

**EXPLORING TRAINING AND DEVELOPMENT AS A MOTIVATIONAL  
TOOL FOR SUSTAINING EMPLOYEE RETENTION WITHIN THE  
IRISH RETAIL INDUSTRY**



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## ABSTRACT

This study is based on the investigation of training and development as a motivational tool for sustaining employee retention within the Irish retail industry. In a bid to answer the issues of this study, a descriptive survey research design is being utilized. The sample for this investigation cuts across randomly selected 399 employees in the retail industry in Dublin. Due to the restriction of movement, the study adopted an electronic-based questionnaire in the course of data gathering, out of which 134 workers participated in the survey. Retrieved data was coded using statistical software, and analyzed using descriptive statistics, Frequency-based chart, correlation, and multiple regressions. The outcome of the data analysis indicated that both on-the-job training, off-the-job training, and coaching does not have a relationship with employees' retention. However, employees consider other factors such as (timely & increased pay; financial incentives & employees' benefits; promotion; reward system; free healthcare; performance appraisal; opportunity for growth; flexible-work-arrangement; staff welfare support, work-life balance policy; conducive working environment; superior and subordinate relation; as well as employees' autonomy and less supervision) to motivate their decision to continue working for their current organization. The study concluded that both on-the-job training, off-the-job training, and coaching does not motivate employees' retention within the retail industry in Dublin. Therefore, this study recommended among others that investing in employees' training and development without a good compensation package is not effective enough in attaining higher retention. For this reason, the retail industry should have a detailed understanding of what motivates its workforce by redesigning a structured learning scheme, as well as integrating a good rewards system, increased salary, and most importantly employees' health care support.

**Keywords:** Employees' Retention, On-the-job Training, Off-the-job Training, Training and Development.

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## **List of Abbreviation**

ERET=	Employees' Retention
OTJT=	On-the-job-training
OFFTJT=	Off-the-job-training
SPSS=	Statistical Package for Social Sciences

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## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background of the Study**

The retail sector exerts a significant impact on the Irish exchequer, it generates about 23 percent of total tax revenue to the government of Ireland which doubled the 11 percent of tax revenue from the financial service, being the second-largest sector in the State (Ibec, 2019). It has further contributed to the employment generation by employing almost 285,000 persons and there exist about 37,400 retail and wholesale businesses operating in Ireland (Ibec, 2019). Due to the prevalence of labor turnover in the retail sector that is necessitated by several factors, there is a need to ensure maximum retention of the skilled workers to bring about the survival of the retail sector. Effective T&D could drive employees to become loyal to an organization since they perceive themselves to be on the right path to their career development. Thus, training and development (T&D) of manpower is a *sine qua non* -mechanism for enhancing the competitiveness of the Irish retail sector.

In recent time, research studies as to how training and development (T&D) can be utilized as a motivational mechanism in reducing high employee turnover and retain a skilled workforce has attracted academic attention (i.e. Abba, 2018; Chepkosgey, Namusonge and Makokha, 2019; Hassan, Razi, Qamar, Jaffir and Suhail, 2013; Ldama and Bazza, 2015). These studies conclude that there is a strong link between T&D and high retention of a skilled workforce. Further, it is suggested that T&D is one of the indices of human resource management practice that helps in attaining employees' competency, job satisfaction, commitment, as well as a source of competitive advantage for retaining proficient manpower (Chepkosgey et al., 2019). This, therefore, suggests the need for the managers of the Irish retail industry to design and implement training programs that are aimed at expanding workers' capability building and retaining them with the organization. It is not an understatement that employees are the backbone of any

organization and the only factor of production that translates other factors of production into economic output. Lack of manpower planning and development is detrimental to any organization as it may prompt employees to seek other promising organizations that give due attention to employee's capacity building (Abba, 2018). Consequently, filling the gap of unavailable skilled workforce in the workplace can be costly to the managers. It is, therefore, becomes pivotal for human resource managers to continuously train and develop the capacity of its human capital to perform effectively and retain them since motivated workers are committed to the accomplishment of organizational goals and objectives.

Chew (2004) described T&D as granting employees the relevant skills necessary at redressing employee's lack of skill and the firm's capability to equip the employees with future skills needed by the organization. T&D coupled with education is a sine qua non-indicator for worker's career improvement and goal accomplishment that motivate employees to remain with those organizations that provide an opportunity for career path growth (Samuel and Chipunza, 2008). Organizations employ different forms of training programs tailored to meet a specific need (e.g. On-the-job training, Off-the-job-training, Coaching, Job rotation, as well as Classroom training), aimed at instilling employees with skills needed for performance improvement, reducing dissatisfaction of tasks, as well as minimizing the cost of time and efforts of recruiting, selecting and placing new staff from tewsszhe labor market.

Meanwhile, employee retention (ER) is described as the retaining of any workforce that the organization intends to keep for reasons known to the organization to avoid losing them to competitors (Sue, 2001). Implying that organizations need to have the required number of skilled employees focused on place and time utility. This is because the capability of a firm to survive in a turbulent environment often translates to its retention power, and motivation can be a key impetus in retaining employees. Given the foregoing, the current study is aimed at examining

how training and development can be utilized as a motivational tool to bring about employee retention in the Irish retail industry.

## **1.2 Research Rationale**

The retention of skilled workers is a significant factor for the attainment of the firm's success and competitive advantage (Lyria, Namusonge, and Karanja, 2014). Be that as it may, numerous organizations these days are faced with issues relating to retention of their competent workers caused by switching of exceptionally and talented workers from one organization to another (Ng'ethe, Iravo and Namusonge, 2012). Previous researchers concluded that workers will leave their present organizations looking for other organizations offering more pay rates, opportunities for career advancement, job fulfillment, and so on (Shen and Hall, 2009). Because turnover of skilled workers can bring about interference in business operations, expanded costs of recruitment and replacement, reduction in optimum performance, loss of dissatisfied customers, and among others (Kreisman, 2002), it is significant for firms to devise most appropriate strategies to curb excess turnover of skilled workers.

A previous study conducted in the United Kingdom among health service workers in London demonstrated that poor working conditions and the absence of good office equipment, as well as compensation packages, were the factors necessitating retention of staff (Trust, 2005). Another study conducted in Kenya on the factors influencing insurance agent's retention saw that basic salary, T&D, as well as promotion, were the factors that employees consider for switching to other employers (Messah and Kubai, 2011). As indicated by Mensah (2014), the vast majority of managers believe that the retention of their skilled workforce is a significant piece of their drawn-out business strategy, yet numerous organizations do not have a system set up to adequately retain their workers.

The main reason behind the investigation of T&D as a motivational tool for sustaining employees' retention is because not much has been done within the Irish retail industry as observed by the author of this dissertation. Albeit a study was conducted in the National College of Ireland amidst the staff of Marks and Spencer which found a negative relationship between T&D and workforce retention (Omoikhodu, 2017), there is a need for further investigation that focuses on several retail sectors because a motivator to remain with one organization could be a de-motivator in another organization. This present study will fill this gap and provide new insight into the role of T&D in motivating employees to keep working with their employer.

### **1.3 Research Purpose and Objectives**

Given the research rationale as well as the identification of research gaps, this present dissertation aims to explore the impact of training and development as a motivator for employee's retention within the Irish retail industry, with particular focus on (on-the-job training, off-the-job training), and coaching on employee's retention. This current study is of great relevance because the rate of employee turnover may have an expanded effect on the performance of the Irish retail sector and therefore retention of employees is very important. To achieve this broad aim, the author of this dissertation identifies below specific objectives for further investigation in the present study:

1. To establish the relationship between on-the-job training program and employee's retention within the Irish retail industry
2. To examine the relationship between off-the-job training program and employee's retention among the Irish retail industry
3. To ascertain the relationship between coaching and employee's retention among the Irish retail industry

4. To find out the other factors influencing employee's retention within the Irish retail industry

#### **1.4 Dissertation Structure**

The present examination comprises of six parts. The first part covers the introductory section that succinctly outlines the research aim, objectives, and rationale of conducting this investigation. The second chapter is based on a literature review of relevant theories, concepts, related studies, and gaps in the literature. The third chapter outlines the research questions and hypotheses based on the literature review. The fourth chapter clarifies the research methodology that clarifies the data collection instrument, selection of the research participants, and the method of data analysis. Chapter five presents the test of hypotheses and interpretation of the outcome. The discussion of findings is presented in the sixth chapter that was linked to previous research that was reviewed. The final chapter presents the conclusion, useful recommendations, and suggestions for further study.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

To explore the role of training and development as a motivator for employees' retention within the Irish retail industry, this chapter reviews prior related studies on training and development as a motivator on employees' retention. This chapter specifically looks into the concept of employees' retention, training, and development. This section is further divided into the theoretical review, as well as the conceptual clarification that incorporates existing literature on training and development on employees' retention.

### **2.2 Theoretical Approach to Training and Development**

This section is a review of existing theories relating to training and development, as well as the retention of workers. These theories describe the need for employee's capacity building to meet the dynamic nature of the business rivalries; it likewise underlines the motivators of employees' commitment to their enterprises.

#### Theories or Models Pertaining to Training & Development and Employee's Retention

##### **2.2.1 Herzberg Two-Factor Theory**

Perhaps one of the earliest studies relating to workers' retention can be traced back to the investigation of Frederick Herzberg (Herzberg, Mausner, and Synderman, 1959). Prior to the well-known Herzberg two-factor theory, Herzberg and his partners first conducted an investigation on the factors influencing employee motivation during the mid-1950s. Their investigation was titled: "Thorough Review of Existing Research" and having completed the systematic review, Herzberg carried his first qualitative research using a sample size of 203 accountants and engineers requesting that they describe one situation where they are happy with their job and another circumstance where they feel unhappy with their job (Herzberg 1993).

This was done by employing a group of trained researchers to analyze the interview responses having categorized similar responses of the participants and grouped them into a set of generic terms (Herzberg, Mausner and Snyderman, 1959). Through the response coding, the researchers were able to count the result of the interview by checking how regularly every generic word was associate with work satisfaction or in association with work dissatisfaction (Herzberg, Mausner, Snyderman 1959). This implies Herzberg and his group retrieved two sets of elements from the interviews, First, the one that was frequently referenced in association with work satisfaction or a positive sentiment about the activity; Second, the one that was connected to work dissatisfaction or an awful feeling about the job activity.

Herzberg described job satisfaction as an aftereffect of the real work directed and a progression of issues that are added to the positive view of the job, for example, employees' acknowledgment, accomplishment, an opportunity of development, and obligation (Herzberg, Mausner and Snyderman, 1959). Herzberg presumed that these components do not only bring about the satisfaction of the job, however, but it also has an impact on employees' motivation if they are available. In this way, these variables are termed as "motivators". Job dissatisfaction on the other was brought about by factors in the work condition that did not straightforwardly add to the work itself (Herzberg, Mausner, Boch and Snyderman, 1959). When these variables are positively handled result to a short-term impact on motivation, while those factors the led to extreme dissatisfaction of job are termed Hygiene if not handled rightly as described by Herzberg.

Herzberg viewed his discoveries as demonstrate for his underlying theory that both the work satisfaction and dissatisfaction were random issues that are not interrelated (Herzberg, Mausner and Snyderman, 1959). Thus, he concluded that contrary to work satisfaction means no satisfaction and contrary to work dissatisfaction denotes no satisfaction. In this way, while



motivator elements are present it leads to work satisfaction and workers' motivation, but their nonappearance will literally result in no satisfaction. As for the Hygiene factors, it mainly results in dissatisfaction and when positively handled will lead to a zero/natural condition of work satisfaction and employees' motivation. This suggests that through effective training and development programs as a motivator, employees will be motivated to remain with their current organization as they are satisfied with the manpower development program they received to further advance their careers.

### **The Relevance of the Theory to the Current Study**

The relevance of this theory to the current study underlines that workers' level of motivation can be expanded by adjusting the nature of the job of the employees to bring about employment improvement (Steers and Porter, 1983). Accordingly, employments ought to be upgraded to bring about expanded test and obligation, the opportunity for progression, self-improvement, and workers' recognition. As indicated by Herzberg (1966), the elements prompting work fulfillment are isolated from those that lead to work disappointment. Thus, an enterprise that looks to take out elements that eliminate work disappointment can achieve harmony, yet not employees' motivation. This will lead to the pacification of the workers as opposed to inspiring them to remain with the organization forever (Robbins, 1993). That is why Herzberg contended that for workers to be genuinely inspired, their job must be completely enhanced to help create an opportunity for accomplishment and acknowledgment, incitement, duty, and advancement.

Nevertheless, employees' work can be enriched when appropriate T&D is implemented. This is evident as Herzberg contended that work enrichment depends on the connections between capacity, opportunity, and performance appraiser (Herzberg, 1974). The greater capacity a worker has to do his/her works, the simpler such worker is inspired to render perfect work. This guideline is essential for firms' approaches on Recruitment and selection processes, as well as

T&D, this is because an individual that lacks the needed capacity to do a job is unquestionably harder to be motivated. Capacity then again is of no importance when the job itself does not provide the chance to utilize one's capacities, as quoted by Herzberg (1974:71) "managers cannot motivate a person to do a good job unless there is a good job to do". Besides, there is a need to strengthened workers' readiness to develop in his career. Performance appraisal should not be limited to motivating workers' advancement, there is a need to reward employees' growth with the possibility for additional development and advancement, this is because "there is no sense in providing training without opportunity, no sense in offering opportunity without training, and no sense in offering both training and opportunity if the reinforcement is solely by hygiene procedures" (Herzberg 1974:71).

### **Strength of the Theory**

**The emphasis on workers' motivation is from within:** this suggests that motivation of the workforce emanates within the employees instead of giving attention to external factors. By utilizing this theory, an enterprise will see the need to enhance the work conditions in order to bring about staff motivation to effectually perform their task, which over time will be beneficial to the enterprise as a whole.

**It enables an enterprise to give due attention to problems inhibiting employees:** the adoption of this theory, firms can help redress those problems necessitating dissatisfaction of work among employees and ensures that the working environment is friendly to support employees' relations.

**Financial benefits are not the core motivator:** this theory also brings our attention to nonfinancial motivators such as employees' recognition, employees' relations, as well as job promotion as motivators rather than money, thus, treating money as the secondary motivator.

### **Criticism or Critics of the Theory**

Even though Herzberg's theory was commonly acknowledged, there are a few criticism or critics; Herzberg was questioned concerning the type of employees he employed in his exploration (Bellot and Tutor, 1990), in other words, his theory does not apply to employees whose jobs are interesting one, limited in scope, and working in unprofessional sector. Secondly, Herzberg does not provide measurement scale for the motivator and hygiene factors (Hackman & Oldman, 1976).

Additionally, Herzberg was blamed for implying that there is a relationship between workers' satisfaction and efficiency by dwelling too much on employees' satisfaction while disregarded profitability. Meanwhile, academic literatures in recent time have established that satisfaction does not have a direct association with productivity (Messmer, 2000). This is because satisfaction might be seen as an inactive property, while progressively proactive properties, for example, inspiration levels are seen as firmly connected to change in behavior and performance (Hayday, 2003).

Herzberg's theory has also be criticized that his initial examination is mainly a methodological approach to be subsequently used by researchers and that it lack empirical support (King, 2005), thereby ignoring individual workers differences in postulating his theory, since what serves as a motivator for one employee could be demotivator factor to other employees. As per an exploration study led by Tutor in 1986 with the Tennessee Career Ladder Program (TCLP), they reasoned that not all workers are spurred by Herzbergs' motivator factor and that teachers particularly were increasingly propelled by hygiene factors like financial rewards (Tutor and TCLP, 1986). This criticized Herzberg study for utilizing workforce from just industrial industry. Having weighted the relevance and weakness of this theory, the author of this dissertation considers it not completely suitable for the current study on the ground that, what serves as a motivator in the Irish retail sector could de-motivate employees in other industry. Therefore, the Herzberg's theory cannot be used.

### **2.2.2 Human Capital Theory**

The Human Capital Theory is a human resource planning and development (HRPD) strategy that was crafted from the field of economists (e.g., Becker, 1993). Human Capital Theory endeavors to demonstrate that HRPD is instrumental in improving the profitability of the workforce. In other words, when employees are empowered firms in the long-run will benefit from it. This implies there is the need to put resources into human capital through effective training and development programs to enhance workers' capacity and core competencies in attaining firms' goals and objectives. It likewise implies that HRPD will help to improve the nature of work which similarly prompts higher retention.

The Human Capital Theory proposes that effective training raises the core competency and profitability of workers by imparting helpful knowledge and abilities needed to remain viable in the competitive market conditions (Becker, 1993). Mincer (1974) clarifies that investment in training and development will bring about employees' intention to stay with the organization for a very long period. Specifically, the human capital theory draws an urgent differentiation between general instruction and firm-explicit training. Investing in T&D of the workforce brings about loyalty, retention, and reduced turnover intention (Dennison, 1998; Psacharopoulos, 1998).

