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Career Development Programs And Employee Retention At Betting Control And Licensing Board In Kenya

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ABSTRACT
Employee retention is crucial for organization since workers are drivers that propel generation of organization's goals and targets. Realization of either organizational or individual goals is dire to hold on employees who are talented. This research focused on establishing effects of career development programs on employee retention at Betting Control and Licensing Board in Nairobi City County Kenya. The study employed a descriptive research design on the target population of 130 employees of Betting Control and Licensing Board. The study employed use of both primary and secondary data gathering techniques. The required data for the study was gathered by use of semi structured questionnaires. Verification of validity was done through objective questions inclusion in the questionnaires and reliability measured by prior testing of the questionnaire with a selected sample. A pilot test was done to notice weaknesses in design and instrumentation. The test for internal reliability of each variable used in the study was done using the Cronbach's alpha. The analysis of data was done using descriptive statistics, correlation and regression techniques. The study used multiple regression analysis to establish the association between career development programs and employee retention variables. The data was presented using tables and figures. Results revealed that all the development programs had a positive and significant relationship with employee retention in the organization Kenya. However, the magnitude of the influence was different for the specific career development programs. Counseling programs had the largest effect followed by mentorship programs then coaching programs and finally apprenticeship programs. The study concluded that career development programs have a significant and positive association with employee retention at Betting Control and Licensing Board in Kenya. The study recommended that Betting Control and Licensing Board in Kenya should adopt a culture of enhancing career development programs (counseling, mentoring, coaching and apprenticeship programs). This could go a long way in ensuring there is improved employee retention at Betting Control and Licensing Board in Kenya.
Keywords: career development, employee retention, Counseling programs, organizational goals

INTRODUCTION

The attainment of either organizational or individual goals, it is critical to retain employees who are talented. Employee retention comprises of measures by which employees are developed to be part of the organization for an extended period till they retire or till the venture is accomplished (Ashehad 2011). It is prudent for organizations to hire capable employees in order to achieve a viable verge in the market but holding experienced employees is imperative than hiring.

The ever changing organization setting has brought to tolerate a number of business encounters, a noticeable challenge being the holding of skillful personnel. Kossivi and Kalgora (2016) stress that the big challenge that organizations meet today is not only how to engage the employees but likewise how to retain them for a long

period as possible. Organization's employees are the most valued assets imply that it is not only vital to recruit the most qualified but likewise the obligation to keep them for a lengthy period of time.

With globalization issues, competition is becoming stronger and stronger in most organizations.

Dynamic markets and competition has emerged as a result of globalization and with that it is not difficult to picture that organizations are expected to concentrate and should be concentrating on long-term plans and a bigger focus on attracting, developing and retaining its employees. Companies around the world are really apprehensive about the staff attrition which costs significantly to almost all of the organizations today. Attrition signifies the shifting of the workplace in and out of an enterprise. Attrition is the basis of and outcome of instability of employment, separately from being a measure of effectiveness of workers (Friedman, 2005).

Africa as a continent faces a difficult task in form of capable personnel ability, which poses an overwhelming outcome on its capability to make improvement in the areas of socio-economic and political progress (Paschal 2008, Akala 2012). In Ghana, a study done by Mensah (2014) on effect of human resource management practices on retention of employees in the banking industry observes that to increase retention of employee in the financial institutions, it is suggested that regardless of competition faced by them, they need to give devotion to its employees so that they can attain a competitive edge.

In East Africa, employee retention has remained a main encounter affecting the outcomes of organizations. Retaining of employees is an imperative matter that organizations should concentrate over ascertaining impelling aspects and advance purposefully to enhancing and executing required strategy in those areas proficiently to keep their workforce. Findings from a study by Akala (2012) revealed the workers link employee retention to career development aspects such as organizational care for employee job progress, employee elevations by value, open description of employee job trail, mentoring of employees and coaching programs and transition scheduling practices.

Towards accomplishing worth retaining programs, HR managers in entities should define the retaining aspects appropriate per every employee cadre then concentrate policies over these aspects. Within the organization, employers are believed as having high employee retaining if entire or utmost of the available positions within the organization remain occupied. If employees have low or intent to leave is low, there is steadiness in occupation position (Chew, 2004, Patil, 2018).

Armstrong (2014) postulates that employee career expansion is of significance value mutually to the employees plus the business. The reason being that there is collaboration amid the entity they work and the growth of the entity through the employees' job. Armstrong further notes that employees develop their profession over a progressive attainment of managerial or expert abilities and knowledge which can translates to recompenses and advancement. HR managers ought to contemplate a number of choices as possible to hold employees while gaining employees assurance and devotion, being foundations for associations in the business and to realize objectives of workers without losing vision of the entities goals (Varone & Ritz 2010).

Management can improve employee retention by using a number of useful people-motivated approaches. An operative strategy comprises a range of Career development programs to construct a working atmosphere in which workers desire to feel contented. Whatsoever approach is embraced, a business must make sure the activities are in line with the vision, and objectives, while at the same time are genuine safeguard to achieve employees' requirements plus anticipations (Hooley, 2015).

Employee retention

Retention is a process in human resource management where faculty is spurred to stay with the association for the longest conceivable period or until the fulfillment of the venture. Employee retention is motivated by numerous crucial issues, which should be handled amicably: strategy, organizational culture and career development systems (Fitzenz 1990, Nyanjom 2013).

A study by Pienaar and Bester (2008) on retention of academics established that structural factors such as communication, distributive justice, capability work setting, workload and independence, were linked to intent to stay. On another hand, studies by Becker and Huselid (1999) and (Nyanjom 2013) stated that competitiveness is created by culture because worker's actions are altered by compelling employees act steadily with the organizations preferred company culture, thus prompting retaining of employees. Further, research postulates that retaining practices such as socialization, and career enrichment can reduce employee turnover and its effects (Pizam & Ellis, 1999). Measuring employee retention using objective measures will include employees 'intent to leave and likewise to stay.

Other indicators include work life balance, career advancement, role of remuneration and work environment management. According to Munyiva (2015), as long workers are provided with career development programs they consider will lead to their growth and consistent with their ambitions, they advance fidelity and commitment to an organization hence intention to stay. The retention characteristics to be considered include employee engagement, employee recognition, and employee loyalty and employee commitment. This study adopted intent to stay and intent to leave since they stand more objective.

Career development programs

Career development efforts bring into attention prospective employees who can be trained for bigger tasks in the future. It has often been debated whether all organizations do understand the advantages of these initiatives in the process of accomplishing their business goals. Regrettably due to factors such as strict deadlines, insufficient bandwidth to neither the reporting managers, nor coaching given to them, in reality there scarce evident attention given to this area currently (Ashehad, 2011). Career development is the lifetime emotional advancements and also appropriate stimuli modeling individual job over the working period (Aryee and Leong, 1991, Ondimu, 2013). Amongst the programs; career counselling, mentoring, coaching and apprenticeships are some of the key programs.

Career counselling is attributed to as supporting an employee develop conscious decisions regarding employment related encounters. Counselling according to Gichinga (2011) is a relationship where an individual helps another to appreciate and resolve difficulties final goal being improve association. Nthangi (2010) opines that career counselling is a personalized exercise that assist persons appreciate themselves, distinguish job choices, and achieve ideal occupation objectives. A study by Nyakundi (2016) on the efficacy of career counselling on job retention among employees revealed that career guidance aids individuals to reflect on their aspiration, experience and competence. Nyakundi suggests that successful career counseling at the place of work may assist human resources to discern themselves and take affirmative choices.

