

**CAUSES OF ACADEMIC STAFF TURNOVER AND THEIR EFFECT ON  
PERFORMANCE OF SELECTED UNIVERSITIES IN KENYA**

**BY**

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## DECLARATION

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

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# CAUSES OF ACADEMIC STAFF TURNOVER AND THEIR EFFECT ON PERFORMANCE OF SELECTED UNIVERSITIES IN KENYA

## ABSTRACT

For universities to run successfully in the current world of business, the higher learning institutions are mandated to adhere to the importance of having intellectual capital strategies in their institution planning that happen to be the academic staff. The purpose of this study was to establish causes of academic staff turnover and their effect on performance of selected universities in Nairobi. The target population was 2857 Academic Staff which comprised of 1,600 from University of Nairobi; 49 from KCA University; 1,000 from Kenyatta University and 208 from Strathmore University. The sample size for this study was 10% of the population that is, 286 which was representative enough to generalize the characteristics observed. Questionnaires were the data collection technique used. Content validity was tested by seeking for expert opinion on the contents of the questionnaire. Construct and face validity were tested through a pilot study by administering 10 academic staff from United States International University and a value of 0.731 was noted which proved the reliability of the data in this study. Data was analysed by using Statistical Packages for the Social Sciences. Descriptive statistics; measures of central tendency (means), percentages and frequency distribution; and inferential statistic techniques; correlation analysis, Analysis of variances, Chi-square and Multiple Regression were used to generate the data. Results from the study show that the four variables are significant in explaining the performance of the selected universities at 95% confidence level. The results of the regression summary show that the fitted model  $y = 3.679 + 0.117 X_1 + 0.100 X_2 + - 0.091 X_3 + 0.083 X_4$  is significant improvement of the previous models at 95% confidence level while the coefficient of determination is 76.43% which explain the change on university performance. Correlation coefficient was statistically significant on the number of students supervised being manageable at 0.003, opportunities for academic staff advancement was statistically significant on at 0.009, statistically significant on caring about the academic staff welfare at 0.002 but there was a statistic insignificance when it comes to the availability of teaching resources at 0.29. When other variables were held constant, an additional opportunity for staff advancement increases the performance of university by 0.1, a unit increase in the number of academic staff not sponsored for training and development reduces the performance of university by 0.091, a unit increase in the measure of academic staff teaching resources increases the performance of university by 0.083 and a unit increase in the number of students supervised increases the performance of the university by 0.117. Suggestion is given that further research may be carried out on causes of academic staff turnover and their effect on performance of selected universities in Nairobi and to point out predictor variables not indicated in this study.

**Key words:** Academic Staff, Turnover, Performance, Universities

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## **DEDICATION**

My study is dedicated to my children Hellen and Elvis, my brother Stephen Oucho who inspired me when I almost gave up during the period of my study and urged me to move forward to the completion of my programme.



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## **ABBREVIATIONS/ACRONYMS**

<b>CUE</b>	-	Commission for University Education
<b>PEST</b>	-	Political, Environment, Social and Technology
<b>SWOT</b>	-	Strengths, Weaknesses, Opportunities, and Threats
<b>AAFP</b>	-	American Academy of Family Physicians
<b>CBA</b>	-	Collective Bargaining Agreement
<b>IPUCCF</b>	-	Inter-Public Universities Council Consultative Forum
<b>SPSS</b>	-	Statistical Packages for the Social Sciences
<b>OSHA</b>	-	Organization for Safety and Health Association
<b>UNISA</b>	-	University of South Africa
<b>LCD</b>	-	Liquid Crystal Display
<b>GOK</b>	-	Government of Kenya
<b>KUDHEHA</b>	-	Educational Institutions Hospitals and Allied Union
<b>KUDH</b>	-	Kenya Union Domestic Hotels
<b>UNITESU</b>	-	Universities of Non-teaching Staff Union
<b>UASU</b>	-	Nairobi Charter of Nairobi
<b>KU</b>	-	Kenyatta University

## **OPERATIONAL DEFINITION OF TERMS**

### **Academic staff**

Academic staffs are employees on permanent basis in an institution say Tutors, Assistant Tutors, Lecturers, Senior Lecturers, Assistant Professors, and Full-time Professors. We could also call the Registrar and Chief Librarian in the university as academic staff. (University of Nairobi, 2012)

### **Commission for University Education**

Previously called Commission for Higher Education is the regulatory body of the Universities in Kenya which measures the performance of the Universities, affirms the national accreditation system and if satisfied with its standards of accreditation excellence set, awards a charter to the said university (CHE Handbook, 2008).

### **Employee Turnover**

Is a term used to describe the number of academic staff leaving an organization or institution for another job. It also measure perceptions of academic staff as they leave the organization regardless of the reason (Taylor, 2002).

### **Organization for Safety and Health Association**

This organization set by the government of Kenya with the aim to provide for the safety, health and welfare of all academic staff lawfully present in the workplace, resulting in the organization taking good care for its employees (GOK, 2007).

### **Performance Management**

This is a process of ascertaining an understanding on what is to be achieved and how it is to be done as well as an approach to managing employees to increase the probability of achieving success in the institution (Weiss and Hartle, 1997).



# **CHAPTER ONE**

## **INTRODUCTION**

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

Employees have an important role to the organization whose value is not easily replicated. Becker (2006) commented that the most common causes of academic staff turnover are the inability to match staffs skills against job description. Specialized talent is the main source of competitive advantage such as, the growing need for globally awareness of managers and professional who hold several functional fluency, aware of technology, have entrepreneurial skills and also the ability to operate in different cultures, structures and markets (Chambers, F.G., Handfield-Jones, H., Hankin, S.M., Michaels, & E.G. 1998). University education in modern times globally, is a complex enterprise with competency and proven scholarship from academic staff since they are expected to be a depository of specialized and skilled intellectuals which serves like the warehouse of knowledge in cultivating a nation staff needs, thus satisfying expected peoples' good as well as humane society in general. The quality and number of academic staff including their effectiveness, makes a difference in any university education. (Nwadiani & Akpotu, 2002). This is so because universities globally, are rated based on majorly their research outputs (publications in referred journals, number of postgraduate outputs (at doctoral level) and the quality of their academic staff (at doctoral level).

Hinkin & Tracey (2000) emphasized the important difference across the globe of analysing the costs of employee turnover as well as labor shortages as critical in

retaining employees for the success of the institution. While Hom, Roberson, & Ellis (2008) concurred with this and added that managers should implement human resources policies and practices in order to cut on staff who quit their jobs.

In contrary, Abassi (2000) noted that academic staff turnover is the replacement of staff around the work industry. He emphasized that managers must recognize academic staff to be major provider to the organizations' achieving its goals and that managers in organizations must control academic staff' turnover for the benefit of the organizations' success. Clark & d'Ambrosio (2005) adds that universities face series of common challenges which must maintain faculties of high quality and shape them in future.

There is recognition of a positive contribution of higher education to economic of a country's development resulting in the expanding the base of tertiary education around the developing world. The role of universities in the Sub-Saharan African countries indicate the expansion of higher education which contributes to promote faster technological innovations, improve a country's ability in maximizing the output thus decrease the knowledge gap and poverty in the region (Bloom, Wynne & Chaudhri, 2005).

The academic profession in the universities is fundamental to its functioning, so there must be well dedicated staff since there is no university which can comfortably ensure and uphold quality of service. For universities to succeed, they must consider the quality of academic staff as their primary concern to influence the faculty performance and the employee perceptions about empowerment, organizational

commitment and job satisfaction without which academic staff can easily switch jobs on the basis of factors they consider most important.

Staff turnover have various cons among them being costs related to decreased organizational loyalty, advertising, recruitment, training, cost of associated management and supervisory time taken for a new academic staff to get used to the university's systems, skills and experience regarding the institution (Pienaar & Bester, 2008). On the other hand, Tettey (2006) argues that even if academic staff leave for other organizations and had contributed some specific activities before they left, their departure from the academic department will mean that the synergies in their respective group of academics diminishes as well as the impact and scope of knowledge production and dissemination. This is evidenced academics who have resigned from Kenyan public universities to secure better paying jobs overseas and some academics quit to other sectors in the country (Waswa & Katana, 2008). According to a survey by Kenexa (2011), academic staff turnover is caused by business leaders failing to understand the reasons why academic staffs leave their jobs. The study revealed some reasons such as, lack of opportunities for progression, inadequate compensation for their work, boredom as a result of non challenging job, inadequate work environment or life balance, job related stress and unfair treatment. The American Academy of Family Physicians (AAFP, 2013) outlined the causes of employee turnover in the universities as, availability of resources to academic staff, assignment of the workload to academic staff, training and development policies for academic staff and compensation policies for academic staff.



### ***1.1.1 Staff Turnover***

Staff turnover is the numbers of staff who leaves an institution and are eventually replaced with new staff members. There are two types of staff turnover, staff who leave willing and those who leave unwillingly. Employees who leave willingly are the ones who say, relocate to another country, or attend to a sick relative while staffs leaving unwillingly are those leaving as a result of say, being dismissed or laid off. When staff turnover occurs, universities incur significant sunk cost which cannot be recouped such as advertising, recruitment and selection to find a suitable replacement among other costs.

