FACTORS AFFECTING RETENTION OF NON-ACADEMIC EMPLOYEES IN SELECTED PRIVATE UNIVERSITIES IN KIAMBU COUNTY, KENYA

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MASTER OF BUSINESS ADMINISTRATION (HUMAN RESOURCE MANAGEMENT)

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DECLARATION

I declare that this dissertation is my original work and has not been previously published or submitted elsewhere for award of a degree. I also declare that this contains no material written or published by other people except where due reference is made and author duly acknowledged.

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Declaration by the Supervisor

I do hereby confirm that I have examined the master's dissertation of

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And have certified that all revisions that the dissertation panel and examiners recommended have been adequately addressed.

Sign …………………………   Date ……………………

Dr. Nyaribo Misuko

University Supervisor

ABSTRACT

Employee retention is an important issue that companies should focus on by identifying factors that affect employees retention and move strategically towards improving and implementing necessary policies and procedures in those areas efficiently to retain their employees. The main objective of this study was to identify effect of four factors on non-academic staff in private universities in Kenya; namely work environment, reward systems, employee engagement, and training and development. Organizations continue losing several of their valued staff, as well as incurring losses associated with such separations. They may be unable to pinpoint exactly the reasons behind such leaving. The effect to the company is enormous. In essence, it is difficult for companies to come up with strategies to retain their employees, if factors affecting their retention remain unknown. In previous studies conducted, most of them focus on factors affecting retention of academic staff, and there is less published work on retention of non-academic staff. For the purpose of this study, descriptive research design was used. This design includes surveys and fact finding enquiries of different kinds. It is a description of the state of affairs as it exists at present. To achieve the objective of the research, both qualitative and quantitative methodologies were used whereby questionnaires were randomly distributed to the target population in the selected universities non-teaching staff. The data collected was analysed by use of statistical and computer packages, such as, Statistical Package for the Social Sciences (SPSS), using regression analysis in order to draw conclusions about the population under study. From the regression model, holding all other factors constant (work environment, employee rewarding, training and engagement), the retention of employees would be 0.264. Further the findings showed that a unit increase in work environment would lead to increase in employee retention by a factor of 0.333, a unit change (increase) in employee rewarding would lead to increase in employee retention by a factor of 0.189, a unit change in employee training would lead to an increase in the employee retention by a factor of 0.330 and finally a unit increase in employee engagement would lead to an increase in the employee retention by a factor of 0.334. The study recommends that institutions should embrace training of their employees both the teaching and non- teaching so as to retain them for long.

Key Words: Employee retention, work environment, reward systems, training and development, employee engagement

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TABLE OF CONTENTS

DEDICATION

I dedicate this work to my husband Kimani Muthama, for his support, both financially and morally throughout the entire course. Secondly to my supervisor, Dr. Nyaribo for the guidance, support and patience.

LIST OF FIGURES

LIST OF TABLES

LIST OF ABBREVIATIONS AND ACRONYMS

FKE: Federation of Kenyan Employees

HRM: Human Resource Management

SG: Steadman Group

T & D: Training and Development

TFT: Two Factor Theory

USD: United States Dollar ($)

DEFINITION TERMS

Retention

According to Armstrong (2008), retention is a voluntary initiative by a firm to create an environment which engages employees for a long period of time. When applied to human resource, it attempts to ensure that employees stay in employment for a long term and that voluntary turnover is minimized as a result of this initiative by the company.

Labour Turnover

This is the relative rate at which an employer gains or loses staff at any one given period, usually one year (Sellgren et al., 2007).

Work Environment

Work environment is the total cluster of observable physical, psychological and behavioral elements in the workplace (Msengeti & Obwogi, 2015).

Employee Engagement

Employee engagement is a workplace approach designed to ensure that employees are committed to their organisation's goals and values, motivated to contribute to organisational success, and are able at the same time to enhance their own sense of well-being. It is concerned with the extent to which individuals utilize their cognitive, emotional, and physical resources to carry out their assigned work (Xu & Thomas, 2011).

Reward Management

Reward management is concerned with the formulation and implementation of strategies and policies whose purposes are to reward fairly, equitably and consistently (Armstrong, 2009).

Training and Development (T & D)

This refers to the formal activities designed by an organization to assist its workers obtain the essential skills and knowledge to execute present or future jobs (Mondy & Noe 2005).

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In all organizations globally, employees are a very important resource as they positively contribute to the implementation of organizational objectives and mission, while enabling the organization gain competitive advantage in global markets (Nyanjom, 2013). In today's business environment, the retention of valuable employees becomes an enormously significant strategy for human resources management (Waleed, 2011). Shivaraj and Vijayakumara (2015) define employee retention as a process in which the employees are encouraged to remain with the organization for the maximum period of time and reduce turnover. The retention of valuable employees is essential to the advancement and realization of an organization's objectives and particularly in gaining competitive advantage over other organizations in the period of increased globalization (Amstrong, 2009).

Johnson et al. (2000) defines employee retention as the ability to hang on to the employees one wants to maintain, for a longer period. Conversely Chaminade (2007) defines retention as a deliberate move by a firm to generate an environment which retains employees for long term. The key underlying principle of employee retention is to avert the loss of skilled employees from leaving the organization as this could have undesirable effect on productivity and profitability (Samuel & Chipunza, 2009). In the present day, however, despite the fact that retention of valuable employees is a global challenge, employee retention is valuable for the organization as well as the employee (Waleed, 2011).

Organizations' managers around the world are continually faced with the issue of retaining employees. Studies by Budhwar & Mellahi (2007); Debrah & Budhwar (2004); and Samuel & Chipunza (2009) have provided evidence that globally, retention of skilled

employees has been of solemn concern to managers in the face of ever increasing high rate of employee turnover. Retention of brilliant employees is the precedence of many organizations and it is the main differentiator of human capital management (Kibui, 2015). This therefore implies that employee retention plays a crucial task in the development of organisations, and that for any business to succeed and stay competitive it is imperative that it attracts and retains adroit human resources.

In today's business environment, both new and experienced employees understand that they have more discretion in their selection of organisations to work with (Mensah, 2014). The vibrant business environment has brought with it a number of organisational challenges, with a major one being the retention of proficient employees (Mensah, 2014). Employees retention is a most essential goal for the organization because hiring of skilled personnel is essential for organization but their retention is more important than hiring, since enormous amounts are spent on the orientation and training of the new employees (Shaw, Gupta, & Delery, 2005). According to research by Muhammad (2007), the findings reveal that the cost of replacing old employees with new ones is estimated up to twice the employees' annual salary. Therefore it is worth noting that employee turnover is expensive and can negatively affect organisational effectiveness and employee morale (Kacmar et al., 2006).

Lochhead & Stephens (2004) noted that the cost of replacing employees is high and finding skilled employees can be intricate. Fitz-enz (1997) asserts that an average organization loses approximately USD1 million with every 10 managerial and professional employees who leave the organization. Freyermuth (2007) in his study on employee retention estimates the cost of employee turnover to be 150% of an individual employee's annual salary and can be substantial when high profile employees or higher number of employees is concerned. Bidyut & Barua (2015) confirm that a vast amount of cost is

incurred in loosing critical employees. It is worth noting that, each turnover of a skillful employee comes at a cost, and when knowledgeable employees leave a company, the effects go far beyond the substantial costs of recruiting and integrating replacements. Consequently, most employers are seeking better ways to manage turnover in order to retain valued human resources as well as sustain competition and high performance.

All over the world, private universities primary objective is improving and impacting knowledge through teaching, community services and research (Onu, Akinlabi, and Fakunmoju, 2013). However, these objectives cannot only be achieved by the academic staff on their own given that non-academic staff of a university carries out the administrative jobs which extensively contribute to the private university's objectives According to Onu et al., (2013) The non- academic staffs of a university are responsible for administrative and financial performance of the institution in that they are directly engaged in the execution of strategic solutions of management and finance and they directly communicate with customers. The non-academic staff represents deferent levels in organizational hierarchy and consists of a number of job categories such as Technical officers, Clerks, Computer application assistants, Lab attendants, Security guards and Labourers among others.

Onu et al. (2013) contends that, for private universities to effectively accomplish objectives, competent, motivated and qualified non-academic staffs are harnessed. However, the performance of non-academic staff is not only a function of qualification and competence but also of motivation which is supported by Drake et al. (2007) who assert that highly motivated employees are vital factor for long term success of organizations. Hillary et al. (2005) opined that academic and non-academic staffs in Africa to some extent feel less content with their work considering salary, allowances, and long-term factors such as promotions and job security. Dauda & Mohammed (2012) and Manzoor (2012) emphasize that university management can realize effective work performance by the non-

academic staff through employee motivation packages.

University's non-academic staff performance primarily depends on a number of factors such as; compensation, job security, performance appraisals, staff motivation, staff satisfaction, training and development, and rewards (Drake et al., 2007; Hassan et al., 2011).

1.1.1 Private Universities in Kiambu County, Kenya

According to information published on Kiambu County and study in Kenya Websites, the County has two public Universities, Jomo Kenyatta University of Agriculture and Technology located in Juja Constituency and Kenyatta University in Kahawa, and two satellite campuses namely University of Nairobi, Kikuyu campus in Kikuyu sub county and Kenyatta University, Ruiru campus in Ruiru Sub County. There are six main private universities which include Gretsa University, Mount Kenya University, St. Paul's University, Kiriri Women's Science and Technology University, Presbyterian University of East Africa, Zetech University in Ruiru, and a number of tertiary colleges. Also, there are various campuses of other private universities, such as UMMA which has its main campus in Kajiado, but with a campus situated in Thika. The study will concentrate on four universities, namely; Mount Kenya University, Gretsa University, Presbyterian University of East Africa and Zetech University.

1.2 Statement of the Problem

A baseline survey carried out by the Steadman Group (2007) for a local university in Kenya, revealed that overall staff satisfaction stood at 63.6% for teaching staff and 64% for non-teaching staff. One of the threats facing universities and in particular private universities is high competition by the upcoming universities and colleges targeting experienced staff, which turns out to be very costly to the university that loses the employee and others who struggle to maintain their employees (Smith, 2010). The advent of new private universities and colleges comes along with search for already trained and experience

employees to run the new institutions so as to become competitive and marketable. This may lead to the new institutions opting to go for staff from fellow competitors who are already trained and experienced. Thus, there is need for a study aimed at finding out the factors affecting retention of non-academic university staff in Kenya.

Previous studies have been done on retention of academic staff in Kenyan Universities. For instance, Ng'ethe et al., (2012) carried out a study on determinants of academic staff retention in Public Universities in Kenya, and influence of leadership style on academic staff retention. Ng'ethe et al., (2012 found that there was a close to 11% turnover on public university academic staff and this significantly affected the performance of the institutions. The study concluded that there was need for a study that would employ both qualitative and quantitative methods in order to bring out clearly factors influencing retention of academic staff in public private universities in Kenya. Another study done by Selesho and Naile (2011) on academic staff retention at Vaal University of Technology, South Africa concluded that retaining staff by the university was influenced by the ability to pay them market related salaries and providing them with the academic job satisfaction and leadership. However the study found that most employee turnover in the university was increasing by 7% with emergence of more private universities who were willing to pay the experienced staff higher salaries. Professional development as well as potential for academic growth and promotion potential was ranked highly as enhancing the decision for academicians to stay in employment (Selesho and Naile, 2011).

Although companies in the world market today are becoming highly competitive, they are faced with the challenge of employee retention (Kabera, 2012; Paschal, 2008; Onu et al., 2013). Kochachathu (2011) and Netswera (2005) note that, each turnover of a skillful employee comes at a cost which include: recruitment costs, lost production costs, loss of clientele loyal to particular staff, increased cost of training, potential loss of sales and

damage that may be due to morale and productivity of the remaining employees. Calist (2015) found that employee turnover was increasingly affecting the performance of Tanzania's institutions and public institutions were mostly affected. As a result, most employers are seeking better ways to manage turnover in order to retain valuable human resources as well as sustain competition and high performance (Bidyut & Barua, 2015). There is a scarcity of published work on factors affecting retention of non-academic staff in private universities in Kenya, and the proposed study intends to bridge this gap in knowledge that exists by finding out the factors affecting retention of non-academic staff in Kenyan private universities.

