

**FACTORS INFLUENCING MOBILITY OF ACADEMIC STAFF
IN UNIVERSITIES IN COAST REGION AND NAIROBI
COUNTY, KENYA**

Grace Otengo Wamukoya

**A research project submitted in partial fulfilment for the requirements of the
Master of Education in Corporate Governance**

University of Nairobi

2014

DECLARATION

This research project is my original work and has not been presented for the award of a degree in any other university.

Grace Otengo Wamukoya

E55/71824/2011

This research project has been submitted with my approval as the university supervisors.

Dr Andrew R. Riechi

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi

Dr. Jeremiah M. Kalai

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this research project to my mother, my children Kelvinand Mercy for the moral support they accorded me during the study period.

ACKNOWLEDGMENTS

I acknowledge the almighty God for taking me this far. I owe the successful completion of this project to the exceptional support of many people. Firstly, my most profound gratitude goes to my two supervisors Dr. A. Riechi and Dr. J. Kalai of the Department of Educational Administration and Planning who guided me through this journey. They have been my pillar during this most difficult process from the inception of the write up, the data analysis process to the final write-up. Thank you for your guidance, encouragement and timely feedback. Secondly, I would like to acknowledge the support I received from my niece Carmen and Keplagat who took time to read my chapters and advised me accordingly. Thirdly, I would also like to thank many friends and my fellow Masters candidates at University of Nairobi, School of Education for their consistent support and encouragement. I am particularly grateful to Mwende, Mulonzi and Charity, thank you.

Special thanks go to my employer, Technical University of Mombasa for funding my studies and giving me leave to pursue my studies. I also wish to thank the Vice Chancellors, Deputy Vice Chancellors and Registrars of all the universities involved in this study for their support during the data collection and all the respondents who took part in this study, without whom the study would not have materialized. Thank you. Fourthly, I deeply acknowledge the unwavering love and care I got from my family, most importantly, my brothers Justus and Edwin who guided me through the rough waters and for the financial support. A special place in my heart is reserved for my cousin Francisca who was there for my children in my absence

TABLE OF CONTENTS

DECLARATION ii

Dedication..... iii

Acknowledgmentsiv

List of figures.....vi

Abbreviations and acronyms vii

Abstract..... viii

CHAPTER ONE

INTRODUCTION

1.1Background to the study 1

1.2Statement of the problem.....4

1.3Purpose of the study4

1.4Research objectives5

1.5Research questions5

1.6Significance of the study6

1.7Limitations of the study6

1.8Delimitation of the study7

1.9Assumptions of the study7

1.10Definition of significant terms.....8

1.11 Organization of the study9

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction10

2.2 Concept of academic mobility10

2.4 Effect of working conditions on mobility of teaching staff13

2.5 Effect of Professional growth opportunities on mobility of teaching staff16

2.6 Effect of institutional corporate culture on staff mobility17

2.7 Summary of literature review18

2.8 Theoretical framework19

2.9 Conceptual framework20

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction22

3.2 Research design22

3.3 Target population22

3.4 Sample size and sampling procedures23

3.5 Research instruments24

3.6 Instrument validity25

3.7Reliability of the instrument	26
3.8Data collection procedures	26
3.9Data analysis techniques.....	27

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1Introduction	28
4.2Questionnaire return rate.	29
4.4Influence of Monetary incentives on academic staff mobility.	39
4.5Influence of professional growth on academic staff mobility.	50
4.6Influence of institution culture on academic staff mobility.....	56
4.7Intent to leave or stay at the current workplace.	60

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1Introduction	64
5.2Summary of the study.....	64
5.3Findings of the study	65
5.4Conclusions	66
5.5Recommendation	67
5.6Suggestion for further studies.....	68

REFERENCES	69
APPENDIX I Letter of introduction	73
APPENDIX II Questionnaire for teaching staff.....	74
APPENDIX III A questionnaire for administrative staff.....	80
APPENDIX IV Research permit from NACOSTI.....	81
APPENDIX V Letter of authorization to carry out research at CUEA.....	83