### ***1.1.2 Performance of Universities in Kenya***

Kenyan universities do not rank their universities in the country but rely on the webometrics world ranking from Spain. Kenya has now embarked through the German Academic Exchange Service, to plan ranking its own universities based on performance (Nganga, G. 2012). The perceived low quality of university education in Kenya gives students no much choice but to study abroad. When this system will be place, it will market Kenyan universities globally thus attract foreign students, filter out rogue universities which offer unaccredited degrees and diplomas. This system will help universities address current challenges facing them like say, overflowing of classes, strained facilities, high fees and shortage on academic staff.

## **1.2 Commission for University Education (CUE)**

Formerly called Commission for Higher Education and founded in 1985 by the Act of Parliament Chapter 2108, as a body corporate to improve the provisions for the advancement of university education in Kenya and for connectivity purposes. It is now known as Commission for University Education and is the regulatory body of the universities in Kenya which measures the universities' performance. Commission for University Education also recognizes the natural quality assurance agency for universities, the importance of education and affirms the national accreditation system necessary for guaranteeing quality and training in the universities. This means public acceptance and confirmation evidenced by being awarded a Charter after meeting the standard of academic excellence set by the commission. For any university to be accredited, the CUE must ascertain that the physical, human, library and financial resources, viable relevant academic programme and a good structure of governance exists (CHE Handbook, 2008).

Commission for University Education encourages the use of financial investment, through the access of external collaboration of universities with their counterpart abroad. This as a result, has reduced considerably the number of students travelling abroad to access University learning according to (Mwiria, K., Ng'ethe. N., Ngome. C., Ouma-Odero, D., Wawire. V., & Wesonga, D. 2006).

### **1.3 University Performance**

According to Webometrics Ranking of universities (2014), university performance on indicators of presence, impact, excellence and openness globally has seen the ranking of first ten universities led by Harvard, Massachusetts Institute of Technology, Stanford, Cornell, Columbia New York, California Berkeley, Pennsylvania, California Los Angeles, California UCLA San Francisco and Cambridge respectively. In Africa the leading ten universities are Cairo, Cape Town, Stellenbosch, Pretoria, Kwazulu Natal, Witwaterstrand, Western Cape, Rhodes, Nairobi and Makerere in order of top ranking respectively. There are 22 Public and 14 Chartered Private Universities and the first ten are led by Nairobi, University, Strathmore, Egerton University, Jomo Kenyatta University of Agriculture and Technology, Maseno, Moi, Kenya Methodis, Taita Taveta respectively. For them to attain high performance, universities must promote quality and relevance; promote the rights, culture, ethical behaviour, rational values and the country's national interests; enhance equity and access to university activities; promote efficient, effective and good governance systems in order to practice and maintain public trust; have sustainability and adopt best practice while having systems of checks and balances in the system and the institution of non-discriminatory practices (The Universities Act, 2012).

### **1.4 Statement of the Problem**

Universities should focus on attracting and developing their academic staff in order to reduce academic staff turnover. Kenyan universities are meant to be centers for

excellence but lack the responsibility for development of human resources. In the past couple of years, universities have faced problems which affect their ability to motivate and retain their academic staff. One of the major concerns in the universities in Kenya is their failure to retain qualified and competent academic staff resulting in universities losing their intellectual capital. As a result of this, the academic faculties migrate to other universities and elsewhere globally (Gillette, 2002).

Mwiria et al., (2006) notes different factors in the work environment led to the migration of academics in Kenyan universities. Example here, include searching for superior remunerations and better terms of staff welfare in other countries of Africa. Trevor and Nyberg (2008) observes that there are specific concerns on negative consequences of high academic staff turnover which eventually reflect on the university quality, consistency and stability of services. Academic staff turnover impacts negatively on the university's intellectual capital and productivity resulting on direct implications in terms of expenses for recruitment of staff. High academic staff turnover indicates employee dissatisfaction. Kingi, (2007) observes that staffing, remuneration, training and development actually affect retention of employees in universities. Academic staffs are always under pressure, that is, apart from their major role in teaching, they are compelled to other responsibilities like conducting research, publishing of articles, advising students as well as serving the communities which end up in academic staff turnover. This causes the university some consequences such as loss on knowledge, skills and experience of exiting staff. Service delivery and decline of morale to remaining colleagues, disruption on productivity of

teamwork eventually causing stress with vacancies left behind (Pienaar & Bester, 2008). All these reasons end in a gap when top employees leave which is challenging to manage (Robinson, 2008). Motivation for this study is the limited research existing on academic staff turnover and their effect on the selected universities of Kenya

## **1.5 Objectives of the Study**

### ***1.5.1 General Objective***

The general objective of the study was to investigate causes of academic staff turnover and their effect on performance of selected universities in Kenya.

### ***1.5.2 Specific Objectives***

- To establish the effect of availability of resources for academic staff on performance of selected universities in Kenya.
- To determine the effect of availability of workload for academic staff on performance of selected universities in Kenya.
- To establish the effect of availability of training and development policies for academic staff on performance of selected universities in Kenya.
- To determine the effect of availability of compensation for academic staff on performance of selected universities in Kenya.

## 1.6 **Research Questions**

- What are the effects of availability of resources to academic staff on performance of selected universities in Kenya.
- What are the effects of academic staff workload on performance of selected universities in Kenya.
- What are the effects of training and development policies for academic staff on performance of selected universities in Kenya.
- What are the effects for compensation for academic staff on performance of selected universities in Kenya.

## 1.7 **Significance of the Study**

This research is expected to be of value to academic staff to gain knowledge on whether to stay or leave their places of work and to realize the importance of communicating with their superiors. The academic staffs are also able through this research, prove the theories in this study and use its findings for more research to various variables which are not indicated here. The Human Resource Management would understand the variables indicated in this research as connected to each other and use its relevant policies and practices of Human Resource to enable them gain a better understanding of academic staff leaving employment, hence enabling them plan for the human resources requirement in the universities of Nairobi. The universities on the

other hand, would find this study useful to their administration and management to understand causes of academic staff turnover on performance of selected universities in Nairobi.

### **1.8 Scope of the Study**

This study was conducted in two public universities namely Nairobi and Kenyatta and two private universities, KCA and Strathmore. This research studied four main universities located in one geographical location that is, in Nairobi. The study was carried out within a period of three months. The study investigated causes of academic staff turnover on performance of selected universities in Nairobi and respondents were the academic staff since by virtue of their position, are accustomed with the students.

It was assumed that these universities represented other universities in Kenya because the public and the private universities selected were the headquarters of the universities and were the largest universities in their categories.

### **1.9 Limitation of the Study**

The respondents were reluctant to reveal some information to the researcher because they believed them to be classified or confidential. In order to create confidence in the respondents that the information they were giving were meant strictly for the purpose of study, a letter of introduction was obtained from the university to them.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2 Introduction**

The study focused on literature written and examined studies that have been carried out on causes of academic staff turnover and their effect on performance of selected universities in Nairobi, Kenya.

#### **2.1 Theoretical Literature**

There is higher percentage of academic staff turnovers in the universities but in reality, universities are charged with the undertaking of research, development and the dissemination of knowledge to their clients. It is very important for these universities to try as much as possible to reduce on the academic staff turnover which affect the performance of the university. Griffeth, R, & Allen, D. (2006) studied understanding of performance and turnover relationship to determine turnover benefits or otherwise to organizations' effectiveness.

##### ***2.1.1 Maslow's Hierarchy Theory***

Maslow (1943) theory of needs showed the [Physiological needs](#) is **at the bottom** of the pyramid, followed by [Security needs](#), Social needs, [Esteem needs](#) and Self Actualization needs. This is crucial for academic staff since their needs (though



not necessarily have to start with the physiological needs), normally commences with the third level of Maslows' pyramid that is, social, esteem and self actualization needs. The public universities depend on the government for the remuneration of their academic staff resulting in academic staff not being compensated well compared to their counterparts in the more developed countries thus, create options for many academics to quit their jobs in favour of other universities in search of better pay which eventually affects the teaching needs of Kenyan universities. Employees' working conditions and security determines whether an employee stays or leaves an organization according to a research of private security firms located in Nairobi (Kabera, 2012). While Kingi (2007), in his study noted that motivation on employees working conditions and individual securities are factors which determine turnover of employees in an institution. Motivating people is to get academic staff be in a proper direction in order to achieve the organizational objectives and goals. Academic staffs get motivated when they foresee a course action leads them to the attainment of their goals and satisfies their needs.

According to Mwiria et al., (2006), different factors in the work environment lead to migration of academic staff in Kenyan universities to search for employment in other countries in Africa. This is in line with the motivational theory of Maslow (1943) needs. This means that an employer has to satisfy an employee's lower level needs that is, the first two levels, before meeting the high hierarchical needs.

### ***2.1.2 Vroom's Expectancy-Valence-Instrumentality Theory***

The above theory was developed by Vroom (1964), that staffs' effort lead to performance leading to rewards of employees in an institution. Performance management plays a key role in the organization and its academic staff. Weiss &

Hartle (1997) noted that performance is a process for establishing a an understanding on what and how activities are to be achieved with the aim of approaching people to increase the possibility of achieving success in the universities. The existence of performance management in the universities therefore, develops the performance of individuals or teams leading to reduction in the academic staff turnover. Ambetsa (2006) asserts that training to employees normally results in an individuals' personal development, increased productivity, higher income at work and employees' participation in the university. Saleemi & Bogonko (1997) observed that training offered by management is only effective when it is properly effectively planned and executed to the employees. When an institution invests in training, it is a way to indicate to its employees on how important they are to the organization. Training offered to academic staff must be systematic based on performance appraisals, training needs and competence in order to achieve organizational objectives argues (Dockel, 2003). Buckley & Caple (2000) defined training as a planned and systematic effort to modify, develop knowledge, skills or attitude through learning on everyday experience at work in order to achieve effective performance.