1.3 Objectives of the Study

This study sought to establish the factors affecting retention of non-academic staff in private universities in Kenya with a focus on private universities in Kiambu County. The study specifically sought to:

(i)   To establish the extent to which work environment affects retention of non-academic staff in private universities in Kiambu County, Kenya.

(ii)   To establish the extent to which reward systems affects retention of non-academic university staff in private universities in Kiambu County, Kenya

(iii)   To establish the extent to which employee engagement affects retention of non-academic staff in private universities in Kiambu County, Kenya.

(iv)   To establish the extent to which training and development affects retention of non-academic staff in private universities in Kiambu County, Kenya.

1.4 Research Questions

The study sought to answer the following

questions;

(i)   To what extent does work environment affect retention of non-academic staff in private universities in Kiambu County, Kenya?

(ii)   To what extent do reward systems affect retention of non-academic staff in private universities in Kiambu County, Kenya?

(iii)   To what extent does employee engagement affect retention of non-academic staff in private universities in Kiambu County, Kenya?

(iv)   To what extent does training and development affect retention of non-academic staff in private universities in Kiambu County, Kenya?

1.5 Justification of the Study

Currently, there is less research done locally on factors affecting retention of non-academic staff in Kenyan private universities. As such there is need to research more in this area and understand better the factors affecting retention of such employees.

1.6 Significance of the Study

This study will allow the private universities under study to understand the factors affecting retention of their non-teaching employees. It will also enable the universities to come up with measures that they may adopt in proper management of labour capital since they will have a better understanding of factors affecting their retention. This will go a long way in ensuring that these universities are able to tap and retain highly talented and skilled labour in the market.

Secondly, both private and public universities in Kenya are expected to gain from this study since the factors affecting retention of non-academic staff in private universities

may help the public universities to also understand such factors and apply the findings in their employee retention efforts. Also, the study will help other sectors to understand factors affecting retention of employees regardless of whether or not they are teaching institutions, since they can use the findings to come up with ways of ensuring retention of their employees.

Additionally, the regulators and the policy makers may use the finding as reference for policy guidelines on matters regarding employee retention and human resource management affairs. They may be able to use the findings of the study to formulate policy documents that can cope with the challenges that come with retaining employees in an organization. Recommendations may be useful to administrators and policy makers in curbing employee retention, and ensure companies do not loose valued employees to competitors. Finally, the study will provide additional information into the already existing body of literature on factors affecting employee retention. This can enrich the existing knowledge b a s e and be of interest to both researchers and academicians who m a y seek to explore and carry out further investigations. It can also provide basis for further research in future.

1.7 Scope of the Study

The study sought to establish the factors affecting retention of non-academic staff in selected private universities Kiambu County, Kenya.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter looks at the existing literature pertinent to the study as presented by various researchers and scholars. The segment covers the theoretical framework whereby theories related to the study as well as factors affecting retention of employees are discussed. The chapter will assess empirical literature and the conceptual framework of variables will be discussed. Both null and alternate hypotheses have been included towards the end of this chapter.

2.2 Theoretical Review

In order to gain employee commitment, an organization has to provide good incentives and a favourable working environment so as to motivate them and gain their commitment. According to Mitchel et al. (2001) people often leave for reasons that are not related to their jobs, thus for companies to retain their employees, they need to find out more the reasons behind such leaving. There are many approaches to the study of employee retention for instance through satisfaction or motivation among others, with each addressing different faces on intentional employee retention activity. The theories that support this study include:-

2.2.1 Maslow's Hierarchy of Needs

Maslow (1943) stated that people are motivated by the desire to achieve or maintain the various conditions upon which their basic satisfaction rest. He believed that, people aspire to become self-actualized and viewed their potential as a vastly underestimated and unexplained territory Stephens (2000). Maslow's Hierarchy of needs is a motivation theory, and according to him people have five types of needs which are activated hierarchically.

Starting from mere physiological subsistence the Maslow's hierarchy of needs covers belonging to a social circle to pursuing your talent through self-actualization. Important to the hierarchy of needs theory is that Maslow felt that unfulfilled needs at the bottom of the ladder would inhibit the person from climbing to the next step. However, he understood people's need for continuous motivation, which means that, on achieving one need, a higher need becomes the next one to be achieved, and so on. According to him, organizations need to understand where their employees are on the hierarchical pyramid in order to motivate them (Kaur, 2013; and Latham, 2007).

Maslow's theory suggests that for managers to motivate employees, they need to come up with programs or practices aimed at satisfying emerging or unmet needs since most of the lower needs are easily felt if not attained. When this is applied to work organizations, managers have the responsibility to create a proper climate in which employees can develop to their fullest potential. Failure to provide such a climate would theoretically decrease employee satisfaction and could result in poor performance, lower job satisfaction and increase withdrawal from the company; (Steers & Porter, 1983). The theory will be of much benefit to the study in enhancing the understanding of the need to motivate employees which in turn enables their retention.

2.2.2   Two Factor Theory

The Two-factor theory developed by Herzberg in 1959 originated from the need to promoting employee retention through minimizing the dissatisfiers and maximizing the satisfiers. It is also known as motivation hygiene theory. The theory states that certain factors cause satisfaction, and a separate set of factors cause dissatisfaction in the work place. The two factors that contribute to this are motivation and hygiene factors. Motivators or satisfiers are those factors that cause feelings of satisfaction at the workplace. They come up because the employees have a need for personal growth and they include;

recognition, work itself, responsibility, achievement, promotion, and growth. These factors challenge a person to develop their talents and fulfil their full potential.

According to Bogardus (2007), Herzberg suggests that work should be rearranged in three ways which include job enlargement; job rotation and job enrichment to ensure that employees are always motivated. This is because motivated employees do contribute towards the achievement of organizational goals, and will be satisfied with their jobs, thus enhanced retention rate. Hygiene factors or dissatisfiers, are those that the employee expects to be in good condition. They include status, working conditions, salary, job security, company policy and administration, and fringe benefits. Hygiene factors cause dissatisfaction in their absence. For example, salaries or wages must be equivalent to those salaries that other people in the same industry are getting for equal amount of work. The status of the employees must be recognized and maintained, and they must feel that their job is secure. Also, the working conditions should be ideal, that is, clean, sufficiently lit and safe. According to Hertzberg (1959), individuals are not content with the satisfaction of lower-order needs at work, for example, those associated with minimum salary levels or safe and pleasant working conditions but rather individuals look for achievement, recognition, responsibility, advancement, and the nature of the work itself. The theory suggest that to improve job attitudes and productivity, administrators must recognize and attend to both sets of characteristics and not assume that an increase in satisfaction leads to decrease in un-pleasurable dissatisfaction.

According to Sandya & Kumar (2011) Herzberg viewed the factor of hygiene or the pay to the work performed as the biggest motivator that helps the employees to remain in a particular place of work for a longer period of time. The theory when applied to work situation may help the firms retain their employees by motivating them to stay, and ensuring that most of their needs are met, such as providing growth opportunities, appreciating them,

compensation, and improving the nature and content of the actual job (Sandya & Kumar; 2011). When applied in the human resource management in private universities, the model can best enable them to cater for the welfare of the employees and thus reduce the turnover due to dissatisfaction. As Chen (2012) contends, two-factor theory upholds on employers taking care of their employees and making sure that their working environments are well catered for. In private universities, studies have shown that the working conditions and areas are not well catered for especially for the non-academic staff (Aldamoe, et al., 2012; and Bidyut & Barua, 2015). Herzberg's two-factor theory will therefore be noteworthy in the study to enable a gamified connection of the literature and the findings for a candid conclusion and recommendation.

2.3 Overview of Employee Retention

In global context, employee retention is considered immensely important because most companies are judged on the basis of their turnover rate; Hassan et al., (2011). This is because according to them, the rate of turnover affects the performance of the organization while low turnover ensures that an organization retains its competent employees. Nyanjom (2013) defines employee retention as policies and practices companies use to prevent valuable employees from leaving their jobs by taking measures to encourage employees to remain in the organization for the highest period of time. Msengeti and Obwogi (2015) refer to employee retention as the efforts by any business or organization to develop strategies and initiatives that support current staff into remaining with the organization while Johnson (2000) refer to retention as the ability to hold onto those employees you would want to keep for longer than your competition.

Chaminade (2007) on the other hand defines retention as a deliberate move by a firm to create a surrounding which engages its staff for a long term. Even though hiring experienced people for the job is important for an organization, retention of the employees is

even more important. Kotzé and Roodt (2005) affirm that turnover costs can be attained through issues such as: reference checks, security clearance, temporary worker costs, relocation costs, formal training costs, induction expenses, loss of organizational knowledge, and low morale among remaining employees. Being able to draw and retain high performing employees is a source of competitive advantage to companies in every industry (Leonard, 1998).

Earle (2003) indicate that the problem currently faced by many organizations is that they do not have proper plans to retain their employees, which may lead to separations. According to Deckop et al., (2006), reducing involuntary separations requires effective controls for performance whereas to minimize voluntary separations, it calls for employers to provide good incentives, competitive wage and benefit package as well as opportunities for growth and development. Johnson and Corcoran (2003), note that voluntary separations originate from better opportunities offered by other employers. Thus, in order to retain gifted employees, managers ought to look for strategies intended at reducing both involuntary and voluntary separations.

Samuel & Chipunza (2009) affirm that the key rationale of retention is to avert skilled employees from leaving an organization as this could have unfavorable impact on productivity and profitability. According to them, employees are more likely to remain with the organization only if they believe that the organization shows more interest and concern for them, if they know what is expected of them, if they are given a role that fits their capabilities as well as being given regular positive feedback and recognition. This therefore implies that retention of well motivated workers is fundamental to the achievement of the company (Yamamoto 2011). The retention of employee's consumes time and resources, nevertheless the benefits can be valuable (Mensah, 2014). A key driver for an organization to invest in a retention program is the financial impact of recruiting and training valued

employees since job dissatisfaction can be a reason behind labor turnover (Chew & Chan (2008).

Employee turnover levels can be very high in companies with poor working conditions, undesirable jobs, pay inequities and limited opportunities for progression (Nzuve, 1997). A good management assists employees to stay engaged and not push them towards detachment (Ellis & Sorensen, 2007; Glen, 2006). According to Kwenin (2013), employees have always been the key assets in any organization because they drive the company to its performance hence helping it gain competitive advantage. Thus, it is important for employers to retain their employees and to do this they must know how an employee can remain in the company. According to Hassan et al., (2011) the factors which have a direct effect on employee retention are career opportunities or growth and development, reward, work environment and work life balance.

Selesho and Naile (2014) in their study indicate that retention of employees in higher education institutions is a serious concern since the employee turnover has grave implications for the quality, consistency, and stability of such enterprises. They further state that turnover can have detrimental effects on students as well as the remaining staff. especially the academic ones who may struggle to provide quality service to fill in for the ones who may have left. According to Tithe (2010), while retention strategies across different occupational groups and industries have many common features, for instance, competitive pay, good working environment and advancement opportunities, for them to be more effective, they need to be context-specific and evidence-based. Thus, an appropriate understanding of employee's expectations of their work environment is a critical issue in higher education institutes' ability to retain their employees; (Selesho & Naile 2014). Also, by understanding the nature of the retention problems, an institution can decide whether to adopt targeted retention initiatives to ensure there is enough labour; (Musah & Nkuah 2013).