LIST OF TABLES

Table 2.1: Push and pull factors in higher education.....	11
Table 3.1: Number of permanent academic staff in Universities.....	24
Table 4.1 Distribution of academic staff by gender.....	30
Table 4.2 Distribution of academic staff by age.....	31
Table 4.3 Distribution of academic staff by marital status.....	32
Table 4.4 Distribution of academic staff by professional qualifications.....	33
Table 4.5 Distribution of respondents by highest qualifications.....	35
Table 4.6 Influence of monetary incentives on mobility of teaching staff.....	39
Table 4.7 Mean score for monetary incentives and mobility.....	40
Table 4.8 Influence of working conditions on mobility of academic staff.....	44
Table 4.9 Facilities for academic staff to carry out their work.....	45
Table 4.10 Influence of professional growth on mobility of academic staff.....	51
Table 4.11 Teaching staff satisfied with pay relative outside employees.....	56
Table 4.12 Teaching staff actively searching for alternatives.....	57
Table 4.13. Teaching staff intent to leave or stay at current workplace.....	60
Table 4.14 Friends left because of poor working condition.....	62

LIST OF FIGURES

Figure 2.1 Conceptual model	20
Figure 4.1 Other income sources for academic staff.....	37
Figure 4.2 Distribution academic staff by discipline.....	38
Figure 4.3 Additional income to make ends meet	42
Figure 4.4 Promotion of academic staff in universities.....	47
Figure 4.5 Industrial relationships between management and workers in the institution.....	48
Figure 4.6 Satisfaction of teaching staff with working conditions	49
Figure 4.7 A good chance to get ahead in the institution	53
Figure 4.8 Staff consequences for living the university would be available Alternatives.....	58
Figure 4.9 Academic staff enjoy telling people how wonderful their university is...	59
Figure 4.10 shows teaching staff intent to leave or stay at present workplace.....	61

ABBREVIATIONS AND ACRONYMS

CHE	Commission for Higher Education
CUE	Commission of University education
ILO	International Labour Organisation
JKUAT	Jomo Kenyatta University of Agriculture and Technology
MHEST	Ministry of Higher Education, Science and Technology
MOEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
R&D	Research and development
TUM	Technical University of Mombasa
U.O.N	University of Nairobi
SPSS	Statistical Package for Social Sciences

ABSTRACT

The purpose of the study was to determine the factors influencing academic staff mobility in universities in Nairobi County and Coast region. The study sought to determine the extent to which monetary incentives, working conditions, professional growth prospects and corporate culture influences the movement of academic staff within Coast region and Nairobi County. The study employed descriptive survey research design confined to 501 teaching staff in the universities within Coast region and Nairobi County. One private university and four public universities were sampled purposively and stratified sampling was used for 125 academic staff as respondents of the study. Data was collected using a self-administered questionnaire for academic staff and face to face interviews for administrators. A pilot study was done to improve the reliability of the instrument. Data was analysed by use of frequencies, percents, pi-charts, means and bar graphs.

Findings on monetary incentives indicated there was no enough incentives' to retain academic staff in their current institution since 50 percent disagreed that they were making considerable amount of money on their job, 38 percent indicated that they required additional income to make ends meet, 36 percent disagreed that promotion was fairly done at equal rate, On facilities 42 percent were dissatisfied. Research indicated that 45 percent agreed to have too much work and 40 percent were dissatisfied with the way the college was managed, 36 percent were dissatisfied with the working conditions. However 62 percent indicated having good working relationships with colleagues, while 92 percent were satisfied with job security at their workplace. Findings on professional growth showed that 30 percent did not have a good chance to grow. Data showed that 53 percent felt they had nothing to gain by sticking to their current institution. Majority however 50 percent felt they have been trained well in their institution. Data also showed that 59 percent felt they are allowed to participate in making their own objectives 50 percent enjoy telling others about their university. Findings on the intent to move showed that most of the lectures were ready to move except those who had worked for over 11 years and above and those who were in the private university since only 8 percent were actively looking for an alternative institution. The study made conclusions from the results that monetary incentives is very important to all teaching staff and every university should make an effort to provide these incentives. Other factors which are crucial include the working conditions, professional growth prospects. The image of the institution matters to all teaching staff and every lecturer would like to associate with a university with a good image to the society. The study made some recommendations to ensure academic support which, in time, will promote academic growth and the retention of valuable academic staff. The academic leader, as a mentor, should take charge of academic progression. Commission of higher education to ensure that every accredited university has appropriate facilities. Institutions to ensure that every person working in the university has the required qualification irrespective of the type of university. The study suggested further research as a comparison between the factors influencing academic staff mobility in the public and the private universities based on the same independent variables

