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**INFLUENCE OF COACHING ON EMPLOYEE RETENTION IN  
COMMERCIAL BANKS IN KENYA**

**Magdalene Kamunya and Dr. Joyce Nzulwa**



## **Influence of Coaching on Employee Retention in Commercial Banks in Kenya**

<sup>1</sup>\*Magdalene Kamunya

<sup>1</sup>Post Graduate student:College of Human Resource and Development, Jomo Kenyatta University of Agriculture and Technology

\*Corresponding Author email: [magdalenenkamunya@gmail.com](mailto:magdalenenkamunya@gmail.com)

<sup>1</sup>Dr. Joyce Nzulwa

College of Human Resource and Development, Jomo Kenyatta University of Agriculture and Technology

### **Abstract**

**Purpose:** The main objective of the study was to determine the influence of employee coaching on employee retention in commercial banks. The study specifically aimed to determine the influence of performance coaching, career coaching, life skills coaching and executive coaching on employee retention in commercial banks.

**Methodology:** The study adopted a descriptive research design and the target population comprised of a total of 306 staff working in the six selected Commercial Banks in Kenya. The selected commercial banks included; Cooperative bank of Kenya Ltd; Kenya Commercial Bank Ltd; Consolidated bank of Kenya Ltd; Standard Chartered bank Kenya Ltd and CFC Stanbic Bank Ltd and NIC bank. The study adopted a probability sampling design by using a stratified random sampling technique to select the sample size of 136 respondents. Questionnaires were used as the main data collection instruments and pretested for validity and reliability using a pilot study. Data gathered was analyzed using both descriptive and inferential statistics and presented using tables and charts.

**Findings:** The study findings indicated that performance coaching factors notably, goal setting, feedback, personal development and goals achievement influences employee's retention in commercial. The study also noted that career coaching ensured that employee personal interests are considered, employee career expectations are met there is achievement of employee personal goals and employees are able to effectively plan their careers. The study concluded that performance coaching is the major coaching method that influences most employee retention in commercial banks, followed by career coaching, then executive coaching and lastly life skills coaching.

**Unique contribution to theory, practice and policy:** The study recommends that to improve on performance coaching, the bank management should offer performance coaching programmes which equips employees with skills to enable employees to understand organization goals and set their goals and work towards achievement of the goals. The bank management should adopt effective career coaching programmes which motivate employees to stay working in the organization in order to advance their careers. The bank management should provide coaching programmes which ensures that employee personal interests are considered, employee career expectations are met and there is achievement of employee personal goals and employees are able

to effectively plan their careers. This will contribute towards employee career development and growth which influences most employees to remain working in organization and hence leading to increased rate of retention.

**Key Words:** *Performance Coaching, Career Coaching, Employee Retention, Commercial Banks.*

## INTRODUCTION

In the current competitive business environment, business leaders and managers are employing various human resource development strategies to attract and retain key staff. In the view of Wheelock (2010) in Hanief, et al, (2013), the present economic situation of the world has increased the importance of talent management and retention. She further adds that intellectual capital is always an asset for any organization which they must invest in. People, intellectual capital and talent are ever more critical to organizational strategic success. Retaining talented employees is the priority of many organizations and it is the key differentiator of human capital management (Mohammed, 2015). Over the past ten years many organizations worldwide that have failed to retain key staff have experienced major challenges in terms of declined performance and loss of competitiveness in the target market. Employee retention is thus important across organizations in all industries (Boyens, 2017). Employee retention is the rate at which employees stay in an organization (Cole, 2015).

High rate of employee turnover leads to loss of a productive work force which lowers the overall organization performance (Cole, 2015). Employee retention can be represented by a simple statistic (for example, a retention rate of 80% usually indicates that an organization kept 80% of its employees in a given period) (Boxall and Purcell, 2015). It is more efficient to retain a quality employee than to recruit, train and orient a replacement employee of the same quality (Armstrong, 2015). Major companies are today facing the challenge of retaining their talent in the global markets (Sculer et al., 2011; Scullion et al., 2010, Tarique & Schuler ,2010). The directive for organizations in this time of “war for talent” is to reduce turnover in favor of the retention of talented employees (McDonnell, 2010). Research indicates that companies doing best of managing their talent deliver better results (Ntonga, 2007). Coaching of employees is a key human resource development practice, that has become a common strategy in managing talent in many organizations today, to retain key staff (Armstrong, 2015).

Coaching style of management can achieve significant results in retaining talented employees (Bersin, 2016). Employee coaching is method of employee development in which a professional person called a coach supports the learning employee or a client towards an achievement of a certain objective (Belfield and Marsden, 2016). According to Boyens (2017) coaching is a process that enables learning and development to occur and thus performance to improve organisational talent It aims at developing the right people in the right jobs at the right time, ensuring the right environment for individuals to deliver their best and remain committed to the organization (Uren & Jackson, 2012). To be a successful coach requires knowledge and understanding of the coaching process as well as a variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place (Boyens, 2017).

According to Braton and Gold (2016) coaching process is a form of employee training and development designed specifically to enhance employee skills and competencies. One significant advantage of coaching is that employees begin to take ownership and responsibility for their actions and self-development. The good news with coaching is that the manager as a coach does not need to come up with solutions. Instead, the managers should listen more closely to their staff, reflecting back what they hear and questioning them in order to bring out their ideas and solutions (Braton and Gold, 2016).