Mapesela and Strydom (2004) indicate that institutions of learning must ensure that they deliver according to the set standards so as to ensure their survival within the highly demanding higher education institutes environment by ensuring retention of their skilled employees. According to Ng'ethe et al., (2012), the role of universities in the delivery and development of the work force needed for innovation of any organization in terms of social, economic and technological aspects cannot be over emphasized. Selesho and Nile (2014) indicate that the first step for taking action to reduce turnover rates in organizations is to understand the causes and antecedents of turnover. They further argue that for employers to effectively retain their employees, they must know what factors motivate them to stay and what factors cause them to want to leave the organization. Selesho and Naile (2014) observed that job satisfaction, salary, promotion and leadership are were important among the academics who took part in their study, while Ramlall (2003) observed that the common factors affecting employees retention were satisfaction with the level of rewards and recognition, task identify and feedback.

2.4 Empirical Literature Review

Gowry (2011) in his research on employee retention concluded that among the strongest retainers for employees are performance appraisal, training and development, financial and health benefits while selection and recruitment was the least significant influencing employee retention aspect. Similarly a research done by Kochachathu (2011) on employee retention found out that employee recognition, rewards and compensation were more highly significant on employee retention that job design.

Tibelius (2010) in his study on terms of service and job retention among academic staff in Makerere University revealed that satisfaction with employment contracts affected lecturers intentions to retain their jobs which depended on remuneration obtained. Mwiria et al., (2010) in his research on observes that various factors in the work environment have led

to exodus of teaching staff in Kenyan Universities in search for superior remuneration and better terms of employment in other African Countries, and he mentions Rwanda and South Africa as some of the countries which have received the Kenyan teaching staff. Ssesanga & Garret (2005) in their study on job satisfaction of University academics in Uganda observed location of the university contributed most to academic satisfaction with respect to working environment. Samuel and Chipunza (2009), in a study on employee retention and turnover observed that employees in both public and private organizations were to a very large extent influenced to remain with the organization by use of a combination of intrinsic and extrinsic motivational factors which are training and development, challenging and work of interest, and job security among other factors.

Samuel and Chipunza (2009) in their study on employee retention and turnover concluded that there was a strong evidence of an association between training and development and employee retention, as well as between job security and employee retention. According to the same study by Samuel and Chipunza (2009), recognition/reward for good performance and the salary package significantly influenced employee retention. Selesho and Naile (2014) in their study on academic staff retention at Vaal University of Technology in South Africa, observed that the ability for the university to pay its staff market related salaries, and pay progression greatly influenced the retention rate. The same study by Selesho and Naile also concluded that majority of the respondents felt that academic growth is the drive that can keep them in the University's employment, and that the opportunity for academic growth and promotion potentials also promotes their intentions to stay with the university. Here below is a brief on some of the known factors that affect retention of employees in organizations which is guided by the variables in the proposed study.

2.4.1 Effect of Work Environment on Employee Retention

According to Msengeti and Obwogi (2015), work place environment is the total cluster of observable physical, psychological and behavioral elements in the workplace. This includes not only the physical elements around the place of work, but also all things that form part of the employee's involvement with the work itself. According to Phillips (2002), employee retention that promotes the rate of retention is working in a healthy environment, while Taylor (2002) suggested that working environment with a culture that promotes openness and shared information fosters employee satisfaction and retention. Work environment is where a task is completed or the actual place where the employees operate from, for example, the work station and the equipment.

Miller, Erickson & Yust (2001) assert that employees get benefited by work environment that provide sense of belonging, while Msengeti and Obwogi (2015) indicate that a positive work environment is believed to make employees feel good about reporting to work and provide necessary motivation to sustain them throughout the day at the workplace. Organizations that offer suitable levels of privacy and sound controls at the place of work improves levels of motivation and commitment in their employees, thus able to have an increased ability to satisfy and retain the employees; Wells and Thellen (2002). Heneman (2007) also allude to the fact that one of the most important elements of any organizations total reward strategy is having a positive work environment.

In their study Wells & Thelen (2002) noted that organizations which have generous human resource policies, have a very good chance to satisfy and retain employees by providing them an appropriate level of privacy and sound control on work environment which enhances the motivation levels to commit with the organization for the long term. In regards to employment, the work environment involves the physical geographical location as well its immediate surroundings, such the office building. It also involves other factors

relating to the place of employment, such as air quality, noise level, and additional perks and benefits of employment such as free child care, provision of meals, and adequate parking. This is because employees are concerned with a comfortable physical work environment which is well ventilated and is secure (Robbins, 1991).

Work environment if not conducive may lead to employee turnover. Other factors that may affect the work environment are unsociable working conditions, and unfriendly working hours; (Chalkiti, Kalotina & Sigala, 2010). In addition, it involves social interactions at the workplace with peers, subordinates, and managers, as well as factors such as work processes or procedures. Work environment plays a vital role since it influences satisfaction of employees. This is because it is concerned with a comfortable physical work environment which is free from any form harassment (Qasim et al., 2012), and factors such as working hours, temperature, ventilation, noise, hygiene, lighting, and resources are all part of working conditions. Lack of favourable working conditions, amongst other things, can affect the worker"s mental and physical well-being, thus lead to low morale. When employees feel that the management is not able to provide them with ideal working conditions, they may use this as an excuse to underperform and fail to meet the targets set by the company; (Qasim et al., 2012). Ng'ethe et al., (2012) argues that work environment is one of the factors that affect employee's decision to stay with the organization. This may include office space, equipments, air conditioning, and comfortable chairs.

Another aspect of the work environment is the organizational climate. This is the shared perception of the way things are around the organization (Reichers & Schneider, 1990). It can also be defined as combination of the attitudes, feelings and behaviours which form part of the working life in an organization. Each individual perceives his or her work climate in his/her own way. Therefore a company should consider certain aspects of its employees working conditions carefully and provide remedies to ensure they are

comfortable. For example, ventilation which ensures circulation of fresh air in the organization should be adequate. Also the organization can explore avenues such as development of a corporate mission, culture and value system that insists on a safe working environment and creation of flexible, logical and consistent operating policies and procedures (Ramlall, 2004).

If employees are comfortable within their working environment they will work far more effectively and will also enjoy the processes associated with their work as opposed to employees who are uncomfortable and hence have a reason to remain in the organization. Such disturbances as noise can be dealt with by providing employees with ear protection, rotating staff who works close to the machines to decrease the extent of exposure to loud noise, and warning people about the noisy area (Hughes, 2009). Organizations should ensure that all aspects of safe and comfortable working environment are observed to ensure they are controlled and in good working condition which would increase the employees' morale and in turn lowers staff turnover (Hughes, 2009).

2.4.2 Effect of Reward Systems on Employee Retention

Agarwal (1998) define a reward as something that a company offers to the employees in response of the work as well as performance and something which is desired by the employees. According to Armstrong (2009) reward management is concerned with the formulation and implementation of strategies and policies which help in rewarding people fairly, equitably and consistently. They are rewarded in accordance with their value to the organization. According to him, one of the aims of reward management is to motivate people and obtain their commitment and engagement towards the organization.

Having a reward system in place is one of the aspects that organizations use to attract and retain suitable employees, as well as improving their performance (Njanja et al., 2013). According to these writers, rewards include practices that influence the actions of

people, and their purpose is to deliver positive consequences for contributing to the desired results of the organization. According to Torrington & Hall (2006), the reward programs should be designed in a way so as to reinforce positive behaviour which leads to performance. Smith (2010) indicates that reward management has a great correlation with employee retention, thus the need for employers to come up with reward packages that promote satisfaction of employees and a commitment to make salary increments or recognize good performance even without the employees demanding (Richards, 2011).

Shoaib et al. (2009), notes that employee rewards are very crucial for any organization since they have a lasting impact on the employee, thus gaining their commitment. This substantiates the employees" view of their value to the organization that they work for, and could lead in them wanting to remain with the firm that values their efforts. Reward indicates how much employees gain from the organization on dedicating their time and energies in achievement of the firm"s objectives (Sutherland, 2004). Thus, it is very important for organizations to realize the value that employees place in the reward system and formulate strategies that are fair, equitable and adequate for their employees (Shoaibet al., 2009).

According to Shechtman, (2008), when appropriate reward strategies and policies are established and incorporated into the organization, productive employees remain with the firm. This is because, a valued employee is more likely to stay in the firm unlike the unvalued one (Kwenin et al., 2013). Sutherland (2004) indicates that reward system need to be tailored in a way so as to satisfy the diverse workforce, since they are part of a more comprehensive effort at adopting good workplace practices, which can contribute to increased employee retention. According to Kimunge (2014), companies have difficulty attracting and retaining the high potential and skilled employees, and more than half have difficulties retaining them, thus the need to come with strategies aimed at retaining these

employees in the company.

Njanja et al. (2013) argues that the task of developing a strategic rewards framework for firms is usually challenging but necessary for any company to survive in the ever changing and competitive market place. However, according to Wilson (2003), the process needs to be designed and developed within the unique environment of the organisation. Also, a reward system should incorporate all the major areas; namely, compensation, benefits, recognition and appreciation. He further argues that benefits such as car loans, medical covers, big office space, marked car parking slots, and company vehicles are ways of rewarding.

2.4.3 Effect of Employee Engagement on Employee Retention

According to Shuck and Wollard (2010), employee engagement is the individual employee's cognitive, emotional and behavioural state which is directed towards attaining the desired organizational results. It is concerned with the extent to which individuals utilize their cognitive, emotional, and physical resources to carry out their assigned work responsibilities (Xu and Thomas, 2011). Engaged employees display an emotional connection which is deep toward their workplace. Modern businesses always keep their employees well informed about all the important affairs of its business and involve them in decision-making at all levels which can exploit the talents of its employees (Hewitt, 2002).

Employee engagement can also be referred to as a workplace approach which ensures that employees are committed to the company's goals and values, motivated to contribute to organizational success, and are able to enhance their own sense of well-being while working in the company. Employee engagement has emerged as a very important component in organizational research because of the positive relationship with behaviours of the employees that encourage retention and performance (Chalofsky and Krishna, 2009). It can also be said to be the extent to which employees commit to something or someone in

their organization, and how hard they work as well as how long they stay with the firm as a result of that commitment. This commitment may make them want to be associated with the firm for a long time, thus increased retention rate.

According to Lockwood (2007), employee engagement has come out as the most important reason behind organizational success. Success and failure of an organization depends on the quality of people that work for that organization (Morrell, 2011). It is for this reason that firms strive to engage their employees with the aim of motivating them in order to retain them. Also, engaged employees work harder, are more committed and are likely to go the extra mile and surpass the requirements and expectations of their work (Lockwood, 2007). According to Crabtree (2005), when employees are engaged, they tend to feel that their work positively affects their physical health as well as their psychological wellbeing. In addition, many firms believe that employees who are engaged are a major source of competitive advantage, which has made them to be drawn to the reported ability of employee engagement in solving problems relating to workplace performance and the firms productivity (Shuck et al., 2010).

A survey done by Blessing-White Inc. in 2005 found that some of those employees who are not engaged may care about the organization and their work, but did not feel there is a good fit between their capabilities and their tasks. Others were not dissatisfied to the point of leaving the firm immediately but were just there and had no commitment to their work or the organization. According to the same study, majority of the employees were eager to leave the organization and work elsewhere. Individual's perceptions of their work contexts and their own individual characteristics foster psychological conditions that directly influence willingness to personally engage in work roles. This influences people's internal work motivation which in turn boosts their retention since they are satisfied (Rich et al., 2010). Engaged employees are willing to make use of their full potential positively, are more

productive and remain at their places of work for a long time (Xu and Thomas, 2011).

2.4.4 Effect of Training and Development on Employee Retention

Mondy & Noe (2005) refers to training and development as the formal activities designed by an organization to assist its workers obtain the essential skills and knowledge to execute present or future jobs, while Ng'ethe et al. (2012) indicate that training is considered a form of human capital investment whether that investment is made by the individual or by the firm. Training provides employees with specific skills which can help to correct deficiencies in their performance, while development is an effort to provide employees with abilities the organization will need in the future (Chew, 2004). According to Hassan et al., (2013), training is one of the most important factors in retaining employees in organizations while Chen (2014) agrees that training and development is a core organization strategy influencing both employee retention and human capital growth. Newman et al., (2011) in their study indicate that most employees consider training as a tool to enhance the commitment with the organization, because from this, they get an idea that they are an important asset to the organization.