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Universities depend on their employees' skills, knowledge and abilities for efficient and effective delivery of services in order to stay abreast with new changes and to achieve the vision of the institution (Naris &Ukpere, 2010). Higher education, training, and technological readiness are considered key drivers for economy's efficiency (Torun &Cicekci, 2007).

With a lot of decentralization of universities worldwide, mobility of academia particularly researchers contributes a lot to knowledge diffusion and a catching up effect of Research and Development and other innovation related activities in universities. These innovative activities are measured by recruitment of highly qualified personnel and participation in a Research and Development collaboration projects (Torun &Cicekci, 2007). The shortage of academic staff and the failure of universities to retain quality academic staff continue to be crucial to the changing prospects and potentials of knowledge formation and learning.

Pienaar and Bester (2008) posit that the academic profession is fundamental to the functioning of any university, for the university to achieve its objectives it must have qualified academicians. Technical University of Mombasa was mandated to provide facilities for scientific, technological and professional education, integration of teaching, research and effective application of knowledge and skills to the life, work

and welfare of the citizens of Kenya (service charter TUM, 2013). This can only be achieved by having highly qualified staff and putting work life policies in place that are conducive enough to motivate and retain employees. Organizations in today's era of fierce competition spend their resources in training of its employees and their development so that they can compete in market and to achieve their strategic and tactical goals (Antonacopoulou, 2000). Liu (2007) and Western (2000) observe that in any organization, training and development policies for the employees can be helpful for the attainment of organizational objectives and long term goals, but only if these programs are operated in a line specified for training needs.

In Kenya many academic staff do change universities, qualified academic staff have resigned from Kenyan public universities and secured better paying jobs abroad (Waswa & Katana, 2008). Internal movement is also rampant with highly skilled academics moving within institutions in search for better packages and professional growth. When the expansion of higher education came it led to the shortage of teaching staff. This was so severe that universities were forced to recruit from each other, offering a lot of incentives in order to attract qualified staff. This recruitment vendetta known as 'poaching' intensified with the most vulnerable academic staff being those who had stayed on one job group for long either due to lack of available positions in the establishment or had no required qualification (Kipkebut, 2010). With the increase in the number of universities in 2013 from seven (7) to twenty two (22) public universities Academic staff movement to newly formed universities with the hope of professionally growing faster increased. . Many moved in order to

benefit from the training offers that usually accompany new institutions while others, were attracted to the culture of the institution.

Mobility is however increasingly seen as a vehicle towards strengthening of the university research area and promotion of university competitiveness. Naris and Ukpere (2010) observe that every educational institution wants to have a competitive edge in order to attract more students and potential employees. Kiamba (2005) notes that, public universities in Kenya have commercialized most of their services and hence heavily rely on their staff for quality services and product. This has led to universities investing heavily on packages that attract highly qualified academicians that will be able to provide quality services and products that give competitive advantage. Nairobi and Mombasa being the first and second cities in the country have the highest number of universities than any other Counties and experience the effect of academic mobility. Within a period of one year, Technical university of Mombasa (TUM) in Coast region received ten (10) doctorate holders in different fields all from Nairobi County and its environs. However TUM also lost (5) of its valuable long serving academic staff who changed universities within the two cities. Pwani University (PU) lost four (4) academic staff to both private and public universities. Ziro (personal communication February, 14 2014) claims there is a lot of moonlighting going on at the expense of Technical University of Mombasa students. Private universities at the coast region are outsourcing from the public universities, with more than twelve (12) Technical University of Mombasa permanent employees carrying out part-timing work in the private universities and college centres of other

universities like Jomo Kenyatta University of Agriculture and Technology (JKUAT), Kenyatta University (K.U) and University of Nairobi (UON) who almost wholly depend on the staff of the two public universities for service.