### **Statement of the Problem**

Many organizations globally continue to face various employee retention challenges in spite of employing various human resource development strategies as a measure to increase employee retention (Baker, 2015). While workforce challenges are top of mind at many companies, research continues to imply a direct link between employee turnover and lack of effective talent management or leadership. It's clear that talent management is a global challenge. The increasing importance of talent management in the modern and competitive business world has initiated a need to focus on managing talent as an organization's competitive asset (Nyanjom, 2013). However, managing talent is a challenge to all organizations as they compete for the same pool of talents (Gardener, 2002; Kagwiria, 2014). Employee coaching is one of the key talent management strategies that have been employed by many organizations today, as a measure to increase the rate of employee retention. According to Allen (2017) an average company loses approximately \$1million with every 10 managerial and professional employees who leave the organization. According to PWC (2016) survey, Kenyan commercial banks experience an employee turnover of 10% to 15% annually indicating that there is a retention challenge. Literature suggests one significant advantage of coaching is that employees begins to take ownership and responsibility for their actions and self-development and this leads to increased rate of employee retention (Walker, 2016).

According to Armstrong (2015) employee coaching as a HR strategy contributes greatly towards employee development, employee job satisfaction, succession planning and employee relations. Getting the right people at the right place and keeping them there continues to be a major pre - occupation for organizations today (Kamau, 2013). For the last seven years, the turnover rates in commercial banks stood at a rate of 60%, indicating that 3 out 5 recruited employees left the organization (Ongori, 2015). In spite of the importance of employee coaching on employee retention, many human resource managers in commercial banks have not deployed employee coaching as a measure to improve staff retention (Ambira, 2017). Over the past few years, organizations have developed a keen interest in the field of talent management with surveys showing that at least 75% of CEOs acknowledging that talent management is on top of their agendas (CIPD, 2017). Consequently, talent management is now viewed as a tool to 3 strengthen organizational capability through individual development, performance enhancement, career development and succession planning (Iles, 2017). This research study therefore aims to fill this noticeable gap in literature by establishing the relationship between coaching and employee retention in commercial banks in Kenya.



## Research Objectives

- i. To establish the influence of performance coaching on employee retention in commercial banks in Kenya
- ii. To find out the influence of career coaching on employee retention in commercial banks in Kenya
- iii. To find out the influence of life skills coaching on employee retention in commercial banks in Kenya
- iv. To find out the influence of executive coaching on employee retention in commercial banks in Kenya

## LITERATURE REVIEW

### Theoretical Review

#### Resource Based Theory

The resource-based view theory was developed by Barney (1991), the resource-based view (RBT) is a business management tool used to determine the strategic resources available to a company. The fundamental principle of the RBT is that the basis for a competitive advantage of a firm lies primarily in the application of the bundle of valuable resources at the firm's disposal (Cole, 2015). Employee coaching is a human resource development strategy that leads to development of organization human resources and this strengthens organization ability to achieve sustainable competitive advantage in the target market. Coaching leads to increased rate of employee retention which makes the organization to retain valuable human resources for a long time, these influences achievement of sustainable competitive advantage in the market. This theory is therefore relevant to determine the influence of coaching on employee retention in commercial banks in Kenya (Armstrong, 2015).

#### Goal Setting Theory

Goal setting theory had been proposed by Locke (1968). Goal setting refers to goals being set for the future for subsequent performance of an individual or organization. The pioneer of goal setting theory Edwin Locke states that when individuals or organization set more difficult goals, then they perform better. On the other hand, if the set goals are easy then performance of an individual or organization decreases (Walton, 2015). According to Walton (2015) there are five basic principles that allows goal setting to perform better. These include: clarity, challenge, commitment, feedback, and task complexity. Organizations thus provide employees with performance coaching programmes so that they can improve performance and achieve the aimed goals (Ashton and Morton, 2015). This theory is significant to find out the influence of career coaching on employee retention in commercial banks in Kenya.

### **Social Cognitive Career Theory**

Social Cognitive Career Theory was first described by Lent, Brown, and Hackett in 1996. The theory blends some aspects of social learning theory and cognitive theories. There are three key components to this theory notably; self-efficacy; outcome expectations and personal goals. Career coaching is centered around helping people develop self-efficacy. Outcome expectations are addressed by career counselors as well. These are the personal beliefs people have about what will happen as a result of their career actions (Barnes, 2016). The theory is important in explaining the influence of career coaching on employee retention in commercial banks.