According to Villegas (2006), training has a direct relationship with employee retention, as it helps increase retention rate and decrease turnover. The study indicates that when employees are trained, they feel that they are valued by the organization and that the oganization has interest in developing their career. Samganakkan (2010) in his article also agrees that training is an important determinant of employee motivation and retention. According to Chen (2014), the value of the organization stock of human capital can be added to by training. This is because; training improves employee productivity as well as enhancing their commitment, thus retention.

According to Brum (2007), when the employees are introduced to more training, they show a higher level of commitment as compared to others while Kyndt et al., (2009)

revealed that training has a potential to enhance employees commitment and change the turnover thoughts by such employees. Accordingly, Al Damoe et al., (2012) argue that training and development results in intangible outcomes such as enhancing employee commitment, retention, and employee satisfaction. Chen (2014) in his study on effect of training on employee retention agrees that the most specific benefits of training and development is that it is best seen as an incentive to enhance employee retention, especially to keep those who have ambition to seek career advancement in their work. He further argues that training can motivate the employee and build organizational commitment and loyalty since it makes employees realize the organization is helping them to achieve their set career goals.

Opportunities for training and development are among the most important reasons which make employees stay with the organization (Ng'ethe et al., 2012), and indeed, investment in training is one way to show employees they are important to the firm (Dockel, 2003). Tettey (2006) observes that professional development is the engine that keeps the universities true to their mandate as centres of ideas and innovation, thus the need to put in place efforts on retention of the academic staff in universities. According to Rothwell and Sredl (2000), associated job training with learning interventions that develop skills, knowledge and attitudes to match current or future job requirements make employees feel their contribution is important to the organization and they will work for the organization many years in return. Thus, training and development plays an important factor in career development of employees (Mathis and Jackson, 2004), since the purpose of training in the work context is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization (Ng'ethe et al., 2012). One of the factors that Hertzberg identifies as an important motivator is the advancement opportunities and by offering training and development opportunities, the employees will feel that the organization is

investing in him or her, and that there are opportunities for growth within the organization which gives meaning to the current job (Ng'ethe et al., 2012).

2.5 Conceptual Framework

Mugenda (2009) defines a conceptual framework as a hypothesized model identifying the concepts under study and their relationships. In this framework, there are certain factors influencing retention of non-academic university staff in Kenya. These factors include but are not limited to work environment, reward system, and employee engagement. Federation of Kenya Employees (FKE) and company policies are the moderating variables. Retention of non-academic university staff in Kenya is the dependent variable that is affected by the independent variables. The study will be guided by the conceptual framework as shown in Figure 1 relating the dependent and independent variables.

FIGURE 1

Conceptual Framework
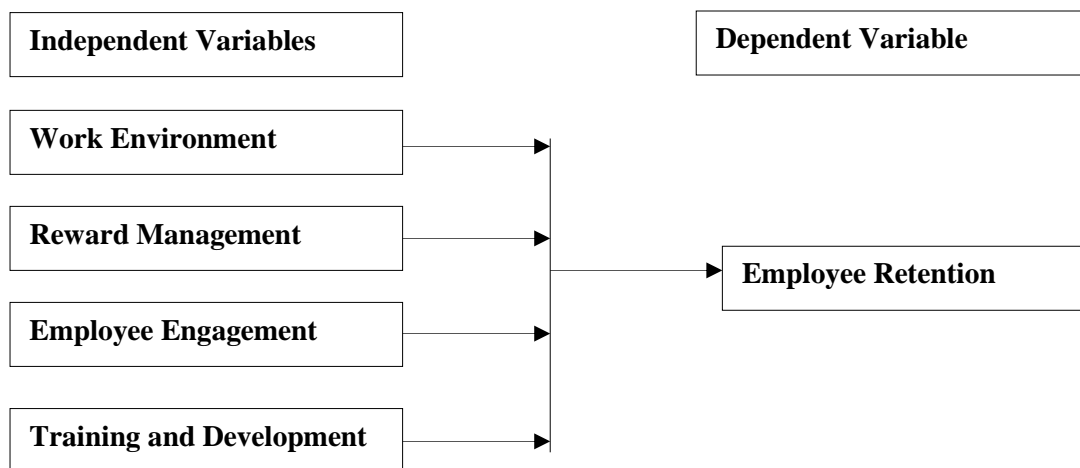
Source: Author (2017)

TABLE 1

Operationalization Framework

Variables		Operationalization	Questionnaire
Independent	Work Environment	➢ Work space ➢ Equipment ➢ Air conditioning ➢ Ambience, lighting and cleanliness	Section B
Independent	Reward Systems	➢ Reward strategy ➢ Consistency ➢ Equity ➢ Recognition ➢ Bonuses	Section C
Independent	Employee Engagement	➢ Level of involvement in decision making ➢ Supervisor accessibility ➢ Level of autonomy ➢ Level of feedback	Section D
Independent	Training and Development	➢ Opportunities for training ➢ Promotion opportunities ➢ Relevance of training offered	Section E
Dependent	Employee Retention	➢ Turnover rate ➢ Number of years in employment ➢ Retention Strategies	Section A

Source: Author (2017)

2.6 Hypothesis

The hypothesis about the relationships between independent variables and dependent variable were developed and tested using regression analysis and sought to prove/disapprove the following statements.

H_{0-1} There is no significant relationship between work environment and employee retention.

H_{0-2} There is no significant relationship between reward systems and employee retention.

H_{0-3} There is no significant relationship between employee engagement and employee retention.

H_{0-4} There is no significant relationship between training and development and employee retention.

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is an overall scheme, plan or structure conceived to aid the study in answering the raised research questions and objectives (Bridget and Lewin, 2005). This chapter analyzes the methods and design that were used to carry out the study. Therefore in this section the research identifies the procedures and techniques that were used in the collection, processing and analysis of data. The sub-topics covered in this chapter are: research design, target population, sample size and sampling techniques, instrumentation, data collection, reliability testing, and data analysis in that order.

3.2 Research Design

Zikmund (2003) defines a research design as a master plan that specifies the techniques and procedures for collecting and analysing desired information. Research designs show how the major parts of the research project work together and it is out to answer the research questions. For the purpose of this study, descriptive research design was used. Descriptive research includes surveys and fact finding enquiries of different kinds and it is a description of the state of affairs as it exists at present. It is useful in obtaining information concerning the population being under study; Cooper & Schindler (2003). The study was based on actual findings, as per the questionnaire circulated to the respondents.

3.3 Target Population

Wambugu, Kyalo, Mbii & Nyonje (2015) define a population as the entire group of people, events or things of interest that the researcher wishes to investigate and is abbreviated. Cohen, Manion, and Morrison (2007) define a target population as a specific proportion of the entire population that can be narrowed to achieve research objectives. The

target population for this study was non-academic staff from four private universities in Kiambu County namely; Mount Kenya University, Gretsa University, Presbyterian University of East Africa and Zetech University. Tibelius (2010) defines non-academic staff as the employees that do not directly contribute to the class work in an institution. According to data collected form the Human Resource departments from the universities, Mount Kenya University has 168 non-academic employees, Gretsa has 85, Presbyterian has 82 and Zetech University has 65 non-academic staff as at May 2016. Kiambu County Kiambu County was selected as the study site due to proximity to the researcher.

TABLE 2

Target Population

University	Target	Percentage
Mount Kenya University	168	42%
Gretsa University	85	21.25%
Presbyterian University of East Africa	82	20.5%
Zetech University	65	16.25%
Totals	**400**	**100%**

Source: Institutions' HRM Departments

3.4 Sample Size and Sampling Techniques

A sample is a subset of the population. Cohen, Manion, and Morrison (2007) define sampling as the process of selecting a small part (sample) from the entire population to be studied. The ideal sample is large enough to serve as an adequate representation of the population about which the researcher wishes to generalize and small enough to be selected economically (Wambugu et al., 2015). According to Mugenda (2009) a sample size of between 10 and 30% is a good representation of the target population and hence the 30% proposed in this study was adequate for analysis as shown in Table 3 below.

TABLE 3

Sample Size

University	Total Population	Sample	Percentage
Mount Kenya University	168	50	30%
Gretsa University	85	26	30%
Presbyterian University of East Africa	82	25	30%
Zetech University	65	19	30%
Total	**400**	**120**	**30%**

Source: Author (2017)

3.5 Data Collection Instrument

Weller et al. (1998) describes data collection as the process of preparing and collecting data for the purpose of obtaining information to keep on record, to make decisions about important issues and to pass information onto others. In the study, a structured questionnaire was used to collect data from the respondents. As Kothari (2008) observed questionnaires are objective than interviews because they gather responses in a standardized way. The questionnaire was divided into five sections; Section A enquiring about demographic information, Section B was to assess work environment and retention, Section C assessed reward Management and retention, Section D assessed employee engagement and retention, while Section E assessed training and development and retention. Secondary data for the study was collected from past employees records.

Primary data is the raw data to be collected from respondents via use of the questionnaires. In the event the staff is busy, the questionnaires were administered through drop and pick method whereby the respondents were left with the questionnaire to fill in their convenient time. The researcher then made subsequent visits and courtesy calls when necessary to remind the respondents to fill the questionnaires and in so doing increasing the response rate.

Secondary data is the information that was collected from articles and records on past employees. It also involved articles related to the factors affecting retention of non-academic staff both in Kenya, Africa, and other nations outside Africa. This added on the literature review and it enabled the study to understand the primary data better and also allow the study to get a deeper insight on factors affecting retention of non-academic staff in private universities in Kenya.

3.6 Validity and Reliability of the Research Instrument

3.6.1 Validity of the Research Instrument

David and Robert (2007) defines validity as the ability of an instrument to measure what you intend it to measure, while Kothari (2008) agrees that validity is the most critical criterion of sound measurement and indicates the degree to which an instrument measures what it purports to measure. The study adopted content validity which is the extent to which a measuring instrument provides adequate coverage of the topic under study.

In order to establish content validity and make adjustments and/or additions to the research instruments, consultations and discussions with the supervisor were done. Also, the research instrument was piloted on a small representative sample but the group was not to be used in the actual study. The pilot study enabled the proposed study to check whether the items used are valid and reliable and also correct misunderstanding, check language level and eliminate ubiquity beforehand. The piloting for this study involved 20 random non-academic staff from one of the private university. The information obtained from the pilot study helped in testing the validity of the research instrument, and adjust the same accordingly to ensure it measured what was intended to be measured.

3.6.2 Reliability of the Research Instrument

Doodley (1984) defines reliability as the consistency of a measure when used again and

again. Mugenda (2009) define reliability as a measure of the degree to which a research instrument yields consistent results after repeated trial. Cronbach's Coefficient Alpha approach was used to test the reliability of the research instrument. It has the ability to give average split-half correlation by dividing the test into two parts in order to measure internal consistency of the research instruments (Cohen, Manion & Morrison, 2007).

3.7 Data Collection procedure

The validated questionnaires were administered directly to the respondents and given time to fill. The filled questionnaires were then collected from the respondents via similar means after a duration that was mutually agreed on by all the parties.

3.8 Data Analysis

Data processing was carried out through editing, coding and classification. Responses in the questionnaires were processed by use of a computer to analyze the data. Descriptive analysis was employed to analyze the qualitative data whereas simple statistical methods, regression and correlation analysis was employed to analyze the quantitative data gathered through the questionnaires by aide of Statistical Package for Social Science (SPSS) Software. The study also employed factor analysis while analyzing the date in order to establish the effect of the independent variables on the dependent variable

The regression model used for the study was;

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

Where Y is the dependent variable, X_1, X_2, X_3 and X_4 are the independent variables. β_1, β_2, β_3 and β_4 are the coefficients of the independent variables. The independent variables are:-

X_1 Work environment

X_2 Reward Systems

X_3 Employee engagement

X_4 Training and Development

3.9 Ethical Consideration

Ethics are norms governing human conducts which have a significant impact on human welfare. It involves making a judgment about right and wrong behaviour. Bell and Bryman (2007) states that it is the responsibility of the researcher to carefully assess the possibility of harm to research participants, and the extent that it is possible; the possibility of harm should be minimized. The researcher recognizes that the issue under study is sensitive because it involves the core business of the organization. Therefore, there was need to protect the identity of the respondents as much as possible hence the questionnaires did not require the respondent's names or details that may reveal their identity. The researcher obtained a transmittal letter from the University department offices in order to aid in getting authorization from private universities to collect data from the respondents in the institutions. The respondents were assured verbally that the information obtained from them was to be treated with ultimate confidentiality, and the same statement was included in the questionnaire as well as the introductory letter from the University.

