INFLUENCE OF INDUCTION TRAINING ON EMPLOYEE RETENTION IN THE KENYAN PUBLIC SERVICE

BY

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DECLARATION

This research project is my original work and has not been presented for a degree in this university or any other university.

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DEDICATION

I dedicate the project to my husband Norberts Omuom whose encouragement and support made sure I remained focused to completion and for being my editor. To our children Jayden, Caitlin and Raphael who have been affected in every way possible during the period of this research project. Thank you and my love to all of you as always and God bless. And above all to the almighty God for granting me the knowledge, wisdom and understanding to finish this research.

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LIST OF ABBREVIATIONS

Acas Advisory, Conciliation and Arbitration Services

CEO Chief Executive Officer

CIPD Chartered Institute of Personnel and Development

HCI Human Capital Institute

ICT Information Communication Technology

PSC Public Service Commission

TPI Theoretical knowledge, Practical knowledge and Integration

ABSTRACT

When employees are joining a new organization, they experience a lot of anxiety. The anxiety comes along with many issues. These issues can be addressed by having an effective induction training in place to help the new employees cope, boost their morale and influences how long they stay with the organization. The study was carried out to examine the influence of induction training on employee retention. The study, therefore, attempted to answer the question, 'What is the influence of induction training on employee retention in the Kenyan public service?' The research applied a descriptive study design as a better option. The study was conducted among employees in the government ministries. The target population was all the employees working in the government ministries. The sample was 400 respondents. Primary data was collected through the use questionnaires. Statistical package for social sciences (SPSS) program was applied. Analysis of data was done using descriptive statistics such as frequency, percentage, mean and standard deviation. The findings were presented in tables and graphs. This was then presented in narrative form as discussions. Regression analysis was done to determine the influence of induction training on employee retention in the Kenyan public service. The study contributes to the current body of knowledge on induction training and how it can be applied as a strategy for employee retention most especially retention of new hires. It also helps in expanding the application of the induction training theories at the workplace and contributes to policy development. The major findings show a positive relationship between induction training and employee retention.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Organizations continuously get new employees to join the organization or the existing employees changing roles either through promotions, transfers or starting on new projects. Wesson and Gogus (2005), Wells (2005) and Butler (2008) note that new staffs are exposed to a lot of things and experiences during the initial days of employment and an ineffective induction training highly increases the risk of the employee leaving. Hence, it is imperative that an organisation puts in place mechanisms so that they can enhance employee value proposition and improve the employer brand (Derven, 2008). Most organization implement induction training program to help new employees understand the organization and their role in the workplace (Wesson & Gogus, 2005). Mabaso (2012) adds that induction training is an important part of one's employment and also the one that is disregarded as time wasting especially in organization which are small or where everybody is being pushed to be productive.

Research shows that induction training benefits the employee and the employer. To the employer induction training reduces the amount of time an employee takes to completely assimilate at the workplace. (Snell, 2006), can lead to cost saving (Cooper and Anderson 2006), reduce labour turnover cost (Derven, 2008) and employee induction training also has a significant impact on employee retention (Awan, 2014). Foot and Hook (2011) added that induction training rewards the company with a good reputation and reduces recruitment and labour turnover cost. Bauer (2010) states that other than the short-term benefits and issues related to employee introduction, induction training affects an organization's bottom line in the long term. She points out that, when surveyed organizations perceive effective induction training, it leads to

improved retention rates (52%), improved time for one to be productive at 60% and overall customer satisfaction at 53%. To the employee, it is all about job satisfaction, organizational commitment and engagement.

The study was premised on the model of induction (TPI) (Adam, 2010) and the Hierarchy of needs theory (Maslow, 1954). Theory of induction (TPI), induction training ensures that employees are given theoretical and practical skills that are required for them to perform their tasks satisfactorily and also individual employee's needs for interaction and integration into the organization. Induction training helps to fulfil new employee needs and expectations. With the understanding of employees' needs from the start, employers need to conduct the induction training successfully. Maslow's theory highlights five basic needs of employees in an organization. This theory clearly points the different levels of employee needs that must be fulfilled during early stages of employment instead of delaying them and implementing them at a later date (Thao, 2015).

The public service aims to provide goods and services that are not or cannot be efficiently provided for by institutions or organizations in the private service. According to a progress report on the public service reforms (2016), the objectives of the public service are to improve efficiency and quality of government services that are delivered to the people; improving performance; to improve government processes and systems; to ensure that the leaders and managers in the public service have the capability to lead by offering management development programs tailored for public service institutions the last objective to change public service employees' attitude and initiate culture change. These reforms call for a broader public service, and with more public service employees leaving to join the private sector or seeking work within or outside the country, the Public service will be having new peoples joining it but the

question is whether they will be having the knowledge, skills and attributes required for them to deliver the expected services to the public, understand their mandate as public servants, and be motivated enough to continue working in the public service sector?

1.1.1 Induction Training

Induction training is the reception of employees and welcoming them when they join a new organization for the first time, providing the relevant facts that they may need to familiarise and know about the organization and to get to work (Armstrong, 2012). Induction Training can be formal and informal, planned or unplanned but it is done so that the new employee feels welcomed and that the organization is excited to have them on board, and are ready to have them start work and be productive in the shortest time possible. Induction training can be termed as the last process in staffing and selection, and the initial aspect of training and developing an employee. It is about the initial days of workers at work and through to employee growth and development in the company (Thao, 2015). After signing of the offer letter some organization go that extra mile to keep in touch with the new employee as they are still serving notice in their current workplace, and as the day for reporting draws nearer, they send out guidelines on the induction training process. They may send an email to the new employee giving him/her the content to aid the new employee in orientating with team and prepare him/ her for the role.

Dessler (2008) highlights that the process for sensitizing and giving new employees the basics and the background information about the organization is termed as induction training. Induction training should make the new employee feel welcome, at ease and valued; provide enough information to enable the employee know the organizations history, mission, vision, strategic objectives, organization culture as

well as the policy manual and procedures; it should provide clear directions in terms of behavioural and performance expectations; and towards the end the employee should begin the process of socialization and integration into the firms acceptable behaviour and ways of handling things. Before beginning work, at a new organization, it is critical to understand the organization's culture as this will be the way of life in that particular organization that differentiates it from the others.

Other terms commonly used in place of induction training is employee onboarding or organizational socialization. Bauer and Erdogan (2011) refer to onboarding as organization socialization, this is the process where new hires transition from organizational outsiders to being insiders. They continue to say that onboarding is the process of learning, where employees get knowledge, skills, attributes and behaviours need for them to be successful in the new organization. The process helps in improving employee attitude toward work and the organization and hence their commitment.

Advisory, Conciliation and Arbitration Service (Acas) (2005) notes that employees are the greatest asset in an organization, and an effective recruiting and inducting practices are important in ensuring the new workers are productive in the shortest time possible. For an organization to succeed they have to provide the employee with the right environment and tools for work. Acas recruitment and induction guide (2010) defines induction training as the process of acquainting with the new institution and settling in the job. And emphasizes that selection is the starting point of an employment relationship, the future of this relationship depends largely on how the new employees are received welcomed and settle in. It continues to highlight that, mostly employee turnover is of the new employees and that optimal productivity can

only be reached after one has had a learning opportunity and time to adjust to the new work environment.

1.1.2 Employee Retention

In accordance to Chartered Institute of Personnel and Development (CIPD) (2017), employee retention is the level at which an institution is able to keep its employees and it is usually measured as a proportion of the number of employees with a specific number of years of service (mostly a year and above) over the total number of employees. Reed (2001) notes that everyone who is employed is five minutes away from resigning and about eighteen days from exiting the organization to superior offers. Hence organizations are constantly putting in place strategies to retain its staff. Employee turnover is costly and most especially new employee turnover, those who have been in the organization for less than six months. Hence induction training goes a long way in improving the retention rate of employees. Motivating employees to continue working in the organization for a longer period is retention of employee. It is where by the employer encourages his workers to continue working within the organization for the longest time or until they are able to finish specific assignments. (Das and Baruah, 2013)

Wangui (2010) highlights that, most people will resign if they are not offered the chance for learning and developing their skills or when they feel they lack the capacity to do their specific roles, as these roles or duties cannot be accomplished without proper introduction and guidance of how to do them. Foot and hook (2011) assert that induction training enhances employer reputation and brand in the human resource market this acts as a strategy for attracting high-quality talent and reducing recruitment and labour turnover costs.

The Society for Human Resource Management emphasizes that proper induction training aims at retaining and engaging talent. Turnover among new employees is usually high and strategic induction and orientation practices can help the new employees acclimatize easily and be embedded in the organization hence increasing employee retention. Induction training can be generalized or be customized to individual learning expectation (Maurer, 2018). Employee retention continues to be a problem for the organization and they are constantly monitoring the retention rates. Employee turnover influences an organization's bottom line and the ability to achieve its strategic objectives. Generally, employee retention is the number of employees who remain with a particular employer for a longer period. And most organizations are constantly striving to achieve high levels of employee retention. Das and Baruah (2013) state that organizational success and growth is dependent on its ability to retain key staff in major roles within the organization. The level of customer satisfaction, performance, employee satisfaction, succession plan etc, largely depends on the institutions ability to keep the best talents

1.1.3 The Kenyan Public Service

According to the public service commission, public service is all the people executing a specified purpose any state organization. The Public Service is the principal organ of delivering service to the public by the government. Through the Public Service, the government establishes control, presence and authority of the State. The Public Service is a crucial constituent of the government. An officer in the public service is expected to be faithful to the republic, honour and abide by the Constitution (www.psc.go.ke).