Based on the foregoing, the human capital theory supports the current investigation as the theory holds that it is the key capabilities, aptitudes, knowledge, and capacities of the workforce that adds to firms' upper hand in keeping the competent workforce. Its core attention is on human resource advancement and training practices. Subsequently, the theory emphasized that if human resources are developed and effectively utilized, it brings about enhanced firms' goals and objectives. The current study underpins the human capital theory, it will, therefore, form the theoretical framework for the dissertation.

**2.3 Training and Development**  
**2.3.1 Defining Training and Development** Training and development (T&D) is the provision of crucial skills necessary at redressing employee's lack of skill and the capability of a firm to equip employees with future skills needed for the organization (Chew, 2004). Employees want decent training opportunities to increase their marketability in the labor market. Besides, an organization that gives due attention to training is telling the workforce that they are an important part of the organization. One marketing scholar asserts that people find pleasure in learning and continuous learning can be accomplished from T&D (Armstrong, 2012). Perceived growth opportunity can be a strong motivator for the workforce in performing their task (Omoikhudu, 2017), thus, T&D as an intrinsic motivator could be a way of satisfying employees and rewarding their experience to contribute significantly to organizational success. This suggests that T&D is both beneficial to the organization as well as the workers. In other words, well-trained human resources will efficiently utilize the firm's scarce resources, leading to a reduction in defects product, as well as achieving high standard output that translates the achievement of organizational goals. The benefit of T&D to individual employees as suggested by Cole (2005) includes the enhancement of personal skills; job satisfaction; employee's value in the labor market, as well as employee's job promotion. Brum (2007) featured that when the workforce is acquainted with continuous training, they tend to show a more elevated level of commitment when contrasted with those who do not have training opportunities. Anvari (2010) uncovered that training programs that are tailored to specific needs can bring about employee retention. Training and development are likewise viewed as significant in building up employees' self-belongingness. Kyndt (2009) opines that employees' training and development can redress turnover intention, as well as withdrawal behavior. It is not an understatement that workers that are profoundly dedicated to their enterprise have lower turnover intentions. Effective training and development can bring about workers' commitment and retention. Sani and Kadir (2012) see training as an investment in

which a firm covers the entire cost of the training programs to bring about employees' commitment and retention as a return on investment. Training and development can likewise expand the degree of commitment and retention when workers perceive it as an investment thereby, motivating them to give back a return to their enterprise. This has observed by Sahinidis and Bouris (2008) is a long-term investment in investing in employee's abilities and core competencies. Training and development do not only expand employee's current skills but to keep the workers abreast of future skills to meet the serious rivalry. This as a result leads to employees' commitment and increased retention as workers feel that their enterprise is opening ways to their prosperity. It likewise erases employees' intention to leave thereby encouraging them to stay with their organization. Fheili (2007) expressed the need to give due attention to employees' turnover because it is a significant human capital risk for any enterprise. T&D programs give a retail enterprise an edge over contenders (Denisi, Budwar, and Varma, 2008). Such retail enterprises can exploit talented workers for sustaining its daily operations. Such that each department will in general proceed with its activities with consolidated efforts of skilled employees. It is through T&D programs that the aptitudes of employees can be upgraded. The T&D programs can help in shaping workers' conduct and their endeavors such that its outcomes can help accomplish endeavors business objectives (Brown, 2003). The T&D programs can support business endeavors by redirecting workers' endeavors towards similar objectives. It is through T&D programs that the gap in communication among the executives and workers can be decreased. The tasks within a firm are liable to the scope of issues that can be redressed by active employees' support. In addition, the retail sector can direct its tasks besides away when employees proficiently use their ability and capability. Fan (2009), asserted that workers who are experienced and skilled can help resolve issues that their firm exhibits with less effort. According to Hafeez and Aburawi (2013), T&D programs are considered an instrument that helps the retail industry in several ways. Having looked into the argument about T&D, the next

discussion is on the ways through which T&D programs are proved to be effective within the retail industry.

### **2.3.2 Benefits of Training and Development Programs to Irish Retail Sector**

**It assists in developing the human resources:** the retail industry can build up total proficient and gifted workers through T&D programs. As indicated by Kearns (2010), training is an instrument to create capable staff from raw individuals. This suggests that T&D programs establish an avenue for the advancement of effective workers in the retail industry. The human asset is viewed as an exceptionally significant component for the accomplishment of the retail sector. Individual employees that trained formed the foundation for attaining smooth operation within the retail sector. Based on the foregoing, it is not an understatement that T&D programs will bring about the advancement of HR in an effective way.

**Accomplishing business targets and objectives:** In a bid to accomplish both the present and long-term objectives of the retail businesses, there is a need to integrate the diverse endeavours of every employee into one whole goal. Clear conveyance of firms' objectives and goals to every member of staff can be accomplished through T&D programs (Nell, 2012). Besides, the T&D programs assist in redirecting workers' endeavours toward the accomplishment of business goals. As indicated by Young soo (2014), workers ought to be persuaded towards the accomplishment of shared objectives. The T&D programs help in overcoming any barrier that is present between workers' uninterested business goals. It will, therefore, be, safe to say that the business objectives and goals can be accomplished when members of staff are trained in a proficient way. Employees that are skilled and talented create expanded value for the retail sector in contrast with incompetent workers (Boella and Goss-Turner, 2013). This suggests that the T&D program

the accomplishment of business targets and objectives by channelling worker's efforts into a single direction.

**Helps the retail sector to accomplish a competitive advantage:** The retail business that utilizes talented staff will in general have an upper hand over its rivals. As indicated by Dimba (2010), a retail business that has trained and talented workers act in an effective way. The talented workforce creates an expanded level of value that expands the abilities of the retail business. This suggests that T&D programs will in general give an edge over contenders. Talented individuals will in general add high-value towards the operations of the retail store. This also denotes that retail businesses ought to embrace various methodologies for enhancing the profitability and performance of retail businesses. The T&D programs help in expanding workers' proficiency that will eventually bring about operational efficiency within the retail business (Hafeez, 2013).

Additionally, the exceptionally productive activity will in turn bolsters an enterprise's efforts to battle with rivalry. In conclusion, T&D programs help in confronting rivalry the retail sector is faced with and a source of attaining the upper hand.

**Improving the performance of retail business:** The general business performance is viewed as exceptionally subjected to workers' involvement and participation. It is through T&D programs that the retail stores can improve their business performance. A workforce that is skilled and talented is viewed as important asset for the Irish retail businesses (Harris and Brewster, 2003). T&D programmes can help improve skills and ability of workers that will in general upgrade the performance of the sector. It is through T&D programmes that the retail store can explain the business requirements amid the members of staff (Fox, 2008). Based on the foregoing, it is evident that T&D programs bring about improved business performance of the Irish retail store.



Ingram (2012) has clarified that T&D exercises within the retail firm expands innovativeness and learning of different new strategies for new product development, marketing activities, survey of customers' needs and handling complains and so forth. It appears that the sort of merchandises and services being offered for sales impacts the profitability and sales volume of the retail sector. Notwithstanding, the price of products and quality have an effect on the buyers' buying decision. This suggests that training helps retail firm in advancing creativity amid the members of staff in the department of R&D (Storbacka, 2009). By utilizing their innovativeness, they can give some unique merchandise and services that presents unique image of the firm. Also offering some unique merchandise and services will expand the sales volume of the retail enterprise. Having looked into the benefits of T&D programmes to the Irish retail sector, next discussion is on the approaches to T&D.

### **2.3.3 Approaches to Training and Development in the Retail Sector**

The importance of T&D to both workers and firms cannot be overemphasized in the present dynamic nature business environment. Firms that provide an opportunity for effective T&D will be able to curb workers' intention to quit, non-attendance, and so on. The need for T&D isn't just limited to the upgrading of new workers (Hartenstein, 2001; Hutchins, 2009) but is similarly critical to workers' security, effectiveness, profitability, and satisfaction. It has been seen that nonstop T&D provided for employees assists with redressing weariness, exhaustion, wasteful, and even risky work propensities. Nonetheless, various forms of training are often employed by different organizations in impacting and developing human resource skills and capabilities. The type of T&D program to be used also depends on the organizational policies of the retail sector. According to Frayne and Geringer (2000); Goldstein and Ford (2002), the most popular forms of T&D employed by firms in building employee's capabilities include:

**On the job training:** is a form of the traditional and oldest type of training, also known as a direct instruction where training is rendered by someone that knows the job better transfers his/her knowledge to other employees on how to perform the job better within the work environment. The On-the-job training is beneficial to employees because the same material resources (i.e. equipment, machines, and others) have been used during training are equally utilized for regular operation; however, it only equips employees with relevant skills needed to perform a particular task within the retail sector.

**Off-the-job training:** is being provided by specialist/outsourcing training agencies to workers outside the regular job environment. However, an identical/prototype of material resources to be used on the main job site is employed. According to Butler (2008), on-the-job training is suitable for instilling difficult skills as it produces comprehensive coaches having the capability to apply such skills in different work situations within the retail sector.

**Coaching:** is a training process that enables an individual employee to acquire those strategic capabilities, as well as core competencies relevant to effectually perform their tasks (Kehinde and Oladayo, 2007). This method is an effective means of enhancing worker's productivity through an attentive assessment of superior/managers. Other forms of the training program that are not within the scope of this study include job rotation, classroom training, and apprenticeship training.

## **2.4 Defining Employees' Retention.**

It will be safe to states that retaining skilled workforce is crucial for the survival of the retail businesses. Employee retention (ER) is described as retaining any workforce that the organization intends to keep for reasons known to the organization to avoid losing them to competitors (Sue, 2001). It can also mean the process in which the workforce is encouraged to remain with the organization for a certain period. It is not an understatement that employee

retention is very essential due to the plethora of negative outcomes attributed to staff turnover. Employee turnover can hurt a firm's financial and non-financial performance, as well as product and market performance (Pienaar and Bester, 2008).

Retention of employees is a procedure where the workers are urged to stay with an enterprise for the most extreme timeframe or until the business project is accomplished. The human resource retention is significant in any enterprises where the budgetary sustainability and endurance in a serious rivalry relies upon competent employees. The circumstance is additionally exacerbated when these people are uncommon or when it gets hard to acquire and hold these sort of workers (Phillips and Connell, 2003). It is therefore crucial for firms constantly seek for new tools that can help bring about workers' retention and incorporate them in the firms' culture. That is why Sutherland (2004) asserted that there is no exact proof, as to whether firms' current retention strategies are obsolete since it may not result to any effect on workers' choice to remain with an enterprise.

Employees' retention has become so significant because of the various negative results that are related with work turnover. This has resulted into increased financial cost; a reduction in the sustainability of the financial budget, diminishing in productivity; reduction of service quality and guidelines; disruption in work process; loss of experience and specialist information; an expansion in managerial procedures; a decrease in the corporate image; a break in the interior and casual social contact and communication channels and an expanded sentiment of employment disappointment among the rest of the staff (Pienaar et al., 2008).

To support this view, Pienaar et al. (2008) states the effect of labour turnover on organization as “high direct and indirect financial costs; a decrease in financial sustainability, a decrease in productivity; the rendering of service and standards; interruption in workflow; loss of experience and specialist knowledge; an increase in administrative processes; a decline in the organizations

image; an interruption in the internal and informal social liaison and communication channels and an increased feeling of job dissatisfaction among the remaining staff” (p. 499). It can, therefore, be said that for an organization to remain and compete effectually in the turbulent business environment, there is a need to design an effective motivator to encourage its human resource to remain with the organization for a maximum period.

## 2.5 Relationship between Training & Development and Employee Retention.

In today's' competitive business world, organizations can improve the productivity level of its workforce and enhance its retention power through comprehensive training and development programs. Ayodo, Namusonge, Ayodo and Maluti (2014) point to the capability of an organization to retain its skilled employees, is its ability to minimizing labour turnover is through the provision of decent work environment aimed at optimizing employee's performance. Firms retain their workforce when there is an opportunity to promote an employee's career through learning and the capability to apply learned skills to the job task (Dockel, 2003).

Right T&D positively contributes to worker's retention as it necessitates employee's recognition, through their capabilities and creates perceived opportunities to improve employee's skills (Waleed, 2011). T&D is a relevant mechanism of employee motivation and has a direct association with ER (Samganakkan, 2010; Ldama and Bazza, 2015; Abba, 2018; Anis, Rehman, Nasir and Safwan, 2011).

A study conducted by Hassan, Razi, Qamar, Jaffir and Suhail (2013) on the effect of training and development on employee retention amidst 100 employees in the Telecommunication sector in Indian. The study sought to discover those factors necessitating high employee turnover; effect of training, training types and the duration of the training on employee retention; as well as the extent to which intervening variables of supervisory support and rewards affect employee retention. Through a survey research method adopted; the result of the descriptive statistics

reveals that the time attributed for the training program is very effective, the result further reveals that financial rewards and supervision have a positive effect on employee retention.

Ldama and Bazza (2015) who examined how T&D influence employee's retention among 403 workers in commercial banks located in Adamawa State, Nigeria. The study employed an exploratory research approach. The result of the linear regression reveals a positive and significant impact between T&D and workforce retention. The study concluded that when T&D is strategically tailored as a motivational tool it brings about the retention of members of staff. A recent study of Abba (2018) on the effects of T&D on employee retention amid metropolis banks in Bauchi State, Nigeria. Using a descriptive survey approach, the result of multiple regressions found out that a positive and significant effect exists between T&D and employee retention. It was concluded that a positive association exists between the independent variable (T&D) and the dependent variable (employee retention).

Omoikhodu (2017) appraised the impact of T&D on ER in the retail sector, through the mediating role of coaching. The author examined worker's retention in the retail sector; it analyzed how T&D leads to retention of the workforce; and identified how coaching can bring about the retention of workers. The study was a cross-sectional research method amid the frontline workers in Mark and Spencer retail store, Dublin. For data analysis, inferential statistics were employed in testing the hypotheses of the study; the result indicates that both training and coaching are insignificant in bringing about retention of workers. Meanwhile, other factors that do not form the variables of the study were found to be significant.

Based on the literature, the current study proposes the hypothesis that: training and development have a significant influence on employee's retention within the Irish retail industry.

### **2.5.1 Relationship between On-The-Job (OnTJ) Training Program and Employee's Retention.**

It is not understatements that investing in human capital will be difficult to replicate by competitors once employees are equipped with the essential skills to operate in the working environment. Becker, Huselid, and Ulrich (2001), the HR scorecard: Linking people, strategy, and performance. Hullid (1994), contends that since corporate enterprises consider the human capital as one of the most remarkable enterprise resources in building up and retaining an upper hand (means a competitive advantage), many firms are contributing significant assets to help both the employees and employers towards the improvement of their exercises, for example, a training directed inside the workplace (signifying "On-the-Job training"). In addition, due to the globalization, technological expansion, as well as the quest for recruiting talented and holding superior workers are among the other significant reasons that enterprises utilize the OnTJ-training to bring about an improvement in workplace performance, encourage the advancement of employees and firms' business viability, as well as building up and retaining market share amid the ever-changing business condition (Branham, 2005).

As indicated by Baum and Devine (2007), OnTJ-training is a helpful technique for managing knowledge from each other. The workforce can rehearse as they learn through this strategy. As indicated by Blanchard and Thacker (1998), OnTJ-training is exceptionally helpful with regards to task-oriented activities, for example, handling equipment. This type of training is important to guarantee each progression or system is followed. A similar point was featured by Alipour, Salehi, and Shahnava (2009), illuminating that OnTJ-training would permit workers to have a more clear idea in doing their obligation. Deming (1982), as cited in Mahadevan and Yap (2019) likewise place that workers will in general see better through hands-on-training when contrasted with studying books or manuals. As indicated by Salas, Wildman, and Piccolo (2009), hands-on-training could prompt firms' success and expands worker retention as they learn and exhibits

their task on the go. This is on the grounds that workers can relate straightforwardly to their everyday tasks while experiencing hands-on training (Tukunimulongo, 2016). Besides that, Taylor and Davies (2004) indicated that when the worker carry out their task while learning, it really spare time and cost. Be that as it may, this method is attributed to some limitations as suggested by (Torrington, Hall and Taylor, 2005), at such that conflict may emerge when the trainer and training have a diverse method of doing things which could prompt error in the production processes or plausibility of workplace accident (Reddy, 2016).

From the review of extant literature reviewed, the OnTJ-training approaches as suggested by various writers incorporates apprenticeship, work rotation, mentorship, as well as a delegation of duty (Chepkosgey, Namusonge, Sakataka, Nyaberi and Nyagechi, 2015). The most generally utilized training technique to achieve retention of workers frequently happens at the work. As indicated by Noe (2002), OnTJ-training is an arranged and organized training that is conducted at the typical workplace of the workers. However, a few guidelines might be given in a unique training location where the trainer vis-a-vis (managers, supervisors, or experienced co-workers) invests maximum energy with the learners to equip them with the required skills.