Mentoring is amongst the key programs in career development which is the practice of engaging particularly adept and competent personnel in offering direction, genuine guidance and persistent support that assists develop employee abilities (Armstrong, 2014). It is a practice of developing prescribed associations amid junior and senior members of the entity and in some instances it takes place between peers. The study by Nyawira (2014) on mentoring programs on employee retention in firms established that it does impact on employees' retention positively.

Coaching is less concerned with directing the work and more on assisting individuals excel in their plans and intents, is a means of dealing with individuals that makes others more capable, gratified and fit to add value to the entity and discover importance in t their undertakings (Bohlander & Snell, 2008). Keriko, Taruru, Ombui, Karanja, and Tirimba (2015) in their study depicted that coaching surges average employee performance.

Apprenticeships are perceived as a training method which bridges gap between learning and work once incorporated with the beliefs and key players; workers, managers, and instructors, with the practical policymakers. According to Wolter and Ryan, (2011), concerns with talents gaps in the labor market have prompted policymakers, and management to pursue solutions regarding instruction and training of employees that advance their abilities to make them versed in the recent past. A study by Adeyeye, Falola, Waribo, & Akinbode (2015) indicates that apprenticeship system has positive substantial impacts on employees' skillfulness.

Betting Control and Licensing Board in Kenya

The Board is a state department domiciled under the Ministry of Interior and Co-ordination of National Government. The Board is governed by an Act of Parliament under Act Cap 131 Laws of Kenya of 1966. It is mandated with regulation of National gambling which had been existence since the enactment of the Act. The Gaming policy stipulates the role of the Board as enshrined in the Constitution of Kenya 2010 (Schedule IV of Cap. 131 Laws of Kenya).

The Board's functions entail; licensing and control both gaming and betting premises and the activities undertaken therein, facilitation, generation plus collection of both casino and betting taxes, authorization of public lotteries, prize competitions, and eradication of illegal gambling. The overall goal is to have a well-regulated gaming industry that can guarantee public protection, revenue generation, responsible gambling and investment, growth and development of the sector Kenya (BCLB, 2011).

Statement of the Problem

Retaining of best employees by firms remains one of the major challenges, which organizations are facing today. The challenge leading to employee retention at BCLB as a state corporation lies in the existing barriers in advancement of mid-level managers which in nature tend not to be obvious and are difficult to identify and remove. At BCLB, the rate of attrition is greater at middle level in which employees performs same tasks again and again, making their work repetitive and due to absence of responsibility and authority their development is limited to a specific role, so they leave for other organizations where they can perform different roles and have authority. A study by the IPSOS Kenya (2015) on the stakeholders' perception survey report for BCLB, indicates that overall employee job dissatisfaction stood at 32.4%. Employee turnover is happening against a context of various HRM mediations to enhance retaining of employees.

Studies carried out in the past have revealed a substantial relationship exists between career development programs and employees' retention in organizations in Kenya. Khadijetou (2013) conducted research on effect of career development programs on employee retention in international non-governmental organizations in Kenya and established that career planning contributed the most on employee retention. Bashir, Tirmizi, Noor and Shoaib (2014), did research on the determinants of employee retention in Telecom Sector of Pakistan and resolved that mentoring aids organization to raise employee retention and reduction in turn over.

In Kenya few studies have been done on career development programs but have focused on different organizations not state corporations. It is against this context that this study is carried out to evaluate effect of career counseling**,** mentorship, career coaching and career apprenticeship programs on employee retention at BCLB to offer an enhanced insight into the association between these variables.

Objective of the Study

The main objective of the study was to investigate effect of career development programs on employee retention at Betting Control and Licensing Board in Kenya.

The under listed specific objectives guided the study.

i. To determine effect of career counseling program on employees' retention at Betting Control and Licensing Board in Kenya.
ii. To establish effect of mentorship program on employees' retention at Betting Control and Licensing Board in Kenya.
iii. To evaluate effect of career coaching program on employees' retention at Betting Control and Licensing Board in Kenya.
iv. To assess effect ofcareer apprenticeship program on employees' retention at Betting Control and Licensing Board in Kenya.

Research Questions

i. How do career counselling programs affect employees' retention at Betting Control and Licensing Board in Kenya?
ii. To what extent do mentorship programs affect employees' retention at Betting Control and Licensing Board in Kenya?
iii. How do career coaching programs affect employees' retention at Betting Control and Licensing Board in Kenya?
iv. To what extent do career apprenticeship programs affect employees' retention at Betting Control and Licensing Board in Kenya?

LITERATURE REVIEW

Theoretical review

Theoretical framework is a set of interconnected ideas founded on theories. It is a logical set of prepositions that emerge from and sustained by data or confirmation. It aims to explain how things seem to be the way they based on theories.

Human Capital Theory

Since its development it has been improved by Mincer (1958), Schultz (1961) and. Becker (2015) Human capital is the "knowhow" of the workforce that increases the output of each worker. The theory is founded on neo-classical models of economic growth, education and labour markets. It asserts that employees are key assets and tries to find out if extremely proficient workers are more dynamic than others (Simon, 2008).

According to Garcia (2005), whereas employees don't receive meaningful pay increases due to increased productivity on pursuing specific training sessions, they will not be motivated to cater for their own preparation requirements besides, organizations will be keen to cover these costs, as they are bound to reap from the yields from the heightened yield.

The theory relates to study under review as it accentuates importance of integrating in counselling to both the individual and organization. The individual will expect value from any counselling based on the fact that one may be able to transmit the knowledge to another organization for his or her own benefit in terms of getting better returns.

Besides, for any organization to invest in counselling its employees there must be measurable benefits accruing to the organization from heightened commitment, low turnover and retention.

Social Cognitive Theory

Postulated by Lent, Steven Brown, and Hackett in 1994 and is perceived to be a resultant from general social cognitive theory of Bandura. This theory was designed to explicate the mode which earlier recognized inputs such as self- efficacy and ensuing expectations, together with individuals who are related to job fulfillment. Efficacy is concerned with the conviction in the ability to enact control over an individual's actions and event that affect their lives. Beliefs impact life choices, inspiration, value of actions and the ability to face adversity.

Employers who desire talent retaining can copy from this theory. The development of careers is motivated by trust in the capability to achieve something of significance. The level of accomplishment relies on two aspects, ending anticipations or the perception that introducing a particular behavior will produce the foreseen outcome and objectives.

The theory vital to the study since mentorship focuses on assisting individuals nurture self-efficacy. Resultant expectations are addressed by mentors as well. These are the particular views individuals have on what will occur as a result of their career actions. Lastly, mentors assist individuals address own objectives so that these can help guide and sustain one's behavior. Employees who have a sense of efficacy are most likely able to work under one employer for a lengthier period.

Expectancy Theory

Opined by Victor Vroom, (1964) states that the degree of an inclination to act in a particular way as a result is on the magnitude of an expectation that things will be performed leading to a definite outcome based on its the appeal. It further states that initially individuals are provoked by the expected outcomes of own behaviours.