1.2 Statement of the problem

It is through Moonlighting that Technical University of Mombasa ended up losing the ten (10) of its staff Obwogi (personal communication February, 2014) A lot of literature shows research on mobility of academic staff to overseas in search for better terms and living conditions. Naris and Ukpere (2010) among many have researched on turn over and motivational factors that promote retention of staff. However very little has been done on the factors that influence mobility and a systematically provided data on the ‘stocks’ of mobile staff in universities within Nairobi county and Mombasa Region. The mobility in universities is costly for those affected and many universities have struggled to recruit and maintain qualified staff in order to keep abreast with the competitiveness of universities. This gap created by those who move from one institution to another is hitting hard on many universities. This study seeks to investigate the factors that make academic staff to move from one university to the other within the Nairobi County and Coast region.

1.3 Purpose of the study

The purpose of this study was to investigate the factors that influence mobility of academic staff in Universities in Coast region and Nairobi Counties, Kenya.

1.4 Research objectives

The study was guided by the following research objectives:

- i) To determine the extent to which the monetary incentives influence academic staff' mobility in Coast region and Nairobi County, Kenya.
- ii) To determine the influence of working conditions on academic staff movement in Coast region and Nairobi County, Kenya.
- iii) To determine the extent to which professional growth prospects contribute to the movement of academic staff from one university to another in Coast region and Nairobi County, Kenya.
- iv) To analyse the influence of institutional corporate culture on the movement of academic staff within Coast region and Nairobi Counties, Kenya.

1.5 Research questions

The following research questions guided the study:

- i) To what extent do monetary incentives influence academic staff mobility in Coast region and Nairobi County, Kenya?
- ii) How do working conditions influence staff movement in universities in Coast region and Nairobi County, Kenya?
- iii) To what extent do professional growth prospects influence movement of academic staff from one university to another in Coast region and Nairobi County, Kenya?

iv) How does corporate culture influence movement of academic staff within Coast region and Nairobi County, Kenya?

1.6 Significance of the study

With limited research done on local movement of academic staff, the findings of the study may be important in a number of ways: Firstly the study's recommendations provides an insight on ways the universities can balance their competitiveness nationally as they face mobility challenges. The study provides guidance that may be useful in policy formulation on how to create balance in universities particularly during the implementation of devolution which requires having a university in every county. The study may be a basis to be used by the Salaries Remuneration Committee (SRC) in order to standardise packages in every university.

The findings of the study may also provide data that could help universities to formulate ways of attracting and retaining high skilled teaching staff that can foster the competitiveness required globally and nationally.

1.7 Limitations of the study

According to Orodho (2004), limitation is an aspect of study the researcher knows may adversely affect the results of general ability of the study but over which he or she has no direct control over. The limitation of the study is that it was not possible to meet all the respondents at the scheduled time. The data collected largely depended on

the respondent's honesty as some felt obliged to hide vital information which had an effect on the findings of the study. The actual respondents of the questionnaires were not known.

1.8 Delimitation of the study

The focus of the study was limited to the universities in coast region and Nairobi counties, Kenya. According to Orodho (2005), delimitations are those characteristics that limit the scope and define the boundaries of one's study. The study was limited to Academic staff at all levels in universities in Nairobi County and in Coast region. Four (4) public universities and one (1) private university in Nairobi County and Coast region were selected through purposive sampling. A comprehensive study of the universities in Nairobi County alone should be carried out

1.9 Assumptions of the study

The study was based on the following assumptions;

- i) All respondents are working in a university as permanent staff
- ii) All respondents were to cooperate and provide honest responses to questions posed to them.