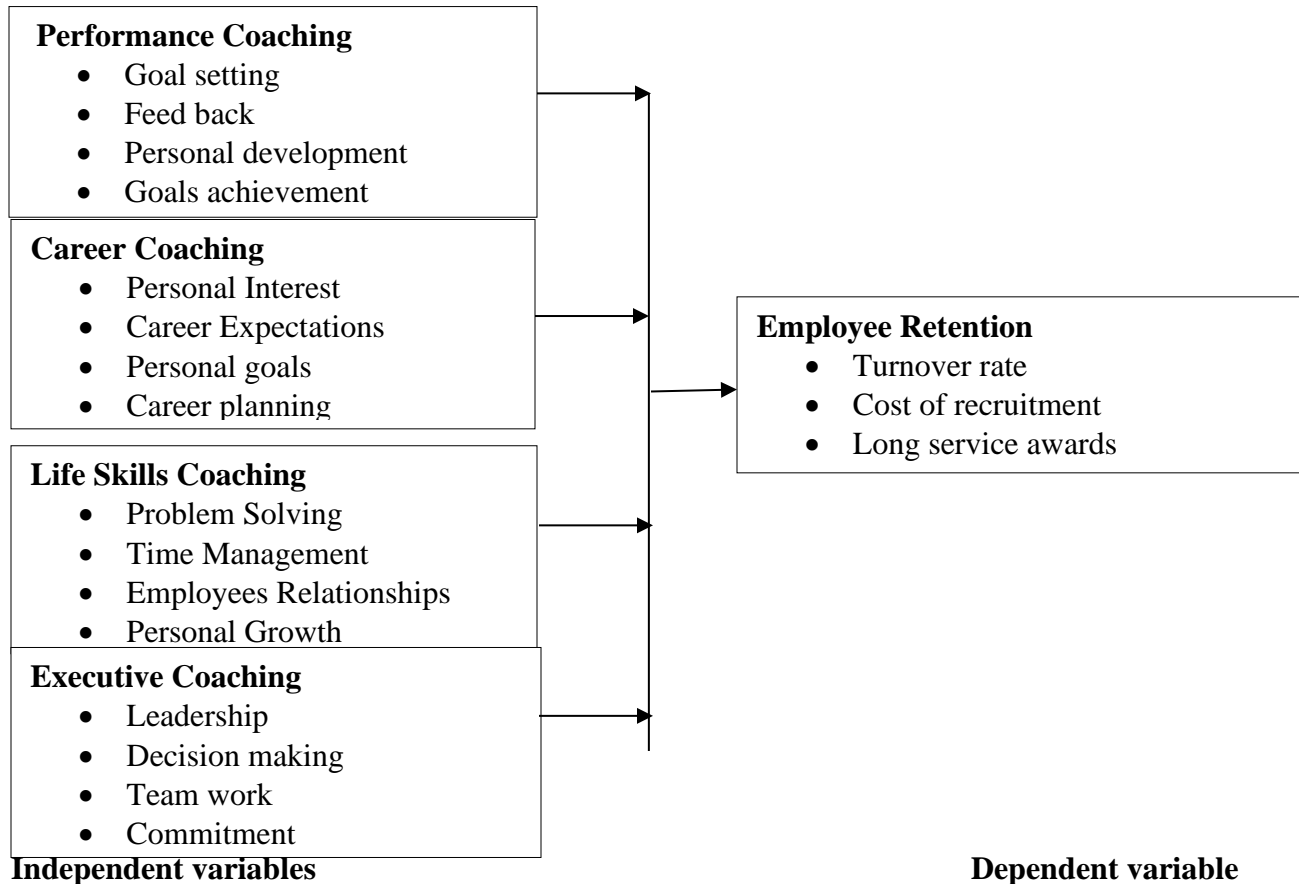
### **Saskatchewan NewStart Life Skills (NLS) Theory**

Saskatchewan NewStart Life Skills (NLS) was developed in the late 1960s and early 1970s in response to the inability of many disadvantaged Canadians to find and keep employment despite job availability and job training (Allen, 2017). The theory offers guidance in methods of counselling and training adults who were disadvantaged as to their educational level. As an adult curriculum development lab, Saskatchewan NewStart also created literacy and academic upgrading courses and a small business management program (Cole, 2015). The theory is relevant in explaining how life skills coaching affects employee retention in commercial banks.

### **Social Exchange Theory**

According to Adams (2015), from social exchange theory the coaching relationship is reciprocal. The parties establish a normative framework within which to work. The success of the process will depend on several reasons: the confidentiality within the process; the consistency of the status of coach and coachee; and their integrity, rationality, altruism and commitment (Bowles, Cunningham, De la Rosa & Picano, 2015). Social exchange theory helps explain the benefits that individuals perceive through coaching. Thus, coaching can assist managers in evaluating employee performance (Bowles, Cunningham, De la Rosa & Picano, 2015). The theory is relevant in assessing the influence of executive coaching on employee retention in commercial banks.

**Conceptual framework**



**Figure 1: Conceptual Framework**

**Empirical Review**

**Performance Coaching**

Performance Coaching is a process where one person facilitates the development and action planning of another, in order that the individual can bring about changes in their lives (Cole, 2015). Performance Coaching is not advice giving and does not involve the coach sharing their experience or opinions (Armstrong, 2015). Performance coaching is determined by goal setting, feedback, personal development and goals achievement (Adams, 2015). Performance Coaching helps employees move forward at their pace within an equal and trusting relationship. Performance coaching for executives or employee achieves a fulfilling balance between professional goals and personal development (Ahmad,2016). In a business context, Performance Coaching can bring out the true potential of staff at all levels (Walker, 2016). According to Baker (2015) performance coaching plays a significant role towards helping managers in understanding how employees’ thoughts and behaviors are affected by emotions, relationships and social networks. These helps in goal setting, feedback, personal development and goals achievement which leads to increased rate of employee retention (Ball,2015).

## **Career Coaching**

Career coaching is a form of coaching that focuses more on employee personal strengths, talents, and values, and helps employees build ideal career paths based on these fundamental factors (Barber, 2015). A career coach works with employees to find his or her true calling in the workplace, the career that will give an employee true meaning and purpose. Career coaching is based on the premise that if employees are going to spend 8 hours a day or more in their job, it might as well be something that they love (Barret, 2016). A career coach will take the time to really listen to an employee. A career coach uses a variety of tools, exercises, and activities to assist an employee to identify their career goals and, critically take action toward achieving them (Raymond, 2017). After only a few sessions, an employee is given a clearer sense of what type of career will give them the most joy and satisfaction and at which point they in the position to start developing an action plan to get there. A career coach is a person that has been trained in helping other people develop their career goals (Adams, 2015). According to Baker (2015) career coaching helps employees to develop personal interest in their respective jobs, leads to achievement of career expectations, achievement of employee personal goals like career advancement and helps employees in career planning. These plays a significant role towards improvement of employees work morale and job satisfaction hence leading to increased level of employee retention in the organization (Walton, 2015).