A country needs a public service that is efficient and effective; it achieves this by having a sound management of finances, civil servants who are effective in doing

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their job and having an effective policy on public administration, tax collection and mechanisms of reducing corruption. The public service should comply with article 10 of the constitution of Kenya (2010) and the public service values and principles set out in article 232 of the constitution. The public service has gone through great reforms during the past twenty years, these reforms and transformation focus on improving overall public service delivery and the performance of public service. A paper on public service reforms and Institutional Capacity Building (2005), highlights that the purpose of the reforms is to transform the Public Service from focusing on processes and protocol, controlling, having unnecessary practices that are bureaucratic, selfish and being risk-averse to a services that is result based that enables and empowers the delivery of service faster and in a focused manner and also a service that is able to manage risks.

Kenyan public service has been criticized for being ineffective and having a huge wage bill brought about by excessive employment, overstaffing and ghost workers, low productivity and service levels, moral, discipline and ethics (Hope, 2012). A human resource audit for the year 2014/2015 revealed that a big percentage of civil servants are above 50 years and that 30% are between 40 to 49 years which poses a challenge in the service. It shows that 31% are expected to retire in the next 10 years. Besides retirement, the sector has also experienced high staff turnover in key cadres, most of them are leaving to join the private sector and also to take up roles within or outside the country. This means that in order for the sector to deliver its promise of economic recovery to the citizens of Kenya the government is committed to creating an efficient, motivated, and productive and a lean human resource, and at the same time offer incentives that will help it attract and retain a skilled workforce that is sustainable.

1.2 Research Problem

When employees are joining a new organization, they experience a lot of anxiety, these anxieties include how will they associate with their fellow workers, know and internalize the organization's norms, procedures and rules (both written and unwritten), make a good impression on their new team leader and manager and if they will do their job well. Due to this issues, organizations are faced with high turnover especially new hire turnover which can be very costly for the organization. These issues can be addressed by having an effective induction training in place to help the new employee cope, boost their morale and influences how long they stay with the organization (Acas, 2005). Bauer and Green (1998) point out reasons why it is important to conduct induction training and they argue that employee turnover is a consequence of unsuccessful induction training. Buter (2015) notes that one objective of induction training is to achieve organization commitment, which is the degree or strength of a bond between a person and the organization. He emphasizes that when a strong bond is present, there is a high chance that the new employee stays with the organization and therefore increases retention rates. When employees are inducted properly and promptly into the organization, there is a lot of clarity and any doubt can be dealt with at this stage and organizations will be able to establish person-organization fit.

Induction is one of the approaches intended to assist entrants into the service, officers on transfer, promotion and/or re-designation, to settle and familiarize into the new work environment. The Human Resource Development Policy section H. 6, makes induction mandatory. The policy stipulates that induction shall be conducted within three (3) months on appointment, transfer, promotion and re-designation, (PSC Induction Handbook, 2017). The public service Commission requires all new officers

to be taken through induction training within three (3) months of joining any public office. There is an induction framework that was created to help standardize the induction process in the public service. On day one, employee is welcomed and the Human Resource department verifies the employment of the officer, he fills out the usual personal data forms, and what is key among the induction papers is the declaration of income, assets and liability and taking of the Oath of Secrecy. There will be a general overview of the organization, familiarization tour and they will be deployed to the relevant department or unit. Other aspects of induction that is covered over a period of 3 days to one week depending on the role of public officer include the functions of different departments from the Human resource, finance, Information Communication Technology (ICT) up to the registry and Library. After that then they can proceed to their workstation, it is here where they will be with their supervisor who will provide guidance, support and also start the target setting process.

Several studies have been done on how induction training influences employee retention; Awan (2013) did a study on how staff orientation influences employee retention in Pakistan. He found out that orientation impacts on employee retention and recommended that the public service organizations need to have robust orientation programs as it increases the level of employee retention and job fulfilment. Mabaso (2012) conducted a study to assess how effective induction training is especially on new employees at KwaZulu-Natal Further Education and Training College in South Africa. The author found out that the induction training should safeguard the dignity of the new lecturers and that they are given the chance to demonstrate their strong points they will be adding College by instigating an active induction training. Ndebele (2013) carried out a study on how new employees perceive induction training at a South African University. From the study, induction programmes are very important

as it helps to enlighten new employees on best instruction methods and links the employees to the required resource such as; finances, policies and procedures and employee assistance programs. The study recommended the issuance of staff handbooks when new staff arrive before induction training officially starts, assigning of mentors to new staff in their departments and scheduling forums for the new employees to reflect, network and share experiences. Wachira (2014) also conducted a study on the implementing induction training in public secondary schools in Nairobi, the study established that several factors like finances trainer's and trainee's work allocation, management style and training approaches applied affect the implementation of induction training

Although a lot of research has been done on employee induction program mostly focusing on its effect on performance, this research was carried out to investigate the influence of induction training on employee retention hence following up a knowledge gap. The study, therefore, attempts to solve the question, 'What is the influence of induction training on employee retention in the Kenyan public service?'

1.3 Research Objective

The purpose of the research was to investigate the influence of induction training on employee retention in the Kenyan public service.

1.4 Value of the Study

The research contributes to the current body of knowledge on induction training and how it can be applied as a strategy for employee retention most especially retention of new hires. It also helps in expanding the application of the induction training theories at the workplace.

The study also contributes to policy development most especially the human resource procedures and manual, but highlights what should be contained in the induction training policy, its scope, its purpose and who is responsible for the process.

The human resource practices will be improved, employers will be able to come up with best practices when it comes to induction, like coaching and mentoring programmes, integration of technological platforms into induction training. Issues such as when induction training start, how long it should last are also addressed by this research. It will also help in employee retention and reduction of employee turnover rates especially of the new employees and also how to make new employees fit easily into the organization.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The chapter entails discussions of the theories and concepts linked to the impact of induction training on employee retention. Past articles, papers, journals have been reviewed to have a wide understanding and acknowledgement of the work done on the study topic. The review will focus on theories underpinning the study, induction training practices and trends, employee retention strategies and an empirical review of the induction training and employee retention.

2.2 Theoretical Foundation of the Study

This research is reinforced by two theories, the theory of induction (TPI) by Adam, 2010 and the hierarchy of needs theory by Maslow, 1954.

2.2.1 Theory of Induction (TPI)

When conducting a study on integration, Adam (2010) focused on the introduction and how important introduction programs are essential for employee integration, he came up with the key areas that employers should focus on when they get new employees. These were; theoretical (T) knowledge, Practical (P) knowledge and Integration (I) hence TPI Theory of induction

The theory of induction endeavours to resolve the concept of socialization mostly offered in theory such as processes of assimilation or integration; it is an approach used to understand integration and socialization effect. TPI theory mentions that new workers need to improve on their skills both theoretically (T) and practically (P) so that they can perform their new jobs adequately, but also fulfil the need of integration (I) that occurs among novel employees. This three situations should be satisfied for one to become fully assimilated in the group.

Based on this theory organizations can offer support in the three areas because when new employees join an organization they have to use the theoretical knowledge they have gained and put it into practice, the organization should give support in terms of initial training, seminars and workshop to help in improving the practical skills. Organizations need to fulfil needs of integration that occurs among new employee and with the present employee; this can be done by organizing corporate events, departmental meetings and staff meetings so that the new employee can interact with other members of the organization.

One of the weaknesses of the theory is that induction training seems to be basically centred on applied knowledge and skills and less theoretical knowledge. It is also important to note that employee successful integration happens over time.

2.2.2 Maslow's Hierarchy of Needs Theory

The proponent of the hierarchy of needs theory is Maslow (1954). In his paper, the theory of human motivation, Maslow (1954), presented the idea that human actions are directed towards goal attainment

Human beings have needs, these needs are mostly presented in a pyramid with five levels, at the bottom are the physiological needs, tailed by safety needs, social requirements, self-esteem needs and the higher level is the self-fulfilment or self-actualization. Needs of the lower level must be fulfilled first before moving to the higher level in a hierarchical order. Needs at an upper level only develop when a lesser need is gratified.

Based on the theory, employers can motivate and offer fulfilment to their new employees by paying attention to their need on the hierarchy, this needs should be fulfilled early enough and not delaying them. When new employees start working in a

new organization, they come in highly motivated and the organization should keep the motivation high. Before an employee can understand the complex aspect of the work and the organization and become fully effective they need to be given the basic knowledge of how things are done in the organization.

While it provides useful guidance in understanding employee needs and determining what should be included in an induction training programme, it also has some weaknesses, some studies have highlighted that what is to be considered a deficiency cannot be clearly interpreted and the fact that people have different needs but this needs cannot be placed in a hierarchy and lastly, sometimes the organizations cannot afford all the needs of employees, for example, the type of leadership and structures adopted by the organization, poor job design and work environment, lack of social support, all this can cause an employer not to meet this needs.

2.3 Induction Training practices

According to Bauer (2010) major things; like a written official induction program or plan, and the minor issues like reception of a new employee cordially, offering a lunch invitation to him or her and providing an operational work station on day one, matter in an induction programme.