### ***2.1.3 Herzberg Two-Factor Theory***

Herzberg (1966) motivation-hygiene theory has a practical approach toward motivating employees. These two factors are according to Herzberg grouped into either hygiene or motivator factors. Responses from employees about good feelings are generally related to job content such as achievement, recognition, responsibility and advancement. Whereas responses about bad feelings are associated with job context and are hygiene factors which are extrinsic to the job, such as interpersonal relationships, salary, supervision and company policy. Performance management exists to improve the institutions, teams, individual performance by way in connecting organizations' objectives with those of the employee thus ensuring that they are adequately met. It manages academic staff effectively on their performance to full capacity and the reasons of doing so is towards achieving the corporate goals of the university. This can be done by academic staff being enhanced to participate during the setting of targets, such as the employee involvement and participation towards the decision making in regards to their jobs as observed by (Weiss & Hartle, 1997).

According to Herzberg's two factor theory is categorized into two factors, that is hygiene which are concerned with factors that create dissatisfaction as perceived by an employee as inadequate, inequitable or employees assume some factors to be hygienic (achievement, recognition, increased responsibility and personal growth) making employees be satisfied with their employers.

#### ***2.1.4 McClelland Theory of Needs and Achievements***

McClelland (1973) theory of needs and achievements states that employees basically have three needs namely achievement, affiliation and power which is evident in our Kenyan universities. Several studies have been done on academic staff turnover globally especially in the western countries like the United Kingdom and conflicting results observed to the factors and how much each factor contributes to the academic staff turnover. Daly & Dee (2006) established that faculty work environment, autonomy, communication, distributive justice and workload were related to employees' intent to stay with their employer.

On staff development programs and promotional procedures in universities, Kaguhangire (2000), found out that the criteria for promotion to academic staff were not evidently shown in Human Resource policies. Having a highly motivated academic staff enhances the universities to gain a competitive advantage in the business environment. Thus universities clearly need dedicated, competent and committed academic staff because universities are service intensive organizations without which universities will lose both their service quality and their students. Quality in the universities is seen as a mixture of conformity, adaptability and continuous improvement. Academic staff may measure quality by paying attention to the teaching-learning process and on students' performance (Commission for Higher Education, 2008). Africa is losing, in significant numbers its intellectual capital. Dissatisfaction on compensation is one of the key factors undermining the commitment of academics to their institutions and careers which lead eventually to intent to leave their employer (Tettey, 2006). Kipkebut (2010) asserts that the academic staffs do not believe that they

are compensated fairly resulting in some academic staff feeling the need to work outside their institutions on a part-time basis to earn extra income.

The theory used in this study as an analytical framework was McClelland motivational theory of achievement, affiliation and power. The reasons being that the Academic Staff take note of their achievement, attainment of realistic and challenging goals together with a sense of accomplishment; Academic Staff has a need for friendly drive which end in motivation and a need to be liked and seen to be team players by their colleagues; and Academic Staff has this need to be influential, effective, lead and to make an impact on their colleagues in order to increase their personal status and prestige.

## **2.2 Empirical Literature**

Academic staff turnover causes the university loss of knowledge, skills and experience of exiting staff, decline of morale to remaining colleagues, disruption of productivity of teamwork resulting eventually to stress caused by vacancies left behind (Pienaar & Bester, 2008). In spite of the acknowledgement of these reasons, this still leaves behind empirical research in developing countries in explaining these occurrences apart from the measurements used to diagnose the academic staff turnover which results in academic gap (Nge'the, J., Iravo, M., & Namusonge, G. 2012).

## **2.3 Academic Staff Expectations**

At the time of receiving a job offer, some academic staff have a high perception of the job they are assigned without being informed of the same and if their perceptions are not met, (for example, issues regarding their jobs, the perceptions of work- life- balance, the review and promotion process, satisfaction with job security, perceived plenty of job opportunities), they give up on the jobs and leave the organization. Motivation is concerned with factors which influence people to behave in certain ways.

Arnold (2005) listed some mechanisms of motivation as, direction; that is, what a person is trying to do, effort; is how hard a person is trying, and persistence; is how far a person tries. The organization may implement these through career opportunities, job influence, teamwork and job challenges offered to academic staff (Purcell, J., Kinnie, K., Hutchinson, S., Rayton, B., & Swart, J. 2003). The quality of academic staff in the universities is very important for the organizations' effectiveness and as World Bank (2000) commented, there is a need to have a high quality and well motivated academic staff as well as supportive professional culture which are vital in building excellence in the university.

Management in the universities can easily motivate the academic staff through job rotation, changing the job itself, job enlargement and job enrichment. Academic staff may be motivated through reward system which may be intrinsic or extrinsic and these must satisfy them through their individual needs. Academic staff must believe that their effort will lead to some rewards which may be monetary or non monetary, the rewards must be equitable that is, made equal to all the academic staff and rewards must be performance linked so that employees feel motivated. Motivation of academic

staff may be achieved through quality of work-life innovations like employers offering flexible work schedules, a participative management and work democracy through providing stocks and shares to the academic staff (Amazines, 2009).

#### **2.4 Expected Performance of the Organization**

Management must reduce the rate of academic staff exiting the institutions by retaining them which is a voluntary move implemented in order to have an environment in engaging staff for longer term according to (Chaminade, 2007). Guest (1991) however challenges this and states that high organizational commitment is associated with reduced employee turnover and absenteeism. In contrast, Purcell et al., (2003) established that key policy and practice factors influencing levels of commitment are that academic staff received relevant training to their jobs the previous year, academic staff are satisfied with career opportunities offered to them, think their supervisors are good leaders, they think that their organization helps them achieve a work-life balance and are satisfied with company performance. Purcells' notion of organizational commitment to academic staff must be practiced in the universities in order to be successful and gain maximum profitability.

#### **2.5 Academic Staff Development**

The academic staff growth opportunities are identified as critical factors which affect job turnover, and the availability of promotion opportunities in other universities are perceived as an influential factor among faculty members to voluntarily quit their institutions in favour of others. Remuneration is the most critical aspect among others for academic staff to remain employed in an organization and thus academic staff must be paid according to the market rate. The leadership style and the development of the organization can determine the organizational culture so if the academic staff are not comfortable with the culture of the organization, they will leave the employment in favour of other institutions.

Lashley (2000) noted that uncertainty in the work place results in the creation of high level of job stress, jobs which are highly supervised, routine and monotonous, poor working conditions exposed to the academic staff by management for example, if the organization itself is not a member of Occupational Safety and Health Act (OSHA 1970). OSHA protects persons other than persons at work against risks to safety and health arising out of or in connection with, the activities of persons at work resulting in organization taking good care of its academic staff (Government of Kenya, 2007). Work environment is one of the crucial aspects of academic staff turnover that is, they normally consider the office space, equipments, air conditioning, comfortable sitting place, innovation and depository on research and book support to academic staff. Academic staff will thus be dissatisfied if the working conditions are poor. The universities should have flexible work planning and to consider a more flexible working based on multi skilling for example, different lecturers, identifying and



employing core and peripheral academic staff who include sub-contracting and outsourcing of academic staff, and the introduction of more flexible working arrangements like job sharing (sharing of lessons in lecture halls), flexible hours, overtime and shift working (Purcell et al., 2003).

Professional development is the core area which keep universities as centers for ideas, research and innovation (Tettey 2006) It is therefore important for employers in the universities to give the academic staff the opportunities to develop themselves and learn according to Arnold (2005), so that the staff may be able to maintain their capacities as effective staff, resist redundancy and be retained by their employers.

## **2.6 Employer and Academic Staff Communication**

Communication contributes effectively towards the university's success and achieved when it is used to perform its key functions of controlling, motivating, emotional expressions and decision making. Mis-communication at the universities is unavoidable and several reports point out that communication is not just important to an organization, but is an important component in everyday life. Communication skills thus help academic staff reach out to each other or to confront events that challenge their flexibility, integrity, expressiveness and critical thinking skills (Gamble, 2002). Psychological contract is a set of mutually but unwritten expectations that exist between the employer and the employee.

In contrary Rousseau and Wade-Benzoni (1994) have a different opinion which states that psychological contracts are beliefs individuals make in regards to promises

made between the staff and employer, client, manager and so on. In contrast, Sparrow (1999) emphasized on it as an open-ended agreement about what the staff and the organization expect to give and receive in return from the employment perceived. Psychological contract is however now changing many organizations because of changes in the external forces (Political, Environmental, Social, Technological) and internal forces (Strengths, Weaknesses, Opportunities and Threats) environments due to the impact of global competition. Mirvis & Hall (1994) pointed that organizations are making steady employment dependant on the fit between employee's competences and business needs. There is a need therefore, for universities to improve in knowledge and competence through academic staff' opportunities for learning, argues (Stern & Sommerlad, 1999). In order to reduce academic staff turnover, employers may organize learning activities like workshops aimed at training academic staff by supporting, structuring and monitoring their learning in informal environment which becomes an everyday part of the job. Academic staff develops skills, knowledge and understanding through challenges posed by the work environment.