Malaolu and Ogbuabor (2013) contended that on-the-job training is the procedure used to impact employees with explicit skills. Effective training in the work environment is expected to expand the optimum performance of the members of staff. As indicated by a report of Torrance Hogarth et al (2008), apprenticeship has advantages to both the firms and the worker. Apprenticeship builds productivity level because a profoundly and motivated workforce yields better merchandise and services, exhibits a required work habit, and is punctual in the workplace. Apprenticeship likewise builds employees' safety, reduction of workers' turnover, make a flexible workforce, and provide firms with the workforce that can adjust to innovations.

On the other hand, job rotation targets widening experience by moving individuals from job to job or division to division. Meanwhile, it may be a wasteful and disappointing technique for

obtaining extra information and abilities except if it is deliberately arranged or controlled. As indicated by Armstrong (2010), the successful utilization of this technique relies upon structuring a program, which specifies what employees under training are required to learn in every division or in which they gain understanding. Task rotation is where workers work at different jobs in an enterprise while executing each task for a brief period. Task rotation includes the mobility of workers through a scope of tasks so as to expand their interest and inspiration. Rotation of jobs is a technique utilized for expanding the capabilities of employees. For it to be effective it must be beginning with the ultimate objective, must be deliberately arranged, and both the employees and employers must profit by it (Armstrong, 2010).

Nevertheless, coaching is the way towards the utilization of the chosen and trained workers to give direction that will assist them in building up their career. Mentoring is focused on supplementing OJT that should consistently be the ideal method of getting specific abilities and information about employees' needs. Monitoring likewise supplements formal training by providing direction to employees in an enterprise (Armstrong 2003). Monitoring is also valuable in planning for succession and creating loyalty in employees.

It has been observed that not much has been done on the relationship between on-the-job training and employee retention. However, few studies done in this area found a positive association between on-the-job training and employee retention (Chepkosgey et al., 2015; Damei, 2020; George, 2015). For instance, a prior investigation of Chepkosgey et al. (2015) done on the impact of OnTJ-training practice on employee job satisfaction and retention within the Kapsara tea factory in Trans-Nzoia County. Using a descriptive survey research approach within a randomly selected sixty workers from Kapsara Tea Factory, the study uncovers that out of the training method, delegated duty and job rotation were distinguished as the best OnTJ-training strategy since hands workers a hands understanding and persuade them to stay with the



enterprise. Likewise, mentorship as an OnTJ-training strategy greatly affects workers' job fulfillment that additionally grows their retention rate.

One recent study of Damei (2020) conducted on the effect of job training on employee retention in Somalia amid three selected telecommunication companies. The purpose of the study was to investigate how job instruction, job rotation, mentoring, and coaching on staff retention in the three selected telecommunication companies in Somalia. Through a quantitative approach among a randomly selected 150 respondents, the study reveals that a significant relationship does exist between on-the-job-training and employee retention. It further shows that both coaching and mentoring as forms of on-the-job training are statistically significant in employees' retention.

A study conducted by George (2015) in the quest of determining why experts decide to stay in their organizations for a long time; reveals that training and development conducted within the job environment are positively associated with employee retention. A similar study of Huang, and Su (2016) done on employees' level of satisfaction with vocational training they acquired in a bid to resigning them, and the examination of the mediating role of job satisfaction on OnTJ training and retention. The outcome of the study indicated that a positive association does exist between job satisfaction through vocational training and employees' retention. Thus, the current study proposes the hypothesis that: on-the-job training programs have a significant influence on employee retention within the Irish retail industry.

### **2.5.2 Relationship between Off-The-Job (OffTJ) Training Program and Employees' Retention.**

Richard and Johnson (2001) contended that off-job-training is a remarkable strategy of gaining abilities and comprehension amid the members of staff. It comprises of discussion, presentations, seminar, research, workshops and instructional classes. This type of training enables individual

employees to move away from their actual work to another area where training is conducted (Okanya, 2008). This kind of instructing gives the opportunity to attain knowledge and abilities that might be learned and worked out during the work environment.

As indicated by Shafini, Syamimi, Amalina, Rapidah and Sakina (2016), worker can give considerable attention to training conducted outside the workplace because the probability of being upset by work activities is reduced when contrasted with when training was directed in the workplace. As indicated by Mtulo (2014), OffTJ-training permits worker to take an interest in the training program without being disturbed by outer components since the training location is typically being set in a way which permits employees' full centralization. The needed equipment would have been promptly made accessible to encourage the training program. As indicated by Ramya (2016), OffTJ-training are progressively organized with legitimate plan which streamlined the learning term and gives efficient learning experience.

Nevertheless, Wright and Geroy (2001) set that OffTJ-training is particularly set-up for specific or specialized capabilities. Lynch (1992) expressed that offTJ-training is typically directed by a specialist of its field. These methods, for example, lectures and role-play animate worker to learn in a reasonable way inside controlled condition (Smith, 2002). Regardless of the benefits of the offTJ-training, one of the worries raised by Riley (2018) is that offTJ-training could prompt additional task once the training is accomplished since it requires absence from actual work. This as a result might lead to excess workload that might result to withdrawal intention.

A study conducted by Mahadevan and Yap (2019) on the impact of approaches to training on employees' task performance in Malaysia. The study was aimed at examining how OnTJ and OffTJ training will bring about specified performance of the members of staff and to expand their retention rate. Through a descriptive survey approach among 162 staffs selected using a census technique. The outcome of the regression analysis indicates that both OnTJ and OffTJ

training are significant predictors of staff task performance. However, OffTJ training method is more significant on staff task performance that helps determine who an organisation seeks to retain. Therefore, the current study proposes the hypothesis that: off-the-job training program have a significant influence on employee's retention within the Irish retail industry.

### **2.5.3 Relationship between Coaching and Employee's Retention.**

The scholarly literature has given a noteworthy acknowledgment of coaching and has become known globally (Segers, Vloeberghs, Henderickx, and Inceoglu, 2011). Coaching is the significance of human resource development specialists and various sorts of specific coaching specialists are accessible because of its developing interest. Naughton (2002) suggested several kinds of coaching visa vie, life mentors, relationship mentors, money mentors, dating mentors, spiritual mentors, weight reduction mentors, peak-performance mentors, students' mentors, professionals' mentors, mentors for specialists, as well as mentors for mentors. Likewise, Cox, Bachkirova, and Clutterbuck (2014) recognized that various viewpoints clarify the idea of coaching. Concerning the corporate organizations, it means the order of jobs that exhibits rising training exercises; for instance, mentor as line managers/ inside and outside specialized mentors. Coaching has been distinguished as a generally significant and basic role that needs to be performed by the Human Resource development specialists amid their various roles in an enterprise (McLagan, 1996). In addition, the American Society for Training and Development (ASTD) referenced mentoring as a significant specialized area for training and learning experts in the 2004 competency model. According to the new form of The ASTD Competency Model, mentoring as a center competency in training and developing experts remains subject matter as of 2013. mentoring through coaching is likewise seen as an enterprise improvement technique with the aim of specifying what is required from the organizations' members, allocating

resources, taking out any boundaries and obstacles in a bid to expanding their profitability and retention (Cummings and Worley, 2009; Kim, Egan and Moon, 2014).

Coaching can be broadly categorized as executive and managerial coaching. While in executive coaching the executives are the receivers of training, the managers are the givers of training to the employees in managerial coaching. Coaching is seen as an innovative pattern in today's corporate organization, at such that managerial mentoring has quickly been accepted (Ellinger, Ellinger, and Keller, 2003; 2008). Various kinds of mentoring classes and diplomas have additionally been established by different instructive and expert organizations. One examination directed by the International Coaching Federation (ICF) uncovered that organizations in the domestic and international have comprehensively begun specialized coaching (Kim et al., 2013). Ellinger et al. (2010) noted that the managerial coaching has become a typical concentration for the Human Resource Development specialist and workers that is depicted as an effective managerial action that is useful in upgrading learning, profitability, and retention of workers. The subject of coaching has been thoroughly described in academic literature (Gilley, Gilley, and Kouider, 2010), while Bartlett (2007) accentuated that mentoring is among the quickly developing strategies for Human Resource Development. However, the connection between coaching and employee retention is not adequately explored since only a few studies have examined intervening factors in a bid to clarify the impact of coaching on workers' job performance (Hagen, 2012; Pousa and Mathieu, 2014b).

Heslin, Vandewalle, and Latham (2006) clarified the coaching procedure in their examination and affirmed that the core purpose of the coaching procedure is to guarantee both the personal and professional advancement of workers and upgrade workers' performance and retention. Pousa (2012) likewise, stated that firms' goals and objectives can be accomplished by improving the retention of skilled and performance of workers through managerial coaching. Whitmore (1994) widely examined the manners by which managerial coaching can upgrade the employees'

performance and retention rate, and asserted that managers can mentor their workers by talking about occupation-related issues with them which include issues and the potential answers for redressing the issues; managers may absent from their mandated job during mentoring meetings and adopt the conversational technique to help their workers in finding the ideal solution; the workforce might be posed a few inquiries to improve their knowledge in regards to an alternate solution to the job-related issues. Based on the literature, the current study proposes the hypothesis that: coaching as a form of the training program has a significant influence on employee retention within the Irish retail industry.

#### **2.5.4 Other Factors Influencing Employee's Retention.**

Different investigations have recognized a variety of variables that influence employees' retention. A study of Chew (2004) conducted on workers' retention within Australian enterprises, found out that while workers who are younger concentrated on compensation, T&D, advancement in career, new employment challenge, opportunity for growth recognition, the older workers prefer self-governance, chances for tutoring and employment challenge were considered vital. An examination by Daly et al. (2006) on staff turnover intention within the academic environment discovered the structural drivers of employees' intention to remain with institution incorporates workplace environment, autonomy, effective communication, equity, and excessive workload.

In an investigation conducted by Amutuhair (2010) in Makerere University discovered that staff retention is influenced by compensation and tenure. In addition, an investigation done on workers' retention within the service industry by Udi (2010) found out that absence of satisfactory reward system, compensation, as well as career advancement prompts workers intention to leave their current employment. Similar investigation of Kipkebut (2010) on firms'

commitment and workers' job satisfaction within the academic environment in Kenya discovered that employees' intention to quit their role in the university is impacted by conflict relating to roles and duty, lack of promotion, as well as age influencing staff retention. These results suggest that both the intrinsic and extrinsic drivers bring about workforce retention in any corporate enterprises. As far as the impact of T&D on the human resource retention has received academic attention, Srinivas (2008) uncovers that there is a solid relationship between opportunity of T&D in an enterprise and workers' retention. In a similar investigation done by researchers, uncover the presence of positive and critical connection between T&D practices and expanded workers' retention (Boon and Arumugam, 2006; Bashir and Ramay, 2008).

Based on the forgoing, it is evident that effective T&D leads to an increased workers' retention. This is because effective training provides workers with explicit skills to help curb inadequacies in employees' job performance, as well as the development gives the workers the needed capabilities required by firms in the nearest future. When an enterprise provides training and job security, workers tends to exhibits strong retention intention. Training as one of the HR activities is emphatically associated to retention of staffs, in light of the fact that the training 'lock' workers in their occupations which is refers to retention of workforce. This is in concurrence with the affirmation of Wan (2007) that the main procedure for firms to profoundly expand their workers' performance and upgrade their retention is to streamline their workforce through comprehensive T&D.

## **2.6 Research Questions and Hypotheses**

### **2.6.1 Introduction**

The section focuses on providing an insight on the research questions formulated for the study based on the existing literature that was reviewed in the previous chapter, as well as the supporting hypotheses based on the academic literature on training and development on

employees' loyalty. The research questions will help to ascertain how on-the-job training, off-the-job training, and coaching impact employees' retention in the Irish retail store.

### **2.6.2 Research Questions**

#### **Research Question 1:**

The first research question is: what is the relationship between on-the-job training and employee retention within the Irish retail industry? This research question is aimed at examining the relationship between on-the-job training and employees' decision to stick with their present employer. Based on the responses that were gathered from the employees within the Irish retail store, it will be established whether on-the-job training can bring about employee retention within the Irish retail industry.

#### **Research Question 2:**

The second research question is: how does off-the-job training influences employee retention among the Irish retail industry? This aim of this question is to uncover the type of off-the-job training the Irish retail store utilized in attain the retention of their competent employees. Responses from the field study will provide answer to this question.

#### **Research Question 3:**

The third research question of this study is: What influence does coaching have on employee retention among the Irish retail industry? Reports from the surveyed participants will help reveals the type of influence that exist between coaching and employees' retention.

#### **Research Question 4:**

The fourth research question of this study is: What other factors are influencing employee retention within the Irish retail industry? Based on the additional information on the research

instrument, the other factors that the employees in the Irish retail store perceives to be important to them to remain with their employer will be ascertain.

### 2.6.3 Research Hypotheses

Given the purpose and extant literature reviewed on training and development on employees' retention, the following hypotheses are proposed for the study. The outcome of the hypotheses would either be a null ( $H_0$ ) which says there is no relationship between the variables under investigation or alternative ( $H_1$ ) which says there is a relationship between the study constructs.

**H1:** On-the-job training has a significant association with employee's retention within the Irish retail industry

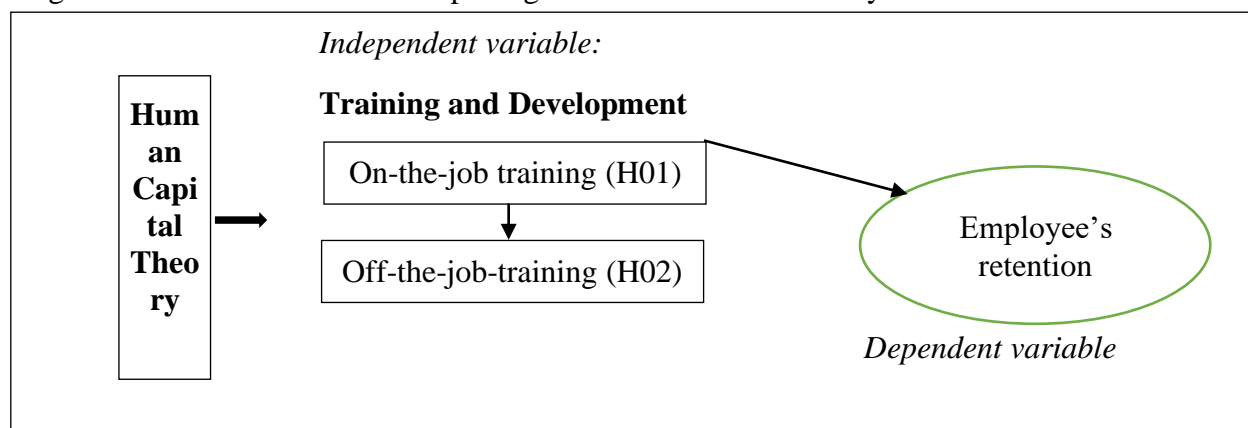
**H2:** Off-the-job training has a significant association with employee's retention among the Irish retail industry

**H3:** Coaching has a significant association with employee's retention amidst the Irish retail industry

### 2.6.4 Research Conceptual Model

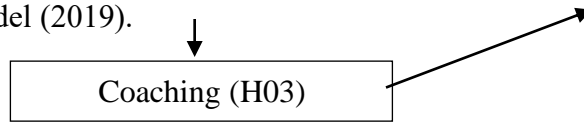
The research framework underlines the constructs of the study. T&D are categorized as the predictive or independent variable that was measured using the forms of training program (i.e. On-the-job training, Off-the-job training, and Coaching). On the other hand, an employee's retention is a constant/dependent variable. The construct was been anchored on the human capital theory Figure one below explains the theoretical framework:

Figure 1: Research framework depicting the constructs of the study.





*Sources:* Author's model (2019).



*Sources:* Investigators' model (2020).

## **2.7 Conclusion**

The present section discussed the constructs of the study that covers both the dependent and independent variables. The discussion was centered on training and development and factors that increase the propensity of employees' retention were uncovered. Afterward, the author of this dissertation succinctly discussed the relationship that exists between the training and development programs vis-à-vis (on-the-job training, off-the-job training, and coaching) on employee's retention. This chapter also reviewed existing related theories with supporting evidence of the empirical literature on training and development on employees' retention.

# **CHAPTER THREE: METHODOLOGY**

## **3.1 Introduction**

The present section of this study focuses on the methodology that was utilized in providing solutions to the issues under investigation. This dissertation will follow the systematic model of Research Onion by (Saunders, Lewis and Thornhill, 2009), which incorporates: Research philosophy, research approach, research strategies, research choice, time horizon, research techniques and procedure.

