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**ABSTRACT**

*The purpose of the study was to assess the influence of on the job training on employee turnover in chartered public universities. The main type of research design to be used was descriptive. The unit of analysis was 31 chartered public universities in Kenya and accessible population of three universities. The target population was 6598 staff of the three universities. Krejcie and Morgan sampling table (1970) was used to get a sample size of 365 respondents. Proportionate stratified random sampling was used to select the sample population. Primary data was collected by use of questionnaires. Data was analyzed using both descriptive and inferential statistics. Descriptive statistics was used to summarize the data. Inferential statistics involved the use of multiple linear regression to establish the relationship between the independent and dependent variables. The study found that job rotation in the institutions was not effective since only a few employees were rotated, hence a great majority of the employees remained in the same job positions. Coaching in the institutions was inadequate. Coaching in the institutions failed to create a work culture in which employees had reason to be motivated. The coaching was not well synchronized with the employees' job descriptions. The employees tackled work activities using the approaches learnt from their superiors. During work, employees were given support by their superiors in the institution. The employees were sometimes called upon to substitute other employees. Appointment on acting capacity prepares one for higher job positions. The study recommended that management of the institutions should formulate a strategy and establish an effective job rotation mechanism in the institutions. Coaching should be well synchronized with the employees' job descriptions. Training-needs assessment should also be conducted to determine gaps in knowledge that must be filled through coaching. The mentoring programs in the institutions should be improved for effectiveness. The management of the institutions should continue providing opportunities for employees to serve in higher capacities which will develop the confidence of employees and afford hope for future prospects of appointment to substantive roles.*

**Key Words:** Job Rotation, Coaching, Mentoring, Appointment, Employee Turnover

## INTRODUCTION

Employee training and development is one of the major functions of Human Resource Management in any organization. Competent employees will not remain competent forever; some are minimally qualified upon entering the organization and hence require additional training or education (Kinicki & Kreitner, 2013). Others enter the organization capable of performing at an optimal level but their skills become obsolete over time due to technological advances. Even organizational changes and management over time must ensure that there is appropriate match of individual abilities with organizational needs for the future (Sims, 2014). Mugwere (2013) argues that organizational and individual learning will ensure that there is appropriate match of individual abilities with organizational needs because it provides employees with learning opportunities and develops their capabilities to realize their potential and enhances their employability.

Organizations invest a lot in their employees in terms of induction, training, developing, maintaining and retaining them. Managers must therefore minimize employee's turnover at all costs. Although there is no standard framework for understanding the employees turnover process as a whole, a wide range of factors have been found useful in interpreting employee turnover (Kevin et al. 2014). There is therefore need to develop further understanding of employee turnover. The reason a lot of attention has been paid to the issue of turnover is because turnover has significant effects on organizations (Dyke & Strick, 2014).

Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik & Barsoux, 2012) and therefore prompting these organizations to train their employees as one of the ways to prepare

them to adjust to the increases above and thus enhance their staff retention and performance.

In Nigeria, the importance and significance of training and development to organizational development has no doubt been recognized in the Nigerian public services (Yusuf, 2015). The government recognizes that over 80 per cent in the federal civil service are junior officers on grade levels 01-06, and that they are the first contact of members of the public with the service. Because this category of workers is responsible for the image of the executive arm of government and if the quality of services rendered by government is to be significantly improved, adequate and greater attention has to be paid to their training and performance. Accordingly, ministries and extra-ministerial departments are enjoined to take appropriate steps to ensure that comprehensive training of junior staff in the federal civil service is carried out as effectively and inexpensively as possible. In many ministries this has been carried out with the use of Government training schools and centers, and where possible some have been granted study leave with or without pay to further their education in tertiary institutions (Falola & Osibanjo, 2014).

The Government recognizes that the potential for excellent service delivery lies in its employees. It is also aware that to maintain a committed, competent and innovative workforce, there is need to enhance employees' opportunity to develop skills and abilities for work performance, career and personal development. Through regulations, policies and guidelines issued by the Public Service Commission, the Government supports and encourage continuous training and learning for all categories of public servants.

The history of universities in Kenya can be traced back to 1961, when the then Royal College, Nairobi was elevated to university status under the name of the University of East Africa. Coinciding with Kenya's

independence from Britain in 1963, the University of East Africa enrolled 571 students in its first intake, making it the first university in Kenya (Mutula, 2012). Since then, the higher education system has expanded (Magutu et al., 2013). The overhaul of the Kenyan education in 1984 saw public universities double their intake to accommodate ordinary level and advanced level students in the 1990/91 intake.

