buddy system as an approach to induction where the new employee is partnered with an experienced employee and learns by working with that employee.					
The induction process for the new employees is in many aspects very formal					
An On-board process of induction is also used in the institution where the new employee would complete a rotational training session for each job function in the department					
Introduction to mission and vision of the institution by Vice Chancellor					

SECTION D:

The relationship between induction and job satisfaction in KABU

Please indicate your level of agreement with the following statements on the influence of induction and job satisfaction among employees in Kabarak University

Key: SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree and SD=Strongly Disagree

Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
The induction process enabled me to see my value in the organization					
Through the induction process I have been able to determine my placement in the institution					
The induction process has motivated me see other aspects of my job and hence make it more satisfying					
Staff induction in the organization also enabled me to understand the remuneration schemes and this has made it possible for me to adjust well to my occupation at the institution					
The coverage of departmental policies and procedure in staff orientation has brought about a sense of satisfaction in the way I approach my job					

Through induction, I was able to know the other benefits that came with working in the institution that made my job worthwhile					
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SECTION E:

Staff Retention in Kabarak University

Please indicate your level of agreement with the following statements on Staff Retention in Kabarak University

Key: SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree and SD=Strongly Disagree

	SD (1)	D (2)	N (3)	A (4)	SA (5)
From the beginning I decided to stay in the institution for a long time and to build my career					
I am content with the job progression prospects in this institution and this has motivated me to continue working for the institution					
Compared with job prospects in other institutions, I think I am settled here in KABU					
Given the experience that I have, I think I would start looking for a job opening elsewhere in the near future					
If I get another job offer in another institution I would readily depart from KABU					

Thank You for Your Cooperation

Appendix 2: Staff turnover rate in KABU

Staff turnover rate for the last 5 years since 2010

Table 3.2 Staff turnover rate for the last 5 years since 2010

Year	Number of staff who have exited	Rate
2010	12	6.46%
2011	13	6.5%
2012	12	5.4%
2013	27	11%
2014	27	8.55%

Source: Kabarak University HR department

Raw data from Human resource system

2014		2013		2012		2011		2010	
RESIGNED	21	RESIGNED	16	RESIGNED	7	RESIGNED	12	RESIGNED	10
DISMISSED	2	DISMISSED	3	DISMISSED	1	DISMISSED		DISMISSED	1
DECEASED	1	DECEASED	2	DECEASED	1	DECEASED	1	DECEASED	0
CONTRACT END	2	CONTRACT END	6	CONTRACT END	2	CONTRACT END	0	CONTRACT END	0
RETIRED	1	RETIRED	0	RETIRED	1	RETIRED	0	RETIRED	1
	27		27		12		13		12

Source: Kabarak University HR department