3.10 Limitations of the Study

Limitations are the shortcomings that the study comes across in the entire process (Ketchen and Eisner, 2009). Because of the time limit, the study was only conducted in selected private universities in only county, that is, Kiambu County. Kenya has 47 counties and a study covering even more that one would need to be conducted over a large period of time.

CHAPTER FOUR

RESEARCH FINDINGS

4.1 Introduction

This chapter presents the findings of the study on the factors affecting the retention of non-teaching employees in the selected private universities in Kiambu County. The chapter also contains the analysis of the data collected through questionnaires. Descriptive statistics were used to analyze the data.

4.2 Instrument Return Rate

The study targeted 400 respondents (non-teaching staff in selected universities in Kiambu County). From the target population, the study had a sample size of 120 respondents. The characteristics of the respondents considered were: age, highest level of academics attained and the period the respondent has worked in the institution. The study issued a total of 120 questionnaires to the selected sample of respondents and received back 79 questionnaires. Figure 2 presents the response rate which was 66%. Out of the sample of 120 respondents, the non-response was 34%. The response rate therefore indicate that the data collected clearly met the requirements based on the cooper and schindler's standard sample size of 30% that is generally to conclude the view of the whole area of research (Cooper and Schindler 2003).

FIGURE 2:

Response Rate
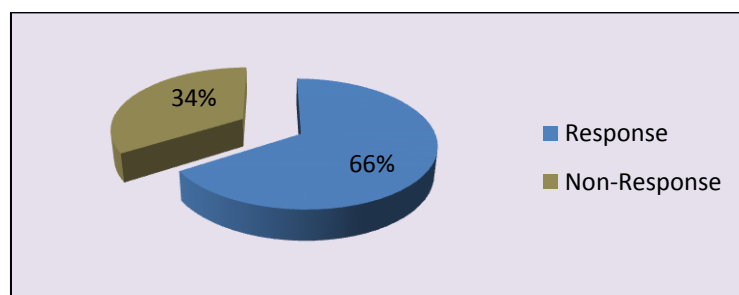
Source: Author (2017)

4.3 Reliability Analysis

To determine the degree of data reliability, Cronbach's Alpha analysis was done in order to test for reliability of the gathered data. From the Table below, the collected information is reliable since the value of 0.847 to 0.917 is more than the set 0.75 and alpha value of over 0.75 shows that the data is reliable to determine the impacts working environment, employee rewarding, employee engagement and employee training on the retention of employees.

TABLE 4

Reliability Analysis

Variables Results	Cronbach's Alpha
Working environment and employee retention	.917
Rewarding and employee retention	.801
Employee engagement and employee retention	.814
Employee Training and employee retention	.847

Source: Author (2017)

4.4 Demographic Characteristics

This section captures the Demographic characteristics of the research participants such as; Gender, Age bracket, period worked in the institution as well as the academics level attained. The responses are presented in Tables and Figures as shown below.

TABLE 5

Distribution by Gender

Gender percent	Occurrence	Percent	Cumulative
Male	36	46%	46
Female	43	54%	100
Total	**79**	**100%**	

Source: Author (2017)

From the Table 5 above, it is evident that majority of the respondents in the study were females with 54% of the total respondents. Males were slightly less than the females with 46% of the respondents.

FIGURE 3

Age Bracket of the Respondents
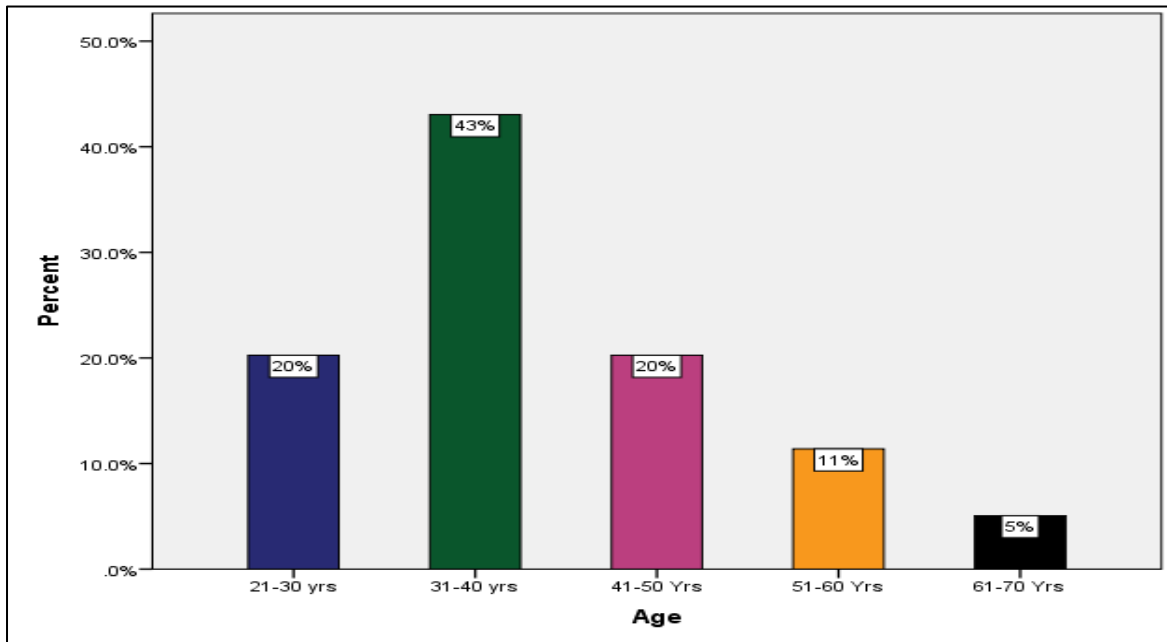
Source: Author (2017)

The figure shows that the respondents with the age bracket of 31 to 40 years dominated the study with a 43% of the total respondents. Those with 21 to 30 years of age represented 20% of the total respondents similar to those with 41 to 50 years. 11% of the respondents were in the age bracket of 51 to 60 years and those with 61 to 70 years were the least with 5% of the total respondents.

TABLE 6

Years in Employment

Year bracket	Frequency	Percent	Valid Percent	Cumulative Percent
1-5 Yrs	27	34.2	34.2	34.2
6-10 Yrs	30	38.0	38.0	72.2
11-15 Yrs	12	15.2	15.2	87.3
16-20 Yrs	4	5.1	5.1	92.4
Over 20 yrs	6	7.6	7.6	100.0
Total	79	100.0	100.0	

Source: Author (2017)

From the Table 6 above, it is evident that majority of the respondents had worked in their respective institutions for a period of 6 to 10 years. They were 30 which represented 38% of the total respondents. 34% of the respondents had worked in their institutions for a period in between 1 and 5 years. 12 respondents (15%) had worked in their institutions for a period of 11 to 15 years. 5% and 8% of the total respondents had worked in their institutions for a period of 16 to 20 years and over 20 years respectively.

FIGURE 4

Institution Working in
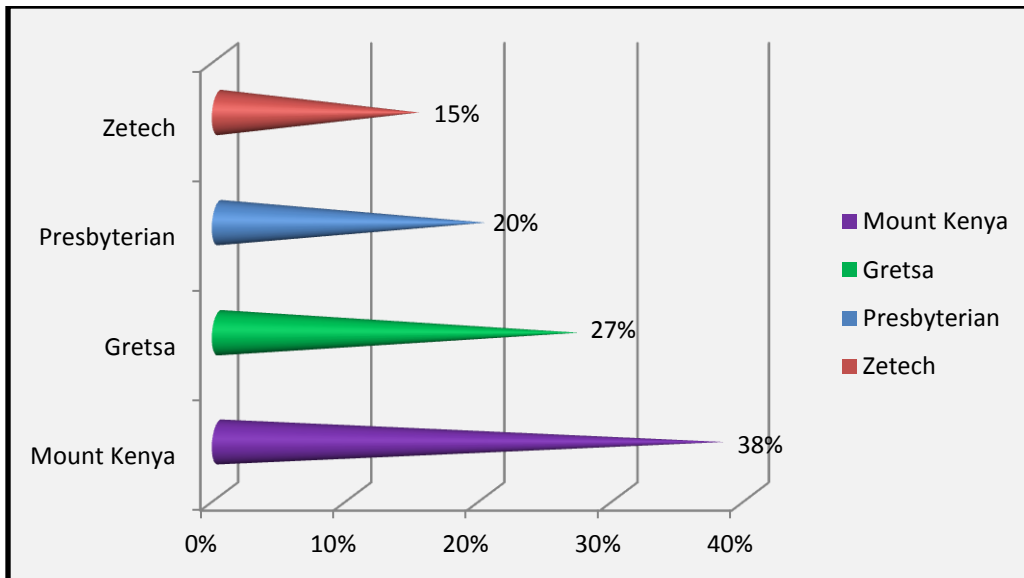
Source: Author (2017)

The figure above shows that 15% of the total respondents were from Zetech University, 20% were from Presbeterian University of East Africa, 27% were from Gretsa University and 38% who were from Mount Kenya University.

FIGURE 5

Level of Education
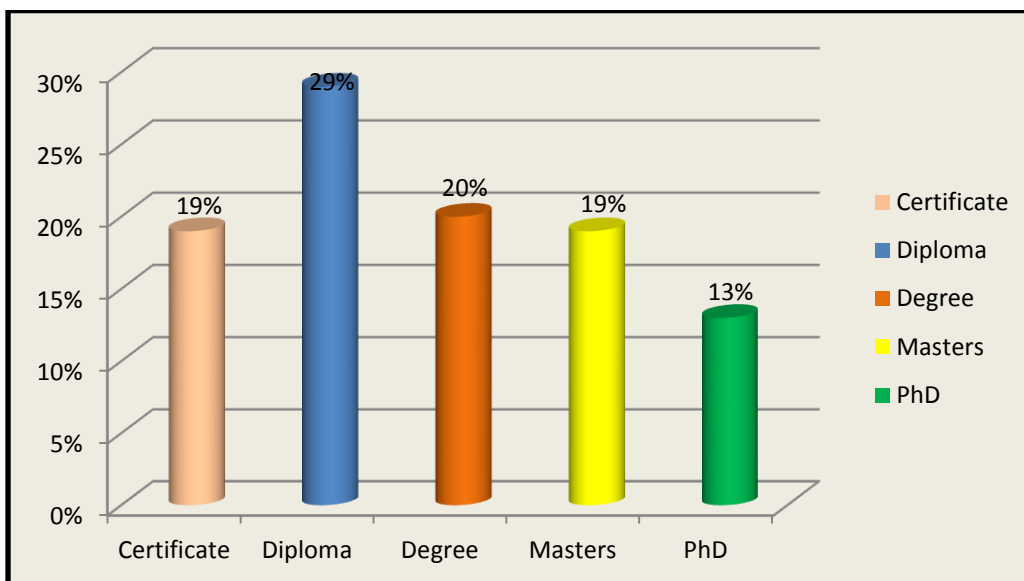
Source: Author (2017)

The figure shows that 19% of the respondents had a certificate level of education, 29% had a diploma and 20% had a degree. 19% of the total respondents had a masters level and 13% had a PhD level of education.

4.5 Effects of Employee Recognition on Retention of the employees

The first objective of the study was to find out the effect of work environment on the retention of non-teaching employees in selected universities in Kiambu County. The study sought to find out the relationship between employee retention and the working environment in the institutions. The respondents were required to indicate their level of agreement based on the statements given on the employee retention and the working environment. The questions were based on Likert's scale whereby 1= Strongly disagree, 2= Disagree, 3= Uncertain, 4= Agree and 5= Strongly agree.

