

Influence of Career Development on Retention of Employees in Private Universities: A Case of Ankole Western University, Uganda

Tumuhairwe, J¹ and Andrew, O. Nyakundi²

^{1,2}Faculty of Business and Management, Kampala International University, Uganda

ABSTRACT

Retention of employees in universities is paramount for producing quantity and quality of human capital for economic development of a country. Turnover has persistently remained high in private universities despite employee attrition by institutions, which can disrupt organizational stability, quality of education and reputation. Objectives of the study included performance appraisal, staff training and promotion practices on retention of employees. Correlational research design and quantitative research were adopted. Total population was 85 with a sample of 70 which was selected through simple random sampling. Data collection was through questionnaire and analysed using multiple linear regression with help of SPSS. Results showed that both performance appraisal ($t=1.813$, $P=.076$, $P>.05$) and staff training practices ($t=-1.887$, $P=.065$, $P>.05$) were statistical insignificant while promotion practices ($t=3.804$, $P=.000$, $P<.05$) was statistically significantly influenced retention of employees. The study concluded that performance appraisal and staff training has little relationship with employee retention whereas promotion practices affect employee retention in private universities. Therefore, it was recommended that organizations renovate performance appraisal and staff training practices while promoting employees annually, review salary structure, ensure there is no biasness and promotion practices should be based on meritocracy. The findings could benefit management of private universities, Government and researchers.

Keywords: Performance appraisal, staff training practices, promotion practices, employee retention.

INTRODUCTION

Retention of employees has been a major concern in educational research and policy analysis because of the challenges turnover creates in attempt to replace those who leave [1]. Education is the cornerstone of societal development, playing a pivotal role in shaping the future [2]. The issue of retaining skilled and motivated employees is central to ensuring a high standard of education [3].

In England, a considerable proportion of employees in education sector leave the profession within five years. The National Audit Office (NAO) reported that between 2011 and 2014 the number of employees leaving rose by 11% overall [4]. Studies show that more employees have been leaving the profession for other reasons rather than retirement since 2012 [5]. Similarly, in the US, too many employees are leaving the field to pursue other endeavours. Many of the educators that are leaving are doing so at the beginning of their education careers [6]. For instance, at the beginning of the 2016–17 school year, the Clark County School District in Nevada had nearly 1,000 classroom employee vacancies but by December 2016 more than 700 of these teaching positions remained open

[7]. US has been unable to recruit and maintain qualified employees across all the states [8].

In Nigeria, the turnover rate is estimated at around 20% [6]. Reports in countries such as South Africa, Zambia, New Guinea and Malawi indicate that the problem has almost reached a catastrophic stage [9]. South Africa is losing the best employees in scarce skill areas such as mathematics, science, technology and languages [10]. It is an indisputable fact that expert employees are perhaps the most fundamental resource for improving student learning yet these are the one who leave. Most common form of employee turn-over is evident when qualified employees leave poor rural schools to better schools particularly in urban areas [11].

The problem of employee retention is also affecting Uganda. The turnover rate in teaching profession is consistently higher than other occupations [12]. During the 1990s, national employee turnover rates were as high as 22-23% annually [13]. According to the 2000-2001 Employee Follow-up Survey, attrition rates increased by 50% since 1990 and turnover rates rose to 16.8% during 2004-2005 school years [14]. Kagolo [15], reported that the education and sports sector is greatly affected by

high turnover. Annual performance report for financial year 2013/2014 in Uganda, revealed that over 12700 employees leave public service for greener pastures annually. Mulindwa [16], estimated annual employee turnover at national level at 16% and for schools at 24%. Kyambogo University (2016) estimated employee attrition/turnover at 30%.