Implementing the basics before the first day on the job; induction begins with recruitment process, where information about the job is shared with the prospective employee, having realistic job preview. At the recruiting process, information on the expectation in terms of the job and the culture is shared, the recruitment team and the managers should be armed with the accurate information about the specific role to ensure a strategic alignment (Human Capital Institute (HCI), 2011). Acas, (2005) also notes that induction training every so often starts before the employee actual start

date, the employer will provide induction materials acting as part of introduction pack, or with the invitations to interviews, or with the memo of an employment deal. This is predominantly essential for more technical jobs, where it is helpful for the new employee to be well conversant about the job. Employers can prepare induction material that can be shared, for example, forms that need to be filled, documentation e.g. statutory documents that may be required, employee handbook so that they can have ample time to review them.

Develop a formal induction training plan; there is a need to develop, implement and manage an induction training plan. The public service commission recognizes the importance of induction training and has come up with an induction training handbook for public service. Its main aim is to standardize the induction process and to align it with the constitution and emerging issues. As per the Harvard Business Review (2004) article, the risky business of hiring stars, organizations that have in place detailed induction training plan are able to effectively integrate new leaders. If there is no proper plan in place there is always a possibility of failure. Bauer & Erdogan (2011), Klein & Weaver, 2000 and Acas, 2010 all recommend having a formalized induction training program, having an induction training plan at the beginning evades the glitches that may come up in trying to organize it in the future, when the employee is acclimatized in the job and in the way of doing things.

Assigning mentors to the new employee; Acas (2005) notes, many organizations use a mentoring or mentorship system, whereby a more experienced employee is selected to help and provide support the new employee as they settle in and to offer clarification that the new recruit may seek. A mentor major role is to ensure successful integration by being a guide. (HCI, 2011). It adds that the mentorship program helps employees understand the organization and its culture faster. It is imperative that the human

resource manager involve line managers in selecting mentors so that there is proper aligning on key objectives and key result areas.

Have a good reception: Make the first day special for the new employee, Acas (2010) notes that a good welcome and spending time with the new employee is essential on the initial days of his or her joining the organization day. When the new employee arrives, he or she should find that he is already set up, tools and resources that they may need are ready. This shows that the organization is well prepared and value their presence. Another practice to conduct on day one is an internal formal announcement from a senior manager, Human resource manager or the Chief Executive Officer (CEO) announcing the arrival of the new employees it provides a nice entrée and encouraging their colleagues to welcome them, also taking the new employee to lunch on the first day.

Organize stakeholder meetings: Include stakeholder meetings as part of the programme and involve key stakeholders in the planning of the program; HCI (2011) in their article in ensuring successful assimilation for new leaders, it advocates that before the new leaders start there is need to kick-start liaison; helping the new leader to initiate creation of key relationship by arranging stakeholder meetings. It continues to state that there is a need to have a clear outline and plan meetings during the initial weeks hence the new leader can start assembling information, forming relations and understanding organizational culture.

Relevant content: An effective induction training should create knowledge and sensitization in three context: business context- the vision, business opportunities and challenges. Situational context: creating a clear expectation about the role and how to contribute to the achievement of corporate objectives. Lastly cultural context: new

employees need to appreciate what is of value in the organization, how decisions are arrived at, problem-solving processes and what is qualified to be an achievement (HCI, 2011). Culture context will define how things operate in the organization, how challenges and issues are addressed and how success is measured in the workplace. Forbes in their research found out that corporations understand that provision of information on culture and areas of strategic focus helps to enhance new employee's success within the organization more so on the strategic areas. New employees are usually unacquainted with the cultural nuances of the new workplace, hence a major trend is to resolutely help new employees to familiarize to the organizational culture. (Forbes 2017).

Involvement and participation; induction programmes should be participatory and not one-way training, the inductor should involve the employee and allow them to share their experiences in their past roles and how that will assist them in their new role. This will help prevent information overload on the first day. As noted by Mabaso (2012), induction training must ensure that when new employees join an institution, there is need to treat them with respect and dignity and also given the chance share their past experience, strengths and weaknesses.

Use of technology: technology facilitate induction training process (Bauer, 2010); many organizations make employee induction documents, tools, strategy documents, key presentation, performance reviews and policies available online. This enables the new employee to find key information and resources whenever they need them.

Implementing induction milestones: Bauer (2010) states that usage of markers, such as one, two, three and four months in a role and even to 12 months after reporting is important for performance assessments- use of these milestones one way of checking

how a new employee is fitting into the new role. The use of two way dialogue between the manager and the new employee allows the manager and the employee to evaluate strengths and weaknesses and recognise unexpected challenges, identify learning and development opportunities, review goals and expectation and ensure the employee is on the right path. (HCI, 2011). The new employee should also get clarity on what is expected of them in the first 30, 60 and 90 days. Many people in the organization should be involved to help set a good precedence and positive tone of expectations and life in the organization (Forbes 2017.)

A structured induction checklist: it is advantageous to always have an induction training checklist that highlight what needs to be covered during the training. The main aim of having a checklist is to provide a proper implementation structure and also for the new employee and the inductor to know what might have been left out or not covered. As much as the induction training checklist is usually done by the human resource team, other relevant departments need to be involved in its creation; this includes the health and safety committee members, risk and compliance team, welfare representatives and departmental line managers (Acas, 2005).

Continuous feedback: Providing feedback is critical for one's success, and ensuring the program is monitored. Continuous feedback and follow-ups during the induction process ensure that new workers are properly assimilating into the culture and are receiving support, learning especially from their mentors (Forbes, 2017). Acas (2005) also adds there is a need to schedule the follow-up meeting as per the set induction milestone and a major follow up review done at six months mostly at the end of probationary service.

The public service commission of Kenya provided guidelines and instructions that all employees joining the public service must be taken through an induction and orientation program within three months of joining any state office' this should be extended to employees who have been promoted, transferred, are from a long leave of absence, on secondment assignment or reassignment. It is also important to include the temporary employees as they will also benefit a lot from the induction program as other permanent employees.

2.4 Employee retention strategies

There are several employee retention strategies employed by the different organization and at the same time there is no one best strategy that will fulfil the needs of each and every employee in an organization this is because each person is unique and have different needs. To come up with a retention strategy is to first analyse what issues employees are facing and why they leave through exit interviews, from this you put the necessary measures to address this issues. Other than employee satisfaction surveys and exit interviews, organizations can do risk analysis to determining the likelihood of leaving, the impacts and then put in place mitigating factors to help in the management of risk of leaving, especially key employees leaving (Bevan, Barber and Robinson, 1997).

Three Rs of employee retention; respect, recognition and reward; Mathimaran and Kumar (2017), state that respect is appreciation, special concern or consideration paid to the employees and respect is the basis for retaining employees. They note that recognition and rewards may not bear much if the employees don't feel respected. When defining recognition they state that it is about giving credit where it is due and acknowledging employee contribution. They argue that many problems associated with employee retention and motivation happen because employers do not listen to

the employees. Rewards are the additional incentives offered other than the respect and recognition and it aims at making people work hard and go beyond the call of duty (Mathimaran and Kumar, 2017).

Employee induction programmes give the basic information to the employees to enable them to settle down faster. Armstrong, (2012) argues that to reduce employee turnover levels especially turnover among employees who cannot handle the difficult requirements of the job or adjust favourably to the culture there is need to implement induction training and offer support to new hires.

Work-life balance: this is increasingly becoming necessary to workers and is likely to influence employee's choice of staying in an organization (Kossivi, Xu and Kalgora, 2016). Miller, Erickson & Yust (2001) note that an employee benefits from an environment that affords them with a feeling of being in the right place. Kossivi et al. (2016), state employee private and work lives need to be in some kind of balance, this is how much an employee sacrifices one aspect of their life for work and vice versa. Loan-Clarke, Arnold, Coombs, Hartely and Bosley (2010) perceive that jobs which give the employee the opportunity to accomplish individual personal responsibilities improve employee retention. Policies such as flexi hours, remote working, that acknowledge employee needs outside the office (Armstrong, 2012) improves work-life balance.

Training and Career Development: the organization usually offer training to employees whom they think that their performance will improve with training or training those they perceive that they will get the highest return on investment. Tomlinson (2002) states that to achieve a sustainable competitive advantage, employees need to be continuously trained on the latest advancement in technology.

The best talent is concerned with advancing their careers and employees need to be encouraged to achieve the best in their careers. (Mokaya, 2014), notes that training and development is strongly a key factor in employee retention hence organizations have invested time and money in learning and development to help in sustainable growth. Armstrong (2012) states that managers and team leaders should be trained and sensitized on their role so that they can know their involvement in improving retention; by how they relate and treat their subordinates, organizations can invest in leadership or management development programmes.

Social Support: Favourable working Relationship with the supervisor and other employees is an important aspect for employee retention. Employees spend a substantial amount of time at the office and if relations are not favourable they may be tempted to leave. Eisenberger and associates (1990), highlighted that employees' opinion about an organization determined by how they relate to their supervisors, whether they stay or leave is influenced by this relation as it is always put, employees leave their bosses, not the organization. Jasper (2007) conducted a study that discovered that leader-subordinate relationships is a common cause for resignations. Armstrong (2012) adds that employers should provide opportunities for employees to develop of social ties within the organization, he quotes Cappelli (2000), and states that loyalty to the organization may vanish but loyalty to co-workers does not.

Proper job design: is another strategy for retention some employees may leave because they cannot cope with their job. Armstrong, (2012) argues that jobs should be designed to make the most of employees' skills, enhance task significance, independence and control over work, the opportunity for giving feedback and ensure that they offer chances for employees to learn and grow. He advises that some of the jobs may be personalized to the needs of specific persons.