## **Life Skills Coaching**

Life skills coaching is a type of coaching that helps employees define and achieve goals for the future (Armstrong, 2015). Some areas where life skills coaching can be helpful include career development, finances, health, motivation, organization, life transitions, stress management, time management, relationships, spiritual growth, and personal growth (Swanson, 2015). Whatever your life goals, a life coach will work with you to keep your focus, tackle obstacles, solve problems, stay motivated and be more successful. A life skills coach is a professional who helps you reach a goal or make a change in life. A life coach is someone that looks to empower others by helping them make, meet and exceed goals in both their personal and professional lives (Richard, 2015). Life Skills, precisely defined, means problem solving behaviors appropriately and responsibly used in the management of personal affairs (Allen, 2017). As problem solving behaviors, life skills liberate in a way, since they include a relatively small class of behaviors useable in many life situations (Gysbers, 2015). According to Arun (2018) life skills coaching helps employees to develop and implement solutions to day to day work problems without much consultation. These empowers employees in undertaking various job assignments and to work without much supervision hence leading to increased level of engagement which leads to high rate of employee retention. Most employees have participated in life skills coaching programs demonstrates high level of competency in problem solving, time management, creating good employees' relationships and achieves personal growth (Barney & Wright, 2015).



## **Executive Coaching**

Executive coaching is centered on developing fast-track and high-performing leaders and focuses on technical issues and psychological considerations. It is based on the dynamics of being near or at the top of an organisation and fully recognizing the need for constant improvement (Cole, 2015). It is important that executives have a neutral, objective individual with whom they can discuss opportunities and challenges (Baker, 2015). According to Raymond (2017) executive coaching enables learning and development to occur and thus performance to improve amongst the management staff. According to Barnes (2016) executive coaching helps in professional development of top organization executives by enhancing improvement of their skills and competencies in handling of the organization's core function (Ambira, 2015). Executive coaching plays a major role in providing top management staff with the required knowledge and skills for formulating and implementing key management strategies or decisions that help organizations to overcome various challenges and remain competitive in the target market (Arun, 2018). According to Barret (2016) executive coaching helps top managers to retain their positions for a long time since it equips top managers with effective leadership skills which core to top leadership in organizations. Executive coaching equips managers with critical decision-making skills, team work skills and helps to increase the level of top management commitment in organizations. These leads to increased rate of retention amongst the top management staff (Gannon, 2015).

## **Employee Retention**

Employee retention is the effort by an employer to keep desirable workers in order to meet business objectives (Walker, 2007). As a process, retention refers to what organisations do to ensure that employees remain in the organisation for the desired period of time. As an outcome, retention refers to the number of employees staying as envisioned by the organisation in contrast to those leaving. Employee retention is a desire by employees to continue to do business or exchange with a particular organization on an ongoing basis (Gannon, 2015). Employee retention also refers to the ability of an organization to retain its employees. Employee retention can be represented by a simple statistic. For example, a retention rate of 80% usually indicates that an organization kept 80% of its employees in a given period (Gannon, 2015).

However, many consider employee retention as relating to the efforts by which employers attempt to retain the employees in their workforce. In this sense, retention becomes the strategies rather than the outcome (Armstrong, 2015). According to Bersin (2016), retention is driven by several key factors, which ought to be managed congruently: organizational culture, strategy, pay and benefits philosophy and career development systems. According to Boxall and Purcell (2015) employee coaching plays a major role in making organizations realize increased rates of employee retention. Employee retention is determined by employee productivity, quality of work, employee engagement and satisfaction survey and employee commitment level.

## Research Gaps

The study has identified many research gaps. For instance, according to Armstrong (2015) employee coaching as a HR strategy contributes greatly towards employee development, employee job satisfaction, succession planning and employee relations. Getting the right people at the right place and keeping them there continues to be a major pre-occupation for organizations today (Kamau, 2013). For the last seven years, the turnover rates in commercial banks stood at a rate of 60%, indicating that 3 out of 5 recruited employees left the organization (Ongori, 2015). In spite of the importance of employee coaching on employee retention, many human resource managers in commercial banks have not deployed employee coaching as a measure to improve staff retention (Ambira, 2017). Over the past few years, organizations have developed a keen interest in the field of talent management with surveys showing that at least 75% of CEOs acknowledging that talent management is on top of their agendas (CIPD, 2017). Consequently, talent management is now viewed as a tool to strengthen organizational capability through individual development, performance enhancement, career development and succession planning (Iles, 2017). This research study therefore aims to fill this noticeable gap in literature by establishing the relationship between coaching and employee retention in commercial banks in Kenya.

## RESEARCH METHODOLOGY

The study adopted a descriptive research design and targeted 306 employees from Cooperative bank of Kenya Ltd; Kenya Commercial Bank Ltd; Consolidated bank of Kenya Ltd; Standard Chartered bank Kenya Ltd, CFC Stanbic Bank Ltd and NIC bank. A sample size of 136 respondents were randomly selected and involved in the study. Questionnaire containing both open-ended and closed-ended items were used to collect data. Quantitative method of data analysis was employed with both descriptive and inferential statistics being applied to explain the results of the study. The results of the analysis were presented then presented using frequency tables, bar graphs and pie charts using percentages and measure of central tendency was also used to analyze data. The study used the following regression model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where, Y= Retention (Dependent Variable), X1 = Performance Coaching (Independent Variable), X2 = Career Coaching System (Independent Variable), X3 = Life Skills Coaching (Independent Variable), X4 = Executive Coaching (Independent Variable), B0 = constant of regression (Independent Variable) and  $\epsilon$  = error term.