### **Statement of the Problem**

Employee turnover stands as a great challenge in many organizations (Nunn, 2015). There is a growing global interest in matters of recruitment and staff retention in higher education institutions. These trends have engendered a more strategic approach to human resource management across the higher education sector (Buyens, 2013). Training programs can improve both productivity and job satisfaction leading to reduced staff turnover.

During the past decade, Kenya's public university system has experienced very high rates of growth which have not been accompanied by a corresponding rise in the level of funding. Some universities have reduced their training budgets in their attempts to be economical in expenditure (Odhiambo & Waiganjo, 2014). By offering training and development opportunities the university staff will feel that the university is investing in them and that there are opportunities for growth within the organization and hence give meaning to the current job. However this has not been the case.

Many employees in Kenyan universities are leaving their job to seek for jobs in other sectors which translate to enormous costs to organizations in terms of costs of recruiting new employees to replace those exiting. This cumulatively raises the question as to what influence training has on employee turnover.

Albaqami (2016) assessed the determinants of turnover intention among faculty members in Saudi public universities. Kuria et al., (2016) investigated

the factors influencing labour turnover in three and five star - rated hotels in Nairobi, Kenya. The results indicated that, training, promotions and the star-rating of the hotels were key factors in determining labour turnover. Akala (2016) researched on the factors influencing employee retention among the non-teaching staff at the University of Nairobi, Kenya. Employee training was found to influence employee retention among the non-teaching staff. Muceke (2015) sought the determinants of academic staff retention in public universities in Kenya and found that the problem of academic staff retention in Kenyan public universities is a pertinent issue and is expected to be worse with the double intake program. From the studies reviewed to the best of the researcher's knowledge, there was limited empirical knowledge on the influence of employee training on staff turnover as most of the studies have focused broadly on the factors influencing employee turnover but not specifically focusing on the influence of training on staff turnover. This study sought to fill the existing research gap by conducting a study on the influence of on the job training on employee turnover in chartered public universities in Kenya.

### **Objectives of the Study**

The general objective of the study was to assess the influence of on the job training on employee turnover in chartered public universities in Kenya. The specific objectives were:-

- To determine the effect of job rotation on employee turnover in chartered public universities.
- To determine the effect of coaching on employee turnover in chartered public universities.
- To determine the effect of mentoring on employee turnover in chartered public universities.
- To determine the effect of appointment on acting capacity on employee turnover in chartered public universities.

## LITERATURE REVIEW

### Human Capital Theory

Human Capital theory was proposed by Schultz (1961) and developed extensively by Becker (1964) who classified expenditures on human capital as investment rather than consumption. Human capital can be defined as knowledge, skills, attitudes, aptitudes, and other acquired traits contributing to production. Human capital theory suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers future income by increasing their lifetime earnings (Becker, 1964).

In Becker's view, human capital is similar to "physical means of production", e.g., factories and machines: one can invest in human capital (via education, training) and one's outputs depend partly on the rate of return on the human capital one owns.

Thus, human capital is a means of production, into which additional investment yields additional output. Human capital is substitutable, but not transferable like land, labor, or fixed capital.

### Reinforcement Theory

Behaviorist B.F. Skinner derived the reinforcement theory, one of the oldest theories of motivation, as a way to explain behavior and why we do what we do. The theory may also be known as Behaviorism, or Operant Conditioning, which is still commonly taught in psychology today. The theory states that "an individual's behavior is a function of its consequences" (Management Study Guide, 2013). Behaviorism evolved out of frustration with the introspective techniques of humanism and psychoanalysis, as some researchers were dissatisfied with the lack of directly observable phenomena that could be measured and experimented with. In their opinion, it would make the discipline of Psychology more "scientific" and on par with the core sciences. These researchers turned to exploring only the

behaviors that could be observed and measured, and away from the mysterious workings of the mind (Funder, 2010).

The science of psychology that is often associated with the current era may be considered inadmissible to those that follow Skinner's beliefs. Psychology has frequently been associated with the human mind and the evolution of cognitive awareness, causing Skinner to move in a different direction. By applying his thoughts on adjusting motivation through various stimuli, industries such as business, government, education, prisons, and mental institutions can gain a broader understanding of human behavior. "In understanding why any organism behaves the way it does, Skinner saw no place for dwelling on a person's intentions or goals" (Banaji, 2011).