TABLE 7

Working Environment and Employee Retention

Statement	Strongly disagree		disagree		Neutral		Agree		Strongly Agree	
	Freq.		Freq.	%	Freq.	%	Freq.		Freq.	%
I have a comfortable physical environment in my place of work	26	33%	18	23%	7	9%	17	22%	11	14%
My work station is well ventilated	9	11%	30	38%	7	9%	12	15%	21	27%
I am comfortable with the work load given	16	20%	21	27%	14	18%	19	24%	9	11%
I have an enjoyable working relationship with management	11	14%	28	35%	9	11%	13	17%	18	23%
The equipment provided are adequate	17	22%	26	33%	9	11%	12	15%	15	19%
The work environment makes me feel encouraged and come up with new ways of doing things	23	29%	23	29%	1	1%	15	19%	17	22%

Source: Author (2017)

From the table above, it is evident that the employee retention is related to a great extent by the working environment of the organization. The respondents were given several statements regarding the employee rewarding in which they had to rate. The first statement was on the availability of comfortable physical environment. On this, 33% of the respondents strongly disagreed, 23% disagreed, 9% were uncertain, 22% agreed and 14% strongly agreed. The second statement was on the ventilation of the working environment. On this, 11% of the respondents strongly disagreed, 38% disagreed and 9% of the total respondents were uncertain on the statement. A total of 33 respondents both agreed and strongly agreed with the statement. On the availability of enjoyable working relationship with the management and 14% of the respondents strongly disagreed, 35% disagreed and 11% were neutral. Out of the total 79 respondents, 13 of them agreed on the statement and 18 strongly agreed which is the same as 17% and 23% of the total respondents respectively. The respondents were also asked to rate the adequacy of the equipment given and on this 22% strongly disagreed, 33% disagreed, 11% were neutral, 15% agreed and 19% strongly agreed.

TABLE 8

State of Working Environment

	Frequency	Percent	Valid Percent	Cumulative Percent
Favourable	28	35.4	35.4	35.4
Uncertain	8	10.1	10.1	45.6
Unfavourable	43	54.4	54.4	100.0
Total	79	100.0	100.0	

Source: Author (2017)

The respondents were further asked to rate the state of their degree to which the working environment in their respective institutions were favourable. On this, 35% of the total respondents said that the environment was favourable, 10% were uncertain on whether the

environment was unfavourable or not and 43% said that the environment was not favourable for them to perform the mandated duties.

FIGURE 6

Working Environment
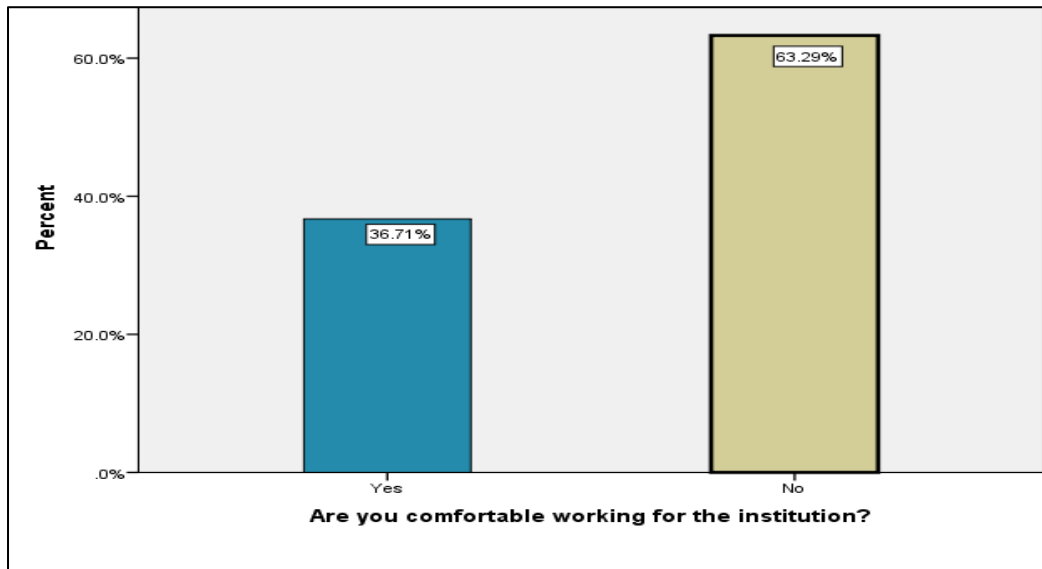
Source: Author (2017)

The Figure shows that majority of the respondents are generally not comfortable with their current working environment. 63% of the total respondents said that they do not agree with the current situation in their working stations with regard to comfort of the place. On the other hand, 37% said that they were comfortable with the working environment.

Based on the findings in the above discussion in the first objective of the study – relationship between working environment and the employee retention, it is evident that employee retention is to a great extent determined by the environment to which the employee is working in. This compares to the literature reviewed in the previous chapter that employee retention that promotes the rate of retention is working in a favorable environment which has the requirements of the job that the employee is entitled to perform (Phillips, 2002). The findings also relate to those of Msengeti and Obwogi (2015) who found that the positive

work environment makes employees feel good about reporting to work and provide necessary motivation to sustain them while at the workplace. This is therefore one of the key pillars of employee retention in organizations (Ramlall, 2004).

4.6 Effects of Reward Systems on Employee Retention

The second objective of the study was to find out the effects of reward systems on employee retention. The study sought to find out the relationship between the reward systems used in an organization and the retention of its employees. The respondents were required to indicate their degree of agreement to various aspects of reward systems and retention of an employee based on the Likert's scale. Further, the respondents were asked to indicate their probability of being retained at their respective institutions with respect to the rewards that they got.

TABLE 9

Effects of Reward Systems on Employee Retention

| Statement	Strongly disagree		disagree		Neutral		Agree		Strongly Agree	
	Freq.		Freq.	%	Freq.	%	Freq.		Freq.	%
Am comfortable with the amount of paid leave	15	19%	18	23%	3	4%	21	27%	22	28%
I am satisfied with the bonus given	16	20%	17	22%	2	3%	23	29%	21	27%
I am comfortable with the promotions of the institutions	22	28%	13	17%	1	1%	26	33%	17	22%
I am comfortable with the rate of salary increment	21	27%	16	20%	1	1%	20	25%	21	27%
Am satisfied with the recognition from the company	17	22%	17	22%	0	0	22	28%	23	29%
Am satisfied with the amount of incentives that I get	17	22%	17	22%	1	1%	27	34%	17	22%
The total benefits encourage me to remain in the company	24	30%	21	27%	1	1%	16	20%	17	22%

Source: Author (2017)

42

From the table above it is evident that the two variables – employee retention and the reward systems, relate to a great extent. On the first statement which was on the amount of paid leave the employees get, 19% of the respondents strongly disagreed that they were not comfortable with the incentives, 23% disagreed and 4% were neutral on whether they were comfortable or not. 27% of the total respondents agreed that they were comfortable with the amount of incentives whereas 28% strongly agreed with the statement. The second statement as given on the questionnaire was on the promotions got from the institution. The statement was meant to find out the satisfaction of the employees on the promotions they get from their respective universities. On this, 20% of the respondents strongly disagreed that they were comfortable with the promotions they got from the universities, 225 disagreed, 3% were uncertain, 29% agreed and 27% strongly agreed.

The other statement as given on the questionnaire was on the rate of salary increment and on this, 27% of the respondents strongly disagreed that they were comfortable with the salary increment rate, 20% disagreed, 1% was uncertain, 25% agreed and 27% strongly agreed that they were comfortable with the rate of salary increment. The other statement was on the recognition that the employees get from the management in their respective institutions. On this, 22% of the respondents strongly disagreed that they were comfortable with the recognition they got, 22% disagreed, 28% agreed and 29% strongly agreed that they were comfortable with the recognition they got from their institutions.

The respondents were also asked to rate their level of agreement on their satisfaction on the amount of incentives that they got from their institutions. On this, 22% strongly disagreed that they were satisfied with the amount of incentives they got, another 22% disagreed, 1% were neutral on the statement, 20% agreed and 22% strongly agreed that they were satisfied with the incentives they got from their respective institutions. Lastly the respondents were asked to indicate their level of agreement on the statement- the total

benefits encourage me to continue working in the institution. On the statement, 30% of the total respondents strongly disagreed with the statement, 27% disagreed, 1% was neutral, 20% agreed and 22% strongly agreed with the statement.

FIGURE 7

Rewarding Systems in the Institutions
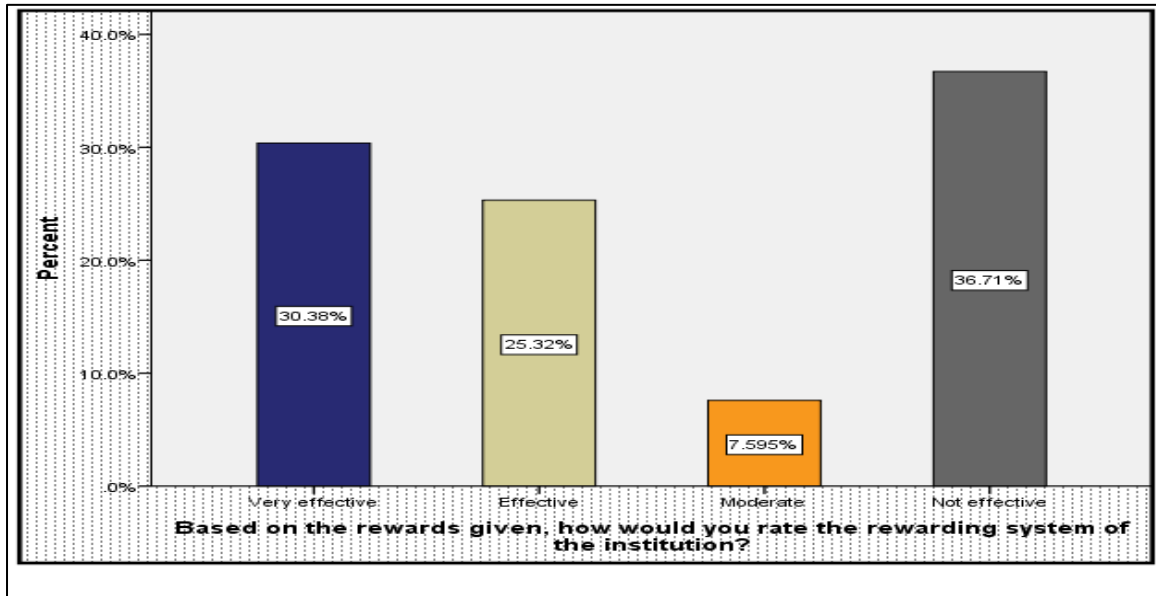
Source: Author (2017)

The figure above shows that the 30% of the total respondents rated the rewarding systems in their institutions as very effective whereas 25% rated them to be effective. 7% of the respondents said that the rewarding systems were neither effective nor not effective whereas 37% said that the rewarding systems were not effective.

TABLE 10

Retention based on the Effectiveness of the Reward Systems

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	47	59.5	59.5	59.5
No	32	40.5	40.5	100.0
Total	79	100.0	100.0	

Source: Author (2017)

44

From the Table above, it is evident that majority of the respondents are comfortable with the rewarding systems of their organization. 60% of the total respondents were comfortable with the systems and they could continue working for their respective organizations whereas 41% replied that they were not comfortable with the rewarding systems used by their respective institutions and therefore they could consider leaving the organizations.

4.7 Effects of Employee Engagement on Employee Retention

The third objective of the study was to find out the effects of employee engagement on employee retention. The study sought to find out the relationship between employee involvement in matters of the institution and their continued stay at the institution. The respondents were required to indicate their level of agreement on the aspects given on employee involvement and retention. The questions were based on Likert's scale of 1-5 whereby: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree. The responses are presented in the Table below.