## **FINDINGS ND PRESENTATION**

The study managed to successfully administer a total of 136 questionnaires. 120 questionnaires were filled and returned which represented 88% response rate.

### **Descriptive Results**

Descriptive statistics according to Mugenda (2008) enables usage of statistics by the researcher in describing measures of scores in the distribution. The responses of the study were rated on a scale of 1-5 where 1-Strongly Disagree, 2-Disagree, 3-Moderately agree, 4-Agree 5-Strongly agree). The researcher presented the mean score, mean standard deviation and variance on each of the statements in all the variables.

### **Performance Coaching**

From the results in table 1, majority (40%) of the respondents agreed that employees are able to understand organization goals and set their goals and work towards achievement of the set goals as presented by a mean score of 4.295 and standard deviation of 0.9600. Respondents then agreed that there is regular employee feedback which improves employees' relations as presented by a mean score of 4.3659 and standard deviation of 0.63852. Respondents also agreed that there is realization of increased level of employee personal development as presented by a mean score of 4.3049 and standard deviation of 0.67931. Finally, respondents agreed that there is increased level of employee goals achievement in the organization as presented by a mean score of 4.2073 and standard deviation of 0.78154. These findings imply that majority of the respondents agreed that all the performance coaching statements influences the rate of employee retention in commercial banks. The mean results, standard deviation and variance results also indicate that most of the respondents had no divergent views and most of the respondents gave similar responses.

These findings are in agreement with findings Stauss (2016), where he found out that organization that undertakes employees' performance coaching programmes provides employees with an opportunity to be able to understand organization goals and set their goals and work towards achievement of the set goals and there is regular employee feedback which improves employees' relation. According to Wright (2016) standard deviation and variance are both measures of variation for interval-ratio variables. They describe how much variation or diversity there is in a distribution (Babbie, 2015). Both the variance and standard deviation increase or decrease based on how closely the scores cluster around the mean. Standard deviation provides an indication of how far the individual responses to a question vary or deviate from the mean. It tells the researcher how spread out the responses are from the mean, and explains if the respondents' responses are concentrated around the mean, or scattered far & wide (Stuart, 2015).

If the standard deviation and variance are each greater than 1 it means that the respondents had divergent views and if they are each less than 1, then this means that the respondents had similar opinions on the issues concerned (Babbie, 2015). Therefore based on the analyzed results majority of the respondents agreed that all the performance coaching statements influences the rate of employee retention in commercial banks. These findings are in line with findings by Newman (2015) where he found out that organization that undertakes employees performance coaching programmes provides employees with an opportunity to be able to understand organization goals

and set their goals and work towards achievement of the set goals and there is regular employee feedback which improves employees relations.

**Table 1: Performance Coaching Mean, Standard Deviation and Variance Results**

<b>Performance Coaching</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Variance</b>
a) Employees are able to understand organization goals and set their goals and work towards achievement of the set goals	120	4.6463	.52990	.281
b) There is regular employee feedback which improves employees' relations	120	4.3659	.63852	.408
c) There is realization of increased level of employee personal development	120	4.3049	.67931	.461
d) There is increased level of employee goals achievement in the organization	120	4.2073	.78154	.611

Source (research Data, 2020).

### **Career Coaching**

From the results in table 2, majority of the respondents agreed that employee personal interests are considered as presented by a mean score of 4.3780 and standard deviation of 0.86980. Respondents then agreed that employee career expectations are met as presented by a mean score of 4.2683 and standard deviation of 0.72092. Respondents also agreed that there is achievement of employee personal goals as presented by a mean score of 4.1463 and standard deviation of 0.86241. Finally, respondents agreed that employees are able to effectively plan their careers as presented by a mean score of 4.0488 and standard deviation of 0.92833. The results show that standard deviation and variance results were less than 1 and this indicates that most of the respondents gave similar responses and not many respondents had divergent views. These findings thus indicate that majority of the respondents agreed with all the statements in relation to effect of career coaching on employee retention in commercial banks. The findings indicate that career coaching ensured that employee personal interests are considered, employee career expectations are met there is achievement of employee personal goals and employees are able to effectively plan their careers.

This contributes towards employee career development and growth which influences most employees to remain working in organization and hence leading to increased rate of retention.

Standard deviation and variance are both measures of variation for interval-ratio variables and both describe how much variation or diversity there is in a distribution (Owens, 2016). Standard deviation provides an indication of how far the individual responses to a question vary or deviate from the mean. It tells the researcher how spread-out the responses are from the mean, and explains if the respondents' responses are concentrated around the mean, or scattered far & wide (Heally, 2015). If the standard deviation and variance are each greater than 1 it means that the respondents had divergent views and if they are each less than 1, then this means that the respondents had similar opinions on the issues concerned (Babbie, 2015). These findings are in agreement with findings by Cole (2015) that career coaching that takes into consideration of employee's personal

interests helps employees to gain much interest in their careers and these leads to increased rate of retention. The findings are also in agreement with findings by Gannon (2015) where he identified that career coaching that helps in meeting employees' career expectations, leads towards achievement of employee's career goals and ensures that employees are able to effectively plan their careers influences realization of increased level of employee retention in organizations.

**Table 2: Career Coaching, Mean, Standard Deviation and Variance Results**

<b>Career Coaching</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Variance</b>
a) Employee personal interests are considered	120	4.3780	.86980	.757
b) Employee career expectations are met	120	4.2683	.72092	.520
c) There is achievement of employee personal goals	120	4.1463	.86241	.744
d) Employees are able to effectively plan their careers	120	4.0488	.92833	.862

Source (research Data, 2020).