A conducive work environment; this is where employees are provided with tools and resource to enable them carry out their roles excellently and one where they enjoy working. Organizations should have sound human resource procedure manuals and policies, confidentiality and safe workplace this will increase motivation and commitment level among employees (Wells & Thelen 2002). It is also important to make sure that a policy on bullying and harassment is in place, employees sensitized on its existence and employers should also avoid imposing undue stress on their employees (Armstrong, 2012).

2.5 Induction Training and Employee Retention

Salau, Falola, and Akinbode (2014) did a study on the influence of induction training on employee attitudes how this affects organization effectiveness and employee retention at Olabisi Onabanjo University in Nigeria. The findings showed that induction affects employees' attitudes and behaviours to achieve organizational effectiveness. In a study on the importance of induction in Turku, Finland, Runalo (2013) found out that induction has an effect on quality of customer service and has an effect on employee turnover; employees who have current and relevant information can provide excellent customer services. The study concluded that employee turnover is reduced because when people are successfully inducted.

Williams (2004) in a study on employee orientation and mentorship of employees at Royal Bank of Canada, found out that online orientations and mentorship programmes speed up the assimilation of new employees into the culture and improves their commitment to the organization, then it concludes that the employee orientation model has an impact on organizational commitment and does not influence retention. Nyangau (2014) in his study on the influence of induction program in creating high-performing work systems in the banking sector in Kenya, found out that established

banks had centralized induction training and noted that this causes a disconnect between the new employee and the inductors.

Kakolaki (2013) did a study on the influence of implementing induction on the performance of employees at Kinondoni Municipal Council in Tanzania, the study found out that induction training is very important because it removes traditional ways of doing the job and instil in the new employees the correct way of doing the job this sharpens the skills employees in all departments and at different levels. Noah (2006) on a studying the effectiveness of induction training programme at Kampala University in Uganda; the result showed that employees who undertook induction training were performing better than their counterpart who was never taken through the process and that induction training has an influence on organizational performance, from this study the management decided to have an induction training policy to help in standardizing the process as they saw it as a way of improving the performance of both the academic and non-academic staff.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The chapter highlights the techniques and processes used during the research. It entails the Research design, Research variables, Study area, Targeted population of the study area, Sample size, Sampling Technique, Data collection tools, and Data Analysis and Presentation.

3.2 Research Design

The research design constituted the collection of data, measurement and analysis of the collected data. According to Jeane (1999), a descriptive research design entails providence of answers to questions of what, when, where and who and the association with a particular research problem, variables, condition or situation. The study used a descriptive research design to examine the influence of induction training on employee retention in the Kenyan Public service. The descriptive research design explains the characteristics of the study population. It is about observing and then giving descriptions of the people participating in the study. At the same time, it is applied to discover the relationship that exists between or among variables under study (Dulock, 1993). The major benefit of descriptive research is that it allows the investigator to make an observation of the subject's natural behaviour without affecting or influencing them in any way.

3.3 The study population

The study population was the employees in the government ministries. The target population was all the employees working in the government ministries who were 75,114 in total (Public service commission annual report 2015/ 2016).

3.4 The study sample and sampling technique

The sample was 400 employees working in the government ministries. The sample size was arrived at using Krejcie and Morgan table (1970). For a population size of 75,114 at a 95% confidence level and 0.05 margin of error, the sample size would be 400.

Stratified random sampling technique was then used as a sampling technique where the stratification was the government ministries.

3.5 Data Collection

Primary data was collected through the use of a semi-structured questionnaires that involved equally open-ended and close-ended questions administered by dropping and picking from the respondents. The questionnaire involved three parts; section A composed questions on demographic characteristics of the respondents, section B covered questions on induction training practices while section C composed questions on employee retention.

3.6 Data Analysis and Presentation

The collected data was verified for completeness, correctness then coded, analysed and interpreted. Statistical Package for Social Sciences (SPSS) program was use in the analysis of data and then the data was presented by descriptive statistics which included frequencies, percentages, mean and standard deviation. The findings were then represented in pie charts and tables and narrative form as discussions. Simple linear regression analysis was then used to determine the relationship between induction training and employee retention.

Regression model that was applied was $Y = \alpha + \beta X + \varepsilon$

Where: Y = Employee Retention   X = Induction training

      α = Constant β = Regression coefficient

      ε = Error term

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter comprises the findings, data analysis, presentation and interpretation. Data was analysed using the SPSS and represented in tables, pie charts and bar graphs.

4.2 Response Rate

Of the 400 target respondents, only 382 filled and gave back the questionnaires. This contributed to an impressive 95.5% response rate as detailed in Table 4.1. The response rate was made possible after following up on the respondent to remind them to give their feedback making sure all ministries were represented from the responses received.

Table 4.1: Response Rate

Response Rate	Frequency	Percentage
Respondents	382	95.5
Not respondents	18	4.5
Total	400	100

Source: Field data (2018)

4.3 Demographic Data

4.3.1 Respondents Gender

Table 4.2: Respondents Gender

Gender	Frequency	Percentage
Male	215	56
Female	167	44
Total	382	100

Source: Field data (2018)

Figure 4.1: Gender

A pie chart showing gender of the respondents
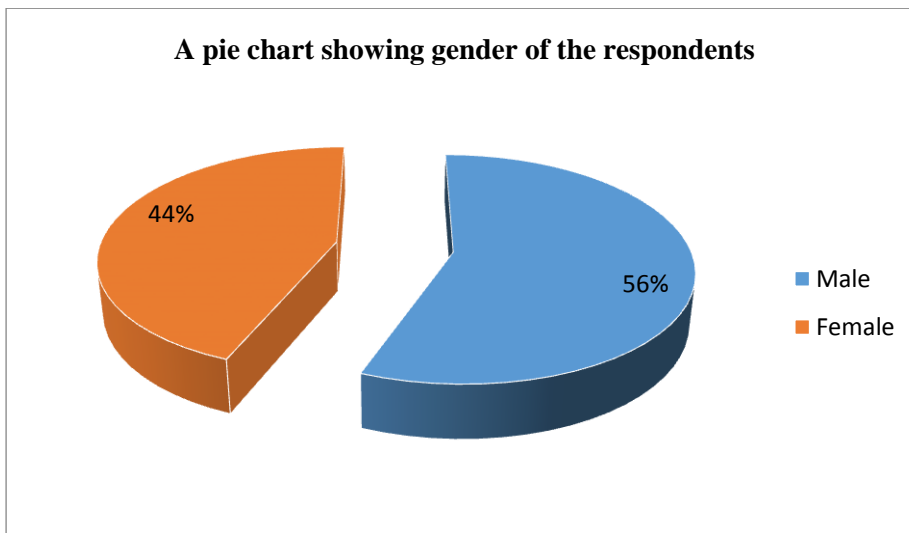
Source: Field data (2018)

As presented in Table 4.2 and Figure 4.1, the study established that there were more male respondents than females as shown by 56% making up males and females covering 44%. This shows that the study considered both genders. It was however noted that there is a gender disparity in public service.

4.3.2 Age of the Respondents

Table 4.3: Age Groups

	Frequency	Percent
20-30 yrs.	79	20.7
31-40 yrs.	72	18.8
41-50 yrs.	191	50.0
51-60 yrs.	40	10.5
Total	382	100.0

Source: Field data 2018

Figure 4.2: Age Groups
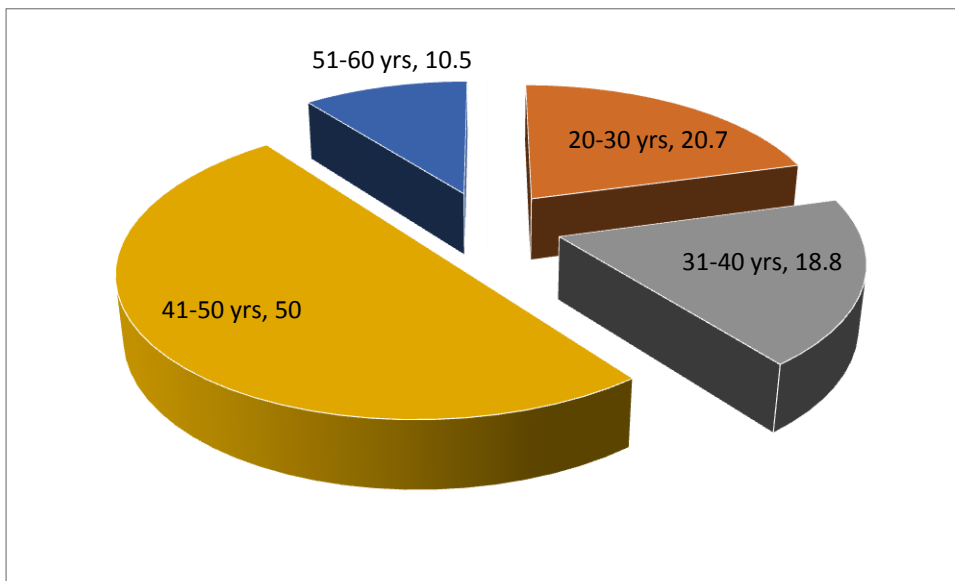
Source: Field data 2018

Table 4.3 and figure 4.2 above shows that majority of the employees (191) fell under the age group with between 41 to 50 years. This represented 50% of the respondents while the least (40) fell between 51 to 60 years which only covered 10.5% of the respondents. It is also observed that employees aged 20 years to 40 make a total of 151 which is a low number when compared to the employees beyond 40 years who

stand at 231. The researcher attributed the reduction in number of those beyond age 50 to early retirement and a small number of employees shifting to work elsewhere.