### Social Learning Theory

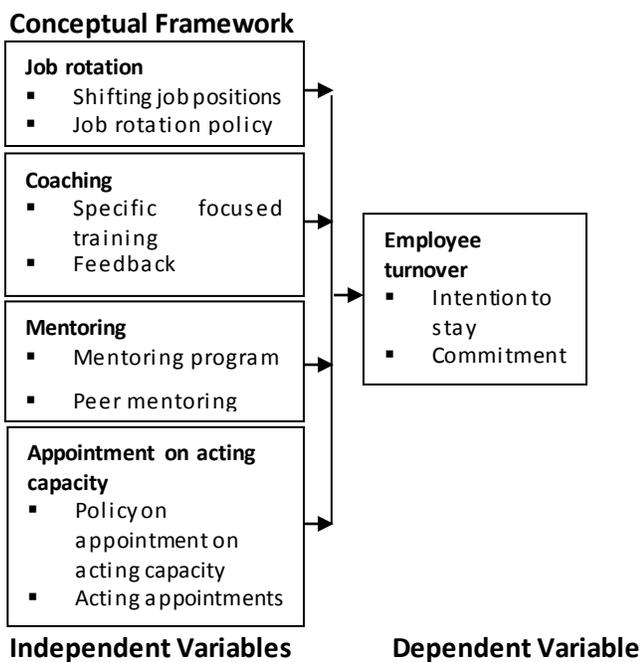
Social learning theory was developed to describe and predict how people learn from observation. Bandura, (1977) observational learning is controlled by processes of attention, retention, and reproduction. From social learning theory, a number of rules can be derived for optimal training conditions. For example: When modeling a task, give the learner a verbal model to guide performance. The best verbal models will give rules for the responses of the task, but will be as simple as possible and easy to remember. The trainee is most likely to learn to reward himself for a good job performance if he comes to feel that the work he is performing is very important to himself and to the company and that he has significant control of the work outcomes. Social learning theory has been applied to industries through training methods.

### Resource Based Theory (RBT)

Resource-Based Theory (RBT) was developed by Barney's (1991). The theory claims that a company must have valuable, rare, inimitable and non-substitutable resources to have a sustainable

competitive advantage, and that these resources include everything internal to the firm. Barney (1986) listed all of the assets, capabilities, organizational processes, firm attributes, information, knowledge, and so on, as resources. The application of this theory to HRM illustrates the role that people play in building a company's competitive advantage.

To explain how this theory can be applied to HRM, Wright and McMahan (2011) referred to the following four features that people, as resources, must have for the company to be competitive. First, they must give value to the company's production processes, meaning, the level of individual performance must be significant. Second, the skills that the company looks for must be rare. According to them, all human resources should meet these two criteria, since they are evenly distributed.



**Figure 1: Conceptual Framework**

**Job rotation**

Job rotation and transfers (McCourt & Eldridge, 2013) as a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example

taking on higher rank position within the organization, and one branch of the organization to another. For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization (Ortega, 2015).

This usually aims to give trainee managers a feel for the organization by giving them the experience of working in different departments. Trainees must be encouraged to feel it is not time wasting and people in the various departments in which they are temporarily working must feel a commitment and involvement in the training if it is to work. Unfortunately, trainees are not usually welcomed. Job rotation is another version of training that became popular in the 1970s to help relieve boredom and thereby raise the productivity of shop floor workers. It is a management technique used to rotate incumbents from job to job or from department to department or from one plant to another in different geographical areas (Cheraskin & Stevens, 2014).

**Coaching**

Coaching is the process whereby one individual helps another; to unlock their natural ability; to perform, learn and achieve; to increase awareness of factors which determine performance; to increase their sense of self responsibility and ownership of their performance; to self-coach; to identify and remove internal barriers to achievement.' MacLennan (2017) 'Coaching is around specific performance issues or goals. Coaches are subject matter experts, such as learning a new computer program. Most coaching is short term; it typically doesn't last over a year.

Ideally, employee coaching occurs as part of the organization's ongoing performance management system which may include appraisals, formal and informal feedback, goal setting and development opportunities (Gregory & Levy, 2014). The coaching relationship is a working partnership between the supervisor and employee that is focused on the performance and development of the employee. Coaching is not a one-time, one-way interaction, but rather an ongoing collaborative process. An effective supervisor-subordinate relationship must be in place before effective coaching can occur.

### **Mentoring**

Mentoring is the process whereby one senior individual is available to a junior; to form a non-specified developmental relationship; to seek information from; to regard as a role model; to guide the performer; to provide feedback and appraisal; to teach all the facts that will enable the individual to perform effectively in an organization (MacLennan, 2017). Mentoring is an indefinite, relationship based activity with several specific but wide ranging goals. The mentor is a facilitator who works with either an individual or a group of people over an extended time period. The agenda is open and continues to evolve over the longer term. Mentoring seeks to build wisdom the ability to apply skills, knowledge and experience to new situations and processes.