Through inspiration's role the affiliation coupled with effort exerted and perceived level of outcome; prospects that rewards (desired outcomes) will be associated with enactment and the prospect that recompenses (desired outcomes) availability (Mullins, 2010).

Expectancy theory is useful in that it shows that when an employee expends a lot of effort, he or she expects some goal which if blocked, the person gets frustrated and starts withdrawing and eventually turning over to another employer.

The Two-Factor Theory

It was developed by Fredrick Herzberg (1966). Among the fundamentals of this theory are; attitudes and how they are connected with industrial mental health. The theory argues that some factors in the organization results in job satisfaction whereas other set of factors results in job discontentment. His outcomes have had both concrete and theoretical effect on attitudes towards employment. Herzberg argues that people are not satisfied with low level needs at work such as the needs related with salary levels that are low, pleasant but somewhat pursue for satisfaction of high order needs associated with responsibility, accomplishment, appreciation, the type of task and advancement.

Herzberg further expounded on it by offering a two-factor motivation model, that was centered on the assumption that existence of one set of task or incentives or characteristics leads to job satisfaction, whereas another different set of job characteristic results in job dissatisfaction. This implies that satisfaction and dissatisfaction related in that an increase in one lead to a decline in the other, but are independent variables.

This theory is appropriate to the current research since it recommends that prior to realization of employee retention and attitudes; the management must appreciate two sets of characteristics including employee development.

Empirical review

Career Counseling and Employee Retention

Research has shown that Career counselling can greatly influence retention. Migwe, Gachunga and Iravo (2017) conducted a study on perceived impact of employee counseling on the retention of Youth Development Officers in Kenya. A descriptive survey design was employed comprising of a populace of 195 youth development officers drawn from selected counties. The study concluded that on overall, employee counseling significantly influences the employee retention. Thus, counseling incidence influences the goal achievement, retention of the directorate of youth development officers.

Legume and Hoare (2014) conducted a research on impact of career intervention on middle school employee's career maturity and retention levels in India on 1000 employees. It was a descriptive study that was conducted using structured questionnaires. The study resolved that the goal of career counseling is to aid employees in developing their strengths and banish disparities between individual ambitions, capabilities and entity prospects. The study concluded that there is worthy confirmation that firms that employ specialized, exceedingly skilled career specialists are prepared to give more proper career development services, and that the more recognized services are, the more the likelihood of retaining employees in the organization. The study was nevertheless conducted in India which has unique contextual characteristics as compared to Kenya.

Employee Mentorship Programs and Employee Retention

Bashir, Tirmizi, Noor and Shoaib (2009), conducted research on determinants of employee retention in telecom sector of Pakistan with a population 1400. The research design was co-relational in nature with cause and effect approach. Findings of the study revealed that mentoring and employee retention has a direct relationship. Mentoring aids organization to improve retaining of employee and reduce turnover. This study was co-relational in nature with cause and effect approach but this research used descriptive research design analysis.

Nyawira (2014) conducted a study on role of mentoring programs on the employee retention for organizations in public Universities and used an exploratory design with the population of 2500 employees. The research used primary data that was gathered using some self-administration questionnaires for employees sampled. The study established that mentoring programs influence the employees' retention positively. The conclusion of the study was that mentorship programs perform a vital function in retaining employees. The study however centered on mentoring programs in public Universities whereas the present research addresses the gap by focusing on BCLB.

Njoki (2016) study on effect of mentoring on employee retention in Nairobi's five star rated hotels in Kenya and used a descriptive research design survey. The instrument of data collection for her study was self-administered semi structured questionnaire with a population of 156 employees. The outcomes of the research showed that a number of star rated hotels use the mentoring programs to increase on employee's knowhow, talents and capacities that subsequently tend to retaining of employees. The study concluded that mentoring is a key factor of the retention of employees. The research however was conducted t in the background of Hotel industry the findings therefore cannot be applicable to BCLB.

Career Coaching Programs and Employee Retention

Utrilla, Grande and Lorenzo (2015) study on effect of coaching on employees and organizational performance in family businesses. The sample was 630 employees drawn across businesses in Tanzania and the outcome established that coaching has a significant effect on both individual performance and organizational level of satisfaction. Further findings of the study indicated that a business's progress is influenced by coaching practices employed. The study was however based on the family businesses systems whereas this study was based on BCLB a state corporation in Kenya.

Mwangi, Wario, Nzulwa, and Odhiambo (2018) conducted a study to find out effect of coaching on employee performance in State Corporations in Kenya. The study sampled one hundred and twenty six State Corporations that were selected randomly from the target population of 187 firms and adopted multiple regressions technique for data analysis. The outcomes from study revealed that Coaching was a major contributor of the difference in performance and levels of satisfaction. The study suggested that State Corporations apportion more resources in coaching events in contrast to other knowledge transmission processes.

Apprenticeship Programs and Employee Retention

Concerns with skill gaps in the job market have caused policymakers, and employers to look for solutions to the education and training of employees that boost their abilities to make them career equipped in the recent past (Wolter and Schweri 2012).

This is because, apprenticeships are perceived as a training method that can bridge the gap between education and work when aligned with the standards and anticipations of key players, specifically employees, employers, and educators, with the functional support of policymakers.

A study by Adeyeye, Falola, Waribo, & Akinbode (2015) examined the contribution of the apprenticeship system to skill development in the printing sector of the Nigerian economy. This came about since Nigeria's unemployment rate is on the rise. To address this gap, a descriptive research method Structural Equation Model was employed to analyze 564 copies of a valid questionnaire completed by employees of printing establishments in ten major geographical locations within Lagos metropolis. The outcomes from the study indicated that the apprenticeship system has positive substantial influences on employees' skill development in the informal sector and in particular in the printing industry. The study was however based on printing sector of the Nigerian whereas this study based on BCLB in Kenya.

Conceptual Framework

This defines a researcher's purported existence of relationships among the variables of the study