Organizations therefore have the responsibility of providing their academic staff continue develop their careers. Employers should take steps to improve employability on their academic staff and reduce their turnover in the universities in Kenya. Higher levels of open communication between the academic staff and their employers are associated with levels of satisfaction and commitment resulting in higher levels of intent for academic staff not to quit their employment.

## **2.7 Employee Satisfaction and Commitment**

Academic staff normally feels unhappy, work under unhealthy conditions or deliver unsatisfactory performance because of inappropriate processes like, results of poor candidate screening at the time of interviewing them, lack of career opportunities and job challenges, no adequate compensation, the employee development not considered, the management training and performance appraisal are considerably lower than those relating to the regular use of the techniques in the same industry. George &

Jones (1999) observed that if work environment is conducive, the attainment of work goals and facilities are made easy, thus, producing high level of satisfaction and lowering academic staff turnover. This will also boost the organizations' performance.

A study by Vicki & Barbara (2006) found that work and life balance have a significant and positive impact on academic staff. Vicki observed that job satisfaction is a predictor on academic staff turnover but has an important and negative impact on intent to leave. Most of the universities do not have a system that recognizes the contribution of academic staff in the universities at national level which eventually results in academic staff turnover and this discourages innovation. If this is well done, it will greatly improve the organizational performance. There should therefore be good leadership and as Senge (1999) asserts, the first responsibility of a leader is to define reality and that more leaders can help academic staff achieve more accurate, insightful and more empowering views on reality. Whilst Michael (2008) emphasized that academic staffs have a high chance not to quit their organizations when they believe that their superiors show interest and concern for them, when they know what is

expected of them, when they are given a role fitting their capabilities and when they receive a regular positive feedback and recognition from their superiors resulting in good perception between them. When an institution invests in training, it is a way to indicate to academic staff how important they are valued by the organization.

Groups or team formation consists of forming (where a team don't know about each other), storming (here, members start familiarizing themselves thus pushing their views which might result in conflict), forming (here, academic staff find that they have to coordinate with each other for any better results to be achieved in the team) and performing (here, the team seriously concentrate on achieving its purpose and work together to achieve its goal). Each team member has a role or roles to play in their employment positions and according to their job descriptions noted Mullins (2001), which brings academic staff into contact with groups from internal and external levels. Examples of some roles are coordination, monitoring and specialist in one area of a job. So if academic staff form such teams and groups in the universities, it would be easier to share their workload which will lead into reduction of academic staff turnover.

## **2.8 Employee Remuneration**

The absence of competitive rewards in the organization plays a critical role which leads to low level of academic staff motivation which influences many academic staff to leave their employers resulting in increased academic staff turnover. Apart from using formal appraisal as a measure of the performance requirements and the academic staff improvement plans in the universities, performance requirements is

linked to remuneration, as indicated by Bevan & Thompson (1991). The academic staff quit due to economic reasons in the labour market. Remuneration is not only a major factor in the compensation package delivered by employers to the academic staff but plays a major role in the rate at which they leave organizations. Employee demand for better remuneration has from time to time resulted in standoffs between the government and the University Academic Staff Union (Nyaigotti-Chacha, 2004).

## **2.9 Academic Staff Union**

Academic staff forms unions in universities because of the way they are treated in the organization (Fajana, 1995). This is done as a result of academic staff of different interests who come together in order to agree on the price of employment because academic staff cannot seek on their own, an improvement in their salaries and the working conditions at their places of work. Staff union is the power resource of staff and is able to arbitrate problems encountered by all staff in the universities. The staff union and management while in dialogue, enables its members to participate in the management of the organization, the union also helps in maintaining industrial peace which is very vital in providing a strong workforce as well as for the achievement of the organizational goals. The staff union when mediating between the academic staff and employers reduces academic staff turnover since the academic staff may seek the staff unions' advice before quitting the university.

Strathmore University and KCA University academic staff do not currently have any staff union since they are private universities although the University of

Nairobi academic staffs have four Staff Unions namely Kenya Union Domestic Hotels, Educational Institutions Hospitals and Allied Union, Universities Non-teaching Staff Union and Nairobi Charter of Universities Academic Staff Union. (University of Nairobi, 2006). Whereas Kenyatta University have three staff union namely University Academic Staff Union, University Non-academic Staff Union, and Kenya Union of Domestic, Hotel, Educational Institutions, Hospitals and Allied Workers. There are usually a lot of friction between the staff unions which represent the academic staff

against management who needs their policies and rules to be followed and implemented. The staff unions in the universities therefore, aim to ensure that there exist conducive atmosphere to improve productivity in the organization and the satisfaction of academic staff on their work environment and compensation.

Demand for better remuneration has often led to confrontation between the government and University Academic Staff Union in Kenya as for example, the Academic staff and the Staff Union agreed on a three year (2010-2013) **Collective Bargaining Agreement which would see the salaries of all University academic staff increased by 33.1 percent and house allowance up by 14.2 percent** ([Lordrick, 2012](#)). The University Academic Staff Union and **the Universities Non-Teaching Staff Union however**, went again on strike from 21<sup>st</sup> January 2013 since their demands on remuneration and working conditions were not met as promised by Inter-Public Universities Council Consultative Forum and this continued pending decision by the court to decide on their fate according to (Leonard, 2013). Early March 2014, academic and non-academic staff of Kenyan public universities went on strike yet

again due to what the (UASU) Secretary General, **Muga K'olale** termed as **non implementation of their Collective Bargaining Agreement for 2012 not honored by the government**. Another reason for their strike was that the Vice Chancellors of the public universities had diverted funds meant for the university staff members to other unknown destination. On March 19th, 2014 however University Union Official announced the end to the strike action by Kenya's public university lecturers, after an agreement was reached at a meeting with representatives of the universities'

administrators. The General Secretary of Kenyan Staff Union, said that the strike was called off after fruitful talks with the Vice Chancellors.

According to Chacha (2004), the requirement for better remuneration has actually resulted in confrontation between the government and (UASU). The continuous expansion of universities have caused pressure on academic staff at both public and private universities who believe that levels of remuneration and service conditions do not reflect the worth of work they do ([Lordrick, 2012](#)).

## **2.10 Knowledge Management**

Knowledge is located in people's heads in everyday communication amongst people Stacey (2001) and it originates while applied in the minds of the knower. Knowledge is contained in the documents, records and organization processes.

Knowledge management principals should create opportunities for academic staff to interact while sharing knowledge in their teams, in debate groups and other forums. Learning forums in universities entails sharing ideas about important issues

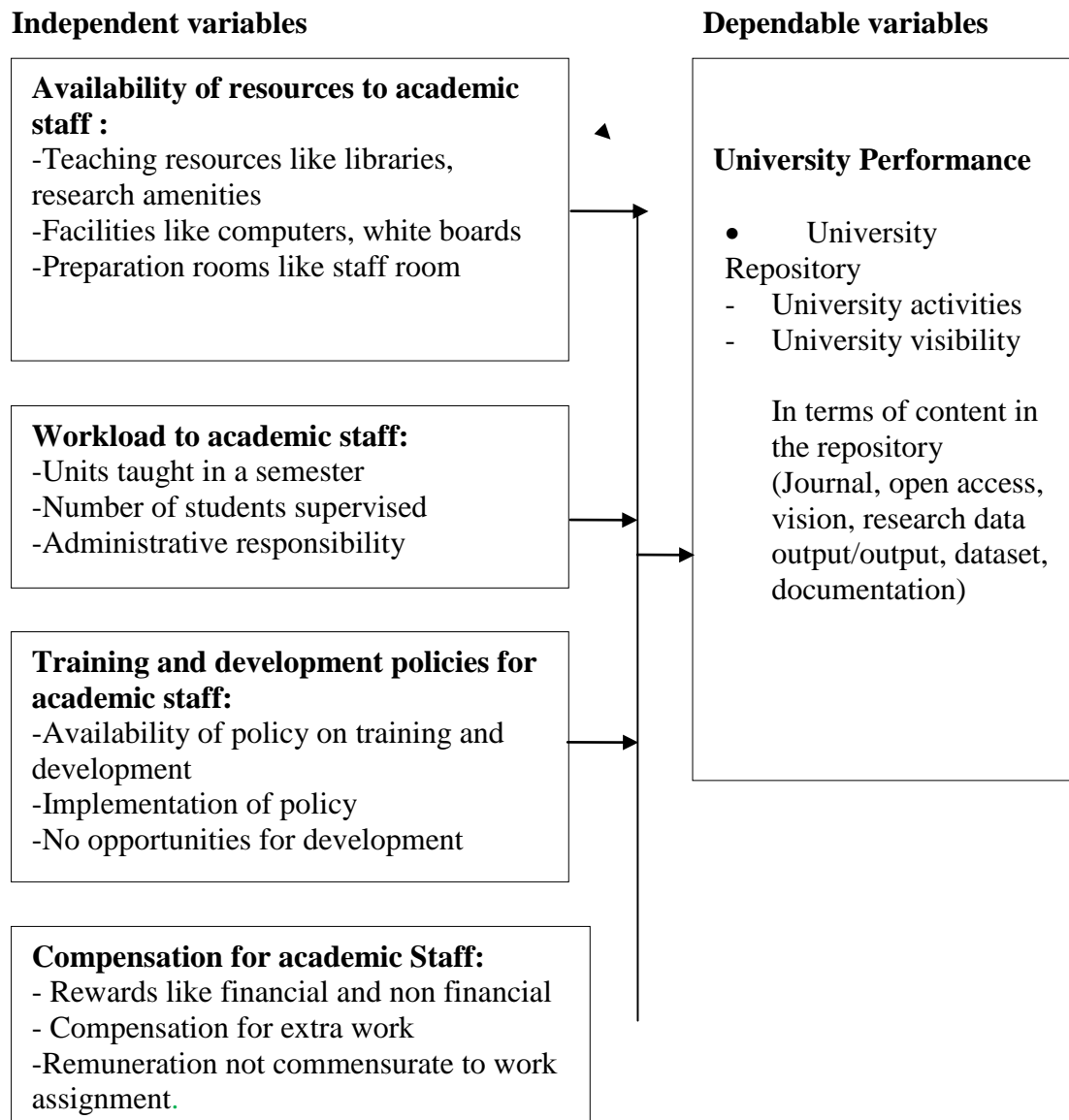
which come from the centre of real work (Dixon, 2000). Academic staffs are encouraged to think of how to identify creativity and innovative ways of improving on research, publication of books and journals and shifting to the new technology in the form of providing lectures to students by making use of the Liquid Crystal Display screen knowledge of teaching which attracts most of the students and reduces the academic staff turnover since the lecturers need to be equipped with laptops and projectors to deliver amongst other ways of delivery of knowledge.