## **3.2 Research Philosophy**

In the process of conducting research, research philosophy described the knowledge and experience an investigator gathers during the research study (Saunders et al., 2009), this suggests the need for researchers to be conversant with the types of philosophies as it could have a negative influence if not appropriately utilized (Johnson and Richard, 2001). The two major methods of conducting a research study are ontological and epistemological, while the

ontological method is concerned with an investigators' opinion of the true nature of a phenomenon, the epistemological is concern about what is considered acceptable knowledge is research studies.

Most frequently embraced research philosophy by the prior researcher is positivism, interpretivism, as well as the phenomenological (Mack, 2010; Otuko, KimaniChege, and Douglas, 2013; Hanaysha, 2016). The positivism viewpoint is otherwise called a scientific viewpoint that is best appropriate to either concur or differ with a hypothesis (Mack, 2010). For this investigation, positivism research philosophy is utilized because the present study sought to investigate the relationship that exists between training and development approaches and employees' retention. The choice of the positivism research philosophy underlines the researchers' aim to either support or reject the proposed hypotheses based on the results of the study.

### **3.3 Research Approach**

Researchers need to understand the research approach before conducting the actual research, according to the research onion model by Saunders et al. (2009), there are two broad research approaches which includes a deductive and inductive approach. The deductive approach is concern by deducing the research hypothesis from already exiting theories. The inductive approach on the other hand is concern with the collection of information and postulating theories in line with the study findings.

The present study is received from the deductive strategy because the investigator seeks to understand the available theories on T&D and employees' retention, as well as formulate hypotheses that will be verified through a data collection and analysis. There are five procedures in conducting a deductive approach that incorporates formulating hypotheses, ascertaining relationships between the study variables and how they are measured, testing hypotheses,

analyzing the result, and going back to adjust the existing literature if need be (Robson, 2002). This step-by-step will be replicated in accomplishing the current study.

### **3.4 Research Design**

The research design in the research onion model incorporates the type of research, research strategy, research choice, as well as the time horizon (Saunders et al., 2009). This is a plan to be followed in the course of data collection, analyzing and interpreting.

#### **3.4.1 Research Type**

According to the Saunders et al. (2009), the descriptive, exploratory and explanatory are the three types of approaches to conducting a research. These three types of research are distinct in the sense that the exploratory research design is interested in examining the natural occurrence, the descriptive research focuses on the fact of an even, while the explanatory is kin on understanding an event in a bid to ascertain the causal association between the study variables (Robson, 2002). Since the present study is interested in establishing the cause and relationship between T&D and employees' retention, both the exploratory and explanatory research design are utilized.

#### **3.4.2 Research Strategy**

According to the Saunders et al. (2009), the seven procedures in conducting research studies corporate experiment, survey, case study, action research, grounded theory, ethnography, archival research. Yin (2003) noted that even though every one of these research strategies can be employed for a descriptive, exploratory and explanatory research strategy, however, Saunders et al. (2009) states that not all can be used for the inductive and deductive research.

The present study employs a survey research strategy. The choice of a survey research method is because it is suitable for a research study with a large sample size that needs to be accomplished

within a short period. Gathering of quantitative information is conducted using a survey questionnaire, thereafter; the information gathered will be tested against the hypothesis (Guba and Lincoln, 1994). Moreover, as per Levin (1987), the outcomes of this investigation are recognizable and quantifiable without a need for further investigation. Henceforth, this clarifies why positivism is more suitable for this research.

### **3.4.3 Method Choice**

The choice of research methods available to researchers could be either a mono or multiple methods (Saunders et al., 2009). The mixed or multiple approach is concern with the adoption of more than one single method in the course of data collection and analyzing, while a mono method is concern with the utilization of a single method in the course of data gathering and analyzing. The present study has its place in a mono method since it is employing a survey in collecting relevant data and analyzing the data.

It is worth to reiterate that both a qualitative and quantitative approach can use a mono method of research, while the qualitative technique is focused on non-numerical data by employing interviews, observation and focus group discussion, the quantitative research technique is interested in target measurement and statistical investigation of information gathered through a study or research questionnaire. The feature of quantitative exploration is to establish the connection between the study variables (dependent and independent variables) with the study population. Thus, quantitative research strategy is received for this reason because the data for the study are quantitative in nature.

### **3.4.4 Time Horizon**

Both a cross-sectional and longitudinal are the two types of time horizon in research studies. While cross-sectional approaches are studies examine certain event within a specified and short time, the longitudinal is conducted to examine a particular event over a long period (Saunders et

al., 2009). Cross-sectional procedure is utilized in this investigation since information will be solicited from the members in a solitary populace utilizing copies of electronic questionnaire (Olsen and George, 2004). This would be a perfect determination because it is moderately simple and quick, and simultaneously able to get the behavioral outcome of the populace where the examination was conducted (Sedgwick, 2014).

### **3.5 Instrument Design and Measurement**

This examination adopted primary information using a survey questionnaire the choice of this data is considered saves time and efforts, as well as in expensive in gathering large data. As indicated by Kothari (2014), primary information gathered is simple and helpful. Furthermore, survey questionnaire spares time and cost effective when contrasted with focus group discussion, interview or observation (Teherani et al, 2015). In this exploration, survey questionnaire is utilised to gather needed information. This choice of the survey questionnaire is because it is direct and effectively available method of gathering information explicitly designed for research participants to respond to the survey question (Sedgwick, 2014).

The online questionnaire was designed to cover two sections. While section (A) was designed to enquire about the participants' demographic data, section (B) was designed to provide responses to the research questions in Likert Scale of 1-5 that permits the research participants to rate each questions (Likert, 1932). Thus, data was collected from the employees in the Irish retail industry that is the focal point of this examination. The research instrument was measured and edited using an existing questionnaires item of prior authors on T&D and Employees' retention as shown in figure 2.

<b>Study Variables</b>	<b>Measurement scale</b>
Employee's Retention	Ahmad (2014); Damei (2020)
On-the-job Training	Chepkosgey et l., (2015); Damei (2020); Mahadevan et al., (2019);

	Schmidt (n.d).
Off-the-job Training	Mahadevan et al., (2019); Schmidt (n.d).
Coaching	Ali et al., (2018); Damei (2020).

**Figure 2: Study variables and their measurement scale**

### **3.6 Pilot Test**

A pilot test is aimed at ascertaining the reliability and internal consistency of a research instrument, it likewise assist in the assurance of the instrument to measure what it intends to measure. A pilot study has been defined as a plot of pretesting of data in a bid to understand how one methodology works, reducing of errors so as to expand the consistency of an instrument (Sekaran and Bougie, 2011). Its suggests that by conducting a pilot study, the investigator can reduce the likelihood of arriving at a non-reliability result, while increasing the quality of the collected data.

Prior to pretesting the instrument of the study, the survey questionnaire was adjusted a couple of times to ensure proper wording, and preciseness. Thereafter, it was pretested among 10 online participants for a period of 7 days. The participants' responses was imported to the Statistical Package for Social Science and tested using a Cronbach-Alpha test of reliability that must not be below the value of 0.07 (Osuagwu, 2002).

### **3.7 Population**

The study population comprises the employees of the retail stores in Ireland that consist of the cashier, store manager, sales associate, Customer Service Representative. The study population was estimated as 280,000 cutting across employees in Ireland retail stores (Ibec, 2019).

### **3.8 Sample Size and Sampling Technique**

The decision for the type of sampling is largely depends on the nature of a study, objectives, questions that would be asked, as well as how the relevant data are to be collected (Saunders et

al. (2009). This present study employed a convenience sampling considering the ongoing lock down that was caused by the global pandemic of Coronavirus. Convenience sampling is a type of non-probability sampling approach. The choice was based on its perceived ease of data collection, participants will be chosen considering their interest and readiness to participate in the survey. To arrive at the sample size; the Taro Yamane (1967) formula determination was adopted at a 5 per cent level of significance.

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

Where:  $n$  = is the sample size;  $N$  = is the total population size;  $e$  = error margin at 0.05 based on the research condition.

Therefore, for this research,

$$n = \frac{280,000}{1 + 280,000(0.05)^2}$$

$$n = \frac{280,000}{1 + 280,000(0.0025)}$$

$$\frac{280,000}{1 + 280,000(0.0025)}$$

$$\frac{280,000}{1 + 700}$$

$$\frac{280,000}{701}$$

$$n = 399.4$$

Therefore, the sampling size for this research is 399 employees in the retail sector in Ireland.

### **3.9 Primary Data Collection and Storage**

The data for this study were primarily gathered through an online-based questionnaire. The data for the questionnaires was stored over an online web security storage that is only accessible by the author of this dissertation.

### **3.10 Data Analysis**

The information gathered from the online-based questionnaire was first sorted out and coded with the aid of SPSS version 25, negatively worded questions were revers-coded before the compilation of the total score. Participants responses was analyzed using a descriptive statistics of frequency-based chart, and the test of hypotheses was done using the inferential statistics of Pearson correlation and regression analysis was utilized to test the relationship that exist between the study variables and their impact.

### **3.11 Reliability and Validity**

To validate the structured questionnaire, a face and content validity was employed; the dissertation supervisor and an expert in research methodology were contacted for necessary advice on the research instrument. Thereafter, a reliability test was done using the Cronbach's Alpha test for the study constructs (Employees' retention, On-the-job training, Off-the-job training and Coaching). The test for each construct and results of the reliability is presented in the next chapter.

### **3.12 Limitations**

This present study is without limitation; the first limitation was related to the difficulty of the questionnaire administration on the retail stores that was caused by the Coronavirus, this resulted to the researcher using the alternative option of adopting the online questionnaire that was administered randomly to online participants. Another limitation is related to the sample size of the study which is relatively small based on the target population. However, these limitations do not affect the validity of the findings of this study.



### **3.13 Ethical Consideration**

Before embarking on the field study a full consent will be requested from the research participants in order to seek their permission, this will be achieved through an official letter to inform the participants on the purpose of the study, data retrieved from the survey was handled with strict confidentiality, and participant's data was not transferred to any third party. The participant were also informed that they are free to discontinue with the online survey at any time they wish too, and only the needed information was included in the questionnaire. In addition, during the course of the field survey the research participants will not be presented to any form of harm and due consideration will be given to dignity of the research participant, lastly, the researcher will also protect the privacy of the research participant throughout the field study.

### **3.14 Conclusion**

This present chapter discussed the systematic processes adopted in the course of data gathering from the study participants, how it was analyzed, it also discussed the available techniques in choosing the research approach having looked into their benefits and setback.

## **CHAPTER FOUR: ANALYSIS AND FINDINGS**

### **4.0 Introduction**

This section presents the analysis of the questionnaire gathered from the field study, which was presented in descriptive statistics and the result of the test of the three hypotheses. The chapter commenced by presenting the results of the test of reliability for each construct vis-à-vis Employee's retention, On-the-job-training, Off-the-job-training, and Coaching; it was then followed by presenting the descriptive statistics of the items on the survey questionnaire. Lastly, it presents the result of the test of hypotheses that was tested using the Pearson correlation to establish the relationship between the study variables.

### **4.1 Test of Reliability**

The present investigation adopts a Cronbach Alpha in testing both the reliability and internal consistency of the items of the questionnaire. As suggested by Gliem and Gliem (2003), the computation of the Cronbach Alpha value does not only help to establish the quality assurance of items on the Likert scale, but also assists in ascertaining the test of reliability. On a rule of thumb, when a Cronbach Alpha result is beyond or greater than ( $>0.9$ ) that indicates a very high reliability (Tavakol and Dennick, 2011), but when the value ranges between 0.7-0.9 it demonstrates a high reliability (DeVellis, 2012).

Nevertheless, Pallant (2016) stated that the value of 0.6 is acceptable, but if the value falls on 0.5 that denotes a poor reliability and a value below 0.5 meaning there is no reliability. Although, a concern has been raised that it is common to arrive at a low Cronbach Alpha value (for instance 0.5 and below) when the items on the questionnaire is lesser than 10. In this scenario, investigators are advised to report the mean inter-item correlation value (Pallant, 2016). Briggs and Cheek (1986) recommended that .2 to .4 is ideal optimal range for the inter-item correlation.

**Table 4.1.1 Test of Reliability Employees' Retention**

<b>Employees' Retention</b>			
<b>Cronbach Alpha Value</b>	.468		
<b>Number of Items</b>	4		
<b>Number of Cases</b>	134		
<b>Inter-Item Correlation Matrix</b>	Positive (+)		
<b>Inter-Item Correlation</b>	Mean (172)	Minimum (.046)	Maximum (.844)

Table 4.1.1 present the test of reliability of employees' retention that includes four (4) items and a hundred and thirty-four (134) number of cases. In addition, the Inter-Item Correlation Matrix shows that the included items all measures employees' retention because the values are positive (+). Since the outcome of the Cronbach Alpha Value is .468, which is far below the ideal value of 0.7, the author of this study, report the mean inter-item-correlation that is .2 with values ranging from .1 to .8 that is within the ideal optimal range of .2 to .4 recommended by (Briggs & Cheek, 1986). Therefore, there exists a moderate relationship among the items of employees' retention.

**Table 4.1.2 Test of Reliability On-the-Job-Training**

<b>On-the-Job-Training</b>			
<b>Cronbach Alpha Value</b>	.650		
<b>Number of Items</b>	5		
<b>Number of Cases</b>	134		
<b>Inter-Item Correlation Matrix</b>	Positive (+)		
<b>Inter-Item Correlation</b>	Mean (.270)	Minimum (.006)	Maximum (.608)

Table 4.1.2 shows the test of reliability of On-the-Job-Training which includes five (5) items and one hundred and thirty-four (134) number of cases. Additionally, the Inter-Item Correlation Matrix indicates all the items to be measuring On-the-Job-Training as the values are positively (+) presented. The Cronbach Alpha Value for the On-the-Job-Training is .650, which is considered acceptable (Pallant, 2016). Although Schmidt (2017) reported that On-the-job-

training Scale has a good internal consistency according to the Cronbach alpha coefficient of .85, which suggest a high reliability.

**Table 4.1.3 Test of Reliability Off-the-Job-Training**

Off-the-Job-Training			
<b>Cronbach Alpha Value</b>	.783		
<b>Number of Items</b>	5		
<b>Number of Cases</b>	134		
<b>Inter-Item Correlation Matrix</b>	Positive (+)		
<b>Inter-Item Correlation</b>	Mean (.409)	Minimum (.067)	Maximum (.669)

Table 4.1.3 shows the test of reliability of Off-the-Job-Training which includes five (5) items and one hundred and thirty-four (134) number of cases. Additionally, the Inter-Item Correlation Matrix indicates all the items to be measuring Off-the-Job-Training as the values are positively (+) presented. The Cronbach Alpha Value for the Off-the-Job-Training is .783, which demonstrates a high reliability (DeVellis, 2012). Hence, the scale is reliable.

**Table 4.1.4 Test of Reliability Coaching**

Coaching			
<b>Cronbach Alpha Value</b>	.719		
<b>Number of Items</b>	5		
<b>Number of Cases</b>	134		
<b>Inter-Item Correlation Matrix</b>	Positive (+)		
<b>Inter-Item Correlation</b>	Mean (.335)	Minimum (.149)	Maximum (.538)

Table 4.1.4 shows the test of reliability of Off-the-Job-Training which includes five (5) items and one hundred and thirty-four (134) number of cases. In addition, the Inter-Item Correlation Matrix suggests that all the items are measuring coaching since the values are positively (+) worded. For this study, the Cronbach Alpha Value for coaching is .719, indicating an excellent reliability.

**Table 4.1.5 Overall Table Test of Reliability**

	Employees' retention	On-the-job-training	Off-the-job-training	Coaching	Overall
<b>Cronbach Alpha Value</b>	.468	.650	.783	.719	.735
<b>Number of Items</b>	4	5	5	5	19
<b>Number of Cases</b>	134	134	134	134	134
<b>Inter-Item Correlation Matrix</b>	Positive (+)	Positive (+)	Positive (+)	Positive (+)	Positive (+)

Table 5.1.5 shows that overall test of reliability of the study construct. The Cronbach Alpha of the overall construct of the study is .735, representing 0.7. This suggest that the items on the research instrument are consistent and reliable.