1.10 Definition of significant terms

Academia refers to a teacher, lecturer or a scholar and academic administrators in a university or other institute of higher learning:

Corporate culture refers to the core institutional values and beliefs, norms and practices which underpin decisions and behaviour of the employees of that institution

Monetary incentives refer to those factors that attract a lecturer/teaching staff to join an institution and motivate him/her to remain in that institution

Mobility refers to the movement of academic staff from one university/college to another transferring his/her service while strengthening and deepening knowledge and skills

Professional growth prospects refers to activities such as training, responsibilities, career advancement that allows acquisition of new skills and knowledge both for personal development and career advancement.

Researcher refers to an academic staff who has the role of designing and carrying out research programmes, have little or no teaching responsibility in a university.

Working conditions refers to the physical, psychological and geographical environment of the place of work in universities including facilities.

1.11 Organization of the study

The research study was organized in five chapters, Chapter one is the introduction to the study. It contains the background information of the study, statement of the problem, research objectives, research questions, scope and limitation of the study, delimitations, and assumptions of the study and Operational definition of terms. Chapter two consists of concept of academic staff mobility, effects of monetary incentives, effects of working conditions, effects of professional growth opportunities and effect of institutional corporate culture on academic staff movement from one institution to another, Literature review, the theoretical and conceptual framework of academic mobility Chapter three is the methodology. This chapter outlines information on the research design, study population, sample and sampling procedures, instruments and procedures, the validity of the instrument used, data collection and data analysis among others.

Chapter four addresses the results arising from the empirical analysis of the data obtained. Chapter five discusses the most salient results emanating from the results obtained in the study. Conclusions are drawn based on the obtained results and integrated with existing literature. Recommendations for future research are outlined.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the findings of the secondary literature review of data related to the research topic. Information for the relevant review was obtained from articles, books, journals, websites, and comments from persons. The section covers the following subheadings; concept of academic mobility , influence of monetary incentives on academic staff mobility , influence of working conditions on mobility of academic staff, influence of professional growth opportunity on mobility of academic staff, Influence of institutional culture on mobility of academic staff , summary of the literature review, theoretical framework and conceptual framework.

2.2 Concept of academic mobility

The conventional concept for understanding the genesis of academic migratory flows consists of identifying factors that will influence one to leave his Institution ('push' factors) and those that act as a positive incentive to move to a particular destination ('pull' factors). Push and pull factors have previously been generalized to refer to poor salaries visa v high paying salaries, however in higher education there are other factors contributing to the push and pull. Gaiduk (2009) observed that previous studies had found employee intentions to remain with an organization being influenced by three major groups of variable which are: employee personal characteristics such as gender, age, position level; the nature of an employee's current

job; and adequate working arrangements including such aspects as the quality of current supervision, opportunities for promotion, available training, and quality of communication within the organization. Table 2.1 shows a list of factors that can both ‘push’ and ‘pull’ academics staff of higher education, although there are other factors that will contribute to the general mobility of highly qualified staff.

Table 2.1: Push and pull factors in higher education

Push factors	Pull factors
Poor monetary incentives: Inadequate compensation package, poor salaries	Better Compensation package
Poor working conditions/job dissatisfaction: facilities , teaching materials, e-learning facilities leadership styles, workload	Better working conditions/greater job satisfaction
Lack of growth prospects : promotions, career opportunities like training and development programmes, empowerment	Greater growth prospects: promotions, career opportunities like training and development
Poor corporate culture; freedom of operation, ethnicity,	Prestigious culture – sense of belonging

This pull factors are believed to attract a teaching staff from one institution which does not have them adequately to one that provides

2.3 Influence of monetary incentives on academic staff mobility

Money possesses significant motivating power and symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success. Akintoye (2000) asserts that money remains the most significant motivational strategy contrary to Herzberg who argues that employees are motivated by internal values such as achievement recognition and work itself (Armstrong, 2009). In Kenya demand for better pay has often led to standoffs between the government and the university academic staff union (UASU) (Chacha, 2004). This was witnessed in March 2014 when university staff downed their tools despite the court order restraining them (Republic of Kenya 2014). Naris and Ukpere (2010) suggests that the notch increase, which is the financial reward that teaching staff received after obtaining their qualification, was not sufficient and was reason enough to leave the institution. Academic employees who are unable to get attractive opportunities elsewhere are actively involved in professional and non-professional activities within and outside their universities to supplement their income (Tetty, 2006) meaning monetary incentive has a lot of effect on teaching staff. It can determine whether one is to remain in one institution or move.