## **2.11 Conceptual Framework**

This study ascertained causes of academic staff turnover on performance of selected universities in Nairobi. The independent variables were the academic staff's availability of resources, academic staff workload, training and development policies for academic staff and compensation for academic staff. Dependent variables were the service quality as perceived by the academic staff that is, presence, impact, openness and excellence. The intervening factors were the university's policies being implemented according to its mission and vision and to be able to have a competitive edge in the industry. Independent variables are manipulated by the researcher to determine the influence on other variables which predicted the variations occurring on them. Dependent variable are a result of influence coming from the effects of the independent variable and intervening variables are used as controlling measures for independent and dependent variables (Mugenda & Mugenda, 2003). Figure 1 shows how the two variables were conceptualized and related.



**FIGURE 1**  
**Conception Framework: Causes of Academic Staff Turnover and their**  
**Effect on University Performance**





The model conceived university performance as having effect on academic staff which subsequently affect Academic Staff turnover.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3 Introduction**

The study covered research methodology used comprising of study design, target population, sampling and sampling procedure, data collection, instrument validity and reliability, ethical issues and the study analysis on causes of academic staff turnover and their effect on performance of selected universities in Nairobi.

#### **3.1 Research Design**

According to (Kothari, 2009) research design is a plan and structure which investigates variables to have answers to the study questions The design of this research embraced both quantitative approach based on variables with numbers analyzed through statistical procedures (Creswell, 2003) and qualitative approach which aimed at showing data in non-numerical terms (Amin, 2005). This study used a descriptive

research design which is concerned with explaining the current status of the characteristics of a particular individual or group (Mugenda & Mugenda, 1999).

### 3.2 Target Population

The target population for the study as shown in Table 1 were the academic staff in two public universities (University of Nairobi and Kenyatta University), as well as two private universities (KCA University and Strathmore University as follows;

University of Nairobi 1,600 respondents, Kenyatta University, 1,000 respondents, Strathmore University 280 respondents and KCA University 49 respondents making a total of 2,857 respondents for the study.

**TABLE 1**  
**Target Population**

<b>Serial No.</b>	<b>Name of university</b>	<b>Number of academic staff</b>
1	University of Nairobi	1,600
2	Kenyatta University	1,000
3	KCA University	49
4	Strathmore University	208
	<b>Total Target population</b>	<b>2,857</b>

**Source: University World News 2013, Issue No.265;**  
<http://www.kca.ac.ke>;  
[www.strathmore.edu](http://www.strathmore.edu)

University of Nairobi was arrived at because it is the largest public university in Kenya with a population of 1,600 academic staff. It expanded the access to higher education by pioneering successfully mode II Programmes, through its production of good research work as a result of hard work and competitiveness. The University of Nairobi's attention to research is an indication of the high quality of grandaunts that it produces (University of Nairobi Staff Handbook, June 2006). Kenyatta University was arrived at because it is the second largest public university in Kenya having a population of 1,000 academic staff. It established links with universities globally, offers both on-campus and distance learning education programs, had nine open learning

centres in Kenya and the university seeks out to take advantage of opportunities being created by [devolution](#) government of Kenya (Were, 2013). Strathmore University was arrived at because it is the largest private university in Kenya with a population of 208 academic staff (Strathmore University Foundation, 2011). KCA University was arrived at because it is the second largest private university in Kenya with a population of 49 academic staff. It has at hand, an immediate access to adequate teaching and learning facilities for example, a well stocked and spacious library of which e-resources and e-journal and other multimedia resources are made available for students, computer and science laboratories, offices and recreation facilities and is known for its culture (KCA University Staff Manual, 2007). The units of analysis in this study were the academic staffs being the respondents because in virtue of their position, are accustomed with the policies of their institution as well as their students.

### 3.3 Sampling Size and Sampling Procedure

The researcher purposively selected two public and two private universities from which the sample was drawn since the target population in which the results drawn was generalized to both public and private universities in Nairobi. Sampling was part of the statistical practice concerned with the selection of individual or observations for the purpose of producing knowledge about a population especially for the purposes of statistical inferences. Since this was a descriptive study, 10% of the target population was to be representative enough to generalize characteristics being observed

(Mugenda & Mugenda, 1999). The sample size for this study was therefore 286 out of the target population of 2,857 academic staff in the four universities as shown in Table 2.

**TABLE 2**  
**Sampling Size**

<b>Name</b>	<b>Number of academic staff</b>	<b>10% sampling</b>
University of Nairobi	1,600	160
KCA University	49	5
Kenyatta University	1,000	100
Strathmore University	208	21
<b>Total</b>	<b>2,857</b>	<b>286</b>

### 3.4 Data Collection Instrument

Questionnaires were the main data collection technique used because questionnaires are used when resources are limited and when data is required from many people. Questionnaires are appropriate for gathering data about knowledge, beliefs, attitudes, and behavior of people. They are also used to protect the confidentiality of the respondents. The questionnaires contained well structured questions from which the respondents chose answers from close-ended questions.

#### ***3.4.1 Data Collection Procedure***

The study involved the collection of primary data. The questionnaires were administered through personal interviews. Interviews enabled the respondents to express themselves and provide in depth data and make clarifications where necessary.

The questionnaires were administered to all 286 respondents making a 100% response of the total questionnaires. Questionnaires were delivered by hand to the respondents at their respective duty stations by two research assistants. Secondary data were also collected from the universities' repositories.

#### **3.5 Testing for Instrument Validity and Reliability**

Leedy & Ormond (2005) observes that validity is tested by seeking for expert opinion on the content of the questionnaire while construct and face validity tested through a pilot study. This study administered questionnaires to 10 academic staff at United States International University which was analysed to test for reliability while construct and face validity was conducted through the expert opinion of the supervisor

and staff at School of Business and School of Research and Distance Learning at KCA University.

The reliability of the data was measured through the accuracy determined by reliability values of 0.7 and above for Cronbach's alpha coefficient. This according to Pallant, (2010) denote research and instruments were reliable. A Cronbach alpha coefficient test in this study resulted in  $\alpha = 0.731$  making this instrument reliable.

### **3.6 Data Analysis**

Data from the questionnaires was analyzed using descriptive through Statistical Packages for the Social Sciences. Data was first presented in tables for descriptive purposes, to view its distribution and for quality checks. The Karl Pearson's Correlation Coefficient was used to determine association between variables. The study additionally used multiple regression analysis to test the effect of availability of resources, workload of academic staff, training and development policies and compensation for academic staff and their effect on performance of the selected universities. University performance was used as the dependent variable and was measured in terms of how university repositories were well built and up-dated with new material.

In this study, due to the numerous independent variables, we adopted the step-wise regression model. Stepwise multiple regression may be described as a semi-automated process of building a model by successively adding or removing variables based solely on the t-statistics of their estimated coefficients. The difference between

the step-wise multiple regression and the standard multiple regression is that in the standard multiple regression, all predictor variables are entered into the regression equation at once whereas the stepwise multiple regression focuses on what the best combination of independent (predictor) variables would be to predict the dependent (predicted) variable.

This study adopted the webomatic.com indicators of university performance. These indicators are the university activity and visibility in terms of content in the repository, which describes the university presence, openness and excellence. These three indicators account for 50% of the university performance. On the other hand, university visibility accounts for 50% and contains one indicator namely the university impact. This study has used the university openness which focuses on well-built and up-dated repositories, that means autonomous sub-domain clearly identified, without many levels of directories and with file names correctly suffixed (acrobats ending in pdf). In order to test the model fit:

$$(\text{---})$$

in this study, the researcher performed a stepwise regression which includes regression models where predictive variables are carried out by an automatic procedure in the form of t-tests. Regression summaries were then done to get information on the ability of the selected regression line to account for the total variation in performance of the selected universities. Analysis of Variance (ANOVA) was performed to test the effect of availability of resources, workload of academic staff, training and development policies and compensation



## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSION**

#### **4 Introduction**

Here, the researcher presents the findings and discussion from data collected through structured questionnaires for academic staff from University of Nairobi, Kenyatta, KCA and Strathmore Universities in Kenya. This is in line with the objectives of this study. Data used for the study were collected through questionnaires consisting of 16 closed ended questions. The data was analyzed using Statistical Package for Social Sciences computer software. Research findings were presented in percentages, graphs and tables.