### **Appointment on Acting Capacity**

An acting appointment is an assignment given to an officer deemed capable of performing the full duties and assuming the full responsibilities of a vacant position when the substantive post holder in the higher grade is on authorized leave or when the post is vacant pending its permanent filling (Abashidze & Selimashvili, 2015). In the case of permanent vacancies, there must be an intention to fill the vacancy if an acting-up arrangement is to be put in place.

Managers are required to give careful consideration to all alternative means of covering vacancies which arise before seeking approval for acting-up arrangements. The employee who is selected for acting-up must have all the competencies, qualifications, experience, and if necessary the appropriate registration, to enable them to carry out the acting-up role effectively.

### **Employee Turn Over**

Lynch (2015) defined employee turnover as the movement of human resources into and out of the firm. It is usually convenient to measure labor turnover by recording movement of staff from the firm on the assumption that new employee fills vacancies created due to normal labor wastage (Brown, 2015).

The simplest measure involves calculating the number of leavers in a period (usually a year) as a percentage of the number of employees during the same period. This is known as the separation rate or crude wastage rate. For the purpose of this study, staff turn-over was measured in terms of the employees' intention to stay and commitment to their job and organization.

Employee turnover produces devastating effect on organizations. Flowers and Hughes (2013) pointed out that the most obvious and significant problem caused by turnover is its negative impact on achieving performance

### **Empirical Review**

#### **Job rotation and Employee Turnover**

Ajusa and Atambo (2016) conducted a study on the influence of job rotation on organizational productivity at Mount Kenya University. A sample size of 288 respondents was utilized which was estimated by Slovin's formula.

Probability sampling design was adopted for the study. The study found from regression model value

that the variables tested explained 83.6% of the variations of the dependent variable. This result demonstrates that motivation, worker involvement and training and development are antecedents of organizational productivity.

Adjei (2014) conducted a study on the impact of job rotation on employees' performance a case study: Utrak Financial Services Limited. Structured interview was also employed to collect data. The study revealed that job rotation is an important programme for allowing employees to acquire new skills, enhance staff productivity, develop new relationships across the company and gain skills needed for future career advancement. However, respondents complained of not been made part of the implementation process. They also reveal that, the major challenges upsetting the programme were; resistance from superiors; resistance from employees and lack of adequate training before employee is moved to a new department. The participants in the job rotation programme who were interviewed expressed a high level of satisfaction with the programme. The study revealed that the respondent's appreciate the effectiveness of job rotation programme in their organization.

### **Coaching and Employee Turnover**

Bweng (2014) conducted a study on the perceived effects of coaching on employee performance at the Co-operative Bank of Kenya. The study used both primary and secondary data. Primary data was collected from line managers and employees who report to the line managers by way of a questionnaire. This was the most appropriate method of collecting data as it involved the key people involved in coaching and managing employee performance. The study provided an understanding to managers and coaches and supports the view that managers and coaches are receptive to the benefits of a coaching style of management which has the potential to transform workplace dynamics and

productivity. The study indeed found out that the employee performance at the bank as measured through the quarterly performance reviews has improved since coaching was commenced. Indeed this is reflected in the overall bank performance as measured by the key performance indicators, has improved over the last four years.

Chumo et al., (2017) conducted a study on the effect of on-the-job-training practice on employee satisfaction at Kapsara tea factory. A sample of sixty workers from Kapsara Tea Factory was selected using random sampling technique. The study applied a descriptive research design to establish the relationship between variables. From the data analysis, it was evident that training through mentorship has a great impact on the job satisfaction and retention of the employees. It is essential in keeping employees apt in their work so that they can gain satisfaction from it. The research concluded that training plays a critical role in an organization's employee retention, productivity and job satisfaction.

### **Mentoring and Employee Turnover**

Ndungu (2016) conducted a study on the effect of mentoring on employee career success in private companies in Nairobi. The respondents in this study were Human Resource Managers. Descriptive statistics; frequencies and percentages were used to analyze respondents' demographic data. The results show that holding all other factors constant, a unit increase in the mentoring function, will lead to 0.345 unit increases in the scores of the career success among the staff. The probability value of 0.607 indicates that mentoring affect the career success among the staff. The research concluded that there is a relationship between mentoring and employee career success.