4.3.3 Education Level

Table 4.3: Education Level

	Frequency	Percent
Diploma/Advanced Diploma	54	14.14
Undergraduate	164	42.93
Post graduate	164	42.93
Total	382	100

Source: Field data (2018)

Figure 4.3: Education Level
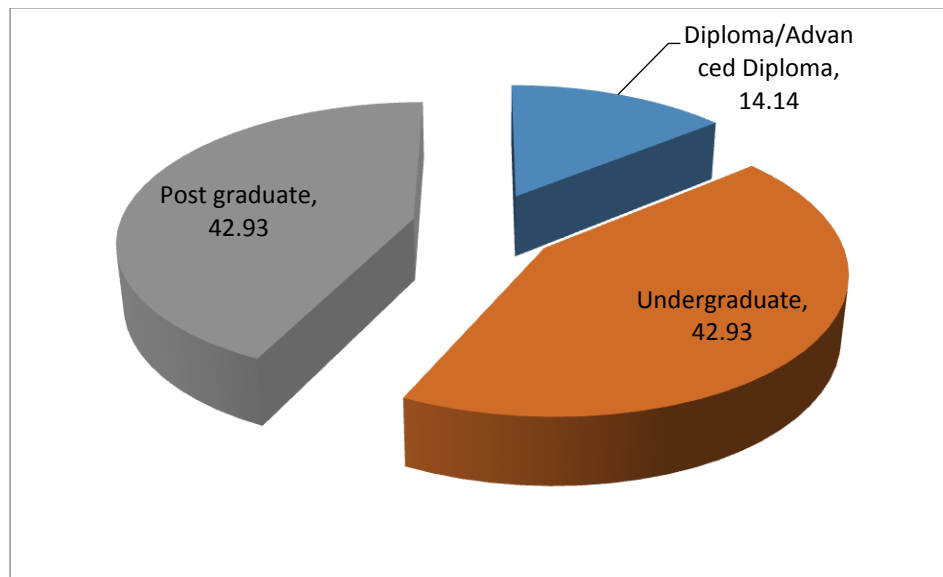
Source: Field data (2018)

The study wanted to determine the education level of the respondents, there was a tie in those who had undergraduate academic qualification (164) and those with post graduate level of education (164). Each category represents 42.93% of the

respondents. 54 (14.14%) indicated that they held a diploma or an advanced diploma university education. The findings thus show that the respondents on average had a high level of academic qualification.

4.3.4 Job Position

Table 4.5: Respondents Job Position

Position	Frequency	Valid percent
Non supervisor	151	39.5
Supervisor	127	33.3
Manager	88	23.0
System (Did not Answer)	16	4.2
Total	382	100

Source: Field data (2018)

Figure 4.4: Job Position
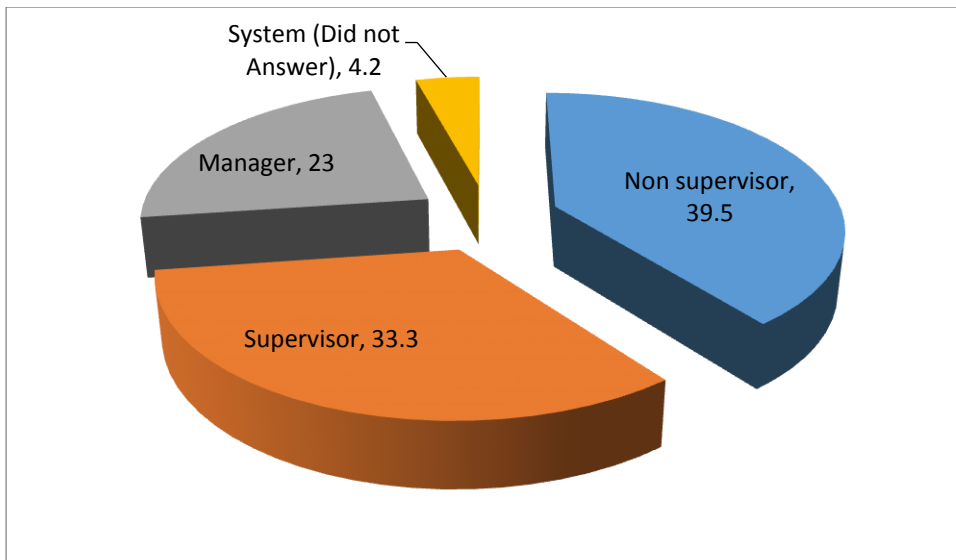
Source: Field data (2018)

Table 4.3 and figure 4.2 clearly shows that majority of the respondents were non supervisors (39.5%), 127 respondents (33.3%) were supervisors while 88 respondents (23%) were the managers and 16 respondents (4.2%) left the question unanswered.

4.3.5 Number of Service Years

Table 4.6: Respondents Number of Service Years

	Frequency	Valid Percent
Less than 1year	30	7.9
1 to 5 yrs.	56	14.7
6 to 10 yrs.	104	27.2
11 to 15 yrs.	152	39.8
Over 15 yrs.	40	10.5
Total	382	100.0

Source: Field Data

Figure 4.5: Number of Service Years
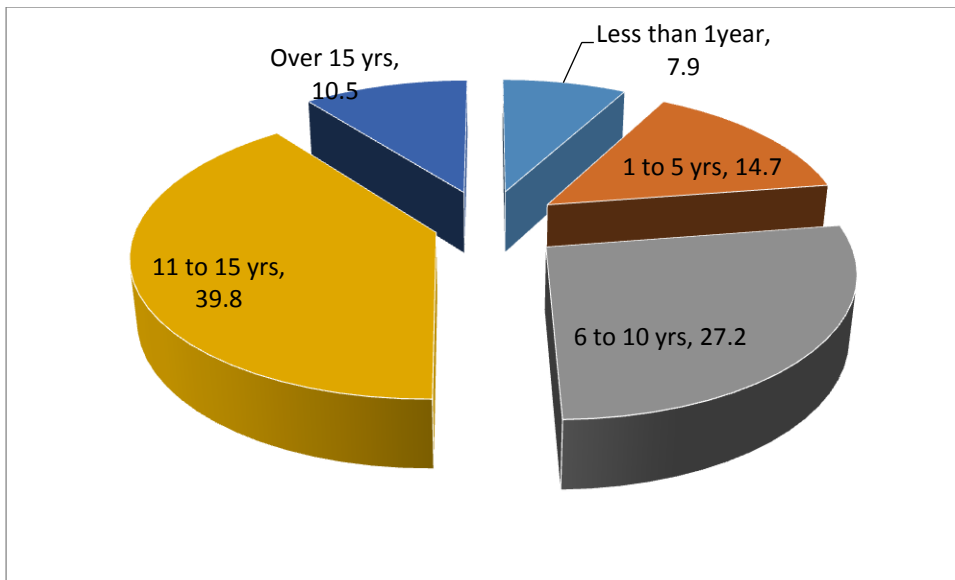
Source: Field data (2018)

The study established the years the respondents had been employed by the public service. Only 30 workers (7.9%) had worked for the public service for less than a year. This was the lowest group followed by 40 respondents (10.5%) who had worked in the organization for over 15 years. 56 employees (14.7%) had served for 1 to 5 years. Those who had served for 6 to 10 years stood at 104 (27.2%) while 152 employees (39.8%) had served for 11 to 15 years. This was the highest group as shown in table 4.3 and figure 4.2. This indicates that majority of the respondents had spent more than 5 years (296) as compared to those who had worked for 5 years and below (86).

4.4 Induction Training Practices

The study established the perceptions of the respondents on the availability or presence of a variety of induction training practices in Public service. This was on a five point Likert scale of strongly disagree, disagree, neither agree nor disagree, agree and strongly agree. For purposes of interpretation, a mean score of $0 \leq 1.5$ means that

the respondents strongly disagreed, between $1.50 \leq 2.50$ means they disagreed, $2.50 \leq 3.50$ means the respondents were neutral, $3.50 \leq 4.50$ means they agreed, and a mean above 4.50 means they strongly agreed. The findings of the study are presented in the subsequent sections.

4.4.1 Implementation of the Basis before the First Day on the Job

Table 4.7: Statements Relating to Implementation of the Basis before the First Day on the Job

Statement	M (Mean)	SD (Standard Deviation)
I received my employment offer and associated information in a timely manner	4.93	.90110
The information I received before my arrival helped me settle in	4.5235	.85371
I knew where to report, who to see, and when to report on the first day	4.6150	1.08679
Average Mean	4.6895	

Source: Field Data (2018)

As shown in Table 4.7, respondents strongly agreed that they received their employment bid and associated information in an opportune time (M=4.93; SD=.90110); the information they received before their arrival helped them settle in (M=4.5235; SD=.85371); knew where to report, who to see, and when to report on the first day (M=4.6150; SD= 1.08679). The average mean score was 4.6895 indicating that they strongly agreed that implementation of the basis before the first day of work was an important induction training practice in public service.