It is important to ensure that the prevailing pay in other institutions is taken into consideration while determining the pay structure of an organization, UASU members work together to fight for fairness. Fairness in workplace in terms of promotion and recognition is crucial. Kipkebut (2010) asserts that distributive justice is concerned with fairness in the allocation of outcomes such as pay and promotions. Employees expect equity in promotion, scholarship awards, recognition and many other activities that take place in an academic institution. Daly and Dee (2006) observe that perceptions of unfairness will lead to frustrations and resentment resulting in low morale, hence low productivity.

2.4 Effect of working conditions on mobility of teaching staff

Work environment is one of the major factors that affect an employee's decision to move or stay within the institution. Reasons for young academic staff members in Australia to leave their institution is attributed to heavy workload, lack of input in decision making, wanting new challenges, poor salary and personal circumstances (Mayer, 2006). Productivity and efficiency are directly affected by how people work, and the environment in which they work. A working environment that is comfortable, relatively low in physical and psychological stress and with adequate facilities enables attainment of work goals, however, stressful working environments result in low levels of satisfaction hence intent to seek alternatives. In addition, academic staffs also require research and book support to be able to access the latest information for their teaching and research outputs. According to Ackers (2005), the career decisions

of higher education staff are particularly sensitive to the research resources to which they have access many will want to stay where research facilities are supported. Obwogi (2011) observed that some academic staff in Kenyan public universities do not have access to some of the basic teaching facilities like offices and desks and computers.

Mbonga (personal communication January 14, 2014) claims that he does not have a place to do his work, no computer, no landline phone, and no air condition in his office. Sometimes I miss meetings because memos can't get to me in time. I use my mobile phone for any communication in the university compound. Therefore I have to prepare from my home, he continues increased workload is another aspect which is very stressful in this universities.

Yousaf (2009) observes that increased workloads caused by massification of large student numbers impact on well-being of employees of higher education , Daly and Dee (2006) observe that heavy workloads, including assignments to teach large classes, may generate hostility toward the organization and increase the levels of intent to seek other alternatives other than the same institution. It is a widely held belief that the workload of the academic staff has been increasing especially due to expansion of higher education and this has contributed to increased stress level (Metcalf, Rolfe, Stephen &Weale, 2005). Waswa and Katana (2008) observe that in Kenyan Public Universities, heavy workloads manifest themselves in the form of large classes brought about by increasing enrolments and the integration of Joint Admission Board and Self-Sponsored Programmes students. A class may be having

between 80 and 100 students, which can be very stressful to a mathematics / physics lecturer.

Technology is redirecting all facets of education in this current era. Academic staff members are expected to use appropriate technology in delivering their services and in their research. Rosser (2004) observes that few institutions provide adequate support for faculty members to integrate technology into their work. The extent to which academic staff feel supported in terms of provision with adequate and favourable facilities including technology is critically important to the quality of their work life and may easily influence their intention to stay or leave.

Leadership factors like institutional communication openness, the perceived distributive justice is crucial to a staff. Daly and Dee (2006) indicate that higher levels of open communication were associated with higher levels of satisfaction and commitment, which in turn yielded higher levels of intent to stay

Andrew, Bankole, and Olatunde (2000) view the financial stability of the universities as tied to the fiscal fortunes of the state. In the last decades the government budget for universities had reduced. The consequences of reduced funding are reflected in poorly-equipped laboratories, outdated libraries, poorly-remunerated staff, crumbling academic facilities, and low research output.