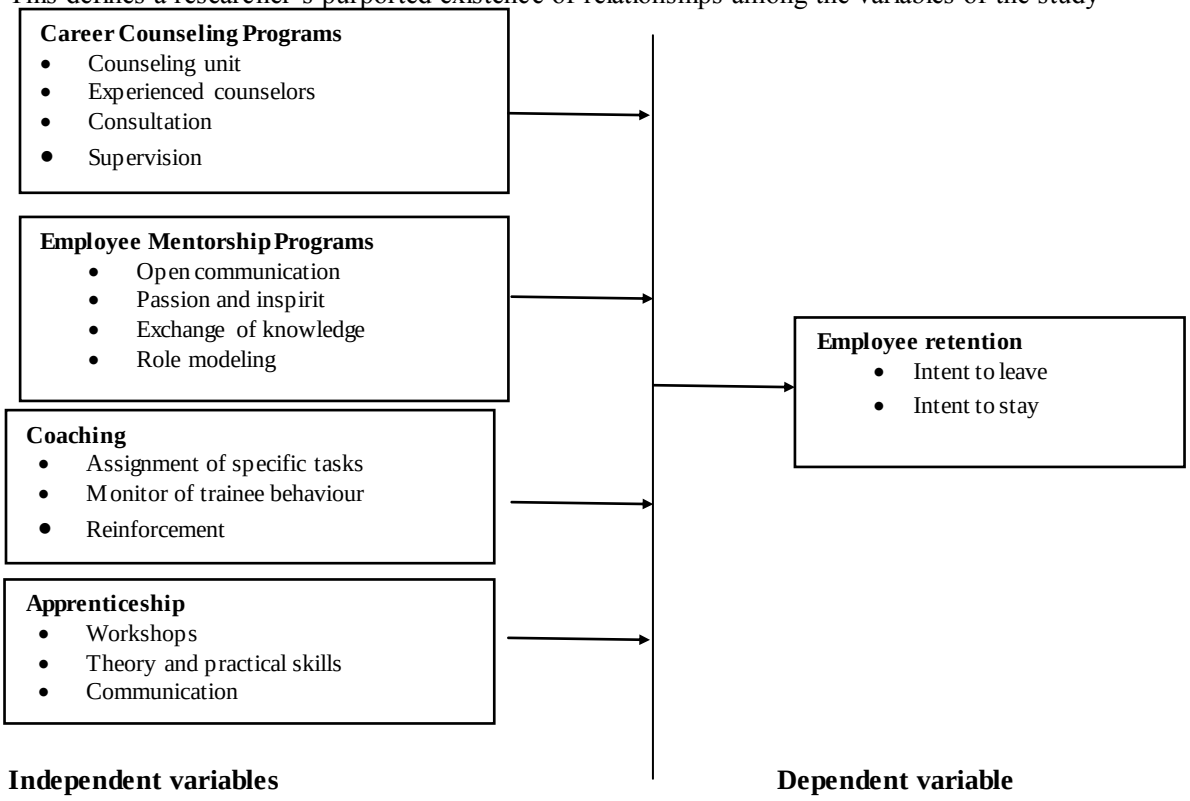

Figure 2.1: Conceptual Framework
Source: (Data Survey, 2020)

RESEARCH METHODOLOGY

3.2 Research Design

Cooper and Schindler (2014) define a research design as the blueprint for fulfilling research objectives and answering questions. The research design adopted by study was descriptive research design, which is a procedure of gathering data in order to address questions regarding existing status of the subject in the research. Under the study, the emphasis was determination of career development programs on employee retention at BCLB.

3.3 Target Population

According to Cooper and Schindler (2014), Target Population refers to those people, events, or records that contain the desired information and can answer the measurement questions and then determine whether a sample or a census is desired. .Blumberg, (2011) defines a population as a cluster of persons or elements with shared evident features. Population for the study will be gotten from Betting Control and Licensing Board (BCLB) offices based in Nairobi City County. The population of study consisted of 130 employees in the departments notably; Human Resource, finance, administration and Research and Strategy departments. The list of the staff was sourced from the organization's human resource management which formed the sampling frame of the research.

Table 3.1 Target Population

Category	Frequency	Percentage %
Human Resource Department	26	20
Finance Department	13	10
Administration Department	39	30
Research and Strategy Department	52	40
Total	**130**	**100**

Source, BCLB, 2020

3.4 Sampling design

This is the conceptual structure within which research is conducted. Since target population is manageable, census was used. A census comprises of a comprehensive listing of all items in the population (Kothari 2004).

3.5 Data collection instruments

The requisites for an effective questionnaire were checked prior to settling on specifics on the plan and construction of the questionnaires. The study had a high Return rate of 71% indicating that only 29% of the respondents did not participate in the study. Primary and secondary data collection method was applied. According to Saunders and Lewis (2012), the option of collection tool is dependent largely on the features of the issue investigated, topic of research, type of data and anticipated outcomes. Collection of primary data was carried out using semi structured questionnaires while collection of secondary data was done by review of institution's reports and publications.

Questionnaires were used to evaluate career development programs and retention as well as to analyze how the retention in the organization is related to career counselling, mentoring career coaching and career apprenticeship programs.

3.6 Data Collection procedures

Data required for research was gathered by employing use a semi structured questionnaire. The researcher gave out questionnaires to the target participants. The researcher obtained letter of introduction from Kenyatta University. In addition, permission to gather data from respondents was requested from BCLB management. Administration of questionnaires was conducted by the researcher in the designated departments. An introduction letter that explained the purpose of collecting information accompanied all questionnaires. Questionnaires were distributed by hand to the 130 respondents.

3.7 Validity and reliability

3.7.1 Validity

This refers to the capability of the research tool to measure what it is supposed to measure is realized (Kothari & Gaurav 2014). To test validity, objective questions were included in the questionnaire. Piloting of questionnaires was done on 10% (13) of respondents who did not form part of the final research. The researcher used feedback obtained from piloting to revise the questionnaire before distributing them to respondents of study. To assess content validity, questionnaires were given to two lecturers, handling in human resource issues, for evaluation.

3.7.2 Reliability

It indicates the level to which research instrument is without bias. In order to assess the reliability of the research instrument, the Cronbach Alpha was computed. This aided in finding the clarity of the questions and check on biasness (Saunders and Lewis 2012).

3.8 Data Analysis and presentation

The use of semi structured questionnaires facilitated collecting of both qualitative and quantitative data. Qualitative data was transliterated by going through all reactions, classifying interrelated relevant issues which was given codes, tabularized and analysis done employing content analysis approach. Quantitative data was analysed using inferential and descriptive statistical analysis and was presented in the form of tables. The raw data was edited, and entered in the SPSS computer version 23 software program by coding and thereafter, generated relevant frequencies.

The study examined the relationship between the independent variables career counseling, mentorship programs, career coaching and career apprenticeship programs and employee retention as dependent variable. Multiple linear regressions was used to derive an equation that described the variable employed. Analysis of Variance (ANOVA) was employed to test the significance of the overall regression model which showed the significant relationship between the variables (Blumberg, 2011). The below multiple regression analysis model was used.

$Y= \beta_0+ \beta_1X_1+ \beta_2 X_2 + \beta_3X_3+ \beta_4 X_4+\acute{\varepsilon}$ Where:

Y- The explained variable (Employee retention)

β_0 – is the constant

$X_1, X_2, X_3 X_4$ are explanatory variables

X_1 – Counseling programs

X_2 – Mentorship programs

X_3 – Coaching programs

X_4 – Apprenticeship programs

$\acute{\varepsilon}$ – Error term

RESEARCH FINDINGS AND DISCUSSION

4.2.1 Reliability Test

In the words of Blumberg, (2011) reliability denotes to level which outcomes are predictable over time and precise in the population targeted. Blumberg, (2011) continues to assert that validity determines if the instrument used measure what was intended. To warrant the instrument reliability of research, the questionnaire was given to 13 participants which was 10% of the respondents selected at random with the potential characteristics of the respondents that were excluded from final research. The results of the pilot study are illustrated in Table 4.2.

Table 4.2: Test of Reliability

Variable	Items	Cronbach Alpha
Career counseling programs	5	0. 947
Careermentorshipprograms	5	0. 793
Career coaching programs	5	0. 862
Career apprenticeship programs	5	0. 814
Employee retention	5	0.795
Overall statistic		**0.842**

Source: (data Survey, 2020)

The study employed Cronbach's test of reliability to ascertain the dependability of the questions. As per to Garson, (2012), the computed Coefficient Value of Alpha > 0.7 is considered adequate in the test of reliability. Outcomes given in Table 4.2 shows that all the variables achieved the tolerable and suggested level of above 0.7. Career counseling programs had the highest reliability at 0.947 amongst the variables of the study while Career mentorship programs had the lowest reliability at 0.793. Overall, 0.842 was achieved thus the instrument of data collection was dependable since it was above recommended level of above 0.7.