4.4.2 Development of a Formal Induction Training Plan

Table 4.8: Statements Relating to Development of a Formal Induction Training Plan

Statement	M (Mean)	SD (Standard Deviation)
I was given an induction training program when I joined	3.9920	1.35316
I was given an induction checklist of the items that were to be covered during the induction period	3.9262	1.29171
There is an induction training policy in our institution	4.2982	1.30820
Average Mean	4.0721	

Source: Field Data (2018)

In Table 4.8, respondents agreed to the statements that they were given an induction training program when they joined (M=3.992; SD=1.35316) and that they were given an induction checklist of the items that were to be covered during the induction period (M=3.9262; SD=1.29171). Moreover, they agreed that there was an induction training policy in public service (M=4.2982; SD=1.30820). An average mean of 4.0721 indicated the respondents agreed to the fact that the public service has developed a formal induction training plan. This indicates use of formal ways of induction training by the public service institutions.

4.4.3 Assigning of Mentors

Table 4.9: Statements Relating to Assigning of Mentors

Statement	M (Mean)	SD (Standard Deviation)
When I arrived on my first day I was assigned a mentor	2.4166	1.36596
I knew who to ask for help and was provided with assistance and support when I required	2.3089	1.21404
My initial team members were helpful and informative	2.7005	.84837
Average Mean	2.4753	

Source: Field Data (2018)

Table 4.9 shows that the public service employees disagreed that when they arrived on their first day, they were assigned a mentor (M=2.4166; SD=1.36596), and that they were acquainted of who to seek help from and were provided with assistance and support when required (M=2.3089; SD=1.21404). They also disagreed that their initial team members were helpful and informative (M=2.7005; SD=.84837). The average mean was 2.4753 indicating that the employees of the Kenyan public service disagreed to assigning of mentors by public service to new employees when they join the organization. This causes a great concern given that assigning of mentors to new employees is one of the most important practices during employee induction training and one of those practices that yield the best outcomes

4.4.4 Having a Good Reception

Table 4.10: Statements Relating to Having a Good Reception

Statement	M (Mean)	SD (Standard Deviation)
My line manager was there to receive me	3.7350	1.09456
When I arrived I found my workstation already set up	2.3802	1.25512
I felt welcomed when I joined the organization	3.6885	1.10585
Average Mean	3.2679	

Source: Field Data (2018)

According to data in table 4.10, the researcher observed that respondents agreed that the line manager was available to receive them (M=3.735; SD=1.09456) and they felt welcome when they joined public service (M=3.6885; SD=1.10585). However, they disagreed to the statement that when they arrived, they found their work station already set up (M=2.3802; SD=1.25512). Having an average mean of 3.2679 implies the respondents neither agreed nor disagreed that the public service had good reception to the new employees. However, the disagreement of the respondents to finding the workstation already set up is a cause of an alarm as it implies inadequate preparedness for new employees by public service as opposed to the expectations in place amongst them.

4.4.5 Organizing Stakeholder Meetings

Table 4.11: Statements Relating to Organizing Stakeholder Meetings

Statement	M (Mean)	SD (Standard Deviation)
I was taken through a familiarization tour	2.7406	1.23167
I had scheduled meetings with my teammates during the first few weeks with a clear agenda	2.2545	1.11320
I had meetings with employees from other departments	2.0856	1.21072
Average Mean	2.3602	

Source: Field Data (2018)

Table 4.11 clearly indicates that respondents neither agreed nor disagreed to being taken through familiarization tour (M=2.7406; SD=1.23167). They disagreed to having scheduled meetings with team mates during first few weeks with a clear agenda (M=2.2545; SD=1.11320). The respondents further disagreed to having meetings with employees from other departments (M=2.0856; SD=1.21072). From the analysis, this data had an average mean of 2.3602 demonstrating that respondents rejected that public service organised stake holder meetings. This brings a great concern in the way public service socializes and integrates new employees.

4.4.6 Helpful Induction Training Content

Table 4.12: Statements Relating to Induction Training Content

Statement	M (Mean)	SD (Standard Deviation)
I gained an understanding of the organization's vision, mission and values	4.9251	1.11555
I gained an understanding of the organization's resources and services and where to look for information	4.6204	.95015
l gained a clear understanding of the workplace culture	4.5123	1.00239
My new role was effectively explained and I was able to start work without unnecessary delays	4.8738	1.19188
Average Mean	6.3105	

Source: Field Data (2018)

As provided in table 4.12, the employees strongly agreed that they gained an understanding of the organization's vision, mission and values (M=4.9251; SD=1.11555), increased their understanding of the organization's resources, services and where to look for information (M=4.6204; SD=.95015) and gained a clear understanding of the workplace culture (M=4.5123 SD=1.00239).Also it was noted that the respondents strongly agreed that their new role was effectively explained and were able to start working without unnecessary delays (M=4.8738; SD=1.19188). An average mean of 6.3105 indicates that the respondents strongly agreed that public service had helpful induction content.

4.4.7 Involvement and Participation

Table 4.13: Statements Relating to Involvement and Participation

Statement	M (Mean)	SD (Standard Deviation)
l was able to share my past experiences	3.4105	1.18605
Different members from other departments took me through the induction training process	1.4944	1.32800
I did an induction training evaluation	3.4358	1.48018
Average Mean	2.7802	

Source: Field Data (2018)

The respondents were neutral to the statements that they were able to share their past experiences during induction training (M=3.4105; SD=1.18605); and that they did an induction training evaluation (M=3.4358; SD=1.48018). They strongly disagreed to the statement that different members from other departments took them through the induction training process (M=1.4944; SD=1.32800). A low average mean score of 2.7802 indicates that the employees neither agreed nor disagreed to their involvement and participation during induction training. This is of concern because induction training needs full involvement and participation of those being trained and also involvement of other members from other departments in order to diversify knowledge of those being trained.

4.4.8 Use of Technology

Table 4.14: Statements Relating to Use of Technology

Statement	M (Mean)	SD (Standard Deviation)
Induction documents, strategy documents and policies were available to me online	2.6073	1.44460
My employer uses social media and other social networks during induction training	2.1885	1.22360
I have access to training module through the company's intranet	2.6702	1.45306
Average Mean	2.4886	

Source: Field Data (2018)

According to table 4.14, the respondents disagreed to use of social media and other social networks during induction training (M=2.1885, SD=1.22360). They were also neutral to online availability of induction documents and policies (M=2.6073; SD=1.44460) and access to training module through public service intranet (M=2.6702; SD=1.45306).

An average mean score of 2.4886 indicates majority of the respondents disagreed to use of technology during public service induction. This also means that an employee would not use his cell phone or computer to access the induction documents and policies whenever they desired to do so. It also means that the public service intranet is under-utilized and therefore new employees do not get any significant help from it.

4.4.9 Implementation of Induction Milestones

Table 4.15: Statements Relating to Implementation of Induction Milestones

Statement	M (Mean)	SD (Standard Deviation)
l knew what was expected of me in the first 30, 60, 90 days and 180 days	3.3796	1.22095
There has been continuous dialogue between my manager and l to assess my strengths and weakness	3.6414	1.12927
l understand my performance management, development and review obligation	3.5909	1.06669
Average Mean	3.5373	

Source: Field Data (2018)

Table 4.15 illustrates that the employees agreed that there had been a continuous dialogue between them and their managers to assess their strengths and weakness (M=3.6414; SD=1.12927) and that they understood their performance management, development and review obligation (M=3.5909; SD=1.06669). However, majority were neutral to knowing what was expected of them in their first 30, 60, 90 and 180 days (M=3.3796; SD=1.22095). The average mean score was 3.5373 which indicate that respondents agree to efforts by public service institutions in implementation of induction milestones.

4.4.10 Continuous Feedback

Table 4.16: Statements Relating to Use of Continuous Feedback

Statement	M (Mean)	SD (Standard Deviation)
My manager was regularly checking and reviews my performance expectations	3.6764	1.06395
l feel well informed and comfortable in my role	4.5812	1.09997
My supervisor advised me of compulsory training am required to complete	3.2272	1.29869
Average Mean	3.8283	

Source: Field Data (2018)

Table 4.16 shows that the employees felt well informed and comfortable in their role by strongly agreeing to this (M=4.5812; SD=1.09997). They agreed to regular checkups and reviews of performance expectations by their managers (M=3.6764; SD=1.06395). However, the respondents were neutral to advise of compulsory training by supervisors (M=3.2272; SD=1.29869). An average mean of 3.8283 meant the employees agreed to use of continuous feedback by public service in induction training.

4.5 Employee Retention Strategies

The study established the use of employee retention strategies and the employees experience with them while working for public service. This was on a five point likert scale of strongly disagree, disagree, neither agree nor disagree, agree and strongly agree. For interpretation purposes, a mean score of (M) 0≤1.5 means that the

respondents strongly disagreed, between $1.50 \leq 2.50$ means they disagreed, $2.50 \leq 3.50$ means the respondents were neutral, $3.50 \leq 4.50$ means they agreed, and a mean above 4.50 means they strongly agreed. The findings of the study are presented in the subsequent sections.

4.5.1 Respect, Recognition and Rewards

Table 4.17: Statements Relating to Respect, Recognition and Rewards

Statement	M (Mean)	SD (Standard Deviation)
I feel respected and that particular consideration is given to me	3.6885	.92824
I feel recognized and my efforts as an individual valued	4.7005	1.09405
I am rewarded periodically for my performance	2.7380	1.19463
Average Mean	3.709	

Source: Field Data (2018)

Table 4.17 indicates that the employees agreed to feeling respected and that particular consideration being given to them (M=3.6885; SD=.92824). They strongly agreed that they felt recognized and their efforts valued (M=4.7005; SD=1.09405). Majority of respondents were indifferent when asked whether they were rewarded periodically for their performance (M=2.7380; SD=1.19463).