### **Life Skills Coaching**

From the results in table 3, majority of the respondents agreed that employees are equipped with problem solving skills which able them to solve work related problems as presented by a mean score of 4.1463 and standard deviation of 0.98284. Respondents then agreed that employees are able to improve on time management and complete their work effectively as presented by a mean score of 4.2317 and standard deviation of 0.92026. Respondents also agreed that there is development of good employee relationships amongst the employees and between the senior management and other employees as presented by a mean score of 4.2683 and standard deviation of 0.87558. Finally, respondents agreed that there is realization of increased personal growth which leads to improved employee empowerment as presented by a mean score of 4.02444 and standard deviation of 0.92930.

These findings indicate that majority of the respondents agreed that all the life skills coaching affected employee retention in commercial banks in Kenya. All the standard deviation and variance results were less than 1 and this indicates that most of the respondents gave similar responses and not many respondents had divergent views. Stauss (2016) affirms that standard deviation and variance are both measures of variation for interval-ratio variables. They describe how much variation or diversity there is in a distribution (Heally, 2015). If the standard deviation and variance are each greater than 1 it means that the respondents had divergent views and if they are each less than 1, then this means that the respondents had similar opinions on the issues concerned (Babbie, 2015). These findings confirmed findings by Baker (2015) where they affirmed that organizations that offers life skills coaching programmes helps in equipping employees with problem solving skills which enable them to solve work related problems and employees are also able to gain effective time management skills which helps them improve on time management and complete their work effectively.



The findings also echo those by Swanson (2015) where he opined that life skills coaching improves employees' relations and helps in improvement of employee's personal growth, thereby influencing increased level of employee job satisfaction and increased retention. The study therefore inferred that life skills coaching influences realization of increased rate of employee retention in terms of equipping employees with problem solving skills, time management skills, improving employees' relations and improving employee's personal growth.

**Table 3: Life Skill Coaching, Mean, Standard Deviation and Variance Results**

Life Skill Coaching	N	Mean	Std. Deviation	Variance
a) Employees are equipped with problem solving skills which able them to solve work related problems	120	4.1463	.98284	.966
b) Employees are able to improve on time management and complete their work effectively	120	4.2317	.92026	.847
c) There is development of good employee relationships amongst the employees and between the senior management and other employees	120	4.2683	.87558	.767
d) There is realization of increased personal growth which leads to improved employees' empowerment	120	4.0244	.92930	.864

Source (research Data, 2020).

### Executive Coaching

From the results in table 4, majority of the respondents agreed that employees are equipped with problem solving skills which able them to solve work related problems as presented by a mean score of 4.1463 and standard deviation of 0.98284. Respondents then agreed that employees are able to improve on time management and complete their work effectively as presented by a mean score of 4.2317 and standard deviation of 0.92026. Respondents also agreed that there is development of good employee relationships amongst the employees and between the senior management and other employees as presented by a mean score of 4.2683 and standard deviation of 0.87558. Finally, respondents agreed that there is realization of increased personal growth which leads to improved employees' empowerment as presented by a mean score of 4.02444 and standard deviation of 0.92930. From the results in table 4, majority of the respondents agreed that regular leadership coaching for top executives in the organization leads to good leadership which motivates employees as presented by a mean score of 4.3049 and standard deviation of 0.96467.

Respondents then agreed that executive coaching leads to improved decision making amongst managers as presented by a mean score of 4.2439 and standard deviation of 0.98834. Respondents also agreed that team building activities supports coaching of top managers as presented by a mean score of 4.1585 and standard deviation of 0.89539. Finally, respondents agreed that there is realization of increased level of employee commitment in the organization as presented by a mean score of 4.1098 and standard deviation of 0.84629. These results indicate that majority of the

respondents agreed that executive coaching influences employee retention in commercial banks in Kenya. The findings indicated that existence of regular leadership coaching for top executives in the organization leads to good leadership which motivates employees to remain working in the organization. The findings also indicate that executive coaching leads to improved decision making amongst managers and provision of team building activities supports coaching of top managers. Further the findings showed that executive coaching contributed towards realization of increased level of employee commitment in the organization.

All the executive coaching statements recorded standard deviation and variance results which was less than 1 and this indicates that most of the respondents gave similar responses and not many respondents had divergent views. Heally (2015) affirms that standard deviation and variance are both measures of variation for interval-ratio variables. They describe how much variation or diversity there is in a distribution (Wright 2016). If the standard deviation and variance are each greater than 1 it means that the respondents had divergent views and if they are each less than 1, then this means that the respondents had similar opinions on the issues concerned (Owens, 2015).

These findings are in agreement with Newman (2015) where he found out that executive coaching through regular leadership coaching for top executives and team building activities influences realization of increased rate of employee retention in organizations. These findings support findings by Muturi (2015) where he established that executive coaching leads to improved decision making amongst managers and improves level of employee commitment thereby leading towards realization of high level of retention of top executives. The study therefore deduced that executive coaching in terms of regular leadership coaching, coaching on decision making, team building activities increases the level of employee commitment and this realization of increased rate of employee retention.

**Table 4: Executive Coaching Mean, Standard Deviation and Variance Results**

Executive Coaching	N	Mean	Std. Deviation	Variance
a) Regular leadership coaching for top executives in the organization leads to good leadership which motivates employees	120	4.3049	.96467	.931
b) Executive coaching leads to improved decision making amongst managers	120	4.2439	.98834	.977
c) Team building activities supports coaching of top managers	120	4.1585	.89539	.802
d) There is realization of increased level of employee commitment in the organization	120	4.1098	.84629	.716

Source (research Data, 2020).