Statement of the Problem

Retention of employees is very important for the universities because the institutions are responsible of producing human capital necessary for economic development of a country. Training and development are one of core mandate of the universities. Turnover intentions of employees in universities can have a negative impact on student learning and their educational development [16]. High turnover rates disrupt organizational stability, escalate recruitment and training expenses, and adversely affect the quality of education and institutional reputation [14]. Despite policies which have been developed by Ministry of Education and Sports to increase employee's retention especially highly qualified teaching staff, still employee retention remains a challenge [12]. Annual employee turnover is estimated to be close to 16% at

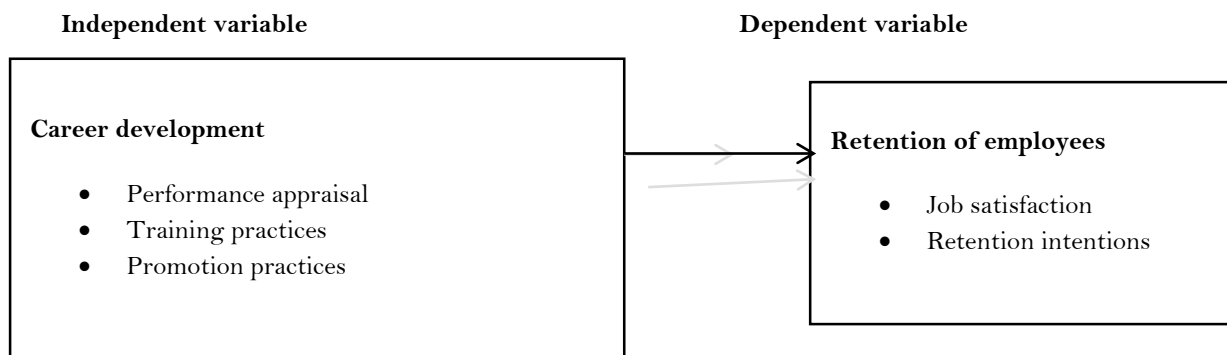
the national level and reaches 24% for hard-to-staff schools [16]. Employee attrition rate/turnover has been estimated at about 30% in universities (Kyambogo University, 2016). The issues of concern include employee performance appraisal, training practices and promotion practices whose influence have inadequately been analysed. If the situation remains unaddressed, the universities will remain understaffed, consequently education standards and quality will be low. In the long run, it will make it difficult for Uganda to achieve economic development and also vision 2040. Therefore there was need to examine career development and employee retention in private universities in Uganda, a case of Ankole western university.

Research Hypotheses

H₁: There is no significant relationship between performance appraisal and retention of employees in private universities

H₂: There is relationship between f training practices and retention of employees in private universities

H₃: There is no relationship between promotion practices and retention of employees in private universities.



Source: Researcher, 2024

Figure 1: Interrelationships among independent, dependent and intervening variables

Performance appraisal and retention of employees in private universities. Career development and employee retention are critical aspects of university success. Performance appraisal is defined as the process through which supervisors assess the job-related performance of their supervisees and allocate rewards on that assessment [17; 18; 19].

Armstrong, [19] investigated the Impacts of Performance Appraisal on Employees' Job Satisfaction and Organisational retention in Microfinance Institutions in Ghana. The findings revealed that employees' job satisfaction is positively related and impacted by fairness in the appraisal system, linking appraisals with promotion, clarity of roles and feedback about their performance. The study recommended that organisations should comply with rewards systems linked to performance levels. Asamoah [20] carried out research to determine how performance appraisal affect employees' attitude and at the long run work

performance. The results indicated that effective and fair performance appraisal process would enhance employees' performance and retention at work. Hussain and Rehman [21] examined the relationship between the human resource management practices and employee retainability. The findings indicated that there was strong relationship and concluded that adoption of human resource management practices enhances employees retainability in an organisation. Kakar et al. [22] investigated the effect of human resource management practices on retention of banks employees in the banking sector in Quetta Baluchistan Pakistan. The results revealed an existence and significant positive relationship between human recourse management practices with employee retention. Maley [23] studied the extent, nature and limitations of performance appraisals for host country managers in a sector of the healthcare industry in Australia. The findings reported widespread use of performance appraisals,

however, it was being done poorly. The study concluded performance appraisal can make a significant contribution to both the retention and development of these managers and therefore to company performance.