4.3 Demographic Information

The segment covers the demographic characteristics of the target population. This was important because they help in making decisions regarding Employee retention. These are further discussed in the next sub sections

4.3.1 Gender of the Respondents

The research determined to find out how respondents were distributed with regard to sex.

Table 4.3 Respondents as per the Gender

Sex	Occurrence	Percent
Male	51	62
Female	32	38
Aggregate	83	100

Source: (data Survey, 2020)

Most of the study participants 62% were males while 38% of the total participants that did partake in the study were females. This is in line with the fact that there are usually more men in service of employment than ladies showing a reasonable equilibrium where neither sex has engaged all the available working slots.

4.3.1 Respondents age

Table 4.4: Respondents age

Age	Occurrence	Percentage (%)
18- 30yrs	17	20.1
31-40 yrs.	26	31.3
41-50 yrs.	30	35.7
51 yrs. and Over	11	12.9
Total	83	100

Source: (data Survey, 2020)

The respondent age in years was sought by the researcher. Table 4.4 summarizes this information indicating a majority 35.7% of participants were aged between 41-50 years old. The group was trailed by those in age group 31 – 40 representing 31.3%, 18-30 years 51 years and over 12.9%. The result showed that most of the participants fell between the ages of 41 to 50 years.

4.3.2 Level of Highest Education

Table 4.5: Level of Highest Education

Education Level	**Occurrence**	**Percentage (%)**
College education	17	20
Undergraduate	30	35.9
Postgraduate	20	24.4
Professional qualification	16	19.7
Total	**83**	**100**

Source: (Data Survey, 2020)

The research sought to determine the education level attained by the research participants. This was to establish how well the respondents understood the questionnaire and from the findings, 35.9% are university Undergraduate level, 20% have college level, 24.4 % are post graduate level of qualification, while 19.7% have Professional qualifications. The results thus indicate that there is a fair mix of education backgrounds in BCLB. All of the respondents have either a college level of qualification or higher qualification and hence they were qualified to offer information regarding the objectives of the study.

4.3.3 Work Experience

Table 4.6: Work Experience

Duration	Frequency	Percent
5 years & Less	12	14.3
6 – 10 years	24	28.5
11 – 15 years	28	33.4
Over 15 years	20	23.7
Overall	83	100

Source: (Data Survey, 2020)

The researcher pursued to determine the period the study participants had been engaged in the workplace. This was to establish whether the respondents had knowledge on the research problem under review. A large proportion of respondents 28.5% had an experience of between 6 – 10 years, another proportion of 33.4% had been engaged at BCLB for 11 – 15 years while 23.7% had been engaged for above 15 years. Cumulatively

85.7 % of the research respondents had been engaged in the organization more than 5 years meaning they were competent to answer the on the research problem under review.

4.4 Descriptive Analysis

4.4.1 Career counseling programs and Employee Retention at Betting Control and Licensing Board in Kenya.

The researcher wanted to establish the effect of career counseling program on employees' retention at BCLB in Kenya. Respondents were to specify the degree the declaration relate to career counseling program in their work place on the Likert scale of 1 - 5 where1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and Where 5= Strongly Agree and the outcome of the response was used to compute the arithmetic averages and the standard deviation for statements respectively as per the response. The outcomes are displayed in table 4.7

Table 4.7 Career counseling programs and Employee Retention

Statement	N	Mean	Std. Dev
The organization carries out consultative meeting to employee carrier paths.	83	4.03	0.870
The organization has a recognized operative career counseling unit	83	3. 98	1.023
The organization has qualified counselors that offer assistance and counseling to workers encountering some difficult chores	83	3.62	1.155
By employing career counselling, employees of organization can have a constructive intelligence of career accomplishment	83	3.87	1.035
Supervisors direct employees on areas they can excel in	83	4.12	0.721
Overall statistic		**3.905**	**0.9612**

Source: (Data Survey, 2020)

From the above results, the respondents agreed that the organization carries out consultative meeting to employee carrier paths shown by the average score of 4.02 with a standard deviation of 0.871. Outcomes from the research participants largely agreed the organization has a recognized operative career counseling unit with an average score of 3. 97 and a standard deviation of 1.024. On whether the organization has experienced counselors that offer assistance and counseling to workers encountering some difficult chores the mean score was 3.62 and a standard deviation of 1.155. Research participants were examined on whether by employing career counselling, employees of organization can have a constructive intelligence of career accomplishment and response had an average score of 3.87 with a standard deviation of 1.035.

Study participants showed that Supervisors direct employees on areas they can excel in with an average score of 4.11 with a standard deviation of 0.721. Overall mean for this section of career counseling programon employees' retention was 3.905 thus indicating that career counseling programs has an important influence on employees' retention. The study is supported by study done by Iravo (2017) who established that on overall, employee counseling significantly influences the employee retention. It is further supported by study done by Nyakundi (2016) who observes that fruitful career counseling in the organisation assists human resources to realize themselves and make decisions.

4.4.2 Mentoring Programs and Employee Retention at Betting Control and Licensing Board in Kenya.

The research sought to determine the effect of mentoring programs on employees' retention at BCLB in Kenya. Respondents were to specify the degree the declaration relate to career mentoring program in their work place on the Likert scale of 1 - 5 where; 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree and the outcome of the response was used to compute the arithmetic averages and the standard deviation for statements respectively as per the response.

The result of study is given in table 4.8

Table 4.8 Mentoring Programs and Employee Retention

Statements	n	mean	Std. dev
Organization recommends specific employees for sponsorship	83	3.98	1.009
Junior employees are shown how to carry out new responsibilities	83	3. 83	1.047
Employees are given chance to gain knowledge from experienced officers	83	4.091	0.974
Employees handle job tasks employing the methodologies acquired from their seniors	83	4. 07	0.928
Employees are encouraged to exchange ideas with each other	83	4. 29	0.715
Overall statistic		**4.04**	**0.935**

Source: (Data Survey, 2020)

Respondents indicated that the organization recommends specific employees for support with average of 3.98 with a standard deviation of 1.089 Respondents further showed that the Junior employees are assisted on how to carry out new responsibilities with an average of 3.83 with a standard deviation of 1.047. If employees are given chance to gain knowledge from experienced officers the average score was 4.091 with a standard deviation of 0.974. Respondents indicated that Employees handle job tasks employing the methodologies acquired from their seniors with mean score of 4.07 with a standard deviation of 0.928. If employees are encouraged to interchange ideas with each other research participants agreed with an average score of 4.29 with a standard deviation of 0.715.

The overall mean of whether mentoring programs have effect on employee retention had an overall mean of 4.04. This implies that mentoring programs have effect on employee retention. The outcome is supported by study done Bashir, Tirmizi, Noor and Shoaib (2014), who concluded that Mentoring has a direct association with retention of employees.