## 4.2 Descriptive Statistics of Questionnaire Items

**Table 4.2.1: Descriptive Statistics of Demographic Data**

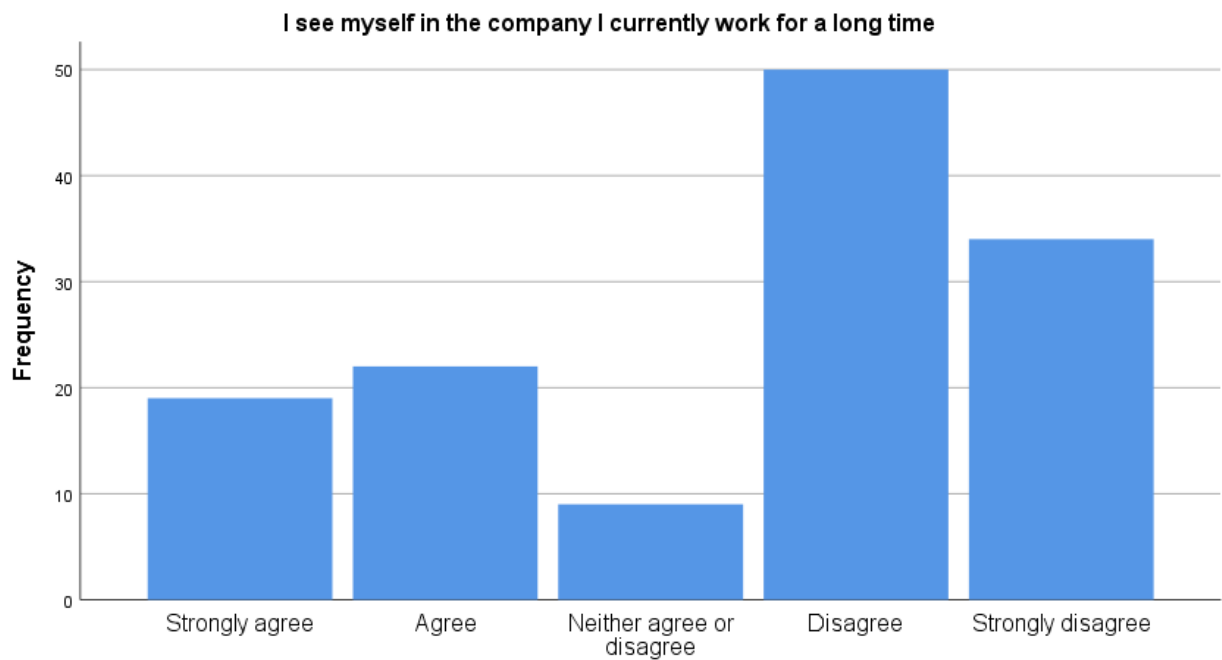
<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	59	44.0
Female	73	54.5
Prefer not to say	1	.7
Gender fluid	1	.7
Total	134	100.0
<b>Age</b>		
18-25 years old	62	46.3
26-35 years old	64	47.8
36-45 years old	6	4.5
46-60 years old	2	1.5
Total	134	100.0
<b>Years worked in the current job</b>		
Less than 1 year	51	38.1
1-5 years	61	45.5
6-10 years	15	11.2
more than 10 years	7	5.2
Total	134	100.0

Table 4.2.1 presents the demographic information of the sampled participants. Based on the data of gender distribution of the workers within the Irish retail industry, there are more female than

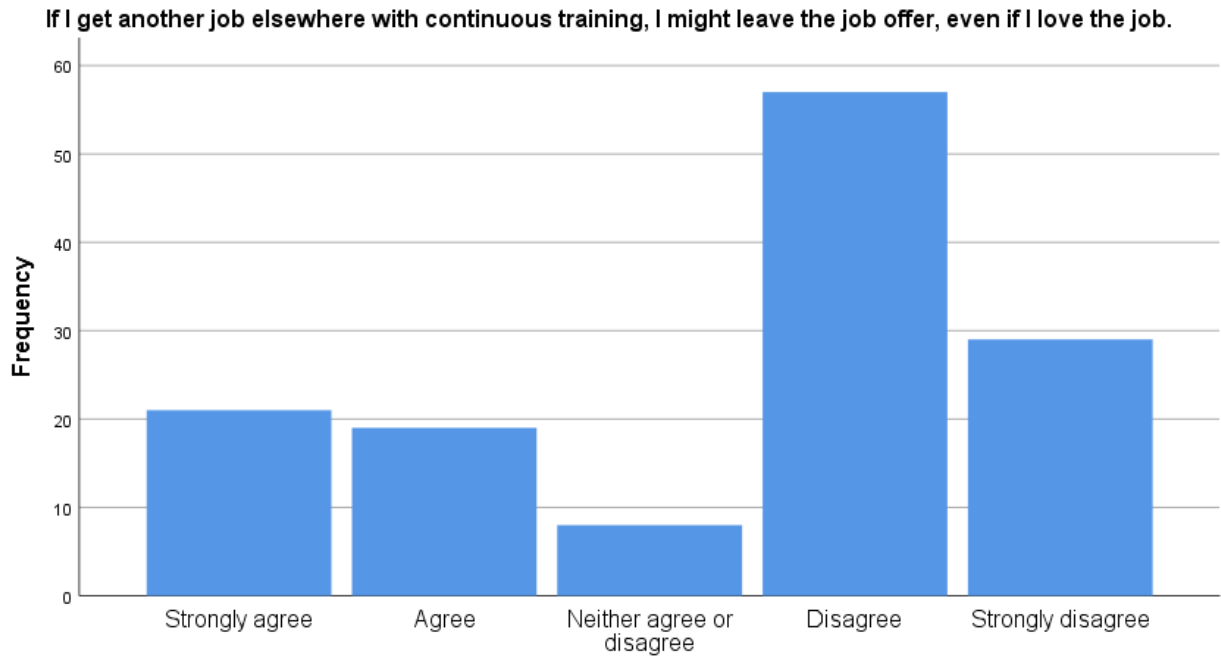
the male who participated in the study. Additionally, the age distribution of the participants suggest that the majority of the workers are within the age range of 18-35years. Lastly, majority of the workers have worked in their present organisation for the period of 1-5 years.

**Table 4.2.2: Descriptive Statistics of Employees' Retention**

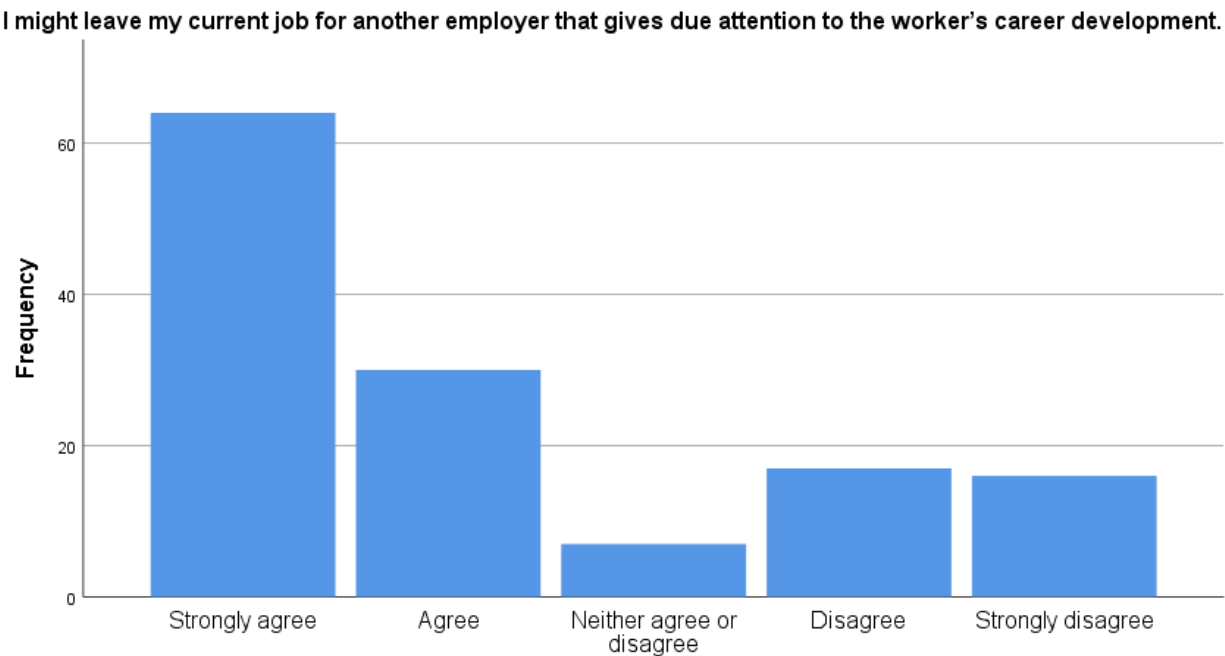
Table 4.2.2 shows the descriptive statistics of employees' retention. Employees who were asked about their level of loyalty to their current employer disagreed to be part of the organisation for a long time; as represented with the (N= 50; 37.3%) suggesting that the participant of the study exhibit turnover intention.



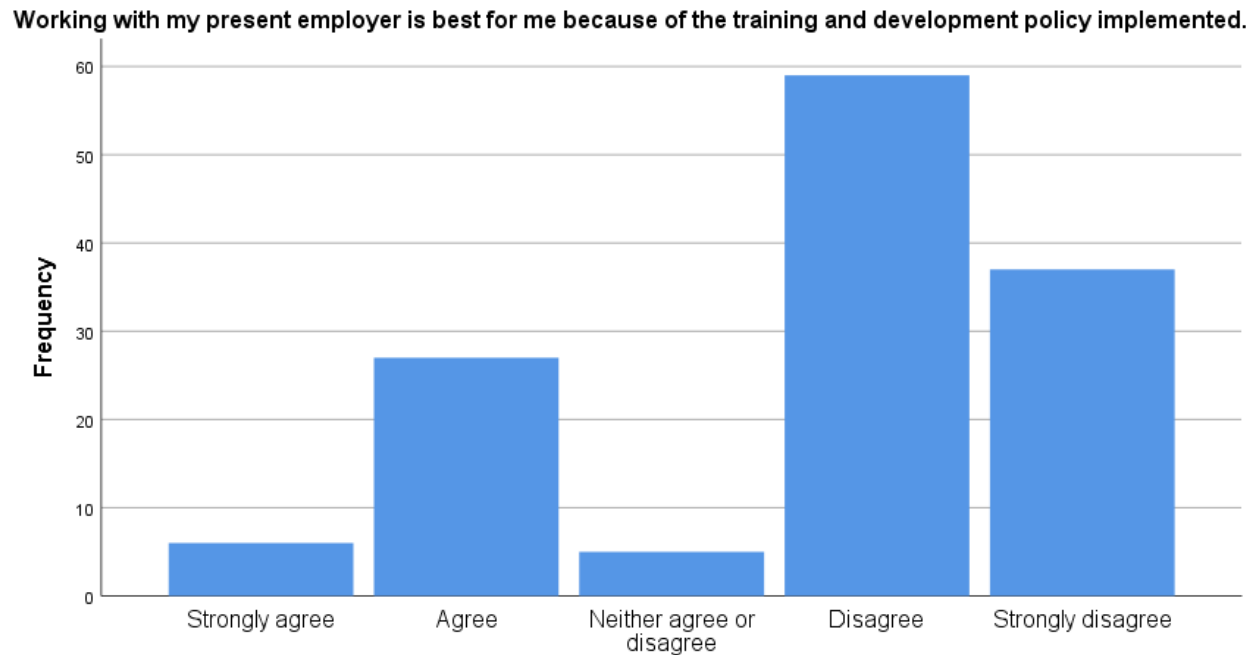
The participants who were asked about their opinion of a new job offer said that they would not disregard another job offer elsewhere that offers continuous training even if they love the job; this is indicated by (N=57; 42.5%) suggesting that employees does not show any sign of retention to their current organisation.



It is also evident from the responses that majority of the participant strongly agreed they might leave their current job for another one that focuses on employees' career development, as shown by the (N=64; 47.8%) suggesting that the participant will shift to another organisation that offers employees' career development.



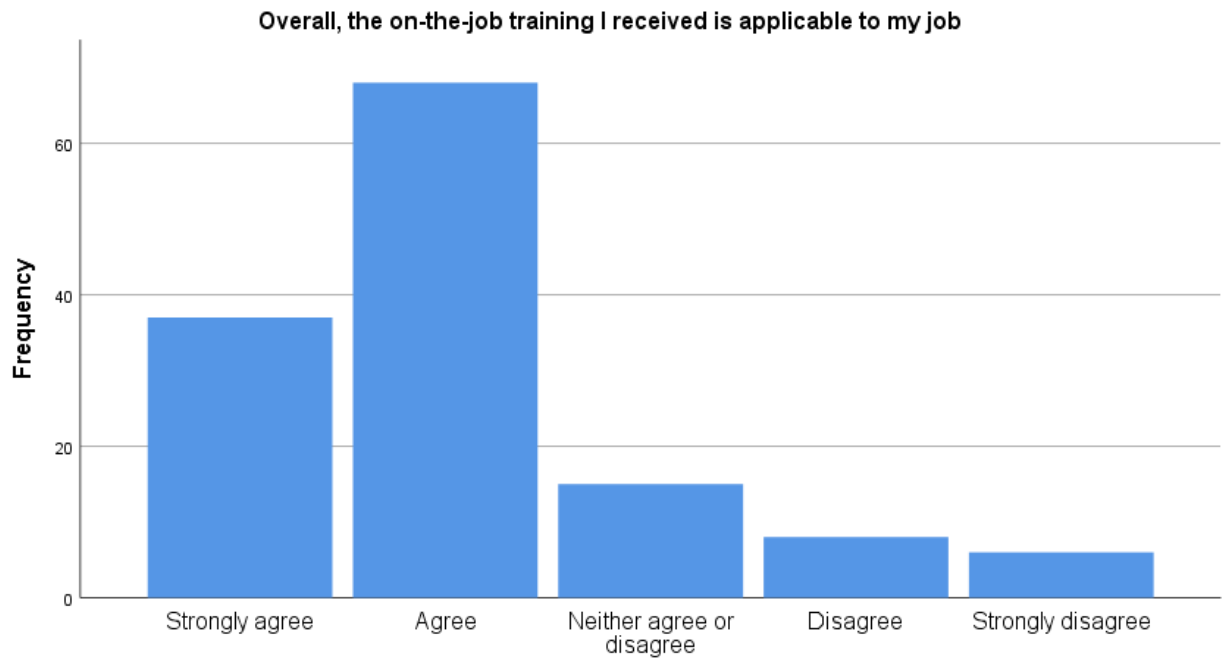
Lastly, higher value of the participant said that working with their present employer is not best for them due to the lack of training and development policy as represented with the (N=59; 44%) suggesting that employees' current organisation does not have T&D policy in place.



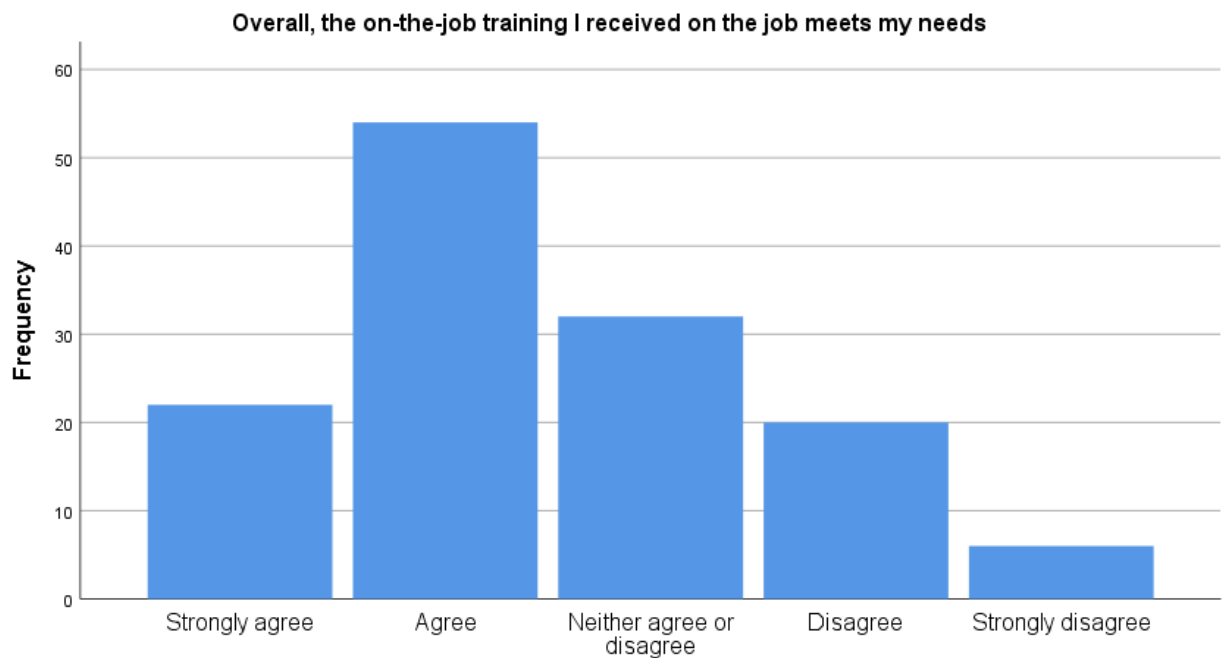
**Table 4.2.3: Descriptive Statistics of On-The-Job-Training**

Table 4.2.3 shows the descriptive statistics of on-the-job-training. A closer look at the frequency-based chart below shows that majority of the participant agreed that the on-the-job-training they received is relevant to their current job as shown by (N=68; 50.7%) suggesting that the sampled retail store only provide the needed training to carry out their business operation.