Odhiambo [24] conducted a study focusing the effect of performance management practices on employee retention and concentrated with Schindler Limited in Nairobi, Kisumu and Mombasa branches in Kenya. The study findings indicated that the appraisal leads to enhanced employee retention in organisation. Therefore, concluded that an effective appraisal model can enhance the interest and performance of the employees leading to the completion of specific targets geared towards attainment of corporate goals. Olaimat and Awwad [25] investigated the impact of human resource practices namely training, development, performance appraisal and compensation on employee retention in the House of Representatives in Jordan. The results showed that performance appraisal had no any impact on employee retention. Wanjala and Kimutai [26] did a study on influence of performance appraisal on employee retention in commercial banks in Trans Nzoia County, Kenya. The findings showed that there was a significant relationship between performance appraisal and worker's retention.

Training practices and retention of employees in private universities

Training leads to leadership development, learning new work skills, socialization encompassed in orienting new employees to the culture of an organisation, understanding job responsibilities and educating employees in regard to business ethics [27; 28]. Islam et al. [29], examined the impact of training practice on employees' intention to remain or leave an organisation. The results showed a positive relationship between training and employees' retention and also influences employees' decision to stay for a longer period of time. Haider et al. [30], examined the human resource practices such as training, compensation and culture that promote employee retention in the telecom sector of Pakistan. The findings revealed that Compensation and culture had positive relationship with employee retention whereas training and development had negative one. Imna and Hassan [31], did a study on the influence of training and development on employee retention in Maldives Retail Industry, Malaysia. The findings showed positive and significant influence on employee retention. Iqbal, Arif et al. [32] conducted a study to compare the Human Resource Management (HRM) practices of public and private universities of Pakistan among executives. The study found a significant difference in HRM practices in public and private universities. HRM practices studied were training and development, compensation, team work and employee's participation. Odinga [33] conducted a study on staff development and performance of lecturers of Moi University in Kenya. The findings

revealed that employees will stay longer in their employment when they undergo training and development to increase their competencies. Also, it showed that employees will always seek to advance their skills and knowledge, and if opportunity for training and development are not available, retaining them at work was very difficult. Maryjullie, [34] conducted research on staff development and performance of lecturers of Moi University in Kenya and found that if opportunities in trainings and development lack, chances of retaining them are minimal. Emojong [35] In his study on in-service training programs and their effects on the performance of staff at the Uganda Revenue Authority. The study found that training increases employee's performance and retention. Ldama and Bazza [36] did a study on the effect of training and development on employees' Retention in Selected Commercial Banks in Adamawa State-Nigeria. The study revealed that training and development had positive effect on staff retention. According to Terera and Ngirande [37], who studied the impact of training on employee Job Satisfaction and retention among administrative staff members of university of Limpopo. The results revealed that there was no significant relationship between training and employee retention. Omoikhudu [38] investigated the impact of training and development on employee retention in the retail sector, in Dublin, National college of Ireland. The analysis conducted in study indicated that training and coaching had no significant impact on employee retention. Terera and Ngirande [37] also did a study on factors that determine the retention strategies adopted at imperial Bank Limited in Kenya and to establish the relationship between the retention strategies and employee performance. The findings revealed that training and development strategy had the greatest significance on employees' retention. Cliggett and Wyssmann [39] investigated the influence of in-service training on retention of employees in private basic schools in the Bemba community of Zambia as units of analysis. The results indicated that in-service training had a positive significant effect on employee retention

Promotion practices and retention of employees in Private Universities

Promotion refers to an increase in job responsibility, scope, authority, or level within or outside the organisation [40]. Busari et al. [41] carried out a study on promotion and turnover intentions of employees in the advanced learning institutions of the Khyber PakhtoonKhwa Province of Pakistan. The findings indicated a negative relationship between promotion and turnover intention. Gul et al. [42] studied the role and impact of capacity development, employee empowerment and promotion on employee retention in Banking sector of Pakistan. The findings showed that there was negative correlation between promotion and employee retention. Saporta and Farjoun [43] investigated the relationship between promotion

and turnover among professional and managerial-administrative occupational groups in the University Tel Aviv. The findings revealed that, regardless of occupational affiliation, past promotions reduced the likelihood of leaving the organisation. However, they also showed that professionals were promoted at higher rates than managers and administrators. but had similar quitting rates. According to Sitati et al. [44] the effects of job promotion on employee retention in hotels in Kenya, and found that there was a positive and significant relationship between the two variables. Therefore, concluded that job promotion