It also helps organization to improve retention of employees and hence reduction in turn over. When employees do undergo mentoring process, they have a feeling that organization's concern for them is to develop their career and thus considering them so valuable and capable, that's why the employer is investing on them. This translates to improved employee retention.

4.4.3. Career coaching programs and employee retention at Betting Control and Licensing Board in Kenya.

The researcher sought to determine the effect of career coaching programs on employees' retention at BCLB. . Respondents were to specify the degree the declaration relate to career coaching program in their work place on the Likert scale of 1 - 5 where; 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree and the outcome of the response was used to compute the arithmetic averages and the standard deviation for statements respectively as per the response. The results of the study are given in table 4.9

Table 4.9 Career coaching programs and employee retention

Statement	n	Mean	Std. Dev
The integral and essential part of the organization is Coaching program.	83	4.10	0.904
Coaching sessions are conducted face to face	83	3.77	1.207
Employee performance and skills is achieved by using Coaching programs	83	3.64	1.271
Coaching is an integral part in assessment of specific tasks to establish organization long term goals.	83	4.02	0.946
Monitoring of my behaviour helped to identify my strengths and weaknesses	83	3.59	1.375
Overall statistic		**3.824**	**1.1406**

Source: (Data Survey, 2020)

The outcomes from the respondents largely agreed that the integral and essential part of the organization is Coaching program with average score of 4.10 and a standard deviation of 0.904. On Coaching sessions if they are conducted face to face, the mean score was 3.77 and standard deviation of 1.207. Respondents indicated Employee performance and skills is achieved by using Coaching programs with average score of 3.64 with a standard deviation of 1.271. The study participants showed that Coaching is an integral part in assessment of specific tasks to establish organization long term goals with average score of 4.02 with and a standard deviation of 0.946. Respondents indicated that Monitoring of behaviour helped to identify strengths and weaknesses with average score 3.59 and with a standard deviation of 1.375. Overall average for this section on career coaching programs is 3.82 indicating that career coaching has an important influence on employees' retention.

The study is in agreement with that done by Utrilla, Grande and Lorenzo (2015) which concluded that coaching has a positive effect on both individual performance and organizational level of satisfaction. It is further supported by a study by Mwangi, Wario, Nzulwa, and Odhiambo (2018) who concluded that a major explanatory of the discrepancy in employee performance and levels of satisfaction was coaching programs.

4.4.4 Apprenticeship programs and Employee Retention at BCLB.

The study sought to evaluate from the respondents the effects of Apprenticeship programs on employees' retention at BCLB. Respondents were to specify the degree the declaration relate to career Apprenticeship program in their work place on the Likert scale of 1 - 5 where; 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree and the outcome of the response was used to compute the arithmetic averages and the standard deviation for statements respectively as per the response. The outcome is presented in table 4.10.

Table 4.10. Apprenticeship Programs and Employee Retention

Statement	n	Average	Std. Dev
We have a well-established apprenticeship program in our organization	83	4.23	0.956
The workshops program builds employee confidence in their day-to-day business operations	83	3. 89	1.264
Training and practical skill have enhanced my ability to communicate with co-workers	83	3.81	1.213
I have been able to master the industry skills through effective communication.	83	3. 95	1.134
My confidence in performing my duty has increased due to the apprenticeship program	83	3. 63	1.243
Overall statistic		**4.02**	**1.162**

Source: (Data survey, 2020)

As per the outcomes in the above table, study participants established that they have a well-established apprenticeship program in their working place with an average of 4.23 and with a standard deviation 0.96. On whether workshops program build employee confidence in their daily business tasks the average was 3.8 9 and with a standard deviation of 1.264. Respondents showed that Training and practical skill have enhanced my ability to communicate with co-workers with an average of 3.81 and with a standard deviation of 1.213. Respondents showed they have been able to master the industry skills through effective communication with an average of 3. 95 and with a standard deviation of 1.134.

On whether their confidence in performing their duty has increased due to the apprenticeship program the average was 3. 63 and with a standard deviation of 1.243. The overall average for this section of Training and Development Programs was 4.02. This implies that Apprenticeship Programs has influence on employees' retention. The study is supported by study done by Adeyeye, Falola, Waribo, & Akinbode (2015) who established that, the apprenticeship system has positive substantial influences on employees' skill development

4.4.5 Employee Retention at BCLB.

The study sought to evaluate how respondents feel about employees' retention at BCLB. Respondents were to specify the degree of the declaration on the Likert scale of 1 - 5 where; 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree and the outcome of the response was used to compute the arithmetic averages and the standard deviation for statements respectively as per the response. The results is presented in table 4.11.

Table 4.11 Employee Retention at BCLB

Statement	n	mean	Std. dev
I have purposed to be engaged at my present job for a long time	83	3.96	1.061
I am not a looking for another work place	83	3. 91	1.117
I would hate to quit this job	83	4.00	0.865
I will not leave this organization soon	83	3.71	1.262
I am in this organization for lack of an alternative employer	83	2.03	1.831

Source: (Data Survey, 2020)

From the outcomes in table above, the study participants agreed that they have purposed to be engaged at their present job for a long time with an average score of 3.96 and with a standard deviation of 1.061. On whether they are not a looking for another work place the respondents agreed that they have purposed to be engaged at their present job for a long time with an average was 3. 91 and with a standard deviation of 1.117. Participants indicated that they would hate to quit the job with an average score of 4.00 and with a standard deviation of

0.865. They also indicated that soon as is possible, they will not leave the organization soon with an average of 3.71 and with a standard deviation of 1.262. Respondents indicated that they are in the organization for lack of an alternative employer with an average of 2. 03 and with a standard deviation of 1.831.

4.5 Diagnostic Tests

To construct the model the analysis of Regression was used. But, before the analysis were conducted out, diagnostic tests were done to examine on the fundamental assumptions of linear multiple regression.

4.5.1 Test of Linearity

Regarding the linearity assumption, the linear relationship of the explanatory variables on the explained variables was tested using coefficient of Pearson's correlation between the Employee retention and each of the predictor variables. The outcomes linearity are presented in the Table 4.12.

Table 4.12 Test of Linearity

Explanatory Variables		Employee Retention	Relationship
Career Counseling	Coefficient of Correlation	.681	Linear
	Sig. (2-tailed)	.002	
	N	83	
Mentorship Program	Coefficient of Correlation	.748	Linear
	Sig. (2-tailed)	.001	
	N	83	
Career Coaching Program	Coefficient of Correlation	.645	Linear
	Sig. (2-tailed)	.003	
	N	83	
Career Apprenticeship Program	Coefficient of Correlation	.582	Linear
	Sig. (2-tailed)	.000	
	N	83	

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

Source: (data Survey, 2020)

The outcomes given in the table 4.12 confirms the existence of a strong positive linear association between Career Counseling and Employee retention (with r= O.681), Mentorship and Employee retention (with r= O.748), Career Coaching and Employee retention (with r= 0.645) and Career Apprenticeship Program and Employee retention (with r= 0.582), at $P < 0.05$ significance level.

4.5.2 Normality test

Regarding normality test, indicators assessing measures of distribution which are kurtosis and skewness were done and are shown in Table 4.13. The canon of thumb on normality distribution test is that a variable is rationally near to normal if its measures of kurtosis and skewness have out values ranging from -2.0 to + 2.0 as recommended by (Cooper & Schindler, 2014). The measures of normality of the variables are presented in Table 4.13.