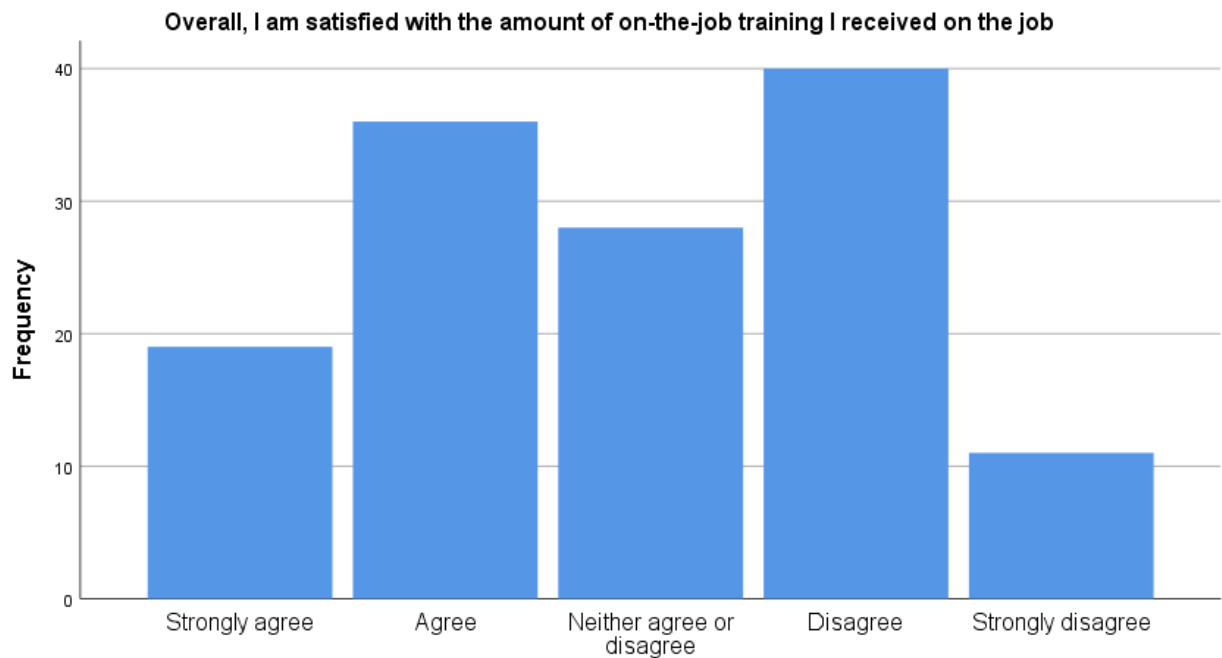




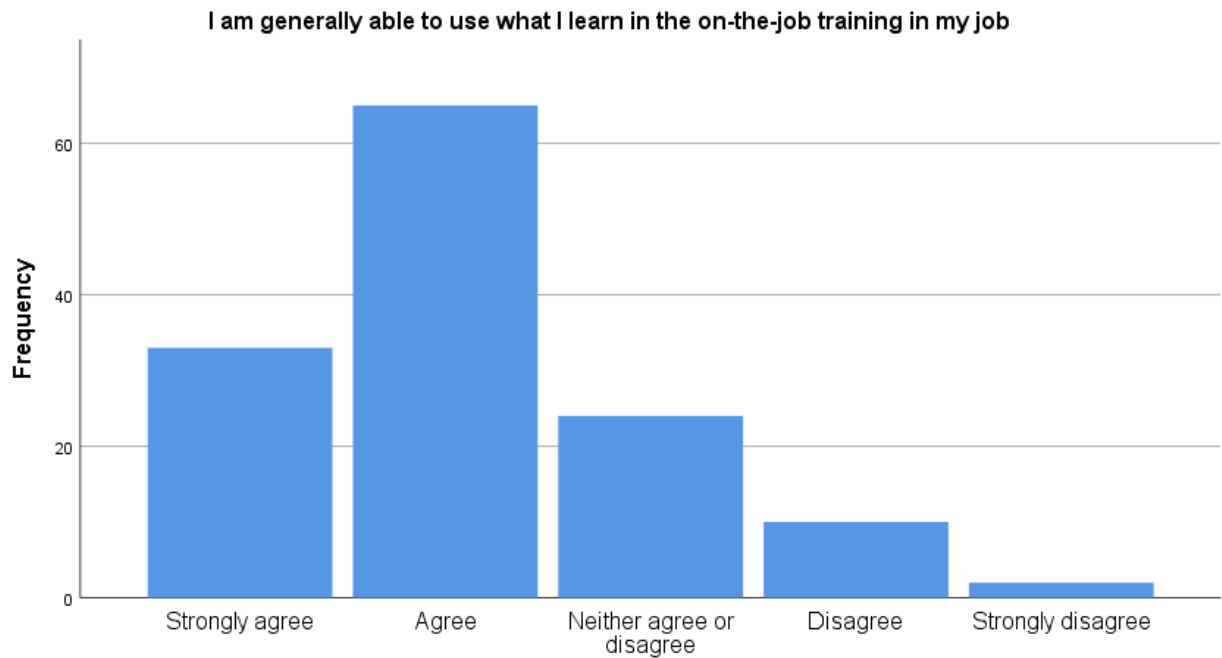
The participant who were also asked whether the training they received meet their needs to performing their daily task shows that majority of the participant agreed that the on-the-job training has meet their needs as reveals by the (N= 54; 40.3%). Suggesting that the on-the-job training provided by the retail businesses meet employees' need to performing their task.



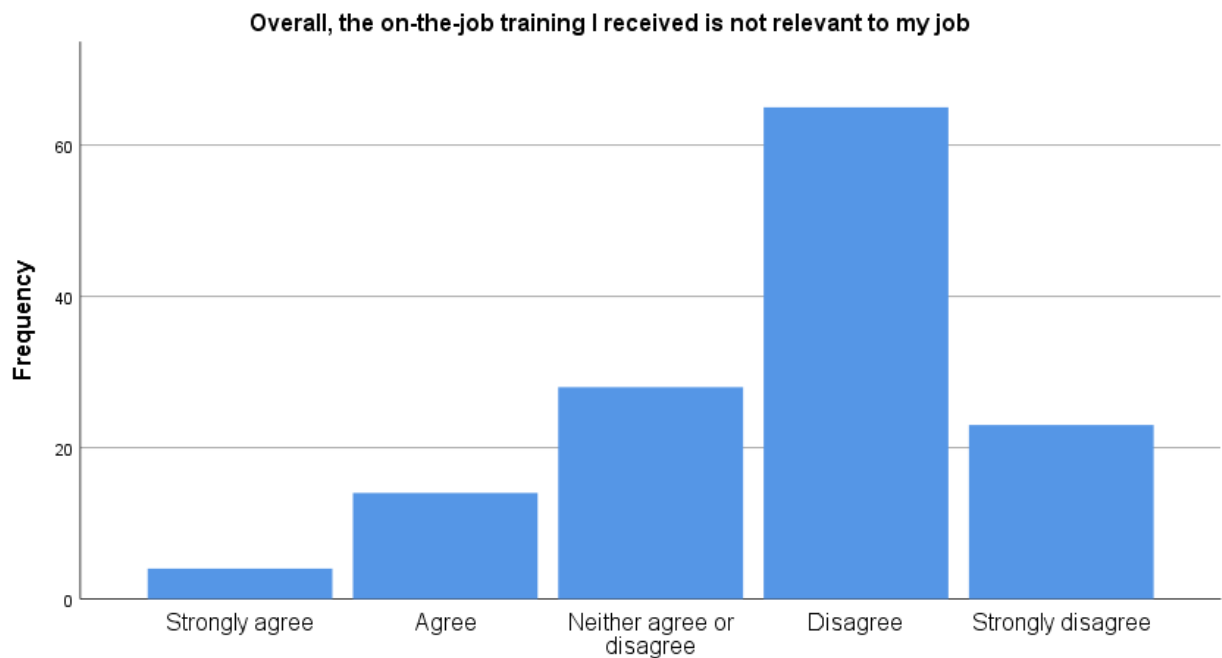
The participant who were asked about the level of satisfaction shows that majority of the respondent are not very satisfied with the on-the-job-training they received, as shown by (N=40; 29.9%), suggesting that the on-the-job-training offered in the sampled retail businesses is not satisfactory.



Meanwhile majority of the participants agreed that they are able to apply what they have learnt in the on-the-job-training to their job task, as revealed by (N=65; 48.5%). This implies that employees in the retail sector can apply the experience from on-the-job-training to their current job.

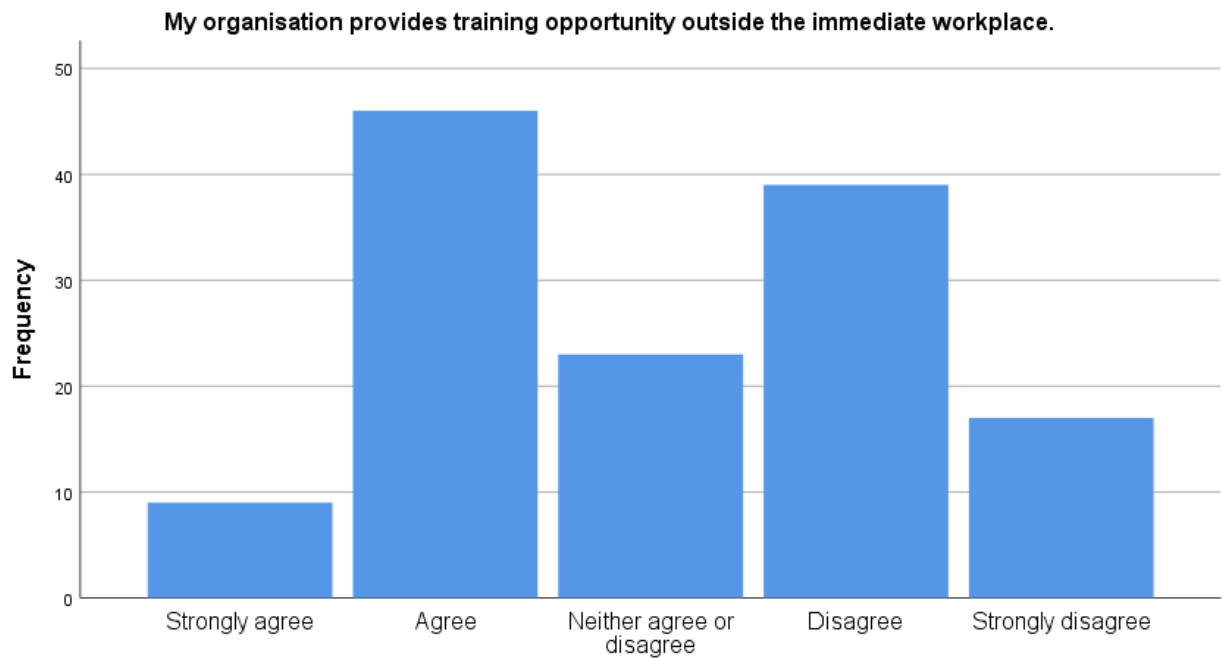


To clarify respondent opinion as to whether the on-the-job-training provided to them is relevant or not to their job description shows that majority of the respondents disagreed that the on-the-job-training received is irrelevant as showing by (N=65; 48.5%), suggesting that the on-the-job-training is relevant to their job.

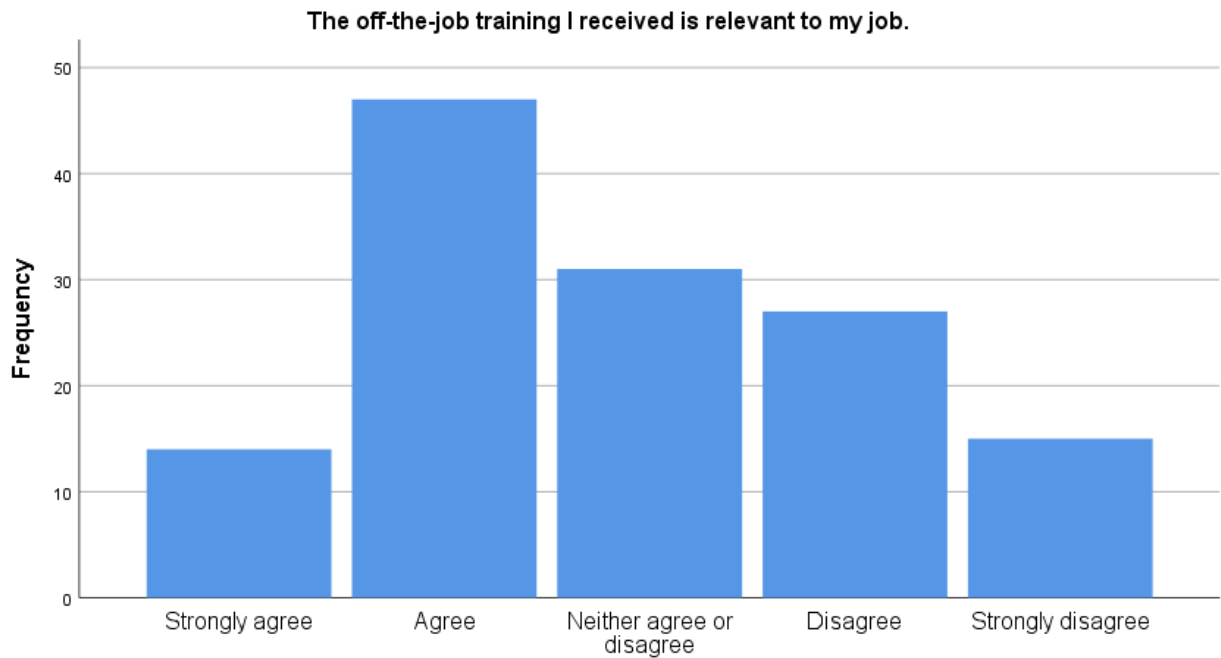


**Table 4.2.4 Descriptive Statistics of Off-The-Job-Training**

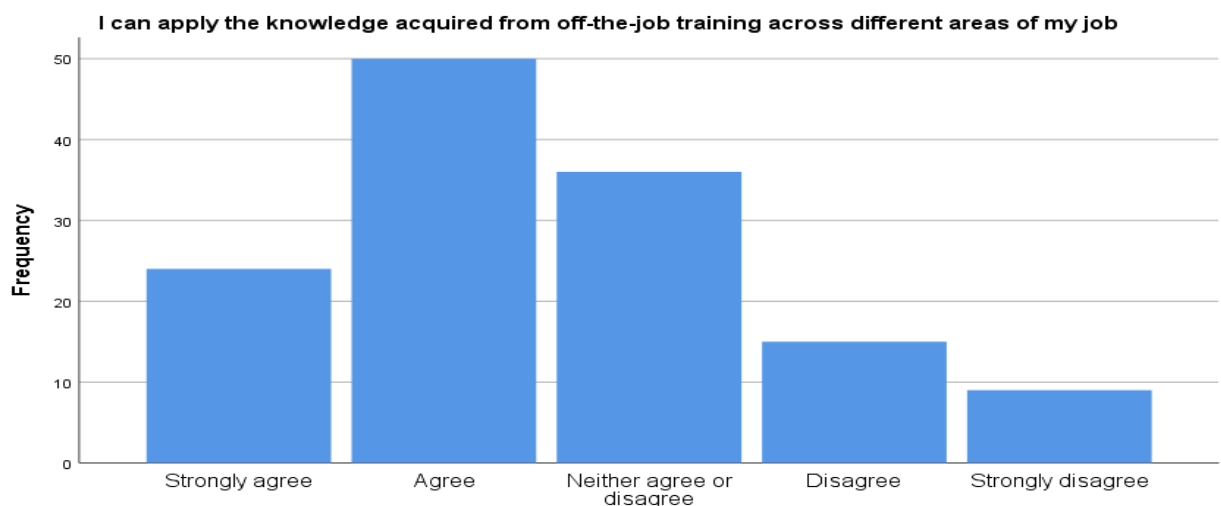
Table 4.2.4 shows the descriptive statistics of off-the-job-training. Based on the responses of the participant in the frequency-based chart, majority of the employees agreed that their organisations provides training opportunity outside the immediate work environment, as represented with (N= 46; 34.3%). This suggests that the retail businesses allows opportunity to undertake training outside the immediate work environment.