The study used correlational research design and quantitative research approach. Total study population was 85 and sample size of 70 which was determined using Yamane formula which was developed in 1967. Simple random sampling was used to select respondents and questionnaire was the main data collection method. In order to control quality, both validity and reliability tests were conducted, result obtained were 0.76 and 0.75 against standard of 0.70. Data was analyzed using multiple linear regression technique with help of

influences employee retention in the hotel industry. Mughal and Halim [45] conducted a study to identify the relationship between promotion and turnover intention and moderating effect of intuition in decision making cognitive style in the Universities of Pakistan. The findings of the study showed that the promotion and turnover intention are correlated significantly. Zulfqar et al. [46] examined the relationship between promotion practices and employee retention in the banking sector of Pakistan. The results showed that employee retention and promotion practices had positive and significant relationship.

METHODOLOGY

statistical package for social science (SPSS version 28). The mode is indicated below.

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + e$$

Where:

Y=Employee retention

X1= Performance appraisal

X2=Staff training

X3=Promotion practices

Bs=Coefficients

e=Significance level (5%)

RESULTS

The relationship between performance appraisal and retentions of employees in private universities

Table.1: Employee Performance Appraisal and employee Retention

Statements		DS	D	A	SA	Mean	SD
The institution frequently evaluates us through performance appraisals.	N	0	0	35	16	3.31	.469
	%	0.0	0.0	68.6	31.4		
. I feel that performance appraisal is a fair and transparent process in this institution.	N	0	12	35	4	2.84	.543
	%	0.0	23.5	68.6	7.9		
. Performance appraisals greatly contribute to my growth and development.	N	0	10	39	2	2.84	.464
	%	0.0	19.6	76.5	3.9		
. I am highly satisfied with my current job and responsibilities within this institution.	N	0	10	41	0	2.80	.401
	%	0.0	19.6	80.4	0.0		
In this institution, the rate of employee retention is very high.	N	1	38	12	0	2.22	.461
	%	2.0	74.5	23.5	0.0		
In this institution performance appraisal contributes to a sense of loyalty within the organization.	N	0	22	29	0	2.57	.400
	%	0.0	43.1	59.9	0.0		
Overall						2.76	.456

Source. Field data,2024

Key.1-Disagree Strongly (DS), 2-Disagree(D), 3-Agree(A), 4-Strongly Agree (SA)

On frequent evaluations of employees using employee performance appraisal, respondents who agreed were 35 (68.6%) and strongly were 16(31.4%). Concerning fairness and transparent process, respondents who disagreed were 12(23.5%), agreed were 35(68.6%) and strongly agreed were 4(7.9%). As per contribution towards growth and development of staff, 10(19.6%) respondents disagreed, 39(76.5%) agreed and 2(3.9%) strongly agreed. As for satisfaction on current job and responsibilities ,10(19.6%) disagreed and 41(80.4%)

agreed. On rate of retention being high in the institution, strongly disagreed was 1(2%), disagreed were 38(74.5%) and agreed were 12(23.5%). On the contribution of performance appraisal to employee loyalty within the organization,22(43.1%) disagreed and 29(59.9%) agreed. The overall mean was 2.76 with standard deviation of .456. This implied that majority of respondents were in agreement that there is a relationship between employee performance appraisal and employee retention.

Relationship between training practices and employee retention in private universities

Table 2. Training Practices and employee retention

Statements		DS	D	A	SA	Mean	SD
. I frequently participate in training sessions provided by this institution.	N	0	7	41	4	2.92	.440
	%	0.0	13.7	80.4	5.9		
. Training programs provided by this institution are relevant to my job roles and responsibilities.	N	0	12	39	0	2.76	.428
	%	0.0	23.5	76.5	0.0		
In this institution, the percentage of employees who start and successfully finish the training sessions is very high.	N	0	40	11	0	2.22	.415
	%	0.0	78.4	21.6	0.0		
. . In this institution, majority of employees have acquired and applied new skills in their job roles.	N	0	27	24	0	2.47	.504
	%	0.0	54.0	46.0	0.0		
Training programs provided by this institution contribute greatly to my career growth and development.	N	0	19	33	0	2.63	.488
	%	0.0	37.3	62.7	0.0		
I believe that the training programs provided in this institution influence my decision to stay in the organization.	N	0	17	34	0	2.67	.476
	%	0.0	33.4	66.6	0.0		
Overall						2.61	.459