2.5 Effect of Professional growth opportunities on mobility of teaching staff

Smerek and Peterson (2007) in a study of 1,987 non-academic respondents from a public American university examined the relationship between employees' personal characteristics, job characteristics, perceived work environments and job satisfaction. Testing Herzberg theory, the study found that 'motivator' factors (i.e. work itself, opportunity for advancement and responsibility) and 'hygiene' factors (i.e. effective senior management, supervisory support and satisfaction with salary) were the strongest predictors of job satisfaction. A number of studies report that the availability of promotion opportunities appear to be perceived as an influential factor among faculty members to voluntarily relinquish their jobs or quit their institutions (Victoria, 2008; Naris &Ukpere, 2010). Promotional activities refer to the degree an employee perceives his or her chances to grow and be promoted within the organization.

Dockel (2003) strongly argues that people should not only be rewarded financially but they should also be offered opportunities to grow within the organization. Promotion offers opportunities for growth and is also one of Herzberg motivators which can be used to enhance immobility. Promotion for academic staff is dependent on teaching, research and publications however, due to financial constraints; non-prioritization of research by government and inadequate publishing facilities, publishing of refereed articles has become a monumental challenge for Kenya and other African academics (Kipkebut, 2010).

Training is the process of providing junior employees with specific knowledge and skills in order to enable them perform specific work tasks while development is the providing senior employees with conceptual skills for performing general duties (Okumbe, 2001). Okumbe strongly posit that every employee must be given further training irrespective of previous training. Training is a form of human capital investment. No matter how automated an organization or university may be, high productivity depends on the level of motivation and the effectiveness of the workforce. The universities must have good training programmes for the purpose of individual's self-improvement and development to meet the challenges and requirements of emerging technological changes.

2.6 Effect of institutional corporate culture on staff mobility

Organizational (corporate) culture refers to the shared philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes and norms in organizations (Lund, 2003; Maslowski, (2001). Flamholtz (2006) believes that corporate culture determines organizational success as it influences goal attainment because of the believed link to motivation of employees. Culture is shared values, norms, and expectations that govern the way people approach their work and interact with each other. Bellou (2007) argues that culture is a unique amalgam of symbols, values, attitudes and behaviour patterns, associated practices, and ways of conducting business, creating a distinct identity. Kenyan universities have diverse cultural practices that identify each uniquely. Public universities have fallen victims to the influence of tribalism in the appointment of

their top managers thus undermining their image as national centres of academic excellence. BethwellOgot, a Chancellor of one of the public universities, observes that public universities risk being turned into “tribal institutions of excellence” unless the government takes urgent measures to reverse the trend Odunga (2008).

2.7 Summary of literature review

In this section of the report the researcher has reviewed the literature on migration of academic staff within universities. Researchers like Daly and Dee (2000), Kipkebut, (2010), Naris and Ukpere (2010) agree that most academic staff move because of intrinsic and extrinsic factors. However, Sutherland (2004) established that job satisfaction and organizational commitment do not necessarily lead to one committing himself to leave or remain with the employer. Schroder (2008) used the two-factor theory as the theoretical framework for a study of 835 university employees in order to understand the impact of demographical factors on job satisfaction. He concludes that job satisfaction was related to age and educational level, and that level of intrinsic and extrinsic job satisfaction was not the same for different occupational groups, findings which contradict Herzberg’s theory of motivation.

Although many researchers have been done on mobility, most of them have concentrated on the intent to leave or stay and on how to retain employees. Although a lot of research has been done on mobility there still remains a challenge of knowing

what pulls or pushes a teaching staff to move. The factors that influence the mobility of academic staff within Coast region and Nairobi County still remain an answered. This study aims to determine these factors.