#### **4.1 Response Rate from the Respondents**

Babbie (2008) recommends a value of 50% and above as being good for statistical reporting. In this study all, 286 questionnaires were returned fully and appropriately filled which represented 100% response rate.

#### **4.2 Demographic Information of the Respondents**

As shown in Table 3, gender, age and academic qualification of the academic staff was established in this study in order to point out the respondents' appropriateness in answering the questions. Majority of the respondents were male (55.1%), 31 – 40 years of age (34.5%) showing an implication for high academic achievers when they enter the academia, had (14.3%) masters or below level of education indicating that in order to lecture in the university, they should attain a master's degree or a Ph.D. Academic staff (28.9%) had been in their current positions for 6 – 10 years (33.8%) implying that they were experienced in the university services. This study also shows that academic staffs at the respective universities were of different age groups from youth, middle aged and old people. Therefore, this study revealed that there was no bias on the academic staff being employed in regards to gender, age or duration worked in their respective institution.

**TABLE 3**  
**Frequency and Percentage on Demographic Information of the Respondents**

<b>Demographic information</b>		<b>f</b>	<b>%</b>
Gender	Male	158	55.1
	Female	129	44.9
	31 – 40	99	34.5
	41 – 50	61	21.3
	51 – 60	30	10.5
	61 and above	22	7.7
	“O” level	22	7.7
Highest academic qualification	“A” Level	55	19.2
	Undergraduate	64	22.3
	Postgraduate	81	28.2
	Masters	41	14.3
	PhD	13	4.5
	Full Professor	11	3.8
Current job designation	Graduate Assistant	36	12.5
	Assistant lecturer	50	17.4
	Lecturer	83	28.9
	Senior lecturer	61	21.3
	Assistant professor	34	11.8
	Full Professor	22	7.7
	None committal	1	0.3
Years in the present position	0 – 5 yrs	67	23.3
	6 – 10 yrs	97	33.8
	11 – 15 yrs	46	16.0

### 4.3 Duration at the Present Institution

As shown in Table 4, the duration at the current institution of the respondents was mainly 6 – 10 years. This showed that (36.9%) of the staffs had worked for 0 – 5 years in their current Institutions. There was no association between the academic staff and the duration worked in the Institutions ( $\chi^2$  14. 699,  $p = 0.258$ ). However, more respondents at Kenyatta University (8.2%) had worked for 15 and above years.

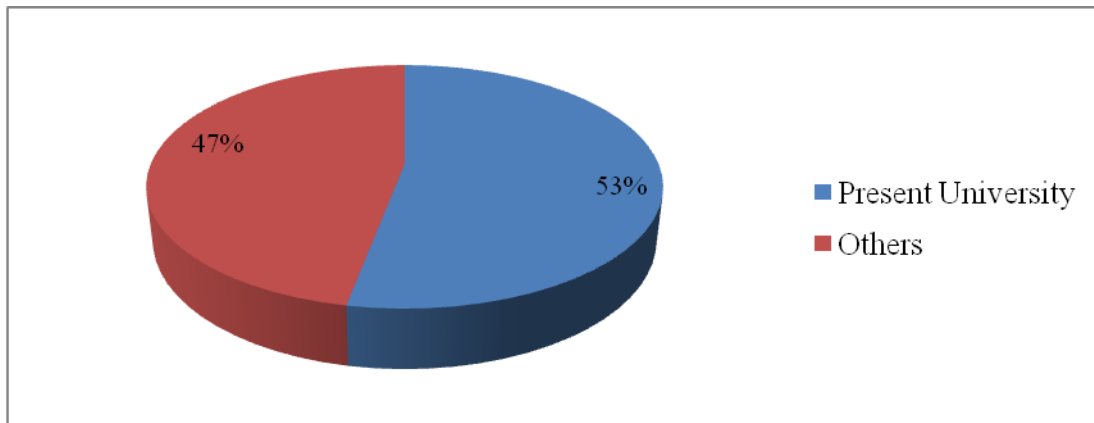
**TABLE 4**  
**Duration the Respondents had Worked at the Institution**

Institution	0 - 5	6 - 10	11 - 15	15 - 20	21 and above	Total
UON	68(41.7%)	49(30.1%)	26(16.0%)	12(7.4%)	8(4.9%)	163(100%)
KU	25(25.5%)	37(37.8%)	20(20.4%)	8(8.2%)	8(8.2%)	98(100%)
KCA	3(30%)	3(50%)	0(0.0%)	0(0.0%)	0(0.0%)	6(100%)
STRATH	10(50%)	8(40%)	2(10.0%)	0(0.0%)	0(0.0%)	20(100%)

#### 4.4 First Employer of the Respondents

From Figure 2, the percentage of the respondents of (53%) who had not changed from first employer was more than the percentage of the respondents (47%) who had changed indicating that most respondents were contented with their current employer.

**FIGURE 2**  
**Chart for Percentage on First Employer of the Respondents**

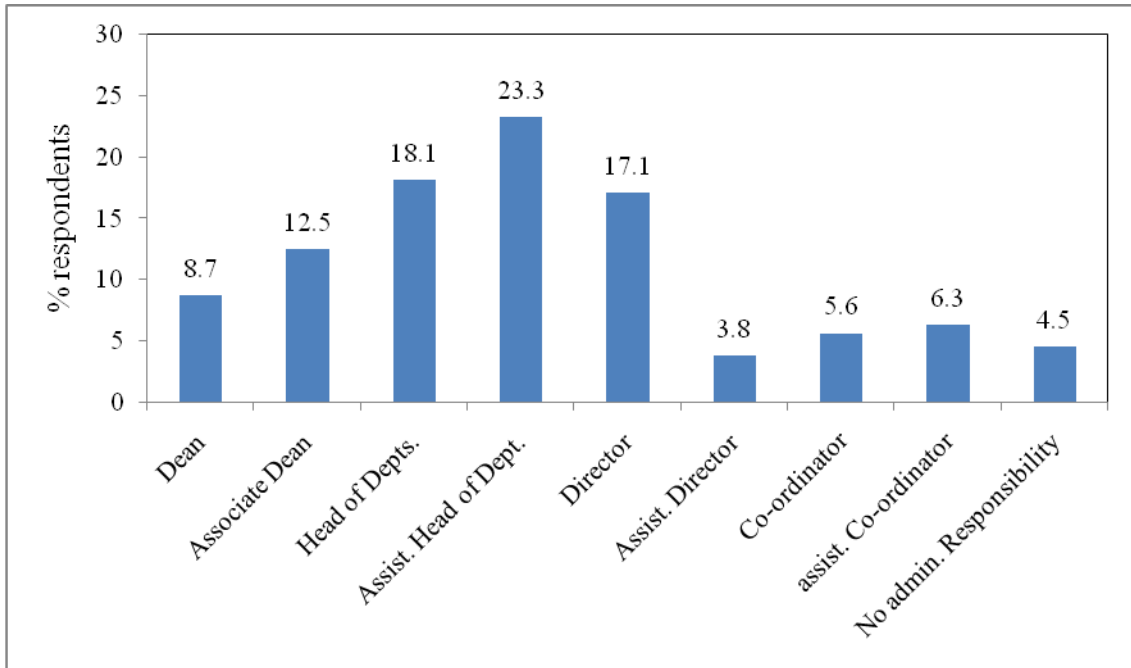


#### **4.5 Academic Staff Responsibilities**

As indicated in Figure 3 (95.5%) of the respondents had administrative responsibilities while (4.5%) had no administrative responsibilities. These responsibilities included directors, deans, associate deans, heads of departments, assistant heads of departments, assistant directors, coordinators and assistant coordinators. This corroborates the findings that workload and work related stress could be a major contributor to academic staff turnover.

**FIGURE 3**

**Chart for Academic Staff Administrative Responsibilities**



#### 4.6 Measures of University Performance as Perceived by Academic Staff

As stated in the previous chapter, this study adopted the stepwise regression technique to select the best independent variable to explain performance of the selected universities. The following models were fitted.

Model i:  $\tilde{Y} = \alpha + \beta_1 X_1$

Model ii:  $\tilde{Y} = \alpha + \beta_1 X_1 + \beta_2 X_2$

Model iii:  $\tilde{Y} = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$

Model iv:  $\tilde{Y} = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$

where:

$X_1$  = I have an acceptable number of students to supervise

$X_2$  = University cares about the academic staff welfare

$X_3$  = The university does not sponsor academic staff for training

$X_4$  = Academic staff availability of teaching resources are highly sought  
by the management

$\tilde{Y}$  = University performance

The first model (i) shows the relationship between university performance and the number of students supervised. The results show that on average, the university performance increased by 10.2% for every additional student supervised for respondents who did not “strongly disagree” compared to those who “strongly disagreed” that they supervise an acceptable number of students. The dependent variable is significant in explaining the dependent variable at 95% confidence level.