Source. Field data, 2024

Key.1-Disagree Strongly (DS), 2-Disagree (D), 3-Agree(A), 4-Strongly Agree (SA)

Concerning frequent participation in training sessions provided by the institution, 7(13.7%) respondents disagreed, 41(80.4%) agreed and 4(5.9%) strongly agreed. For relevance of training programs provided by institution to the jobs and responsibilities, 12(23.5%) of respondents disagreed and 39(76.5%) were in agreement. Concerning percentage level of employees who start and finish successfully training sessions being high, 40(78.4%) respondents disagreed, and 11(21.6%) agreed. As per acquisition of new skills and application on their jobs by majority of employees, 27(54%) of

respondents disagreed and 24(46%) agreed. The contribution of training provided by institution towards personal career growth and development, 19(37.3%) disagreed and 33(62.7%) agreed. As regards to the training programs provided by institution influencing employee decision to stay in the organization, 17(33.4%) disagreed and 34(66.6%) respondents agreed. The overall mean was 2.61 with standard deviation of .459. This means majority of respondents agreed that there is a relationship between staff training practices and employee retention.

Relationship between promotion practices and employee retention

Table 3: Promotion Practices and retention of employees

Statements		DS	D	A	SA	Mean	SD
In this institution, the promotion process is very transparent	N	11	18	8	15	2.49	1.155
	%	21.6	35.3	13.7	29.4		
In this institution, promotion practices are based on merit and performance.	N	0	8	35	8	3.00	.566
	%	0.0	15.7	68.6	15.7		
. I believe that promotion practices within this institution influence my decision to stay or leave the organization.	N	0	5	41	5	3.00	.447
	%	0.0	9.8	80.4	9.8		
Promotion practices provided by the institution have enhanced my recognition and career growth	N	0	21	29	1	2.61	.532
	%	0.0	41.2	56.9	1.9		
The promotion practices within this institution highly align with my career aspirations.	N	0	30	21	0	2.41	.492
	%	0.0	58.8	41.2	0.0		
The promotion practices within this institution have boosted my motivation and engagement.	N	0	28	23	0	2.45	.503
	%	0.0	54.9	45.1	0.0		
Overall						2.66	.616

Source. Field data, 2024

Key: 1-Disagree Strongly (DS), 2-Disagree (D), 3-Agree (A), 4-Strongly Agree (SA)

For promotion process being transparent in the institution, 11(21.6%) of respondents disagreed

strongly, 18 (35.3%) disagreed, 8(13.7%) agreed and 15(29.4) strongly agreed. For promotion practices

being based on merits and performance, 8(15.7%) disagreed, 35(68.6%) agreed, 8(15.7%) strongly agreed. As regards promotion practices influencing employee's decision stay or leave the organization, 5(9.8%) of respondents disagreed, 41(80.4%) agreed and 5(9.8%) strongly agreed. Concerning promotion practices enhancing employee recognition and career growth, 21(42.2%) disagreed, 29(56.9%) agreed and 1(1.9%) strongly agreed. As per

promotion practices aligned to employee career aspirations, 30(58.8%) and 21(45.1%) agreed. Finally on promotion practices boosting motivation and engagement of employee, 28(54.9%) disagreed and 23(45.1%) agreed. The overall mean was 2.66 with standard deviation of 616. This implied most of the respondents were in agreement that there is relationship between promotion practices and employee retention.

Result of hypotheses
The regression results are shown in table 4a, b, c
Table 4a: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.876 ^a	.768	.753	.22777

a. Predictors: (Constant), Employee Performance Appraisal (EPA), Training Practices (TP), Promotion Practices (PP).

Table 4a above indicated the R, R², adjusted R² and the standard error of estimate. A value of 0.876(R=.876) indicates a good level of prediction of employee retention in private universities. The R²

(R²=.768), indicates that 76.8%% of the proportion of variability in dependent variable can be accounted for by independent variables while 23.2% is due to other factors or variables not covered by the study.