An average mean score of 3.709 corresponds to acceptable levels of respect, recognition and rewards by the employees.

4.5.2 Work-life balance

Table 4.18: Statements Relating to Work-life Balance

Statement	M (Mean)	SD (Standard Deviation)
Work-life balance is supported in my organization	4.9711	1.14035
Staff welfare measure provided by my employer is satisfactory	4.0654	1.14713
Do you feel you are able to balance your work and personal life	4.9377	1.10764
Average Mean	4.6581	

Source: Field Data (2018)

As shown in table 4.18, the employees strongly agreed to support of work-life balance in public service (M=4.9711; SD=1.14035); they agreed to satisfactory staff welfare measure (M=4.0654; SD=1.14713) and strongly agreed to ability to balance work and personal life (M=4.9377; SD=1.10764).

From the analysis, an average mean score of 4.6581 indicates that the work life balance available to public service employees is at a desirable level to the employees. This indicates that it is unlikely to have individuals in public service sacrificing their family life for work or work for family life.

4.5.3 Training and Career Development Opportunities

Table 4.19: Statements Relating to Training and Career Development Opportunities

Statement	M (Mean)	SD (Standard Deviation)
My training program is always linked with my career development and growth	3.5419	1.08295
Our organization has implemented the career progression and guideline policy	3.2251	1.16222
I am satisfied with the opportunities to expand my career in the organization	3.4346	1.22728
Average Mean	3.4005	

Source: Field Data (2018)

According to table 4.19, the respondents agreed that their training program was always linked with their career development and growth (M=3.5419; SD=1.08295), However, they were neutral to public service implementation of career progression and guideline policy (M=3.2251; SD=1.16222) and satisfaction with opportunities to grow their careers with public service (M=3.4346; SD=1.22728)

An average mean score of 3.4 indicates that opportunities for training and career growth are not well structured to motivate the employees. Majority of respondents felt that the public service institutions have not implemented career progression and guideline policy in a manner that can bring more gains to the employees due to slow progress policy. This dissatisfaction forces some employees to look for employers with a quick career growth policy hence changing jobs.

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4.5.4 Building Interpersonal Relationships

Table 4.20: Statements Relating to Building Interpersonal Relationships

Statement	M (Mean)	SD (Standard Deviation)
I feel comfortable working with teammates	4.5419	.98449
I am encouraged by my supervisor to be my best	3.8102	1.02714
I am satisfied with how am being involved in decision making	3.5262	1.08102
Average Mean	3.9594	

Source: Field Data (2018)

From table 4.20 above, the employees illustrated that they strongly agreed that they felt comfortable working with teammates (M=4.5419; SD=.98449). They agreed that they felt encouraged by their supervisor to be their best (M=3.8102; SD=1.02714); and also satisfied with their involvement in decision making (M=3.5262; SD=1.08102). This data had an average mean of 3.9594 showing that employees of public service agree that there is capacity to build interpersonal relationships when working for public service and this works well to retain majority at work. This was impressive but can be improved with building of more desirable interpersonal relationships with employees.

4.5.5 Proper Job Design

Table 4.21: Statements Relating to Proper Job Design

Statement	M (Mean)	SD (Standard Deviation)
I am able to perform different roles and functions that are required of me	4.0393	.95902
I experience autonomy in my work	3.3560	.97148
I feel like I always get feedback	3.5026	.86867
Average Mean	3.6326	

Source: Field Data (2018)

Table 4.21 indicates that public civil servants agreed that they are able to perform different roles and functions that are required of them (M=4.0393; SD=.95902) and that they feel like they always get feedback (M=3.5026; SD=.86867). The average mean for the data is 3.6326 implying that the employees agree that the job design in public service is appropriate. However, majority were indifferent to experiencing autonomy in their work (M=3.356; SD=.97148).

When a low level of discretion or capacity to make informed and un-coerced decisions is granted to an employee in their work, it results to low job satisfaction which may hinder retention of some employees. This is worth noting.

4.5.6 Conducive Work Environment

Table 4.22: Statements Relating to Conducive Work Environment

Statement	M (Mean)	SD (Standard Deviation)
The policies and procedures in place promote a sound working environment	4.9377	1.14493
I am provided with relevant tools and resources to enable me to carry out my work effectively	3.5948	1.02141
I enjoy working in my current workplace	4.7723	.86867
Average Mean	4.4349	

Source: Field Data (2018)

According to table 4.22 above, more respondents strongly agreed that they enjoyed working in their present workplace (M=4.7723; SD=.86867); and also that the policies and procedures in place promote a sound working environment (M=4.9377; SD=1.14493). The respondents agreed that there is provision of relevant tools and resources to enable them work effectively (M=3.5948; SD=1.02141). The average mean for this data after analysis is 4.4349 which shows that majority of employees in public service agree that there is a conducive working environment in the commission. This is a significant part of explanation for their retention by public service institutions.

4.6 Induction Training and Employee Retention

Simple linear regression analysis was used to determine, the relationship between induction training and employee retention.

Analysis Variables

Table 4.23: Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Level of induction training[b]	.	Enter

a. Dependent Variable: Employee Retention

b. All requested variables entered.

The table shows the variables that were used in the research question to investigate the influence of induction training on employee retention. According to the analysis, two variables were used in the case study. These are the level of induction training; and the employee retention. The employee retention was the dependent variable while the level of induction training was the independent variable. Here, the level of induction training was used to find out the level of retention of the employees.

Table 4.24: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.711[a]	.506	.505	.946

a. Predictors: (Constant), Level of training

The regression model used correlation coefficient to determine the influence of the induction training on employee retention. The value of coefficient of determination was used to find the correlation between the two variables. Before a conclusion was

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made on whether there existed a positive or a negative impact based on the coefficient, the correlation between the two was determined. Here, the value of R-square was 0.506. The value indicated that 50.6% of the variations in employee retention are determined by induction training.

Analysis of Variance (ANOVA)

Table 4.25: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	348.077	1	348.077	388.993	.000[b]
1	Residual	340.030	380	.895		
	Total	688.107	381			

a. Dependent Variable: Employee Retention

b. Predictors: (Constant), Level of induction training

The aim of the analysis of variance was to determine the fitness of the model used in the analysis. Based on the value of F and F-significance, it is clear that the model $Y = \alpha + \beta X + \varepsilon$

(Where: Y = Employee Retention, X = Induction training, α = Constant, β = Regression coefficient and ε = Error term) was fit in the analysis of the two variables. Therefore, a coefficient analysis was done. The value of F was large (388.993) while F-significance was 0.00, hence the null hypothesis that the model was not valid.

Analysis of Coefficients

Table 4.26: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.416	.121		11.748	.000
	Level of training	.701	.036	.711	19.723	.000

a. Dependent Variable: Employee Retention

The coefficient gives the magnitude of a unit change of induction training on the employee retention. The value coefficient on the level of induction training was 0.701. According to the analysis, there existed a positive relationship between the two variables. The values of coefficient indicated that an increase in the level of induction training resulted to an increase in employee retention. The value 0.701 indicated that a unit increase in the level of induction training resulted to 0.701 increase in the employee retention. The regression equation that could be used from the case above is;

$y=0.701x+1.416+0.036$.

The study was done at 5% level of significance. According to the output, the value 0.00 is less than 0.05. Therefore, a conclusion was made that there existed a significant influence of induction training on the employee retention.

4.7 Discussion of Results

The study showed there is a substantial influence between induction training and employee retention. This is in line with a study done by Awan (2013) in Pakistan that revealed that employee orientation impacts on employee retention. In a study done by Runalo (2013) in Finland on the importance of induction training, the study found out that employee turnover is reduced when people are successfully inducted. Another study done by Usha and Pious (2017) on the application of induction training as a tool to gain employee commitment among employees in the IT Industry, the study found out that induction has a high correlation to employee commitment, thus an employee is able to feel more involved and hence improved retention levels. A study in the US on small organizations by Boettcher (2009) revealed that induction of new employee impacts on turnover.

However other studies done discovered that there were no considerable relationship between induction training and employee retention, Williams (2004) in the study on employee orientation and mentorship at Royal bank of Canada, found out that the employee orientation model applied does not influence employee retention.

From the findings, this is consistent with major studies which show that when employees are properly inducted into their roles and the organization, the organization will have improved retention rates. Therefore induction training practises should be considered as very important in influencing employee retention

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter include summary discussion of the finding, conclusion and recommendations. Suggestions for additional studies and limitations of the study were also addressed.

5.2 Summary of the Findings

The study had the number of male employee respondents exceeding female respondents by 48 indicating an imbalance in gender in terms of staffing by public service. It is observed that the number of employees aged 41 years and above make the most of the population. This signals a sign of high employee retention in public service among employees beyond 40 years. The study revealed a high level of academic achievement of the employees with a high number having achieved undergraduate and post graduate respectively. This helps us realize that Kenyan public service has adequate ability to attract qualified individuals in their employment.

Majority of the respondents were non supervisors while the least were the managers hence an ideal situation of conducting research. It was also established that the employees who have lasted for more than 10 years in public service were more than those who have lasted for less than 10 years. This confirmed high employee retention. The highest number of employees fell under the Ministry of Education, Science and technology while there was a tie in the Ministries which were least represented in both the Ministry of Agriculture and Irrigation; and the Ministry of Environment and Forestry.