Ngari (2015) assessed the influence of in-service training on employee performance; a case of judiciary's lower courts in Nairobi county, Kenya. The study adopted a descriptive survey design using both

qualitative and quantitative research paradigms. The target population was 203 employees of the Judiciary comprising of Head of Stations, Magistrates and paralegal staff. The study found out that most employees have undergone on-job training in form of job rotation, coaching and mentoring. Mentoring was found to influence performance by increasing skill levels, productivity and affects customers satisfaction positively.

### **Appointment on acting capacity and Employee Turnover**

Ondimu, (2013) investigated the Managers' perception of the influence of employee career development programmes on employee commitment at Oxfam international, Kenya. The research problem was best studied using a survey research design and a likert scale questionnaire guide tool was used to collect primary data. The study found that Oxfam International in Kenya does have and actually implements career development initiatives aimed at building the careers of its employees and that employees are committed to Oxfam and are willing to work and stay with Oxfam as an employer. The managers perceive that there is a relationship between employee career development programs and employee commitment and that the existence of employee career growth programs influences employee commitment positively.

Mohamed (2015) conducted a study on perceived relationship between career development and employee commitment and engagement at Nairobi city county government. A descriptive survey research design was adopted. The target population of this study was 443 employees at Nairobi County government. Stratified random sampling technique is used to arrive at the sample size. The study found that career development practices (career planning,

coaching, counselling and mentoring) greatly affected employee commitment and engagement at Nairobi County Government.

### **METHODOLOGY**

According to Orodho (2012) a research design is a scheme, an outline or plan that is used to generate answers to research problems. The main type of research design that was used was descriptive survey research design. The unit of analysis is the study population which consisted of all the 22 chartered public universities in Kenya (Commission of University Education, 2017). The target population of the study was 6598 staff from the three universities. Primary data was collected by use of questionnaires. Questionnaires were used as they were convenient in saving time and were economical in terms of finances. Data was analyzed using both descriptive and inferential statistics. The regression model adopted was;

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$$

WHERE:

Y = Employee Turnover

X<sub>1</sub> = Job rotation

X<sub>2</sub> = Coaching

X<sub>3</sub> = Mentoring

X<sub>4</sub> = Appointment on acting capacity

β = constant,

β<sub>1</sub>β<sub>2</sub>β<sub>3</sub>β<sub>4</sub> = Regression Coefficients

ε = Error Term

### **FINDINGS**

#### **Effect of job rotation on employee turnover**

The study sought to establish the effect of job rotation on employee turnover. The respondents were requested to indicate their levels of agreement on statement relating to the effect of job rotation on employee turnover in chartered public universities.

**Table 1: Statement relating to the effect of job rotation on employee turnover**

Statement	Mean	Std. deviation
I am shifted from one job position to another at intervals	2.22	0.241
Job rotation reduces boredom and increases my motivation through the divergence of activities.	2.29	0.203
Job rotation has assisted me in adjusting with the technological changes like new systems within the institution	2.28	0.188
The job rotation in the institution does not help employees with career planning and skills development	3.82	0.183
Job rotation applications are significant for employees considered as manager candidates	3.77	0.196
Rotation technique increases my problem-solving capability	2.30	0.239
Job rotation enhances my job satisfaction hence motivating me	2.24	0.207
Job rotation serve's to increase my identification with the organization	2.26	0.262

From the study findings, the respondents agreed on the statements that the job rotation in the institution does not help employees with career planning and skills development and that job rotation applications are significant for employees considered as manager candidates as shown by a mean of 3.82 and 3.77 respectively. Consistent to the findings, Ojwang (2014) found a relationship between job changes and employee commitment.

The respondents disagreed on the statements that they were shifted from one job position to another at intervals as shown by a mean of 2.22, job rotation enhanced their job satisfaction hence motivating them as shown by a mean of 2.24, job rotation serve's to increase their identification with the organization as shown by a mean of 2.26 and that job rotation had assisted them in adjusting with the technological changes like new systems within the institution as shown by a mean of 2.28. The respondents disagreed on the statements that job rotation reduced boredom and increase their motivation through the divergence of activities and that rotation technique increased their problem-solving capability as shown by a mean of 2.29 and 2.30 respectively. Inconsistent with the study's

findings, a study by Adjei (2014) found that employees expressed a high level of satisfaction with the job rotation programme and expressed its effectiveness in dipping turn over.

The respondents further indicated that only a few employees were rotated effectively and hence a great majority of the employees remain in the same job positions. Similarly a study by Ojwang (2014) revealed that job rotation had not been effectively implemented in the Postal Corporation of Kenya hence there was better organizational commitment among employees. The respondents further noted that an effective job rotation would enhance institutional knowledge in employees and create a binding relationship between employees and the organization.