Table 4b. ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	8.065	3	2.688	51.819	.000 ^b
Residual	2.438	47	.052		
Total	10.504	50			

a. Dependent Variable: ER

b. Predictors: (Constant), EPA, TP, PA

The F-ratio in ANOVA table (Table 4.4b) above shows that the independent variables statistically significantly predicted the dependent variable

(Employee retention), $F(3,47)=51.82, P<.05$. This implied that the regression model was a good fit for the data.

Table 4c. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.180	.315		.572	.570
PA	.546	.301	.457	1.813	.076
TP	-.590	.313	-.475	1.887	.065
PP	.748	.197	.881	3.804	.000

a. Dependent Variable: Employee retention (ER)

Unstandardized coefficients shows how much the dependent variable (Employee retention) varies with

the independent variable (Career development) when other variables are held constant. General regression model is shown below:

$$Y = .180 + .546X_1 - .590X_2 + .748X_3 - \dots - 1$$

H.1: There is no significant relationship between employee performance appraisal and employee retention

The result indicated that there was insignificant relationship between employee performance appraisal and employee retention ($t=1.813$, $P=.076$, $P>.05$). Therefore, null hypothesis was accepted. One additional unit of employee performance appraisal can influence positively employee retention by .546 units although statistically insignificant.

H.2: There is no relationship between staff training practices and employee retention

The Relationship between performance appraisal and retention of employees in private universities

The findings were insignificant statistically ($t=1.813$, $P=.076$, $P>.05$) and overall mean was 2.76. The findings are in disagreement with findings of Asamoah [20], who reported that performance appraisal had an impact on employee retention. The findings are further not supported by Kakar et al. [22], Odhiambo [24], Wanjala and Kumutai [26], and finally Olaimat and Awwad [25], who reported significant relationship between performance and employee retention. The relationship between training practices and employee retention in private universities. The study found insignificant relationship between staff training practices and employee retention ($t= -1.887$, $p=.065$, $p>.05$). The overall mean was 2.61 with standard deviation of 0.459. The findings are supported by Terera and Ngirande [37], Imna and Hassan [31], who

The study concluded that performance appraisal and staff trainings did not have statistical significant influence on retention of employees in private universities while promotion practices had statistical significant relationship with retention of employees.

The study recommended that organizations should promote employees annually, review salary structure, ensure there is no biasness in promotion

The findings showed that the relationship between staff training practices and employee retention was statistically insignificant ($t=-.1887$, $P=.065$, $P>.05$). Therefore, null hypothesis was upheld. One additional unit of staff training practices can decrease employee retention by-.590 units which are insignificant statistically.

H.3: There is no relationship between promotion practices and employee retention

The findings revealed that there was significant relationship between promotion practices and employee retention ($t=3.804$, $P=.000$, $P<.05$). Therefore, null hypothesis was rejected in favour of alternative hypothesis. Addition of one unit of promotion practices can affect employee retention by.748 units.

DISCUSSION

reported that the relationship between training and employee retention had insignificant influence. However, the findings differ with the majority of the researchers who reported significant relationship [29; 36; 47].

The relationship between promotion practices and employee retention in private universities

The findings of this study showed significant positive influence of promotion practices on employee retention ($t=3.804$, $p=.000$, $p<.05$). The overall mean was 2.66 and 0.616 standard deviation. The results are supported by Olaimat and Awwad [25], Sitati et al. [44], who reported significant relationship between promotion practices and employee retention. However, the findings is in disagreement with the study of Gul et al. [42] who reported insignificant relationship. Therefore, majority of the studies are in agreement with the findings of this study.

CONCLUSION

Therefore, the study recommended introduction of innovative performance appraisal system and staff training practices to boost retention of employees. Since promotion practices influenced retention of employees,

practices and promotion should be based on meritocracy.

RECOMMENDATIONS

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APPENDICES

Appendix I: Structured Questionnaire

Questionnaire for Selected Respondents

Dear Respondent,

This questionnaire was designed to investigate “**The relationship between career development and employee retention in Ankole Western University, Uganda.**” The investigation is purely for research purposes and all the information provided will be strictly kept confidential. The study is in partial fulfillment for the award of a Master’ Degree in Development studies of Kampala International University, Uganda. Due to your skills and experience, you have been identified as a resourceful person to contribute to this study.