Table 4.13 Normality test

Variable	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Career Counseling	83	-1.169	.414	1.155	.809
Mentorship Program	83	-.824	.324	.098	. 901
Career Coaching Program	83	.302	.421	.729	.837
Career Apprenticeship Program	83	-.837	.534	1.341	.765
Employee retention	83	-1.001	.224	.767	.609

Source: (Data Survey, 2020)

Outcomes in Table 4.13 demonstrates that variables are normal distributions with measures of skewness and Kurtosis values between the range of -2.0 and + 2.0. This indicates that the variables under study which are Career Counseling with Skewness of -1.169 and Kurtosis of 1.155, Mentorship Program with Skewness of -0.824 and Kurtosis of 0.098 , Career Coaching Program with Skewness of 0.302 and Kurtosis of 0.729 , Career Apprenticeship Program with Skewness of -.837and Kurtosis of 1.341, and Employee retention with Skewness of-1.001 and Kurtosis of 0. 767 are normally distributed.

4.6: Correlation Analysis

The study used Pearson correlation analysis to determine coefficients that can be used to measure the negative or positive of association between explanatory and the explained variables. The Pearson coefficient should range from +1 to -1. Any value that contains a zero means there isn't any relationship between the two variables. A strong Pearson correlation coefficient should be greater than or equal to 0.5. The correlation outcomes of study are shown in Table 4.14 below.

Table 4.14 Correlations Coefficient Matrix

		Counseling Program	Mentorship Program	Career Coaching	Career Apprenticeship	Employee Retention
Counseling Program	Pearson coefficient	1.000		.		.
	Sig. (2-tailed)			.	.	
	N	83				
Mentorship Program	Pearson coefficient	.725**	1.000			.
	Sig. (2-tailed)	.005			.	
	N	83	83			
Career Coaching	Pearson coefficient	.507**	.573**	1.000		
	Sig. (2-tailed)	.003	.001			.
	N	83	83	83		
Career Apprenticeship	Pearson coefficient	.728**	.747**	.612**	1.000	.
	Sig. (2-tailed)	.005	.005	.005		.
	N	83	83	83	83	
Employee Retention	Pearson coefficient	.748**	.681**	.645**	.522**	1.000
	Sig. (2-tailed)	.005	.005	.005	.005	
	N	83	83	83	83	83
**. Correlation is significant at the 0.05 level (2-tailed).						

Source: (Data Survey, 2020)

The researcher wanted to find out the association between counseling programs and employee retention at BCLB in Kenya. The Correlation analysis was done and the outcome of the analysis test as shown in Table 4.14 above denotes a strong correlation (r =0.748,) between counseling programs and employee retention at BCLB in Kenya. further, the relationship between the two variables was significant, that is $p<0.05$ indicating a linear relationship existed between career counseling programs and employee retention at BCLB in Kenya. This shows that career counseling programs significantly influences employee retention and thus indicating that improving Counseling Program will results in improving of Employee Retention at BCLB in Kenya. The outcomes of the research agrees with the study done by Migwe, Gachunga and Iravo (2017) which concluded that on overall, employee counseling significantly influences the employee retention. Thus, counseling incidence influences the goal achievement, retention of the directorate of youth development officers.

Further, the researcher wanted to establish the association between career mentorship programs and employee retention at BCLB in Kenya. The outcomes of the Correlation analysis performed as presented in Table 4.14 show a strong correlation (r = 0.681) between career mentorship programs and employee retention at BCLB in Kenya. Results denote that the career mentorship programs is strongly positively correlated to the employee retention at BCLB in Kenya. Further, the correlation between the two variables was significant, that is p-value <0.05 indicating a strong linear association between career mentorship programs and employee retention at BCLB in Kenya. This shows that career mentorship programs significantly influences employee retention at BCLB in Kenya. The results of the study agree with the study done by Njoki (2016) which concluded that mentoring is a key factor of the retention of employees.

Further, the study sought to establish the association between career coaching programs and employee retention at BCLB in Kenya. The outcomes of the Correlation analyzed are presented in Table 4.14 gives a strong positive correlation (r = 0.645; p-value <0.05) between career coaching programs and employee retention at BCLB in Kenya this indicating that the career coaching programs is strongly positively correlated with employee retention at BCLB in Kenya. Further, the association between these two variables was noteworthy, that is at p-value <0.05 inferring a linear association between career coaching programs and

employee retention at BCLB in Kenya. This shows that career coaching programs significantly influenced employee retention at BCLB in Kenya. The results of the study agree with the study done by Robinson Taruru, Keriko, Ombui, Karanja, and Tirimba (2015) concluded that coaching improves average employee performance.

Finally, the researcher wanted to find out the relationship between career apprenticeship programs and employee retention at BCLB in Kenya. The Correlation analysis was done and the outcome of the analysis test denotes a strong correlation ($r = 0.522$; $p<0.05$) between career apprenticeship programs and employee retention at BCLB in Kenya. This denotes that the career apprenticeship programs is strongly positively correlated to the employee retention at BCLB in Kenya. Further, the association between the two variables was strong, that is $p<0.05$ inferring a linear association between career apprenticeship programs and employee retention at BCLB in Kenya. This demonstrates that career apprenticeship programs significantly influenced employee retention at BCLB in Kenya. The results of the study are in agreement with the study done by Adeyeye, Falola, Waribo, & Akinbode (2015) which concluded that the apprenticeship system has positive substantial influences on employees' skill development in the informal sector and in particular in the printing industry.

4.7 Regression analysis

Table 4.15: Model Summary (Overall)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.817a	.667	.632	.098

In addition to correlation analysis, regression analysis for explanatory variables and the explained variable was done. As per outcomes in Table 4.15 (model summary), R is the Pearson correlation coefficient showing the association between the predictor variables (career counseling program, mentorship program, coaching program, career apprenticeship program) and predicted variable (employee retention).

To explain the percentage of change in the predicted variable (employee retention) as explained by the explanatory variables, the study employed coefficient of determination (R^2) to clarify if the model is a good predictor. As per the outcomes of the analysis, the results demonstrate that the predictor variables (career counseling, mentorship, coaching, and career apprenticeship programs) contributed to 63.2 % of the variation in predicted variables (employee retention) as explained by adjusted R^2 of 0. 632 demonstrating that the model is a better predictor. This indicates that these predictor variables (career counseling, mentorship, coaching, and career apprenticeship programs) are very important and thus they need to be deliberated on in any effort to retain employees in the organization.

Table 4.16 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	60.992	4	15.248	87.131	.000[b]
	Residual	13.662	78	.175		
	Total	74.654	82			

a. Dependent Variable: Employee Retention

b. Predictors: (Constant), career counseling, mentorship, career coaching and apprenticeship.

The analysis of variance (ANOVA) test was used to find out if the model is significant in explaining the employee retention. The analysis of variance (ANOVA) test at 0.05 level of significance as showed this model that the independent variables namely (career counseling, mentorship, career coaching and apprenticeship) were explanatory variables of employee retention as shown by significance value=0.005 which is less than 0.05 significance level ($p=0.000<0.05$).