TABLE 11

Effects of Employee Engagement on Employee Retention

Statement	Strongly disagree		disagree		Neutral		Agree		Strongly Agree	
	Freq.		Freq.	%	Freq.	%	Freq.		Freq.	%
My supervisor actively listens to my suggestions	24	30%	23	29%	2	3%	19	24%	11	14%
My supervisor evaluates my work performance	23	29%	20	25%	4	5%	15	19%	16	20%
I have the freedom to decide how best to perform my work	18	23%	22	28%	4	5%	21	27%	14	18%
I get regular feedback on my performance	18	23%	22	28%	4	5%	16	20%	19	24%
I participate in Decision making process	25	32%	22	28%	0	0	21	27%	11	14%
I have the freedom to influence the work content	19	24%	24	30%	1	1%	17	22%	18	23%
The engagement I get in the institution encourages me to continue working in the institution	24	30%	16	20%	7	9%	21	27%	11	14%

Source: Author (2017)

From the table above, it is evident that the two variables (employee engagement and employee retention) relate to some extent. On the first statement as given on the questionnaire – my supervisor actively listens to my suggestions – 30% of the respondents strongly disagreed, 29% disagreed, 3% were uncertain, 24% agreed and 14% strongly agreed. On the second statement, "my supervisor evaluates my work performance" 29% of the total respondents strongly disagreed, 25% disagreed, 5% were neutral, 19% agreed and 20% strongly agreed. On the other statement which was on the availability of freedom to decide how best an employee performs his or her work, 23% of the respondents strongly disagreed,

28% disagreed, 5% were neutral, 27% agreed and 18% strongly agreed. The other statement was on the regular feedback on the performance of employees as a method of involving the employees. On this, 23% of the respondents strongly disagreed, 28% disagreed, 5% were neutral, 20% agreed and 24% strongly agreed.

The fifth statement as given on the questionnaire was on the participation of the employees in decision making process. On this, 32% of the respondents strongly disagreed, 28% disagreed, 27% agreed and 14% strongly agreed. On the other statement – I have freedom to influence the work content- 24% strongly disagreed, 30% disagreed, 1% was neutral, 22% agreed and 23% strongly agreed. The last statement was on the relationship between employee engagement and the retention of the employees – the engagement I get in the institution encourages me to continue working in the institution. On this, 30% of the respondents strongly disagreed, 20% disagreed, 9% were uncertain, 27% agreed and 14% strongly agreed. Based on the findings from the study, it is evident that employee engagement relate with the retention of the employees. This goes hand in hand with the literature that engagement of the employees creates a positive relationship between employees and the business and this prolongs their stay at the institution (Chalofsky and Krishna, 2009).

4.8 Effects of Employee Training on Employee Retention

The fourth objective of the study was to find out the effects of employee training on employee retention. The study sought to find out the relationship between training and retention of employees. The respondents were asked to indicate their level of agreement on some aspects given based on the employee training and retention. The responses are presented below.

TABLE 12

Effects of Employee Training on Employee Retention

Statement	Strongly disagree		disagree		Neutral		Agree		Strongly Agree	
	Freq.		Freq.	%	Freq.	%	Freq.		Freq.	%
We are regularly trained in the institution	17	22%	10	13%	2	3%	33	42%	17	22%
The institution encourages us to seek training over time	10	13%	18	23%	1	1%	22	28%	28	35%
I am satisfied with the training I get from the institution	14	18%	11	14%	3	4%	28	35%	23	29%
There is fair allocation of training opportunities and this encourages me to continue staying at the institution	14	18%	13	17%	8	10%	25	32%	19	24%
The training and development I get from the university enhances my continued stay at the university	25	32%	25	32%	1	1%	17	22%	11	14%

Source: Author (2017)

From the table above it is evident that employees training and retention have some relationship. On the first statement, we are regularly trained in our institution, 2% of the respondents strongly disagreed, 13% disagreed, 3% were neutral, 42% agreed and 17% strongly agreed. The second statement was that the institution encourages the employees to seek training and on this13% strongly disagreed, 23% disagreed, 1% neither agreed nor disagreed, 28% agreed and 35% strongly agreed. The third statement as given on the questionnaire was on the satisfaction of the employees by the training they get from their respective institution and on this 18% of the respondents strongly disagreed, 14% disagreed, 4% were uncertain, 35% agreed and 29% strongly agreed. The other statement was on the

allocation of training opportunities fairly which encourage employees to continue staying at the institution. On this, 18% of the total respondents strongly disagreed, 17% disagreed, 10% neither disagree nor agree, 32% agreed and 24% strongly agreed.

The last statement on the question as given on the questionnaire was that the training and developed got by the employees from their employers (universities) enhanced their continued stay at the institution. On this, 32% of the respondents strongly disagreed, another 32% disagreed, 1% neither agree nor disagree, 22% agreed and 14% strongly agreed. The findings match those of Villegas (2006) who found that training has a direct relationship with employee retention, as it helps increase retention rate and decrease turnover. According to Villegas (2006), when employees are trained, they feel that they are valued by the organization and that the oganization has interest in developing their career. Similarly, Samganakkan (2010) in his article also agrees that training is an important determinant of employee motivation and retention in that employees will feel secure in a place where by their knowledge is valued and added as well.

4.9 Factor Analysis

The collected data was subjected to factor analysis using Principal Axis Factoring. Using an eigenvalue cut-off of 0.4, two factors were selected that suited most to relate to the retention of employees in selected private universities in Kiambu County. The two factors were employee training and rewarding of the employees. Work environment and employee engagement were complex variables could not meet the cut-off. This goes without saying that the two variables, rewarding systems and the training of employees are the key factors that affect the retention of the employees as per the findings of the study. The Table below shows the factor loadings after rotation using a significant factor criterion of 0.4.

TABLE 13

Factor Analysis

Independent Variables	Employee Retention
Rewarding of the employees	.659
Training of the employees	.548
Work environment	.321
Employee engagement	.161
Eigenvalue	**1.39**
% of Variance	**18.77**

Source: Author (2017)

4.10 Correlation Analysis

To establish the relationship between the independent variables (work environment, employee rewarding systems, employee training and employee engagement) and the dependent variable (employee retention). Pearson correlation method was used to analyze and the results are shown in the Table below.

TABLE 14

Correlation Analysis

		Employee Retention	Work Environment	Employee Rewarding Systems	Employee Training	Employee engagement
Employee Retention	Pearson Correlation	1	.745[**]	.567[**]	.719[**]	.719[**]
	Sig. (2-tailed)		.000	.000	.000	.000
	N	79	79	79	79	79
Work Environment	Pearson Correlation	.745[**]	1	.466[**]	.463[**]	.514[**]
	Sig. (2-tailed)	.000		.000	.000	.000
	N	79	79	79	79	79
Employee rewarding systems	Pearson Correlation	.567[**]	.466[**]	1	.388[**]	.286[*]
	Sig. (2-tailed)	.000	.000		.000	.011
	N	79	79	79	79	79
Employee training	Pearson Correlation	.719[**]	.463[**]	.388[**]	1	.487[**]
	Sig. (2-tailed)	.000	.000	.000		.000
	N	79	79	79	79	79
Employee engagement	Pearson Correlation	.719[**]	.514[**]	.286[*]	.487[**]	1
	Sig. (2-tailed)	.000	.000	.011	.000	
	N	79	79	79	79	79

Source: Author (2017)

The Table above clearly shows that there is a strong relationship (correlation) between the independent variables (work environment, rewarding systems, employee training and employee engagement) and employee retention. Work environment was the highest with r = 0.745 followed by employee training with r= 0.719. The positive correlation implies that there is a significant association between the independent variables and employee retention implying that an increase in any of the independent variables will result to a positive increase in the employee retention and vice versa.

4.11 Regression Model

The study sought to find out the contribution of each of the independent variables (work environment, rewarding systems, employee training and employee engagement) to the retention of employees in the selected private universities in Kiambu County. The results are presented in tables as shown below.

TABLE 15

Regression Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.912[a]	.831	.822	.21126

Adjusted R squared is a coefficient of determination which tells us the variation in the dependent variable due to changes in the independent variable. From the table above, the value of the adjusted R square was 0.822 and indication that there was a variation of 82.2% on retention of employees due to changes in work environment, employee rewarding, employee training and employee engagement. This shows that 82.2 % changes in employee retention could be accounted to changes in employee work environment, employee rewarding systems, employee training and employee engagement.

4.12 Variance Analysis (ANOVA)

To determine whether the overall regression model was a good fit for the collected data, an ANOVA was done. The ANOVA analysis was intended to investigate whether the variation in the independent variables explain the observed variance in retention of employees.

TABLE 16

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.292	4	4.073	91.256	.000[b]
	Residual	3.303	74	.045		
	Total	19.595	78			

Source: Author (2017)

The ANOVA results indicate that the independent variables significantly explain the variance in increase of the employee retention. The results show that the regression model has a less than 0.001 likelihood of giving a wrong prediction. Hence the regression model has a confidence level of 95%. This therefore means that the data is ideal for making a conclusion on the population's parameter as the value of significance (p-value) is less than 5%.

4.13 Regression Analysis

The researcher used the regression model to establish the relationship between the independent variables (employee work environment, employee rewarding systems, employee training and development and employee engagement) and the dependent variable (employee retention). The findings are presented in the table below.

TABLE 17

Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.264	.095		2.783	.007
Work Environment	.333	.061	.333	5.417	.000
Employee Rewarding	.189	.055	.189	3.420	.001
Employee Training	.330	.058	.329	5.639	.000
Employee engagement	.334	.059	.333	5.659	.000

Source: Author (2017)

The established regression model was:

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

$$Y = 0.264 + 0.333 X_1 + 0.189 X_2 + 0.330 X_3 + 0.334 X_4$$

From the above regression model, holding all other factors constant (work environment, employee rewarding, training and engagement), the retention of employees will be 0.264. Further the findings show that a unit increase in work environment would lead to increase in employee retention by a factor of 0.333, a unit change (increase) in employee rewarding would lead to increase in employee retention by a factor of 0.189, a unit change in employee training would lead to an increase in the employee retention by a factor of 0.330 and finally a unit increase in employee engagement would lead to an increase in the employee retention by a factor of 0.334. This therefore shows that the independent variables are statistically related to the dependent variable by a great extent thus they can be used to make the conclusion of the study.

4.14 Interpretation of the Findings

The study aimed at establishing the factors affecting employee retention in private universities in Kiambu County. From the findings, the study found that employee retention was determined by the work environment given by the institutions, the rewarding systems used by the institutions, employee training and development and the employee engagement and this goes hand in hand with the literature that the factors which have a direct effect on employee retention are career opportunities or growth and development, reward, work environment and work life balance (Hassan et al., 2011). The study found that many employees would not continue working in the institutions where the working environment was not conducive. The aspects of the conduciveness of the environment considered in the study were the availability of the tools and equipment for performing the job, ventilation of the workplace, the workload given as well as the employees' relationship with the

management. Half of the respondents said that they were not comfortable with the general being of the environment they were working in and this could lead to them leaving the organization. From the regression model, the study found that a unit change in the work environment could lead to change in the employee retention by a factor of 0.333. This therefore shows that 33.3% of the employees would leave or remain in the organization if the working environment was unfavorable or favorable and if other factors such as training, rewarding and engagement were held constant. This shows a great variation of employee work environment and the retention of employees. This concurs with the literature reviewed earlier that employees will go to look for other jobs where environment is favorable for them and they are comfortable to work there (Mwiria et al., 2010).

Rewarding employees is one of the key activities that any organization that intends to retain its employees and avoid the disadvantages that come as a result of high turnover should embrace (Samuel and Chipunza, 2009). This concurs with the findings that employee rewarding is highly related to the rewarding systems used in the organization. The findings revealed that if a unit change in employee rewarding occurred, it would lead to change in employee retention by a factor of 0.189. This therefore shows a positive relationship between the two variables thus if the institutions overlooked the rewarding of employees, the retention of the employees would decrease systematically. The findings gets support from a study by Selesho and Naile (2014) who found that universities were likely to lose their staff if they did not pay them at a range payed by other players in the market and offer them additional incentives.