The employees strongly agreed that implementation of the basics before the first day on the job was held as an important induction training practice in public service. Respondents agreed that the public service has developed a formal induction training plan. This indicates use of formal ways of induction training by the public service institutions. Respondents disagreed to assigning of mentors by public service to new employees when they join the organization. This causes a great concern given that assigning of mentors to new employees is one of the most important practices during employee induction training and one of those practices that yield the best outcomes

The respondents neither agreed nor disagreed that the public service had good reception to the new employees. However, the disagreement of the respondents to finding the workstation already set up is a cause of an alarm as it implies inadequate preparedness for new employees by public service as opposed to the expectations in place amongst them. There was a rejection by the employees that public service institutions organised stake holder meetings. This brings a great concern in the way public service socializes and integrates new employees.

The respondents strongly agreed that public service had helpful induction content but they neither agreed nor disagreed to their involvement and participation during induction training. This is of concern because induction training needs full involvement and participation of those being trained and also involvement of other members from other departments in order to diversify knowledge of those being trained.

Majority of the respondents disagreed to use of technology during public service induction. This also means that an employee would not use his cell phone or computer to access the induction documents and policies whenever they desired to do so. It also

means that the public service intranet is under-utilized and therefore new employees do not get any significant help from it. The respondents agreed to efforts by public service institutions in implementation of induction milestones and also to the use of continuous feedback by public service institutions in induction training

The study established acceptable levels of respect, recognition and rewards by the employees. It is however worth noting that failure to periodically reward employees for their good performance can consequently lead to a situation of lowly motivated employees with little or no urge to be exceptional at performing their duties. It was also noted that the work life balance available to public service employees is at a desirable level to the employees. This indicates that it is unlikely to have individuals in public service sacrificing their family life for work or work for family life.

The research also discovered that opportunities for training and career growth are not well structured to motivate the employees in public service. Majority of respondents felt that the public service institutions has not implemented career progression and guideline policy in a manner that can bring more gains to the employees due to slow progress policy. This dissatisfaction forces some employees to look for employers with a quick career growth policy hence changing jobs.

The employees of public service agreed that the job design in public service is appropriate and that there is capacity to build interpersonal relationships when working for public service commission. This works well to retain majority at work. However, majority were indifferent to experiencing autonomy in their work. It is worth remarking that when a low-level discretion or capacity to make informed and un-coerced decisions is granted to an employee in their work, it results to low job satisfaction which may hinder retention of some employees. The employees

5.3 Conclusion

The study revealed the importance of appropriate induction training practices as well as appropriate employee retention strategies. According to the regression analysis done, the level of induction training has an influence on the retention of employees. The values of coefficient showed that an increase in the level of training resulted to 0.701 increase in employee retention. This is a positive relationship

As discussed, such induction training practices include but not limited to: implementation of the basis before the first day on the job; development of a formal induction training plan; assigning mentors to the new employees; having good reception; organizing stakeholder meetings; helpful induction content; involvement and participation of employees; use of technology; Ensuring of continuous feedback; and Implementation of induction Milestones. It was also noted that the use of technology during induction training is note fully exploited. Such employee retention strategies include but not limited to: respect, recognition and rewards; ensuring a work-life balance; training and career development opportunities; building interpersonal relationships; appropriate job design; and a conducive working environment.

5.4 Recommendations

There is need to lay emphasis on the gender balance when hiring workers in order to reduce the gender disparity among employees in public service. Prior to start of the induction training, the new employees should find their workstation already set up to avoid delays and to show them the importance of the training.

The public service should ensure that every employee has a mentor throughout the induction period. They should also lay emphasis on use of technology so that people

on induction can access materials online and even prepare even when not in work. It should also put more effort in organizing stake holder meetings. It should allow involvement and participation of the employees in its induction training approach. It should invite members of other departments to help in training new employees and ensure evaluation during, or at the end of induction training to ensure that the new employees are competent before they can start to work.

Restructuring the career progression and guideline policy in a manner that can bring more gains to the employees is necessary. This could include a quick movement of grades or salary; it could also ensure a periodic rewarding of employees for their good performance. This is one sure way of ensuring that the employees remain happy at work and therefore work for a longer period.

5.6 Limitations of the Study

The research was based on employees working in the Kenyan public service which has a different and unique way of doing its work, the study can be applied to other sectors. It was also challenging getting some of the respondents because approvals had to be sought from various Cabinet secretaries and/or commissioners, this caused a lot of delays.

5.5 Suggestions for Further Research

The research explored the influence of induction training on employee retention in the Kenyan public service. However, there are other aspects of public service that can be looked into and therefore the study further recommends a study to be undertaken to investigate the effectiveness of induction training practices in the Kenyan public service

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APPENDICES

Appendix I: Introduction Letter

I am a student undertaking Master of Science in Human Resource Management at the University of Nairobi. I am conducting a research study on the "**Influence of Induction Training on Employee Retention in the Kenyan Public Service"**. The purpose of this letter is to request your cooperation in filling in the attached questionnaire and returning it me. The study is purely for academic purposes and all information provided will be treated confidentially and your prompt response will be highly appreciated.

Yours faithfully,

Lovena Agneta Ogalo

Appendix II: Research Questionnaire

The purpose of this questionnaire is to assist the researcher to collect data on **the influence of induction training on employee retention in the Kenyan public service.** You are therefore kindly requested to answer the questions below truthfully and accurately. The study is purely for academic purposes and all information provided will be treated confidentially. Your prompt response will be highly appreciated

Sign below if you accept   Date

_____   _____

Section A: General Information

1. Gender:

Male   ( )   Female   ( )

2. Age group

Less than 20yrs ( )   31-40yrs ( )   51-60yrs ( )

20-30yrs ( )   41-50yrs ( )   Above 60yrs ( )

3. Kindly indicate your highest level of education

KCSE ( )   Diploma/Advanced   Undergraduate ( )

Certificate ( )   diploma ( )   Post graduate ( )

Others (specify)……...

4. What is your current job position?

Manager ( )   Supervisor ( )   Non-Supervisor ( )

5. How long have you been employed by the organization?

Less than 1year ( )   1yr-5years ( ) 6-10years ( )   11-15years ( )

Over 15years ( )

6. Please state the ministry under which your organization operates………………………

Section B: Induction Training Practices

7. Please indicate your level of agreement with this statement regarding your induction in the organization

Organize Stakeholder Meetings					
I was taken through a familiarization tour					
I had scheduled meetings with my teammates during the first few weeks with a clear agenda					
I had meetings with employees from other departments					
Induction training content					
I gained an understanding of the organization's vision, mission and values					
I gained an understanding of the organization's resources and services and where to look for information					
I gained a clear understanding of the workplace culture					
my new role was effectively explained and I was able to					

start work without unnecessary delays					
Involvement and participation					
I was able to share my past experiences					
Different members from other departments took me through the induction training process					
I did an induction training evaluation					
Use of Technology					
Induction documents, strategy documents and policies were available to me online					
My employer uses social media and other social networks during induction training					
I have access to training module through the company's intranet					
Implementing induction milestones					
l knew what was expected of me in the first 30, 60, 90 days and 180 days					
There has been continuous dialogue between my manager and l to assess my strengths and weakness					
l understand my performance management, development and review obligation					
Continuous Feedback					
My manager was regularly checking and reviewing by performance expectations					
l feel well informed and comfortable in my role					
My supervisor advised me of compulsory training am					

required to complete					

Section B: Employee Retention Strategies

8. Please indicate your level of agreement with this statement regarding your employee retention strategies in your organization.

1. Strongly disagree   2. Disagree   3. Neutral   4. Agree   5. Strongly agree

	1	2	3	4	5
Respect, recognition and rewards					
I feel respected and that particular consideration is given to me					
I feel recognized and my efforts as an individual valued					
I am rewarded periodically for my performance					
Work-life balance					
Work-life balance is supported in my organization					
Staff welfare measure provided by my employer is satisfactory					
Do you feel you are able to balance your work and personal life					
Training and career development opportunities					
My training program is always linked with my career development and growth					
Our organization has implemented the career progression and guideline policy					

I am satisfied with the opportunities to expand my career in the organization					
Interpersonal relationships					
I feel comfortable working with teammates					
I am encouraged by my supervisor to be my best					
I am satisfied with how am being involved in decision making					
Proper job design					
I am able to perform different roles and functions that are required of me					
I experience autonomy in my work					
I feel like I always get feedback					
Conducive work environment					
The policies and procedures in place promote a sound working environment					
I am provided with relevant tools and resources to enable me to carry out my work effectively					
I enjoy working in my current workplace					

Thank you for your feedback

Appendix III: List of Participating Kenyan Government Ministries

1	Ministry of Interior and Coordination of National Government
2	The National Treasury
3	Ministry of Foreign Affairs and International Trade
4	Ministry of Defence
5	Ministry of Health
6	Ministry of Education, Science and Technology
7	Ministry of Transport and Infrastructure Development
8	Ministry of Devolution and Arid and Semi-Arid Lands (ASALs)
9	Ministry of Lands
10	Ministry of Environment and Forestry
11	Ministry of Mining and Petroleum
12	Ministry of Agriculture and Irrigation
13	Ministry of East African Community and Northern Corridor Development
14	Labour and Social Protection
15	Ministry of Tourism and Wildlife
16	Ministry of Water and Sanitation
17	Public Service, Youth and Gender Affairs
18	Ministry of Energy
19	Industrialization and Enterprise Development
20	Ministry of Information, Communication and Technology
21	Ministry of Sports and Heritage

Source: http://www.mygov.go.ke/ministries, 2018