4.8 Test for direct relationship

In addition, the study conducted the process of attaining the regression coefficients values, of which the outcomes are presented in Table 4.17 that also make available the standardized and unstandardized coefficients. For the researcher to relate the comparative significance of each explanatory variable the beta or coefficients magnitude for each variable was were determined. In the study deliberations are based on the unstandardized coefficients.

Table 4.17: Regression Model Coefficient Outcomes

Model		Unstandardized Coefficients		Standardized Coefficients	T	P-value.
		B	Std. Error	B		
1	(Constant)	11.234	2.897	.	3.877	.000
	Career Counselling Program	0.735	0.145	663	5.069	.000
	Mentorship Program	0.709	0.168	.617	4.220	.001
	Coaching Program	0.628	0.189	.602	3.323	.004
	Apprenticeship Program	0.599	0.227	.526	2.639	.005

Source: (Data Survey, 2020)

The regression equation obtained from these results is:-

$Y= 11.234+ 0.735X_1+ 0.709X_2 + 0.628X_3 + 0.599X_4$.

This indicates that Employee retention = 11.234 + 0.735 (Career Counseling) + 0.709 (Mentorship Program) + 0.628 (Coaching Program) + 0.599 (Career Apprenticeship). From the regression model established, by holding the predictor variables at zero, (Career counseling, mentorship program, Coaching program, Career Apprenticeship), Employee Retention was 11.234.

From the regression model above, the beta of career counseling was 0. 735. The outcomes of the study shows a positive and significant association existed between Career Counseling and Employee Retention at p value < 0.05 level of significance. Thus beta coefficient for career counseling of 0. 475 demonstrates that by holding other factors constant, a unit improvement in career counseling would lead to 73.5% improvement on employee retention value in a direct relationship between career counseling and employee retention at BCLB in in Kenya. On the foundation of these indicators, the study concludes that there is significant positive association between career counseling and employee retention at BCLB in in Kenya.

This is supported by study done by Migwe, Gachunga and Iravo (2017) which concluded that on overall, employee counseling significantly influences the employee retention. It also concurs with study by Nyakundi (2016) whose findings were that career guidance supports individuals to reflect on their ambition, skill and ability. Nyakundi observes that fruitful career counseling in the organization assists human resources to realize themselves and make decisions. The study concluded that the aim of career counseling is to support employees in developing their strengths and shunning disparities between individual ambitions, competences and entity prospects.

The beta coefficient of mentorship was 0.709 from the regression equation above. The outcomes of the research shows a positive and significant association existed between mentorship programs and Employee Retention at p value < 0.05 level of significance. Thus, the beta coefficient for mentorship of 0. 709 establishes that by holding other predictor variables constant, a unit improvement in mentorship would cause a 70.9% improve on employee retention value in a direct association between mentorship and employee retention at BCLB in in Kenya. On the foundation of these figures, the study settles that there is affirmative significant association between mentorship and employee retention at BCLB in in Kenya. The outcomes of the study are agrees with study done by Bashir, Tirmizi, Noor and Shoaib (2009), whose findings was that mentoring and employee retention has a direct relationship in that mentoring programs aids organization to improve retaining of employee and reduce turn over. This is further supported by study done by Njoki (2016) who concluded that mentoring is a key factor of the retention of employees.

From the regression model above, the beta coefficient of Career Coaching was 0. 628. The outcomes of the research shows that a significant and positive relationship existed between Career Coaching and Employee Retention at p value < 0.05 level of significance. Thus beta coefficient for career counseling of 0. 628 demonstrates that by holding other factors constant, a unit improvement in Career Coaching would result in 62.8 % increase on employee retention worth in a direct association between Career Coaching and employee retention at BCLB in in Kenya. On the grounds of these statistics, its concluded in the study that a significant and positive association between career coaching and employee retention exists at BCLB in in Kenya. This is reinforced by study done by Mwangi et al (2018) which revealed that that Coaching was one of main contributor of the difference in performance and levels of satisfaction. The outcome also agrees with study by Utrilla, Grande and Lorenzo (2015) who established that coaching has a significant influence on both

individual performance and organizational level of satisfaction. Further findings of the study indicated that a business's progress is influenced by coaching practices employed.

Finally, the findings in Table 4.17 indicate that career apprenticeship program had a beta coefficient of 0.599. The outcomes of the study show that there was positive and significant relationship between apprenticeship programs and Employee Retention at p value < 0.05 level of significance. Thus, the beta coefficient for apprenticeship of 0. 599 indicates that by holding other explanatory variables constant, a unit improvement in apprenticeship would result in 59.9% increase on employee retention value in a direct association between apprenticeship and employee retention at BCLB in in Kenya. On the foundation of these statistics, the research thus concludes that a positive and significant association between apprenticeship and employee retention exists at BCLB in in Kenya. This findings is supported by study done by Adeyeye, Falola, Waribo, & Akinbode (2015) which examined the contribution of the apprenticeship system to skill development in the printing sector of the Nigerian economy and the outcomes from the study indicated that the apprenticeship system has positive substantial influences on employees' skill development in the informal sector and in particular in the printing industry.

CONCLUSION

The study explored the effect of career counseling programs on employee retention at BCLB in Kenya. The study concluded that career counseling programs positively and significantly influenced employee retention at BCLB in Kenya. In relation to counseling programs in the organization it was not properly carried out in terms of counseling units, experienced counselors, consultation and supervision. This affected employee retention at BCLB in Kenya.

The study examined the influence of career mentorship programs on employee retention at BCLB in Kenya. The study concluded that career mentorship programs positively and significantly influenced employee retention at BCLB in Kenya. In relation to career mentorship programs in the organization it was not properly carried out in terms of having open communication, passion and inspirit exchange of knowledge and role modeling. This affected employee retention at BCLB in Kenya.

The study sought to examine influence of career coaching programs on employee retention at BCLB in Kenya. The study concluded that career coaching programs positively and significantly influenced employee retention at BCLB in Kenya. In relation to career coaching programs in the organization it was not properly carried out in terms of having assignment of specific tasks, monitoring of trained behavior and reinforcement. This affected employee retention at BCLB in Kenya.

The study focused on the influence of career apprenticeship programs on employee retention at BCLB in Kenya. The study concluded that career apprenticeship programs positively and significantly influenced employee retention at BCLB in Kenya. In relation to career apprenticeship programs in the organization it was not properly carried out in terms of workshops, theory and practical skills and communication. This affected employee retention at BCLB in Kenya

RECOMMENDATIONS

Basing on the objectives and outcomes of this Study, the following recommendations are made:

To obtain the gains linked with successful employee retention, BCLB need to employ Career counselling programs. The organization should ensure they adopt sound human resource practices and thus career counselling should be employed in supporting employees to make cognisant decisions concerning work. Studies have shown that career counselling is a tailored exercise that assists individuals understand themselves, realize career choices and attain ideal career goals.

Regardless of the fact that some organizations don't have mentorship programs; efforts should be taken into consideration to have presence of mentorship programs in place for minimizing employee intention to leave the organization. BCLB should create proper mentoring programs for several goals that embraces improved self-confidence to improved organizational efficiency and career progress.

To improve the organization, there is need to employ coaching programs at BCLB. This should embrace practices such as Assignment of specific tasks and Monitor of trainee behavior.

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