The participant who were asked about the relevance of the training conducted outside the work environment to the job agreed that the off-the-job training they acquired is relevant to their job (N=47; 35.1%). This implies that the off-the-job training received is relevant to the current job of employees.

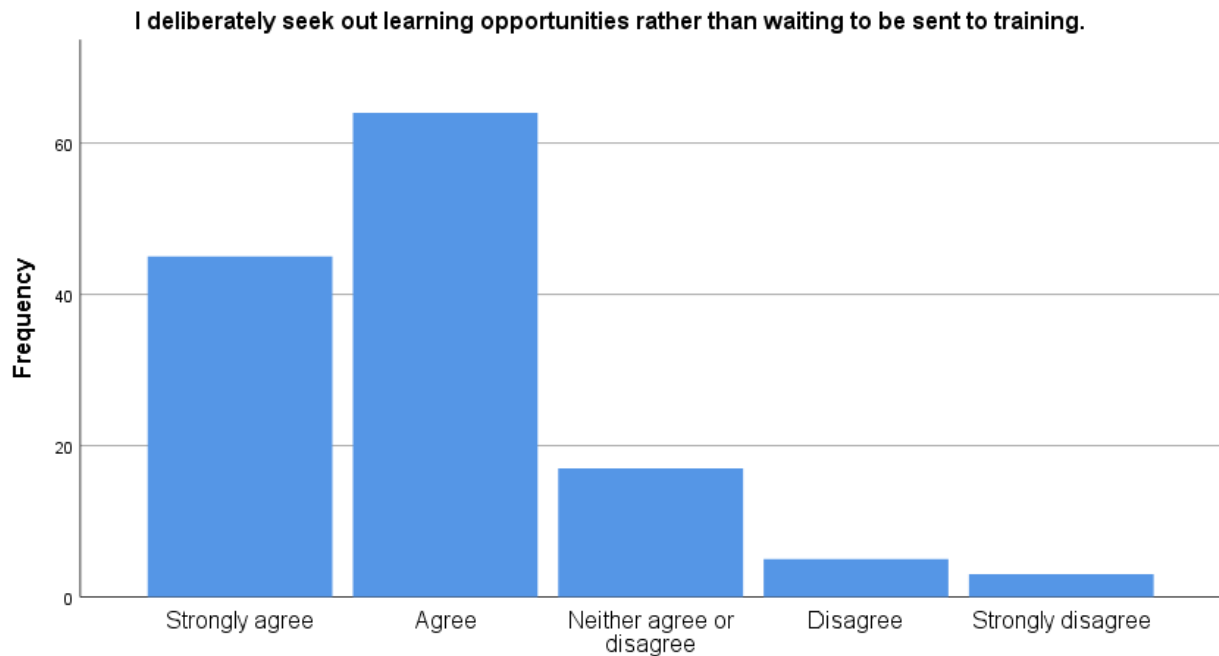


The participant who were asked about the application of learning acquired from the off-the-job training to other areas of their job, they agreed to be able to apply the skills they have learnt from the off-the-job-training across different areas of their job, as showed in the (N=50; 37.3%). This implies that knowledge acquired from the off-the-job training can be apply across different areas of task within the retail sector.

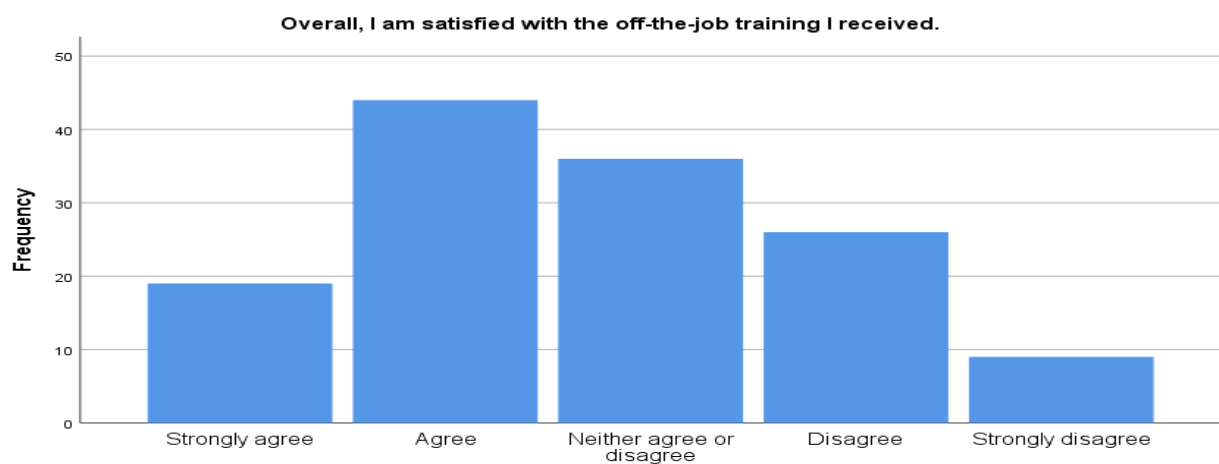


In addition, apart from the off the work environment training opportunity offered in many organisations, employees also deliberately seek out learning opportunity as showed by the

(N=64; 47.8%). This implies that employees personally seeks to acquire learning opportunities outside the immediate working environment.

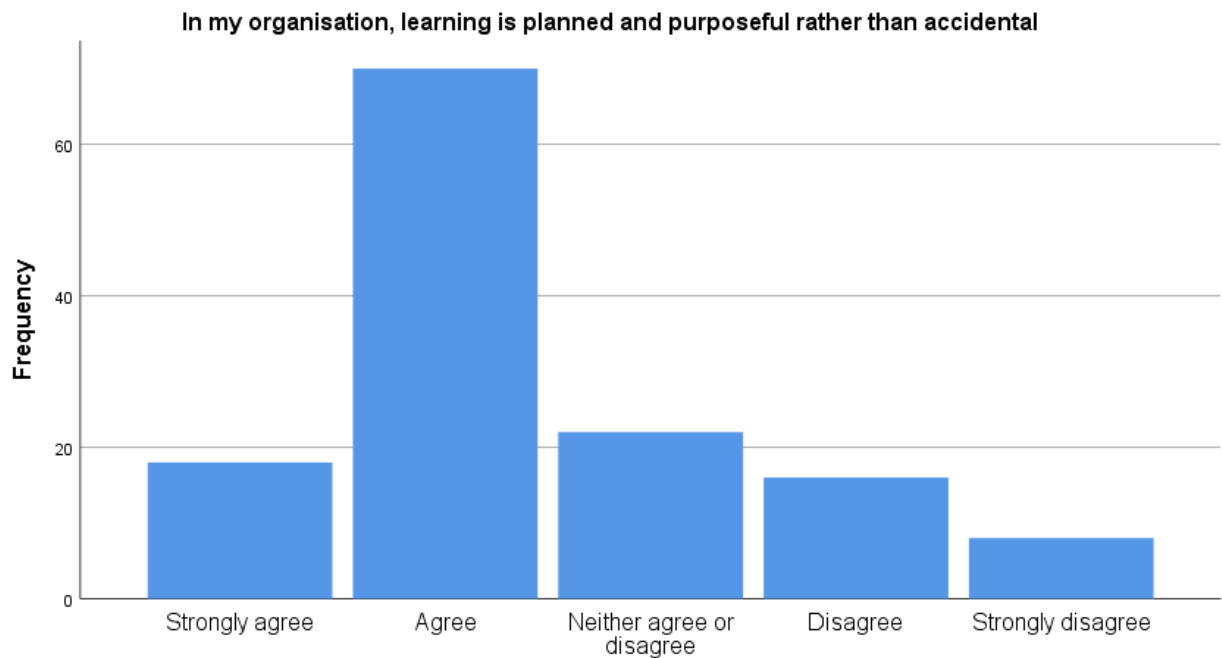


An enquiry about the overall level of satisfaction of the off-the-job-training shows that majority of the employees agreed they are very satisfied with the off-the-job-training they received, as showed by (N=44; 32.8%). Suggesting that employees are satisfied with the off-the-job-training received

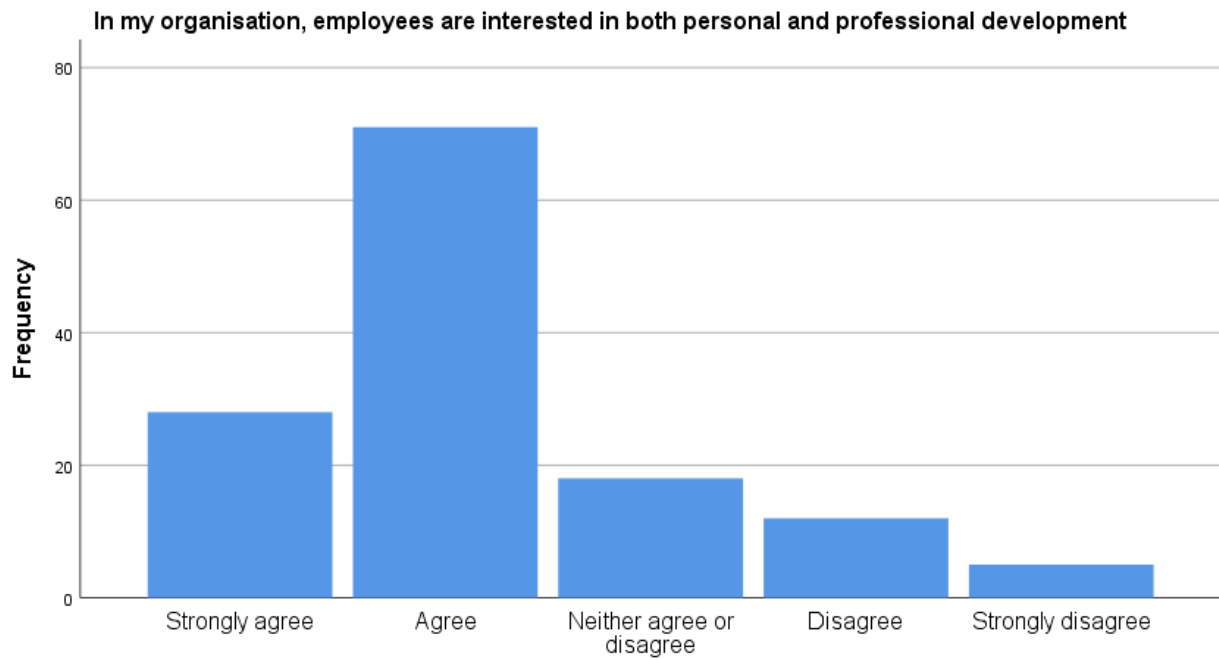


**Table 4.2.5 Descriptive Statistics of Coaching**

Table 4.2.5 shows the descriptive statistics of coaching. Has shown in the frequency-based chart, majority of the participants agreed that learning is purposefully planned rather than accidental, this is showed by (N=70; 52.2%). Suggesting that the retail businesses coach the members of staff on how to get things done within the work environment.



Employees likewise exhibits a positive interest in both personal and professional development as they agreed (N=71; 53%). This implies that employees want to develop their personal and professional career.

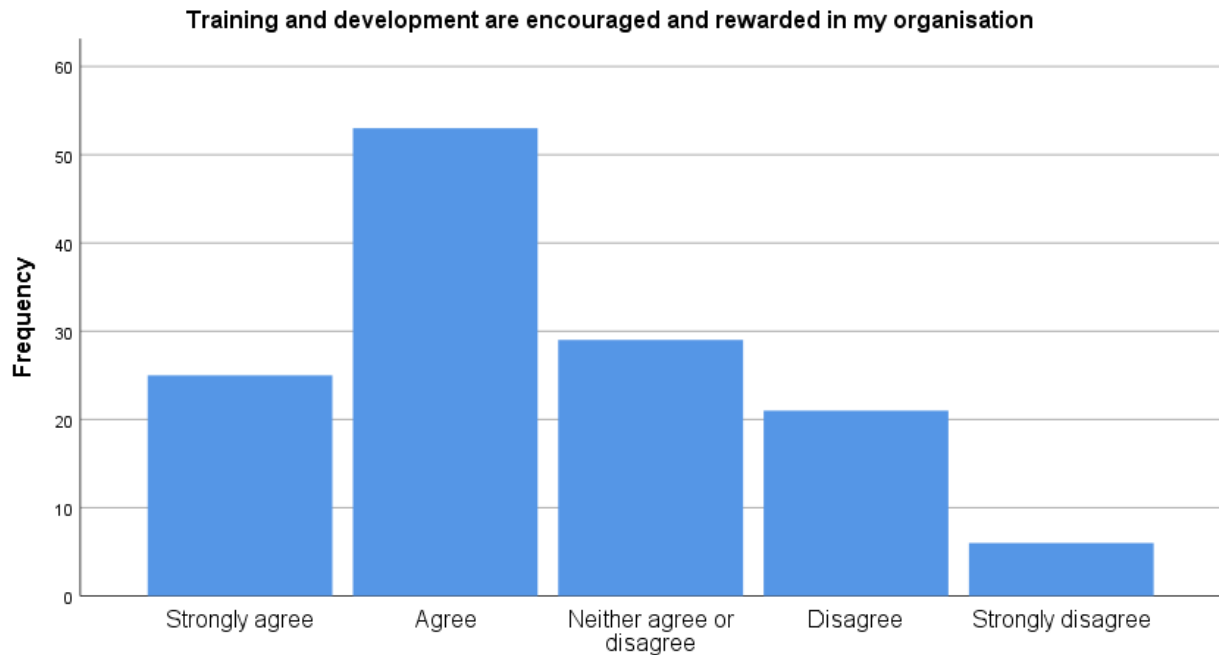


Furthermore, the sampled participants are proactive in the quest of improving their competency as the agreed (N=70; 52.2). Implying that majority of the employees are very proactive in looking for ways to improve their abilities.

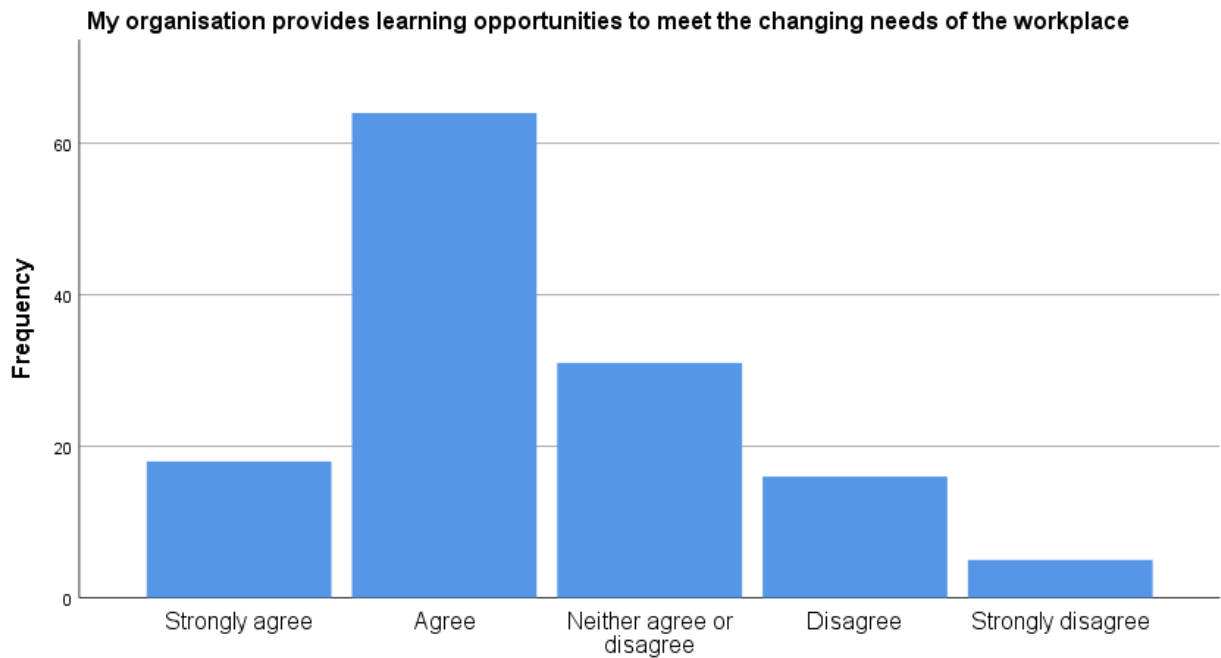




Based on the responses from the participants, T&D are both encouraged and rewarded in the Irish retail store as agreed by the respondents (N=53; 39.6%). Suggesting that the Irish retail businesses give due attention to T&D.



Nevertheless, the Irish retail industry provides learning opportunities that meets the ever-changing needs of the workplace; as they agreed by the respondent (N=64; 47.8%). This means that the Irish retail businesses give due attention to learning opportunity to help meet the dynamic nature of the business world.