### **Effect of Coaching on employee turnover**

The study requested the respondents to indicate their level of agreement on the statement relating to the effect of coaching on employee turnover in chartered public universities.

**Table 2: Statement relating to the effect of coaching on employee turnover**

Statement	mean	Std. deviation
I am well coached to perform my tasks better	2.34	0.176
The coaching was well synchronized with my job description	2.34	0.476
The Coaching content was well aligned with my work performance target.	2.22	0.193
The coaching helped to plan for productive meetings	2.20	0.611
The junior staff are not well coached on their job	3.58	0.226
Coaching has led me to deeper commitment to the organization	2.42	0.615
Coaching provided me with growth opportunities within the organization thus boosting my morale	2.41	0.510
Training-needs assessment are conducted to determine gaps in knowledge that must be filled through coaching	2.44	0.376
Coaching in the organization creates a work culture in which employees have reason to be motivated	2.03	0.471

From the study findings, the respondents agreed that the junior staff were not well coached on their job as shown by a mean of 3.58. The respondents disagreed on the statements that coaching in the organization created a work culture in which employees had a reason to be motivated as shown by a mean of 2.03, the coaching helped to plan for productive meetings as shown by a mean of 2.20, the coaching content was well aligned with their work performance target as revealed by a mean of 2.22, the coaching was well synchronized with their job description and that they were well coached to perform their tasks better as shown by a mean of 2.34 in each case.

The respondents further disagreed that coaching provided them with growth opportunities within the organization thus boosting their morale as illustrated by a mean of 2.41, Coaching had led me to deeper commitment to the organization as shown by a mean of 2.42 and that training-needs assessment are conducted to determine gaps in knowledge that must

be filled through coaching as evidenced by a mean of 2.44. The findings were consistent to those of Wamwayi (2017) who revealed that revealed that training needs assessment is necessary for to establish training needs.

On how else coaching affects employee turnover in chartered public universities, the respondents indicated that the coaching in the institutions is not effective as it should be. They further stated that coaching was vital in problem solving where new methods and procedures of work are involved, hence employees who are coached effectively remain in the institution.

#### **Effect of mentoring on employee turnover**

The respondents were requested to indicate their level of agreement on statement relating to the effect of mentoring on employee turnover in chartered public universities.

**Table 3: Statement relating to the effect of mentoring on employee turnover**

Statement	mean	Std. deviation
Mentoring improves employees' ability to do their job correctly and effectively and they will stay longer and give better results.	3.90	0.215
During work employees are given support by their superiors in the institution	3.62	0.166
Through assignments employees are been able to gain technical and managerial skills	3.58	0.143

I tackle work activities using the approaches learnt from my superiors	3.67	0.158
I help junior employees in achieving a positive sense of self-confidence	3.71	0.551
mentoring programs are supposed to help employees do the right thing by exposing them to senior employees that know how to do the right thing	4.01	0.202
Mentoring programs in the institution have an effective mechanism for getting answers quickly, allowing employees to move on quickly	2.23	0.226
I have been taught new concepts and problem solving skills through mentoring in the institution	3.56	0.202

From the findings, the majority of the respondents agreed on statements that mentoring programs were supposed to help employees do the right thing by exposing them to senior employees that know how to do the right thing as shown by a mean of 4.01, mentoring improves employees’ ability to do their job correctly and effectively and they will stay longer and give better results as shown by a mean of 3.9, they help junior employees in achieving a positive sense of self-confidence as shown by a mean of 3.71, they tackle work activities using the approaches learnt from their superiors as shown by a mean of 3.67, that during work employees are given support by their superiors in the institution as shown by a mean of 3.62, and that through assignments employees are able to gain technical and managerial skills as shown by a mean of 3.58 and that they have been taught new concepts and problem solving skills through mentoring in the institution as shown by a mean of 3.56.

Consistent to the study findings, Chumo et al., (2017) also revealed that training through mentorship had a great impact on the job satisfaction and turnover of

the employees. Mentoring was significant in reducing turnover. The respondents disagreed on the statements that mentoring programs in the institution have an effective mechanism for getting answers quickly, allowing employees to move on quickly as shown by a mean of 2.23.

The respondents were requested to indicate how else mentoring affects employee turnover in chartered public universities. From the findings the respondents indicated that the bond created between junior employees and the functional heads through mentoring activities is an impetus for greater commitment by workers. Consistent to the findings, Ngari (2015) established that mentoring influenced turnover by increasing team work.