The second model (ii) has fitted the academic staff welfare in addition to the number of students supervised as the two independent variables to explain the performance of selected universities. The results show that again, we observe when the academic staff welfare is held constant; an additional student supervised on average increases the university performance by 12.2% respondents who did not “strongly disagree” compared to those who “strongly disagreed” that they are supervising an acceptable number of students. Once the number of students supervised is held constant, the university performance on average increased by 10.5% among

respondents who did not “strongly disagree” that the university cares about the welfare of the academic staff. The coefficients of these two variables are significant in explaining university performance of the selected universities at 95% level of confidence. The independent variables have a positive relationship with the dependent variable.

The third model (iii) fits sponsoring of academic staff for training and the independent variable fitted in previous model (model 2). The results show that holding staff welfare and sponsoring of academic staff training constant, on average, the university performance increases by 11.1% for every additional student supervised among staff who did not “strongly disagree” that they are supervising an acceptable number of students compared to those who “strongly disagreed”. If we hold the number of students supervised and the academic staff welfare constant, the university performance decreases, on average, by 7.6% for each additional sponsorship for academic staff training and development not approved by the management compared to those who strongly disagreed that their university does not offer training and development sponsorship for academic staff. The results further show that if the number of students supervised and the staff sponsorship for training and development are held constant, the university performance on average increases by 10.5% for very additional staff welfare activity among respondents who did not “strongly disagree” that the university cares about staff welfare compared to those who “strongly disagreed”. These three variables are individually significant in explaining change in performance of the selected universities at 95% confidence level.



The fourth model (iv) shows that if the number of students supervised, staff sponsorship and welfare are held constant, on average the university performance increases by 8.3% for every additional teaching resources among the respondents who did not “strongly disagree” compared to respondents who “strongly disagreed” that academic staff availability of teaching resources are highly sought by the management. The results for this model also show that if the appreciation of staff innovation, the number of students supervised and staff sponsorship are held constant, the university performance on average increased by 10.0% for each unit increment in the measure of staff welfare among respondents who did not “strongly disagree” that the university cares about the welfare of academic staff compared to those who “strongly agreed”. The results further show that if the other independent variables fitted in this model are held constant, the university performance increases by 11.7% for every additional student supervised among respondents who did not “strongly disagree” that they are supervising an acceptable number of students compared to those who had a different opinion on the same question. Finally, in the fourth model we observe that when all other fitted independent variables are held constant, the university performance on average decreased by 9.1% for each additional sponsorship for academic staff training not approved by the management compared to those who strongly disagreed that their university does not offer training and development sponsorship for academic staff. This can be evidenced in Appendix III of this study.

#### 4.7 Summary of the Model Revelations

**TABLE 5**  
**Regression Analysis**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
i	0.456a	0.2080533	0.204502	0.69846	0.208053325	6.818	1	223	0.01
ii	0.703b	0.4941269	0.4918584	0.68680	0.286073573	8.635	1	222	0.004
iii	0.827c	0.6841802	0.682764	0.68072	0.190053308	4.981	1	221	0.027
iv	0.874d	0.7643155	0.7632586	0.67489	0.080135297	4.84	1	220	0.029

ey:

i

:

Predictors: (Constant), Number of students supervised is acceptable

ii: Predictors: Number of students supervised is acceptable, The University cares for staff welfare

iii: Number of students supervised is acceptable, The University cares for staff welfare, The University does not sponsor academic staff training

iv: Number of students supervised is acceptable, The University cares for staff welfare, The University does not sponsor academic staff training, Academic staff availability of teaching resources are highly sought by management

v: Dependent Variable: University Performance

A large percent of the dependent variable (76.4%) is represented by the independent variables. The results in Table 5 show the regression summary for the four models. The results for the first model (i) show a coefficient of determination of 0.208 meaning that 20.8% of the change in the performance of the selected universities is explained by the number of students being supervised.

The model fitted with this variable only is significant at 95% level of confidence ( p-value=0.01). The second model (ii) fitted two variables, as discussed above, which

explain 49.18% of the changes in the performance of the selected universities. The addition of the second independent variable has led to a significant improvement of the first model with a 28.65% change in the coefficient of determination (R-square). The change in F-statistic resulting from new variable is highly significant at 95% level of confidence with a p-value of 0.004. The third model (iii) has fitted additional independent variable on the second model. Three variables jointly explain 68.4% of the variation in the performance of the selected universities. The introduction of the new variable improves the coefficient of determination of the second model by 19% which is a significant change (in the F-statistic) at 95% level of confidence with p-value of 0.027.

#### 4.8 Analysis of Variance

**TABLE 6**

**ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
i	Regression	23.326	1	23.326	58.585	.010 <sup>b</sup>
	Residual	88.790	223	.398		
	Total	112.116	224			
ii	Regression	55.399	2	27.700	108.423	.001 <sup>c</sup>
	Residual	56.716	222	.255		
	Total	112.116	224			
iii	Regression	76.707	3	25.569	159.589	.000 <sup>d</sup>
	Residual	35.408	221	.160		
	Total	112.116	224			
iv	Regression	85.692	4	21.423	178.363	.000 <sup>e</sup>

	Residual	26.424	220	.120
	Total	112.116	224	

### Key

- i: Predictors: (Constant), Number of students supervised is acceptable
- ii: Predictors: Number of students supervised is acceptable, The University cares for staff welfare
- iii: Number of students supervised is acceptable, The University cares for staff welfare, The University does not sponsor academic staff training
- iv: Number of students supervised is acceptable, The University cares for staff welfare, The University does not sponsor academic staff training, Academic staff availability of teaching resources is highly sought by management
- v: Dependent Variable: University Performance

The results in Table 6 also show that the four models fitted are significant at 95% confidence level. The significance of the models increases from model (i) to level (iv) with the fourth model being highly significant ( $p\text{-value} \approx 0.000$ ). Therefore, this study identifies the Model iv as the best model to show the effect of the independent variables on the dependent variable.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5 Introduction**

This chapter covered the summary of findings, conclusion and recommendations of the study and suggestions for further study on areas not covered by this study were also included.

#### **5.1 Summary of the Findings**

This study explored causes of academic staff turnover and their effect on performance of selected universities in Nairobi, Kenya. Academic staffs were the respondents drawn from two Kenya public universities namely University of Nairobi

and Kenyatta; and two Kenya private universities namely KCA and Strathmore. Descriptive statistic method of research was used. The period of the study was three months and research instrument used was the questionnaire for gathering data. Raw data was analyzed and findings presented in tables and figures.

As evidenced in chapter four, the demographic information discovered that majority of respondents were male, had postgraduates level of education, are currently lecturers at the university and had been in their current positions between six to ten years; that most respondents were contented with their current employer. Majority of academic staff agreed that they left their first employer due to work related stress. That majority of academic staffs were assigned with administrative responsibilities.

The numbers of units assigned to academic staff per semester were more than three units; the number of students supervised by one academic staff was overwhelming which affected performance negatively. The studied universities were found not to sponsor the academic staff for training, that it was difficult for academic staff to be granted academic leave and that universities had training and development policies for academic staff but had poor implementation process. Lastly, patterns of motivation to academic staff were not well defined in the universities reflecting a significant negative relation.

## **5.2 Conclusion**

The fourth model is an improvement on previous model. The results show that the four fitted variables jointly explain 76.4% of the variation on the performance of the selected universities. The study revealed that the new variable contributes 8.01% change in the coefficient of determination which is significant at 95% level of confidence with p-value of 0.029. It fitted the four independent variables namely: The number of students supervised is manageable, there is availability of staff advancement opportunities, the number of students per class is manageable and there is caring for academic staff welfare. The results show the four variables are significant in explaining the performance of the selected universities at 95% confidence level.

The regression model resulting from the results was as shown below:

$$\hat{y} = 3.679 + 0.117 X_1 + 0.100 X_2 - 0.091 X_3 + 0.083 X_4$$

Where:  $X_i$ , for  $i = 1, 2, 3, 4$  are the independent variables fitted in the model and  $y$  is the estimated performance of the selected universities.

There was no bias on the academic staff being employed in regards to gender, age or duration worked in their respective institution. This is a good sign since employees are not afraid to quit the institution for fear of being discriminated by the university management. Most of the academic staff especially assistant heads of departments as seen in chapter four, were taking up administrative responsibilities making it possible to acquaint themselves with the university's policies so as to implement them in the best of their capacity in the institutions for future experience and job opportunities when a need arises.

If the academic staff are to be retained in the universities, they should be equipped with the right workload commensurate with their abilities and capabilities and this has an effect on the university performance and Daly et al (2006) concurs with this, that structural factors on faculty work environment, autonomy, communication, distributive justice and workload were related to employees' intent to stay or not to stay with their employer. Whilst Omanga (2008) in his study on motivation as a factor in employees' performance, found that the university laid down strategies for motivating academic staff but the mechanisms were not effective in the institution.

There is a statistical significant effect between academic staff compensation on the university performance as observed by Tetey (2006) who stated that dissatisfaction with salaries to employees is one of the key factor undermining the commitment of academics to their institutions and careers which lead eventually to their intent to leave

their employer. Without intellectual capital in the university, the university performance may decline steeply resulting in the low quality of service. Tetey (2006) observed that Africa is losing, in significant numbers, a fundamental resource in socio-economic and political development that is, in its intellectual capital. Thus, the universities should have the necessary resources needed in the universities; research and innovation facilities, staff rooms for academic staff to prepare before their lecturers and new and improved technology facilities to enable the academic staff ease of teaching.