## 4.3 Test of Hypotheses

### 4.3.1 Restatement of Hypothesis

**H1:** On-the-job training has significant relationship with employee's retention within the Irish retail industry

**H2:** Off-the-job training has significant relationship with employee's retention among the Irish retail industry

**H3:** Coaching has significant relationship with employee's retention amidst the Irish retail industry.

In testing the relationship between the independent variables (On-the-job training, Off-the-job training and Coaching) on the dependent variable (employees' retention), the study utilised a correlation and multiple linear regression to establish the association and the strength between the study variables. Previous studies likewise employed this method to establish the relationship between training and development on employees' retention (Ahmad, 2013; Chepkosgey et al., 2015; Mahadevan, 2019). The multiple linear regression test is a right statistical technique for

examining the linear relationship existing between multiple variables (Shujaat, Manzoor and Syed, 2014). Tables 4.3.1, 4.3.2, 4.3.3 and 4.3.4 presents the result of the test of hypotheses.

### **Assumptions of Multiple Linear Regression**

There are five broad assumptions guiding multiple linear regression statistical analysis:

The first assumption request that the relationship between the dependent and independent variables should be linear. This test can best be predicted through the scatterplots to see the type of relationship that exist between the dependent and independent variables which could either be a linear or curvilinear association. The second assumption suggests that the residuals are normally distributed, meaning that there must be a multivariate normality. The third assumption requires that there must not be a multicollinearity, meaning that there must not be a strong association between the independent variables. This test can be verified using the test of Variance Inflation Factor value. The fourth assumption underlines that the variance of the error terms must be constant across the values of independent variables. This is also called homoscedasticity, which can be verified through the plot of standardized residual compared to the values of predictive variables to know whether the points are similarly distributed all over the independent variables. Lastly, multiple regression analysis requires at least two independent variables that could either be nominal, ordinal or interval. It also requires at least 20 number of sample size or number of cases for independent variables.

**Table 4.3.1: Correlation Analysis**

		<b>Correlations</b>			
		Total Employees' Retention	Total On-the-job Training	Total Off-the-job Training	Total Coaching
Pearson Correlation	Total Employees' Retention	1.000	-.171*	-.028	-.028
	Total On-the-job Training	-.171*	1	.278**	.349**
	Total Off-the-job Training	-.028	.278**	1	.453**
	Total Coaching	-.028	.349**	.453**	1
Sig. (2-tailed)	Total Employees' Retention		.048	.747	.745
	Total On-the-job Training	.048		.001	.000
	Total Off-the-job Training	.747	.001		.000
	Total Coaching	.745	.000	.000	
N		134	134	134	134

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Correlation test is conducted to establish the association that thus exist between the variables of the study (i.e. between the dependent and independent variables) (Imna and Hassan, 2015). It is frequently utilized to ascertain the type of relationship (either negative/positive) that exists amid two or more variables. Landau and Everitt, (2004) gave a notion that the value of correlation is between positive one (+1) to negative one (-1) suggesting the relationship between the study variables is either positively or negatively related. Based on the result in table 5.3.1, the entire independent variables does not have a relationship with the dependent variables. In other words, On-the-job training, Off-the-job training, and Coaching have a negative and insignificant relationship with employees' retention (r: -.171;  $p > 0.048$ ), (r: -.028;  $p > 0.747$ ) and (r: -.028;  $p > 0.745$ ) respectively. Therefore, On-the-job training, Off-the-job training, and Coaching are insignificant with employees' retention.

**Table 4.3.2: Regression Analysis**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>	<b>Durbin-Watson</b>
1	-.180 <sup>a</sup>	.032	.010	3.35767	1.731
a. Predictors: (Constant), Total_Coaching, Total_On_The_Job_Training, Total_Off_The_Job_Training b. Dependent Variable: Total_Employees_Retention					

Investigators utilize multiple regressions in the course of establishing the association that exist between the study variables (Faraway, 2002). Robert (2007) concluded that the regression model is suggested to be a good fit when the value of adjusted R Square is above 0.6. Furthermore, Bakon and Hassan (2013) recommends that a good indication thus exist when the value of Durbin-Watson test varies between the value of 1.5 to 2.5, this means that the test is acceptable and suggest no auto correlation.

In this present study, the value of R Square is 0.032 suggesting that 3.2% of predictors or independent variables (On-the-job training, Off-the-job training, and Coaching) have an impact on dependent variable (employees' retention). The value of adjusted R Square is 0.10 which is beyond the value of 0.6, suggesting the model has a good fit. Also, the value of Durbin-Watson test is 1.731 which is between the range of 1.5 to 2.5 which tells us that there is no auto correlation, thus, the study accept the test of Durbin-Watson analysis (Durbin and Watson, 1950).

**Table 4.3.3: ANOVA Analysis**

Model		Sum of Square	df	Mean Square	F	Sig
1	Regression	49.023	3	16.341	1.449	.231 <sup>b</sup>
	Residual	1465.611	130	11.274		
	Total	1514.634	133			
a. Dependent Variable: Total_Employees_Retention  b. Predictors: (Constant), Total_Coaching, Total_On_The_Job_Training, Total_Off_The_Job_Training						

Analysis of Variance (ANOVA) is the test that shows the significance of a regression model. Meaning that, it test if the value of ( $R^2 = 3.2\%$ ) is significant. Looking at the ANOVA table, it is evident that the regression model is statistically insignificant as shown F (df=3, 130= 11.274,  $p = .231$ ,  $R^2 = 3.2\%$ ).

**Table 4.3.4: Coefficient Analysis**

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig
		B	Std. Error			
1	Constant	14.688	1.295		11.338	.000
	Total_On_The_Job_Training	-.199	.097	-.198	-2.052	.042
	Total_Off_The_Job_Training	-.008	.086	-.010	-.092	.927
	Total_Coaching	.065	.110	.066	.593	.554
a. Dependent Variable: Total_Employees_Retention						

Coefficient table tests the independent variables (On-the-job training, Off-the-job training, and Coaching) at 0.05 alpha level. While the value of Standardized Coefficients Beta value for On-the-job training is (SCB: -.198, Sig: .042), Off-the-job training (SCB: -.010, Sig: .927), and Coaching (SCB: -.066, Sig: .554) are insignificant. As a rule of thumb, the significant impact should not be lesser than 0.01 as recommended by (Wang and Huynh, 2013). Therefore, the hypotheses H1, H2 and H3 are rejected; the result of the test concludes that:

**1H<sub>0</sub>:** On-the-job training has no significant relationship with employee's retention within the Irish retail industry.

**2H<sub>0</sub>:** Off-the-job training has no significant relationship with employee's retention among the Irish retail industry.

**3H<sub>0</sub>:** Coaching has no significant relationship with employee's retention amidst the Irish retail industry.

## **CHAPTER FIVE: FINDINGS AND DISCUSSION**

### **5.0 Introduction**

This chapter presents the findings and discussion from the test of hypotheses. It also relates it to the previous studies done on the impact of training and development on employees' retention. This study tested three hypotheses with a view of examining the relationship between the study variables; the result led to rejecting the entire hypotheses. The discussions of findings are presented below:

### **5.1 Discussion of the Findings in the Hypotheses Result**

#### **5.1.1 Hypothesis One**

Hypothesis 1 indicated that On-The-Job training has no significant relationship with employees' retention within the Irish retail industry. Although the responses from the descriptive statistics of on-the-job training in the previous chapter suggests that 50.7% of the employees in the Irish retail industry receives on-the-job training that is applicable to their current employment, in addition, 40.4% of the employees are able to apply what they have learnt to their daily operations, meanwhile, their overall level of satisfaction of the on-the-job training acquired is relatively low as 29.9% of the majority of the respondents said so. Despite the on-the-job training the staff received, 48.5% of the majority of the respondents said that it is not enough to bring about their retention to their present employment. However, based on the additional information retrieved from the electronic questionnaire, employees considers other factors such as: timely and increased pay; financial incentives and employees' benefits; promotion; reward system; free healthcare; performance appraisal; and opportunity for growth as the main factors that determines there retention.

The outcome from this study contradicts the earlier study of Chepkosgey et al. (2015), who investigated the impact of OnTJ-training practice on employee job satisfaction and retention



within the Kapsara tea factory in Trans-Nzoia County, the authors uncovered that OnTJ-training strategy greatly affects workers' job fulfillment that additionally grow their retention rate. A recent study done in Somalia telecommunication companies by Damei (2020) on the effect of on-the-job training on employee retention; reveals that a significant relationship does exist between on-the-job-training and employees' retention. In addition, a survey research conducted by George (2015) in a bid to determine why experts stay with their present organizations uncovered that training and development conducted within the job environment are positively associated with employee retention.

The differences in findings could be attributed to the methodological approaches adopted, type of industry or the country where the previous studies were done, as well as reliability of scale. Also considering the global pandemic of Coronavirus; training conducted within the work environment may not be as important to other factors like employees' free healthcare, financial benefits to cater for their needs, prompt payment of salaries and wages, flexible-work-arrangement (telecommuting or working from home) to bring about retention of staff. This is evident based on other factors employees' considered to motivate their retention.

### **5.1.2 Hypothesis Two**

Hypothesis 2 reveals that Off-The-Job training has no significant relationship with employees' retention within the Irish retail industry. Even though 34.3% of many retail organisations provide training opportunity outside the immediate workplace and 35.1% agreed that the off-the-job training is relevant to the current job employment. Majority of the sampled employees do not see themselves as part of their current organisation for a very long time despite their expanded level of satisfaction of the off-the-job training programme. However, employees believed that their loyalty is determined by staff welfare support, work life balance policy, excess workload

balancing, as well as safe and conducive working environment in the present global pandemic crises based on the additional information provided by the respondents.

The present result is different from the earlier study done by Mahadevan and Yap (2019) on the impact of approaches to training on employees' task performance and retention in Malaysia discovered that Off-The-Job training are significant predictors of staff task performance and retention rate. It is on the ground that Shafini et al (2016) indicated that worker could give considerable attention to training conducted outside the workplace because the probability of being upset by work activities is reduced when contrasted with training directed in the workplace, which influence their choice to stay with their enterprise.

### **5.1.3 Hypothesis Three**

Hypothesis 3 reveals that Coaching as a form of training has no significant relationship with employees' retention within the Irish retail industry. Despite the fact that learning is purposefully planned rather than accidental in many Irish retail sector as 52.2% agreed, which has led to many employees to seeking ways to improve their capabilities as 52.2% agreed, many employees are still not interested in working with their present organisation for a very longtime. Meanwhile, according to the additional information listed by the participant, they perceives their loyalty to be based on superior and subordinate relation, employees' autonomy, less supervision, organizations' support of self-initiatives as well as employees' engagement.

The present result is different from what Damei (2020) found out, who examined the relationship between job training and employee retention in Somalia telecommunication companies, and found out that both coaching and mentoring as forms of training are statistically significant on employees' retention. Also, Whitmore (1994) widely examined the manners by which managerial coaching can enhance employees' performance and retention rate, and uncovered that

managers can coach their workers by talking about occupation related issues with them which include issues and the potential answers for redressing the issues.

## **CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS**

### **6.0 Introduction**

Retention of skilled and competent workers is a significant factor for the attainment of firms' success and competitive advantage. Consequently, a reduction of turnover guarantees that an enterprise is retain its workers through the provision of T&D, and superior working condition that expands worker's performance. It is therefore crucial for the Irish retail industry to strategically design and implement motivators to help create higher employees' retention. The present study is based on the investigation of T&D as a motivational tool for sustaining employee's retention within the Irish retail industry. The purpose of this study is to examine the relationship between on-the-job training, off-the-job training and coaching on employees' retention. This chapter present the conclusion and recommendations based on the discoveries from this study.

### **6.1 Conclusions and Contribution to Knowledge**

The findings from this study led to the conclusion that on-the-job training, off-the-job training and coaching are not significant predictors of employees' retention. This dissertation has provided new insight on those factors that employees consider important in bringing about their retention within the Irish retail industry. The present study also uncovered that due to the global pandemic, many employees are beginning to reconsider their choice to continue working in their organisation to be determined by timely and increased pay; financial incentives and employees' benefits; free healthcare, staff welfare support, work life balance policy, excess workload balancing, as well as safe and conducive working environment as indicated in the additional information provided by the participants.

## **6.2 Recommendations**

Based on the outcome of this study, the following useful recommendations are put forward:

Investing in employees' on-the-job-training without a good compensation package is not effective enough in attaining higher retention. Therefore, employers should have a detailed understanding on what motivate their workforce by redesigning a structured learning scheme, as well as integrating a good rewards system, increased salary and most importantly employees' health care support.

Apart from investing in the off-the-job staff training in creating the opportunity to learn new things as much as possible to develop employees' career, firms should equally give due attention to staff welfare support, work life balance policy, excess workload balancing, as well as safe and conducive working environment in this recent global pandemic crises. Because these factors are found more significant in bringing about employees' retention.

Although, coaching is seen as a significant specialized area for training and an enterprise improvement technique for specifying what is required from the organizations' members. Nevertheless, coaching do not bring about employees' retention, it is therefore suggested for organisation to inculcate the practice of superior and subordinate relation, employees' autonomy, less supervision of skilled workers, organizations' support of self-initiatives as well as employees' engagement to help achieve an increased employees' retention.

### **6.3 Limitations and Suggestions for Further Studies**

This survey was conducted by focusing on the Irish retail sector to understand the role of T&D in motivating staffs' retention. The findings of the present study is different from the prior studies on T&D and employees' retention; this is attributed to the relative small sample size, reliability of the scale, as well as the global pandemic crisis of Covid-19 in the recent time which has caused many workers to reconsider what is more important to them rather than training and development. Hence, there is a need for more research on factors that influences higher retention of workers in other industries with a larger sample size.

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## APPENDIX

### SURVEY QUESTIONNAIRE

#### REQUEST FOR COMPLETION OF ONLINE SURVEY QUESTIONNAIRE

Dear participant,

I am Amarachi Nneoma Chris-Madu, a master's student of MSc in Management from the National College of Ireland. As of now, I am conducting my master's thesis focusing on; Exploring Training and Development as a Motivational Tool for Sustaining Employee Retention within the Irish Retail Industry. It would be extremely useful if you agree to take part in this survey and contribute to my research.

It would take around 5 minutes to finish 2 sections of this survey. All participation is anonymous, and all responses will be kept profoundly secret, and you are allowed to pull back at any phase during the survey.

It would be ideal if you click to continue with the survey.

Kind Regards,

Amarachi Nneoma Chris-Madu

#### SECTION A: Personal Data: (Please Indicate Appropriately)

1. Gender: A) Male { }, B) Female { }, C) Prefer not to say { }
2. Age: A) 18-25 { }, B) 26-35 { }, C) 36-45 { }, D) 46-60 { },
3. Years worked: A) Below 1yr { }, B) 1-5yrs { }, C) 6-10yrs { }, D) Above 10yrs { },

#### SECTION B: RESEARCH QUESTIONS

Please read the following statements carefully and tick appropriately to show the degree of your agreement or disagreement with each statement. "SA: Strongly Agree", "A: Agree", "SE: Seldom", "D=Disagree" and "SD: Strongly Disagree".

S/N	A. EMPLOYEE'S RETENTION	1 S A	2 A	3 SE	4 D	5 SD
4.	I see myself in the company I currently work for a long time					
5.	If I get another job elsewhere with continuous training, I might leave the job, even if I love the job.					
6.	I might leave my current job for another employer that gives due attention to the worker's career development.					
7.	Working with my present employer is best for me because of the training and development policy implemented.					
S/N	B. ON-THE-JOB TRAINING	1 S A	2 A	3 SE	4 D	5 SD

8.	Someone who knows the job showed me on how to best perform the job when I was first employed.					
9.	The managers or immediate supervisors orientate the workers on how to successfully perform the job.					
10.	When I was trained, I was taught skills that do not relate to the tasks of my current job.					
11.	My manager or supervisor occasionally request an expert from another department to train me on how to effectually perform the job.					

S/N	C. OFF-THE-JOB TRAINING	1 S A	2 A	3 SE	4 D	5 SD
12.	I was sent out to be trained outside the immediate workplace using the same materials and equipment prototype.					
13.	My employer sometimes outsource training specialists to impacting skills useful for performing a variety of work situations					
14.	I can apply the knowledge and abilities acquired from the training across different areas of the organisation					
15.	Outsourcing of training agency is not part of the company's training and development policy					
S/N	D. COACHING	1 S A	2 A	3 SE	4 D	5 SD
16.	My employer has a coaching policy that provides training and guidance to employees.					
17.	One with more experience and expertise offers advice and guidance to other workers in our company					
18.	Coaching opportunities are regular in my company					
19.	The coaching I have received is relevant to my job					

Thank you for your co-operation.

20. What other factors are important to you and support your decision to work for your current organisation? Please indicate below:

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