**Effect of appointment on acting capacity on employee turnover**

The study sought to find out the respondents’ level of agreement on statement relating to the effect of appointment on acting capacity on employee turnover in chartered public universities.

**Table 4: Statement relating to the effect of appointment on acting capacity on employee turnover**

Statement	mean	Std. deviation
I am sometimes called upon to substitute for another employee	3.84	0.423
Appointment on acting capacity prepares one for higher job positions	3.67	0.561
The opportunity to act in a higher classified established position is utilized as a mechanism to reward exceptional work performance by an Employee	3.64	0.311
Appointment on acting capacity enhances career and professional development	3.89	0.625
Appointment on acting capacity provides an opportunity to acquire advanced knowledge, skills and abilities.	3.94	0.523

The results showed that majority of the respondents agreed on the statements that appointment on acting capacity provided an opportunity to acquire advanced knowledge, skills and abilities as shown by

a mean of 3.94, appointment on acting capacity enhances career and professional development as supported by a mean of 3.89, they were sometimes called upon to substitute for another employee as depicted by a mean of 3.84, appointment on acting capacity prepared one for higher job positions as shown by a mean of 3.67 and that the opportunity to act in a higher classified established position was utilized as a mechanism to reward exceptional work performance by an employee as shown by a mean of 3.64. Likewise a study by Ng'ethe (2014) revealed that appointment on acting capacity provides confidence for future promotions and hence reduce turnover for academic staff.

The study sought to find out how else appointment

**Table 5: Statement relating to employee turnover in chartered public universities**

Statement	mean	Std. deviation
Employee turnover rate in the institution is high	3.70	0.176
I am committed to this organization	3.29	0.324
I don't intend to stay in this organization	3.69	0.186
The number of new employees in this organization is high	3.50	0.484
I am well trained in the organization and ready to continue working in this institution	2.42	0.441
Employee turnover in this institution is determined much by training	3.72	0.583
Relevance of training plays a role in establishing employee commitment	3.73	0.141
I feel valued in the institution	3.65	0.176

From the findings, majority of the respondents agreed that relevance of training played a role in establishing employee commitment as shown by a mean of 3.73, employee turnover in the institution was determined much by training as shown by a mean of 3.72, employee turnover rate in the institution was high as shown by a mean of 3.70, they didn't intend to stay in the organization as shown by a mean of 3.69, they felt valued in the institution as demonstrated by a mean of 3.65 and that the number of new employees in the organization was high as shown by a mean of 3.5. The respondents disagreed on their commitment to the institution as shown by a mean of 2.29 as well as that they were well trained in the organization and ready to continue working in the

on acting capacity affects employee turnover in chartered public universities. The respondents indicated that the opportunity to serve in a higher capacity develops confidence in employees and affords hope for future appointments to substantive roles. Correspondingly a study by Ondimu, (2013) established that appointment on acting capacity prepares employees for higher positions which in turn reduces their likelihood to leave the organization.

### Employee turnover

The study requested the respondents to indicate their level of agreement on statement relating to employee turnover in chartered public universities.

institution as illustrated by a mean of 2.42. The respondents were further requested to describe employee turnover in chartered public universities. The respondents pointed out that on the job training of employees was a fundamental aspect in stemming employee turnover. Training employees equipped them with knowledge attitudes and skills through structured programs which weans their intentions to leave the organization. As such the institution should take much interest in improving the training programs and schedules so to retain the employees.

## Regression Analysis

**Table 6: Model summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1.000	.584a	0.341	0.322	0.4526

a Predictors: (Constant), job rotation, coaching, mentoring and appointment on acting capacity  
 From the findings in the model summary table, the value of adjusted R squared was 0.322 indicating that there was variation of 32.2 percent on turnover due to changes in job rotation, coaching, mentoring and appointment on acting capacity at the 95 percent confidence level. This showed that 58.4 percent changes in employee turnover could be ascribable accounted to job rotation, coaching, mentoring and appointment on acting capacity.

**Table 7: Analysis of variance**

Model		Sum of Squares	df	Mean Square	F	Sig.
1.000	Regression	33.504	4	8.376	11.138	.000 <sup>b</sup>
	Residual	220.336	293	0.752		
	Total	253.84	297			

a Dependent Variable: employee turnover

b Predictors: (Constant), job rotation, coaching, mentoring and appointment on acting capacity

From the ANOVA statistics in table above, the processed data, which is the population parameters, had a significance level of 0.000 which shows that the data is ideal for making a conclusion on the population's parameter as the value of significance (p-value ) is less than 5%. It also indicates that the model was statistically significant.