Instructions

- a) Tick the appropriate box () for your responses
- b) Please DO NOT write your name anywhere in the questionnaire.

Thank you in advance.

SECTION A: Demographic Information

1. What is your gender (sex)? a) Male ☐ b) Female ☐
2. How old are you (Age Bracket)? a) 18- 30 years ☐ b) 30- 40 years ☐ c) above 40 years ☐
3. What is your Level of education?
a) Diploma b) Degree c) Masters d) PhD or Professorship

4. What is your experience in Teaching/lecturing?
a) Less than 4 ☐ b) 5 to 9 years ☐ c) 10 years and above ☐
5. For how long have you been trained on business management?
Less than 4 ☐ 5 to 9 years ☐ 10 years and above ☐

SECTION B: Relationship between employee performance appraisal and retention of employees

6. In this part the study attempts to establish the relationship between employee performance appraisal and retention of employees.
7. Please tick the number that best reflects your opinion responses on the relationship between employee performance appraisal and retention of employees.

1= Strongly Disagree 2= Disagree 3= Agree 4= Strongly Agree

Statement				
1. The institution frequently evaluates us through performance appraisals.				
2. I feel that performance appraisal is a fair and transparent process in this institution.				
3. Performance appraisals greatly contribute to my growth and development.				
4. I am highly satisfied with my current job and responsibilities within this institution.				
5. In this institution, the rate of employee retention is very high.				
6. In this institution performance appraisal contributes to a sense of loyalty within the organization.				

SECTION C: Relationship between staff training practices and retention of employees.

8. In this part the study attempts to establish the relationship between staff training practices and retention of employees.
9. Please tick the number that best reflects your opinion responses on the relationship between staff training practices and retention of employees.

1= Strongly Disagree 2= Disagree 3= Agree 4= Strongly Agree

Statement				
1. I frequently participate in training sessions provided by this institution.				
2. Training programs provided by this institution are relevant to my job roles and responsibilities.				
3. In this institution, the percentage of employees who start and successfully finish the training sessions is very high.				
4. In this institution, majority of employees have acquired and applied new skills in their job roles.				
5. Training programs provided by this institution contribute greatly to my career growth and development.				
6. I believe that the training programs provided in this institution influence my decision to stay in the organization.				

SECTION D: Relationship between promotion practices and retention of employees

10. In this part the study attempts to assess the relationship between promotion practices and retention of employees.
11. Please tick the number that best reflects your opinion responses on the relationship between promotion practices and retention of employees.

1= Strongly Disagree 2= Disagree 3= Agree 4= Strongly Agree

Statement				
1. In this institution, the promotion process is very transparent.				
2. In this institution, promotion practices are based on merit and performance.				
3. I believe that promotion practices within this institution influence my decision to stay or leave the organization.				
4. Promotion practices provided by the institution have enhanced my recognition and career growth.				
5. The promotion practices within this institution highly align with my career aspirations.				
6. The promotion practices within this institution have boosted my motivation and engagement.				

SECTION E: Relationship between career development and employee retention

12. In this part the study attempts to evaluate the relationship between promotion practices and employee retention.
13. Please tick the number that best reflects your opinion the relationship between promotion practices and employee retention.

1= Strongly Disagree 2= Disagree 3= Agree 4= Strongly Agree

Statement				
1. In this institution, employees serve the organization for a very long tenure.				
2. Majority of employees in this institution are satisfied with their jobs.				
3. In this institution, most employees reject outside job offers.				
4. Most of the employees in this institution are planning to continue working with the organization.				
5. In this institution most of the employees are ready to stay in the organization.				

Thank you very much for your cooperation

CITE AS: Tumuhairwe, J. and Andrew, O. Nyakundi (2025). Influence of Career Development on Retention of Employees in Private Universities: A Case of Ankole Western University, Uganda. IDOSR JOURNAL OF HUMANITIES AND SOCIAL SCIENCES 10(1): 1-11, 2025.
<https://doi.org/10.59298/IDOSRJHSS/2025/10111130000>