### Employee Retention

The study aimed to determine the rate of employee retention in commercial banks. The key measures of retention were; turnover rates /number of employees leaving the organization; number of employees awarded long service award and cost of recruitment in Ksh. Findings in table 5 shows

that on average the turnover rates /number of employee leaving the organization in commercial banks for the past five years was 290, the number of employees awarded long service award was 4 and the cost of recruitment in Ksh was over 1M. These findings indicate that the rate of employee retention was low despite having employee coaching programmes

**Table 5: Retention, Mean, Standard Deviation and Variance Results**

Employee Retention	Years					
	2014	2015	2016	2017	2018	Average
Turnover rates /number of employee leaving the organization	340	240	280	370	220	290
Number of Employees awarded Long service award	4	6	3	6	2	4
Cost of Recruitment in KSH	Over 1M	Less than 1M	Over 1M	Over 1M	Less than 1M	1M

Source (research Data, 2020).

### Inferential Statistics

#### Correlation Results

The study sought to establish how independent variables (performance coaching, career coaching, life skills coaching and executive coaching) influence dependent variable (employee retention). Table 6 presents the correlation analysis results. The correlation results show that the Pearson Correlation Coefficient of performance coaching was 0.862 and the P value was 0.00 which was less than 0.05 thus performance coaching significantly influences 86.2% of employee retention in commercial banks in Kenya. Similarly, the results show that the Pearson Correlation Coefficient of career coaching was 0.756 and the P value was 0.00 which was less than 0.05 thus career coaching significantly influences 75.6% of employee retention in commercial banks in Kenya. Consequently, the results show that the Pearson Correlation Coefficient of life skills coaching was 0.742 and the P value was 0.00 which was less than 0.05 thus life skills coaching significantly influences of 74.2% of employee retention in commercial banks in Kenya. Finally, the result shows that the Pearson Correlation Coefficient of executive coaching was 0.654 and the P value was 0.00 which was less than 0.05 thus executive coaching significantly influences 65.4% of employee retention in commercial banks in Kenya.

**Table 6: Correlation Analysis**

		<b>Retention</b>	<b>Performance</b>	<b>Career</b>	<b>Life skills</b>	<b>Executive</b>
Retention	Pearson Correlation	1	.862**	.756**	.742**	.654**
	Sig. (2-tailed)		.000	.000	.000	.000
Performance	Pearson Correlation	.862**	1	.750**	.659**	.595**
	Sig. (2-tailed)	.000		.000	.000	.000
Career	Pearson Correlation	.756**	.750**	1	.671**	.551**
	Sig. (2-tailed)	.000	.000		.000	.000
Executive	Pearson Correlation	.654**	.595**	.551**	.548**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
Life skills	Pearson Correlation	.742**	.659**	.671**	1	.548**
	Sig. (2-tailed)	.000	.000	.000		.000
N		120	120	120	120	120

Source (research Data, 2020).

### Multiple regression analysis

The study applied regression analysis to establish the statistical significance relationship between the independent variables and the dependent variable. The independent variables included; (X<sub>1</sub>) performance coaching, (X<sub>2</sub>) career coaching, (X<sub>3</sub>) life skills coaching and (X<sub>4</sub>) executive coaching and the dependent variables (Y) was employees' retention. From the findings of the study it shows that the regression model in table 7 coefficient of determination (R<sub>2</sub>) is 0.792 and R is 0.890 at 0.05 significance level. This is an indication that the four independent variables significantly influence the dependent variable (Y) which is employee's retention. The coefficient of determination (R<sub>2</sub>, 0.792) indicates that 79.2% of the variation on employee's retention in commercial banks is influenced by; performance coaching; career coaching; life skills coaching, executive coaching. The remaining 20.8% of the variation on employee's retention is determined by other variables not included in the study model. This shows that the model has a good fit since the value is above 75%. This concurred with Stuart (2016) that (R<sub>2</sub>) is always between 0 and 100%: 0% indicates that the model explains none of the variability of the response data around its mean and 100% indicates that the model explains all the variability of the response data around its mean. In general, the higher the (R<sub>2</sub>) the better the model fits the data.

**Table 7: Regression Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.890(a)	.792	.781	.23428

a Predictors: (Constant), X4, X2, X3, X1  
Source (research Data, 2020).

The study further used one-way Analysis of Variance (ANOVA) in order to test the significance of the overall regression model. Green & Salkind (2013) posits that one-way Analysis of Variance helps in determining the significant relationship between the research variables. Table 8 indicates that the high value of F (127.948) with significant level of p-value 0.00 which is less than 5% level of significance is enough to conclude that all the independent variables significantly influences employee's retention in state corporations. This implies goodness of fit of the model and thus the variables can be carried on for further analysis to determine with significance the level of influence of each variable.

**Table 8: Analysis of Variance (ANOVA)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.945	4	5.986	127.948	.000 <sup>b</sup>
	Residual	5.380	115	.047		
	Total	29.325	119			

a. Dependent Variable: y

b. Predictors: (Constant), x4, x3, x2, x1

Source (research Data, 2020).

Table 9 further presents the results of the test of beta coefficients which shows the extent to which each independent variable influence employees' retention in commercial banks. As presented in table 9;(X<sub>1</sub>) performance coaching coefficient of 0.365 was found to be positive at significant level of (P=0.000<0.05), and this indicates that performance coaching significantly influences employees' retention in commercial banks; (X<sub>2</sub>) career coaching Coefficient of 0.120 was found to be positive at significant level of (P=0.005<0.05), and this indicates that career coaching significantly influences employees' retention in commercial banks. (X<sub>3</sub>) life skills coaching coefficient of 0.197 was found to be positive at significant level of (P=0.000<0.05), and this indicates that life skills coaching significantly influences employees' retention in commercial banks.