Training and development of employees is another important measure of maintaining the employees. Many academic institutions concentrate so much on the learning departments and forget about the other departments mostly in the training sectors (Tibelius, 2010). This has seen tremendous increase in the turnover of the employees leaving the institutions to

suffer consequences. The findings show that employee training has the highest relationship with the retention of the employees. A number of employees said that they could leave their current institutions due to lack of training and development whereas others said that the training was sufficient thus was it for the training, they would remain in the institutions. The correlation analysis from the findings shows that employee training and development relate with the retention of employees at a confidence level of 0.719. This therefore shows that employees were at a great extent encouraged or discouraged to leave their organizations by the training they got.

Engaging employees in the organizational matters such as decision making, evaluation processes and contribution to the departmental goals makes them feel part of the organization and tend to prefer working for such institutions (Lockwood, 2007). The study found that employee engagement was greatly related to the retention of the employees. From the correlation analysis, employee engagement was found to correlate with the employee retention by a confidence level of 0.719. This therefore means that for an institution to retain its employees, it had to uphold their engagement in the organizational matters. Similarly from the literature review, Crabtree (2005) contends that when employees are engaged, they tend to feel that their work positively affects their physical health as well as their psychological wellbeing and this will encourage them to continue working for the institution.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND SUGGESTIONS

5.1 Introduction

This section presents the summary of findings; conclusion and recommendations of the study based on the factors affecting retention of no-teaching employees in selected private universities in Kiambu County. Conclusions are based on the study findings and analysis conducted as presented in the previous chapter. The recommendations are made with regard to the conclusions reached after the data is analyzed.

5.2 Summary of findings

5.2.1 Effects of Work Environment on Retention of Employees

The study found out that majority of the respondents did not like their working environment and this to some extent was likely to limit their retention at the institutions. The study found that a total of 56% of the respondents were not comfortable with their working environment and therefore they could move to better places. The findings further found that half of the respondents were comfortable with the work load given by the management in their respective organizations. According to the findings, the state of working environment for many employees was unfavorable and this tells why a greater number said that they would not like to remain in the institutions.

The finding in this research study is in agreement with the study by Phillips in 2002 which indicate that employee retention is promoted by working in a healthy environment. It also agrees with the study by Msengeti and Obwogi in 2015 which show that a positive work environment makes employees feel good about reporting to work and provides necessary motivation to sustain them throughout the day at the work place. It can then be concluded from the findings of both the study and the literature review that there is a significant relationship between work environment and employee retention.

5.2.2 Effects of Employee Rewarding on Employee Retention

The study found out that more than half of the respondents were not comfortable with the incentives that they got from their institutions. The findings have it that 57% of the respondents disagreed that the benefits that they got from their institutions could encourage them to continue working for the institution. This therefore shows that the management of the institutions is not playing its role of enhancing the rewarding of employees so as to motivate them and as a result retain them. The findings further show that the rewarding systems used by the institutions are not effective.

The finding in this research study is in agreement with the study by Schechtman in 2008 which show that when appropriate reward strategies and policies are established and incorporated into the organization practices, productive employees remain with the firm. Furthermore, Kwenin et al in their study in 2013 concluded that valued employees are more likely to stay in the firm, thus curbing employee retention. It can then be concluded from the findings of both the study and the literature review that there is a significant relationship between employee rewards and employee retention.

5.2.3 Effects of Employee Engagement on Retention of Employees

The study found out that the employees were not well involved in matters of the institution like decision making processes. Involving employees in decision making process is one of the key aspects of making the employees feel motivated and remain loyal to the organization. Many of the respondents said that their supervisors were not actively listening to their suggestions ant this could be one of the ways of not retaining employees. On freedom to make decisions on how to best perform their work, 28% disagreed to indicate they do not have freedom to make own decisions, while 18% strongly disagreed. On participation in decision making process, 32% of the respondents disagreed.

The finding in this research study is in agreement with the study by Chalofsky and

Krishna in 2009 which show that engagement of employees creates a positive relationship between them and the business, and this prolongs their stay at the institution. It can therefore be concluded from the findings of both the study and the literature review that there is a significant relationship between employee engagement and employee retention

5.2.4 Effects of Employee Training on Employee Retention

The study found 64% of the employees were regularly trained on how to perform their duties. The findings further found that majority of the respondents were encouraged by their respective institutions to seek training over time and this contributed to retention of employees. On the question requesting respondents to indicate if training and development they received enhanced their continued stay at the university, 32% of respondents strongly disagreed which means the universities need to provide additional training and development to their employees in order to retain them for long.

The finding in this study is in agreement with the study done by Samganakkan in 2010 which indicates that training is an important determinant of employee motivation and retention. This goes hand in hand with the study by Chen in 2014 which agrees that training and development is a core organization strategy influencing both employee retention and human capital growth. Thus it can be concluded that the amount of training and development accorded to employees determines their intention to remain with the firm, hence affecting their retention.

5.3 Conclusion

Employees are very crucial to any organization in the modern times. It is on this basis that every organization should strive to retain their employees over time. Some of the factors that affect employee retention are the employee training, work environment, employee engagement and rewarding systems. All these factors are important to consider as far as employee retention is concerned.

Based on the findings, the study concludes that most organizations especially the private universities do not train their employees as they deserve. The employees feel uncomfortable to work for the organizations due to lack of enough training and this leads them to seek other jobs where they are trained and developed better. Therefore the study concludes that there is a strong relationship between employee training and employee retention meaning that the lesser training an employee gets the higher the chances of the employee leaving the institution.

Further the study concludes that employee rewarding is a key determinant of employee retention. This is based on the availability of enough incentives, greater recognitions and more motivation among other rewarding aspects. The study therefore concludes that employees are much retained in organizations that recognize and reward them rather than those that do not.

On employee engagement and employee retention, the study concludes that most of the institutions do not engage the non-teaching employees in the matters of the institution such as decision making processes. This makes it worth concluding that the employees leave the organizations where they are not involved in organizational matters since they feel discriminated and not part of the organization.

The study further concludes that work environment of the institution relates to the retention of the employees. When the working environment is favourable to the employees, they are likely to prolong their stay at the institution. This therefore makes it worth concluding that when an environment is unconducive such that the employee does not get the required materials, he or she is likely to leave the organization.

5.4 Recommendations

Based on the findings, the author recommends that institutions embrace the issue of retention with a lot of care. The institutions should embrace training of their employees both the

teaching and non- teaching so as to retain them. The study found that 32% of employees strongly disagreed when requested to indicate if the training and development they received would enhance their intention to stay. A further 32% disagreed, making the total respondents disagreeing with the statement to 64%.

The private universities should ensure that their employees work in conducive environment free from disturbances by providing them with the required materials for performing their duties and making them feel comfortable always. Further, supervisors should engage their employees regularly by making regular feedback to them with regard to their performance, and also give them a change to contribute to decision making processes on issues affecting their work.

Finally the management of the organizations should reward their employees regularly as this will retain them and make them feel part of the institutions. It would also make them feel valued and appreciated.

5.5 Recommendations for Further studies

The study was meant to find out the factors that affect the retention of non-teaching staff in the private universities in Kiambu County. This therefore means that there is need to carry out a similar study in other areas and in Public University across the country. Further study should be carried on the role of stakeholders including the government on the retention of employees in universities. Finally, future researchers could research on factors affecting retention of employees in both public and private universities in other counties, apart from the ones covered in this study.

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APPENDIX I: QUESTIONNAIRE

The purpose of this study is to obtain information on factors affecting retention of non-academic staff in Mount Kenya University, Gretsa University, Zetech University and Presbyterian University of East Africa. The information gathered will only be used for the purpose of this study and will remain confidential.

SECTION A1: Respondent's Background Information

1) **Tick appropriately**

Gender	Age	Years in Employment	Mount Kenya University	Gretsa University	Zetech University	Presbyterian University of East Africa
[ ] Male	[ ] 21-30 Years	[ ] 1-5 Years	[ ]	[ ]	[ ]	[ ]
[ ] Female	[ ] 31-40 Years	[ ] 6-10 Years				
	[ ] 41-50 Years	[ ] 11-15 Years				
	[ ] 51-60 Years	[ ] 16-20 Years				
	[ ] 61-70 Years	[ ] Over 15 Years				

2) What is your education level (state the highest level)

[   ] Certificate   [   ] Diploma   [   ] Undergraduate

[   ] Post Graduate   [   ] PhD   [   ] Other _____

SECTION A2: Employee Retention

Are you comfortable working for the organization?

Yes   [ ]   No   [ ]

SECTION B: Effect of Work Environment on Employee Retention

1) Please indicate the extent to which you agree with the following statements. The scale is 5-1, where 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree

	Statement regarding work environment	5	4	3	2	1
a)	I have a comfortable physical work environment					
b)	My work station is well ventilated					
c)	I am comfortable with the level of workload assigned to me					
d)	I enjoy good working relationship with the management					
e)	The working environment encourages me to continue serving this Institution of Higher Learning					
f)	I feel encouraged to come up with new and better ways of doing my work					
g)	I feel like I am part of a team					
h)	The equipment provided to carry out my work are sufficient					

2) Please rate the state of the working environment in your organization

Favourable   [ ]

Uncertain   [ ]

Unfavourable   [ ]

3) Does the working environment influence your stay at the institution?

Yes   [ ]   No   [ ]

SECTION C: Effect of Rewards System on Employee Retention

1) Please indicate to what extent you agree or disagree with the following statements regarding rewards system that would influence your continued service to the University. The scale is 5-1, where 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree

	Rewards System	5	4	3	2	1
a)	I am comfortable with the amount of paid leave given					
b)	The total benefits package encourages me to remain in this employment					
c)	I am satisfied with the bonus given					

		5	4	3	2	1
d)	I am comfortable with the promotion prospects in the company					
e)	I am comfortable with the rate of salary increment given by the company					
f)	I am satisfied with the recognition offered by the company for my efforts					
g)	I am satisfied with the amount of incentives paid by the company for exceeding work target					
h)	The total benefits encourages me to stay at the institution					

2) Based on the rewards given, how would you rate the rewarding system of the institution?

Very effective   [ ]

Effective   [ ]

Moderate   [ ]

Not Effective   [ ]

3) Are you comfortable working for the institution based on the rewards given?

Yes   [ ]   No   [ ]

SECTION D: Effect of Employee Engagement on Employee Retention

1) Please indicate to what extent you agree or disagree with the following regarding employee engagement influence on your continued service to the University. The scale is 5-1, where 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree

	Employee Engagement	**5**	**4**	**3**	**2**	**1**
a)	My supervisor actively listens to my suggestions					
b)	My supervisor evaluates my work performance regularly					
c)	I have the freedom to decide how best to perform my work					
d)	I get regular feedback on my performance					
e)	I participate in decision making process					
f)	I have Independence and freedom to influence work content and methods					
g)	The engagement I get in the institution will encourage me to continue working in the institution					

2) Are you comfortable working for the institution based on the engagement you get from the institution?

Yes   [ ]   No   [ ]

SECTION E: **Effect of Training and Development on Employee Retention**

1) Please indicate to what extent you agree or disagree with the following regarding training and development influence on your continued service to the University. The scale is 5-1, where 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree

	Training and Development	**5**	**4**	**3**	**2**	**1**
a)	We are regularly trained in the institution					
b)	The institution encourages us to seek training over time					
c)	Training and development offered relevant to my career affects my retention at the university					
d)	I am satisfied with the training I got from the institution					
e)	There is fair allocation of training opportunities and this encourages me to continue staying at the university					
f)	The training and development received at the university enhances my retention					

2) Are you comfortable working for the institution as far as training and development is concerned?

Yes   [ ]   No   [ ]

Please give suggestions on other approaches that the University may employ to keep you in service for long.

_____

_____

_____

THANK YOU FOR YOUR TIME AND COOPERATION