## **5.3 Recommendations**

### **5.3.1 Policy Recommendations**

- Previous similar studies established that academic staff plays a crucial role in the development of universities and it is very essential for the university management to empower the academic staff so that they may perform their duties with competence and at the same time give their best.

- To minimize on academic staff turnover on university performance, it has to be of interest to the university management to narrow the gap between them and the academic staff thus, they should revise their institutional goals and Human Resource policies on the four objectives mentioned in this study namely; compensation, training and development policies, workload and availability of resources. This is in order to reduce academic staff turnover in future although management do not find it of

importance to implement them at the universities. But then, they should realize that the academic staffs are the pillars of the universities.

- University should ensure adequate supply of teaching resources; computers, white boards; preparation rooms before commencement of lectures for academic staff like the staff rooms.

- Academic staff workload; the number of units taught per semester, number of students to be supervised and administrative responsibility should be rationalized so that academic staff find it easy and comfortable to work with.

- Training and development policies for academic staff should be properly implemented. This can be developed in such a way that all the academic staff are incorporated at different timings without jeopardizing the working pattern of the university.
- Academic staff compensation should be competitive since being a global market, academic staff when not satisfied with their compensation, might end up looking for better prospects elsewhere in the world.
- The university should adopt participatory and good human resource policies to prevent academic staff exodus in search of better considerations: There should be included policies on both the Human Resource, government policies and trade union policies on how to handle issues such as grievances and disciplinary policies in an institution, so that when an academic staff experiences one of the above, may be able to know where to get help and counseling besides getting it from his colleagues.

### ***5.3.2 Recommendations for Further Research***

- There should be a study on reasons of every factor not indicated in this study as causes of academic staff turnover and their effect on performance in selected universities of Nairobi, failure to which there will continue to be escalating academic staff turnover in the universities. Of concern is that, other towns in Kenya should make inquiries into the status of academic staff turnover in their own universities to point out more possible gaps on this study and if proved out to be true, a concerted effort be applied to improve the perceived academic staff turnover

and their effect on performance of selected universities in Nairobi which would benefit the Human Resource Management, academic staff and all the universities' stakeholders.

- Suggestion is given that further research may be carried out on the perceived academic staff turnover and their effect on performance of selected universities in Nairobi to point out the variables not indicated in this study.

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## APPENDIX 1

### AUTHORITY TO COLLECT DATA





Thika Road, Ruaraka  
P.O. Box 56808-00200 Nairobi Ker  
Pilot Line: +254 20 8070408/9  
Tel: +254 20 3537842  
Fax: +254 20 8561077  
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Website: [www.kca.ac.ke](http://www.kca.ac.ke)

KCAU/SGS.13/wm

Friday, July 05, 2013

Your Ref .....

To whom it may concern,

Dear Sir/Madam,

**RE: RESEARCH PROJECT**

This is to certify that **AGOLA CHRISTINE AKINYI REG NO. KCA/05/00796** has been permitted by the School of Business and Public Management to carry out research on the topic **"RELATIONSHIP BETWEEN CAUSES OF ACADEMIC STAFF TURNOVER AND PERFORMANCE OF SELECTED UNIVERSITIES IN NAIROBI"**. The research is purely for academic purposes and for the partial fulfillment of the requirements for the MBA Human Resource Management degree program.

Kindly assist the student with information where possible.

Yours faithfully,

  
Dr. P. Wangi Muchiri  
Dean, School of Graduate Studies & Research

**APPENDIX II**

## **INTRODUCTION LETTER**

### **TO WHOM IT MAY CONCERN**

Date: 8<sup>th</sup> July, 2013

### **RE : RESEARCH QUESTIONNAIRE**

I am a Master (MBA-HRM) student at KCA University seeking support from your organization in identifying potential respondents to my questionnaire titled Causes of Academic Staff turnover on performance of Selected Universities in Nairobi.

The research proposal is part of my proposal requirements in the School of Business at the KCA University. The results of this study would be useful in the universities in Kenya because my aim is to identify causes of academic staff turnover and strategies of reducing them by strengthening the use of Human Resource policies in the universities of Nairobi. Your assistance would be highly appreciated in advance.

In case of any queries regarding this project you can contact me through telephone number **0722-738027**.

Thanking you for your time.

Sincerely,

**Christine Akinyi**

**APPENDIX III**  
**COEFFICIENT – DEPENDENT VARIABLE**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.031	.136		29.619	.000
I have an acceptable number of students to supervise	.102	.039	.172	2.611	.010
2 (Constant)	3.677	.180		20.428	.000
I have an acceptable number of students to supervise	.122	.039	.206	3.121	.002
University cares about the academic staff welfare	.096	.033	.193	2.939	.004
3 (Constant)	3.920	.209		18.747	.000
I have an acceptable number of students to supervise	.111	.039	.187	2.841	.005
University cares about the academic staff welfare	.105	.033	.211	3.216	.001
The university does not sponsor academic staff for training	-.076	.034	-.146	-2.232	.027
4 (Constant)	3.679	.235		15.682	.000
I have an acceptable number of students to supervise	.117	.039	.197	3.019	.003
University cares about the academic staff welfare	.100	.033	.200	3.064	.002
The university does not sponsor academic staff for training	-.091	.034	-.175	-2.639	.009
Academic staff availability of teaching resources are highly sought by the management	.083	.038	.145	2.200	.029

**APPENDIX IV**  
**QUESTIONNAIRE**

**QUESTIONNAIRE FOR CAUSES OF ACADEMIC STAFF TURNOVER ON  
PERFORMANCE OF SELECTED UNIVERSITIES IN NAIROBI**

This questionnaire will consist of background information, availability of resources for academic staff, academic staff workload, training and development policies for academic staff and compensation for academic staff.

**Please answer each question by a circle sign around an appropriate answer.**

**BACKGROUND INFORMATION**

**1. Name of your University**

University of Nairobi ( ), Kenyatta ( ), KCA ( ), Strathmore ( )

**2. Gender**

Male	
Female	

**3. What is your age:**

18 – 30	
31 – 40	
41 – 50	
51 – 60	
61 and above	

**4. Indicate your highest academic qualification:**

0 Level	
A Level	
Under graduate	
Masters	
PhD	

**5. What is your appointment grade:**

Graduate Assistant	
Assistant Lecturer	
Lecturer	
Senior Lecturer	
Assistant Professor	
Professor	

**6. How many years have been in your present position:**

0-5	
6-10	
11-15	
15-20	

**7. How long have you worked for this institution:**

0-5	
6-10	
11-15	
15-20	
21 and above	

**8. Which university was your first employer:**

The present university	
Other(specify)	

**9. If your present university is not your first university employer, What are the reasons you left your first employer (Please rank your reasons)**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Lack of training					
Poor work environment					
Imbalance assignment of tasks and responsibilities					
Lack of resources					
Lack of support from superiors					
Work related stress					
Too much work to academic staff					

**10. Do you have any administrative responsibility?**

Yes	
No	

**11. If yes, please indicate the job responsibility:**

Full Professor	
Dean	
Associate Dean	
Head of department	
Assistant Head of Department	
Director	
Assistant Director	
Co-ordinator	
Assistant Co-ordinator	

**12. Below are statements on availability of resources for academic staff. Please indicate either agreed/disagreed on ticking the desired box below:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Academic staff availability of teaching resources are highly sought by the management					
Goals and values of academic staff are taken seriously by the management					
The university takes pride in academic staff' accomplishments					
Academic staff feel at ease talking about their jobs to their supervisors					
Academic staff' contribution to the university is valued					

13. The following statements are academic staff workload that causes employee turnover. Please indicate either agreed/disagreed on ticking the desired box below:

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Average number of units taught per semester is greater than 3 units					
Number of students supervised are overwhelming					
Administrative responsibility takes too much time					
There is no time for Research and Publication work assigned					
Work assignment is done randomly					
The number of student per class is overwhelming					



**14. This section relates to the training and development policies for academic staff. Please indicate either agreed/disagreed on ticking the desired box below:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
There exists poor training needs assessment for academic staff					
Supervisors do not listen nor understand the academic staff training requirements.					
There are no opportunities for advancement for academic staff.					
The university does not sponsor academic staff for training.					
Academic staff training plans are not well developed and monitored					
The university does not care about the academic staff welfare					
It is difficult to get study leave					
The university provides insufficient funds for academic staff development					
The university has training and development policies but here is poor implementation of the same					

- 15. This section relates to the compensation for academic staff that may cause staff turnover. Please indicate either agreed/disagreed by ticking the desired box below:**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Academic staffs do not sufficiently feel empowered with their pay.					
The pattern of motivation to academic staff are not well defined					
Academic staff are not promoted on merit					
Work assignments are not commensurate to the remuneration of academic staff.					
Academic staff are not sufficiently compensated for extra work they perform					
Non-financial rewards (vacation, recognition, bonus etc) are not adequately provided for academic staff.					

- 16. How would you rate your university repositories in accordance with clearly identified sub-domain (without many levels of directories) and correctly suffixed filenames? (Rate you answer on a scale of 1 to 5)**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The university faculties and departments maintain a web domain totally different to the university central one					
The governance of the university decrease the web visibility for both the satellite and the whole university					
When the university changes its webdomain, the older one is immediately discarded					
the benefit of the institution, the policy is to rank all the domains but publish only the best ranked domain					

Thank you for your contribution to this study.