Lastly, (X<sub>4</sub>) executive coaching coefficient of 0.121 was found to be positive at significant level of (P=0.001<0.05), and this indicates that executive coaching significantly influences employees' retention in commercial banks. This clearly demonstrates that all the independent variables significantly influence employees' retention in commercial banks but the relative importance of each independent variable is different. However, since the significance values were less than 0.005, all the coefficients were significant.



**Table 9: Coefficient**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		$\beta$	Std. Error	Beta		
1	(Constant)	.925	.210		4.395	.000
	X1	.365	.068	.456	5.361	.000
	X2	.120	.064	.151	1.870	.005
	X3	.197	.054	.260	3.641	.000
	X4	.121	.045	.174	2.666	.001

a Dependent Variable: Y

Source (research Data, 2020).

The optimal regression model thus becomes:

$$\text{Employee Retention} = 0.925 + 0.365(\text{Performance Coaching}) + 0.120(\text{Career Coaching}) + 0.1979(\text{Life Skills Coaching}) + 0.121(\text{Executive Coaching})$$

The results presented also show that taking all other independent variables at constant zero, a unit increase in performance coaching leads to a 0.365 increase in employee retention. A unit increase in career coaching leads to 0.197 increase in employee retention; a unit increase in life skills coaching leads to 0.120 increase in employee retention and a unit increase in executive coaching leads to 0.121 increase in employee retention. These findings thus imply that that performance coaching is the major coaching method that influences most employee retention in commercial banks with a coefficient of 0.365, followed by career coaching with a coefficient of 0.197, then executive coaching with a coefficient of 0.121 and lastly life skills coaching with a coefficient of 0.120. These findings concur with findings by Armstrong (2015) where he identified that organizations that offers coaching programmes with focus on performance coaching, career coaching, life skills coaching and executive coaching are able to realize increased rate of employee's retention.

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

### Summary of the findings

The results presented also show that taking all other independent variables at constant zero, a unit increase in performance coaching leads to a 0.365 increase in employee retention. A unit increase in career coaching leads to 0.197 increase in employee retention; a unit increase in life skills coaching leads to 0.120 increase in employee retention and a unit increase in executive coaching leads to 0.121 increase in employee retention. These findings thus imply that that performance coaching is the major coaching method that influences most employee retention in commercial banks with a coefficient of 0.365, followed by career coaching with a coefficient of 0.197, then executive coaching with a coefficient of 0.121 and lastly life skills coaching with a coefficient of 0.120.

## Conclusion

Based on the study findings, the study drew conclusions that performance coaching, career coaching, life skills coaching and executive coaching influences employee retention in commercial banks in Kenya. The regression model coefficient of determination ( $R^2$ , 0.792) indicates that 79.2% of the variation on employee's retention in commercial banks is influenced by; performance coaching, career coaching, life skills coaching and executive coaching. The remaining 20.8% of the variation on employees' retention is determined by other variables not included in the study model. The study also concluded that performance coaching is the major coaching method that influences most employee retention in commercial banks with a coefficient of 0.365, followed by career coaching with a coefficient of .197, then executive coaching with a coefficient of .121 and lastly life skills coaching with a coefficient of 0.120. These findings concur with findings by Armstrong (2010) where he identified that the key notable coaching methods that influences employee's retention in organization includes; performance coaching, career coaching, life skills coaching and executive coaching.

## Recommendations

To improve on performance coaching, the bank management should offer performance coaching programmes which equips employees with skills to enable employees to understand organization goals and set their goals and work towards achievement of the goals. When undertaking performance coaching there should be a regular employee feedback to determine employees' performance strengths and weakness. The performance coaching programmes should led to increased level of employee personal development and the performance coaching should be designed and aligned with organization goals to ensures there is employee goals achievement in the organization. Employees who demonstrate increased level of performance should be rewarded. This will lead to increased level of employees' job satisfaction and this reduces employees' turnover rates hence resulting to increased rate of employee's retention in the organization. To improve on career coaching, the bank management should adopt effective career coaching programmes which motivate employees to stay working in the organization in order to advance their careers. The bank management should provide coaching programmes which ensures that employee personal interests are considered, employee career expectations are met and there is achievement of employee personal goals and employees are able to effectively plan their careers. This will contribute towards employee career development and growth which influences most employees to remain working in organization and hence leading to increased rate of retention. The bank management should also offer training programmes by regularly conducting on the job training; off the job training; employees' behavior training; brainstorming and leadership training.

To improve on life skills coaching, management of commercial banks should provide life skills coaching programmes which helps in equipping employees with problem solving skills for solving work related problems, employees should be coached on time management in order to gain effective time management skills which helps them to complete their work effectively. Life skills coaching programmes should be designed to help in improvement of employees relations and contributes towards improvement of individual employees' personal growth. To improve on executive coaching, the bank management should adopt effective executive coaching programmes centered on developing fast-track and high-performing leaders and focuses on technical issues and

psychological considerations. The executive coaching programmes should enable learning and development to occur and thus performance to improve amongst the management staff. Executive coaching programmes should be designed to lead in professional development of top organization executives by enhancing improvement of their skills and competencies in handling of the organization's core functions. Executive coaching should equip managers with critical decision-making skills, team work skills and helps to increase the level of top management commitment in organizations. These leads to increased rate of retention amongst the top management staff.

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