### Regression coefficients

The combined relative influence of the independent variables on employee turnover was examined using multiple linear regression and the results are presented in Table 8.

**Table 8: Regression coefficients**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.113	0.271		7.797	.000
Job rotation	-0.497	0.131	-0.477	-3.794	0.001
Coaching	-0.524	0.133	-0.501	-3.940	0.001
Mentoring	-0.475	0.129	-0.453	-3.682	0.001
Appointment on acting capacity	-0.432	0.135	-0.411	-3.200	0.002

a Dependent Variable: Employee turnover

$$Y_i = 2.113 + (-0.497 X_1) + (-0.524 X_2) + (-0.475 X_3) + (-0.432 X_4) + \epsilon$$

From the regression equation above it was found that holding job rotation, coaching, mentoring and appointment on acting capacity to a constant zero, employee turnover would be 2.113. A unit increase in job rotation would lead to a decrease in employee

turnover by 0.497 units. A unit increase in coaching would lead to a decrease in employee turnover by 0.524. A unit increase in mentoring would lead to a decrease in employee turnover by 0.475 units and a unit increase in appointment on acting capacity

would lead to a decrease in employee turnover by 0.432 units. Overall coaching had the greatest effect on employee turnover. At 5% level of significance and 95% level of confidence, all the variables were significant ( $p < 0.05$ ).

## **CONCLUSION**

The job rotation effort in the institutions was by and large in not effective since only a few employees are rotated, hence a great majority of the employees remain in the same job positions. Lack of adequate job rotation initiatives reduces the employees' job satisfaction cumulatively reducing their motivation. Job rotation in chartered public universities does not help employees with career planning and skills development as it should be. The absence of job rotation decreases the employees' identification with the organization as well as affecting their overall performance and effectiveness since they will be unable to adjust and adapt to technological changes like new systems within the institution.

Coaching in the institutions was largely inadequate and fails to create a work culture in which employees have reason to be motivated. The coaching content is not well aligned with the employees work performance. A further observation is that the coaching is not well synchronized with the employees' job descriptions. It is notable that there is no structured, systematic training-needs assessment to determine gaps in knowledge that must be plugged through the coaching.

Mentoring programs were supposed to help employees do the right thing by exposing them to senior employees that know how to do the right thing. Mentoring improves employees' ability to do their job correctly and effectively and they will stay longer and give better results.

The employees tackled work activities using the approaches learnt from their superiors. During work employees are given support by their superiors in the institution through mentorship.

Due to the exigencies services, employees were sometimes called upon to substitute other employees. Appointment on acting capacity was one significant intervention to prepare staff for higher responsibilities and superior roles in institutions job positions. Appointment on acting capacity provides an opportunity to acquire advanced knowledge, skills and abilities and enhances career and professional development. The opportunity to act in a higher classified established position is utilized as a mechanism to reward exceptional and exemplary work performance by an employee with cutting edge or top-notch skills and abilities.

## **RECOMMENDATIONS**

The study recommended that to leverage employees effectiveness and commitment, management of the institutions should formulate strategies to establish effective job rotation mechanisms with the institutions. This will create a binding relationship between employees and their organizations enhance confidence and reduce turnover in the institutions.

The study found that coaching was very poor and as such the management should ensure that the employees were coached to enhance their problem solving for methods and procedures of work. Coaching should be well synchronized with the employees' job description.

Training-needs assessment should also be conducted to determine gaps in knowledge that must be filled through coaching.

The mentoring programs in the institutions should continue to be evolved and improved to attain the desired objectives of improving employees' effectiveness in their jobs and therefore lead to innovativeness and enhanced quality of service and efficiency.

This will enhance team effort and strengthen the bond between junior employees and the functional heads and improve overall organizational effectiveness which will give a competitive advantage

to organizations that evolve sound mentoring programs.

A deliberate effort should be made by the management of institutions to continue providing opportunities for employees to serve in higher capacities which will develop their confidence and afford hope for future appointments to substantive roles. This will ensure that they retain motivated employees in the organization hence reducing employee turnover.

To complement and augment organizational succession management plans, appointment of suitable employees to serve in higher roles on acting

capacity will prepare organizations to manage succession issues when veteran workers exit from employment since they would have nurtured talents of younger workers to take up higher more challenging roles.

#### **Areas for further Research**

The study focused and established the influence of on the job training on employee turnover in chartered public universities. Further research studies need to be conducted on the influence of off the job training on employee turnover in chartered public universities for comparison.

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