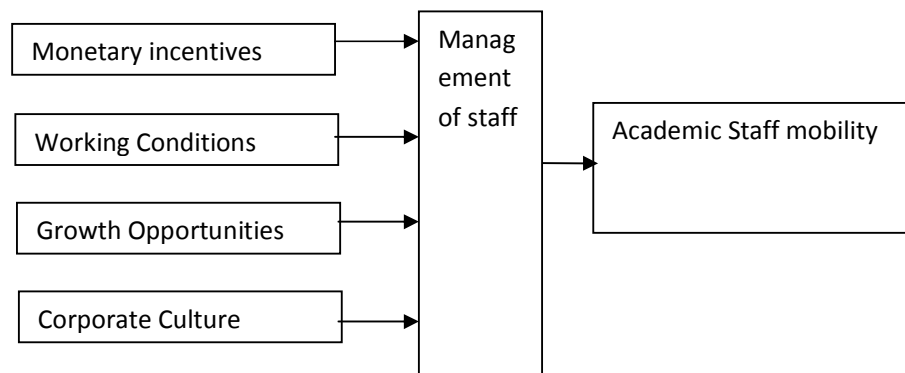
2.8 Theoretical framework

A number of authors have used different approaches to theories to address employee needs as a basis of attracting and retaining of employees in organizations. This study focuses on Equity theory by Adam's 1965 (cited in Namusonge, 2012). Adam is concerned with the perceptions people have about how they are treated as compared with others. The theory postulates that employees seek to maintain equity between the input they bring into a job and the outcome they receive from it against the perceived inputs and outcomes of other employees. Failure to find equity may lead to one leaving the organization. This theory recognizes that individual inputs such as experience and effort are valuable and should be recognized. People become de-motivated reduce inputs and seek change or improvement whenever they feel their inputs are not being fairly rewarded, however the theory can only apply for short term. Not every academician do put in a lot that they cannot be rewarded for all their efforts.

2.9 Conceptual framework

Figure 2.1: illustrates the model of migration of academics. The assumption is that there are either obstacles or incentives which intervene between push and pull factors to either prevent or promote a successful transition to the new place

Figure 2.1: Conceptual model



The conceptual model shows the relationship between various variables factors in the institution and academic mobility. They can either have an effect on the teaching staff to have intent to leave or stay within that institution depending on how the management does handle each of those factors. These factors can be grouped into two as institutional constructed and environmental determinants.

Institutional constructed determinants involve the institutions' management practices that attract employees to such institutions (attraction) or may make them to remain with the institution (retention), despite other institutions that are looking for staff. The variables are Institutional image, management or leadership style, salary packages whether equitable or not, standardized and clear criteria for its determination, job

content, job security, scarcity of skills within the system, Growth prospects are factors making academic staff to remain with a particular university (retention) despite the availability of other employment opportunities in other universities. They include: need/ opportunities for further studies, need for career advancement, utilization of competencies, and the new pension scheme.

Environmental determinants associated with staff mobility have to do with the environment under which the institution is operating. The variables include growth rate of the university system, competition among universities, and institution's image within the society, culture, ownership traits and scarcity of skills in the university system. Under this study, the environmental determinants and the institutional determinants are factors for labour mobility and are presented in figure 2.1. This factors are considered very crucial to the academic staff of the university, however, other factors like the demographic are factors of general labour mobility and are of less importance to academic staff in Universities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedures that are used in the collection and analysis of data. The chapter contains the research design, target population, sample and sampling procedures, research instruments, instrument validity, Instrument reliability, data collection procedures, data analysis techniques.

3.2 Research design

Mouton and Babbie (2000) defines research design as ‘a plan or blue print of how you intend to conduct the research.’ The researcher adopted a descriptive survey design to determine the factors that influence academic staff’s intent to move or stay in an institution. The survey research strategy allowed the researcher to gather in-depth information, summarize, present and interpret for the purpose of clarification of the problem at hand.

3.3 Target population

Orodho (2004) defines population as all the items or people under consideration. Prior to the identification of the required samples of the study, the researcher had contacted the Registrar in charge of Administration and Human resource personnel of each of the universities under the study in order to get the total number of full-time employees in the specified categories

The targeted population was 501 full-time employees from the four (4) public universities and one private university. Those who were selected in the sample size were: professors, senior academic staff, academic staff, assistant lectures, and teaching assistants. Interviews were carried out among 10 academic and administrative employees.

3.4 Sample size and sampling procedures

Sampling as defined by Orodho (2004) is the process of selecting a subset of cases in order to draw conclusions about the entire set. Two major public universities and one private were purposively sampled since they have been in existence for a long time compared to others and also most of the other universities have common features with the two, therefore they are well placed to give informed information and suggestions. However two public universities at the Coast region were taken on board. To arrive at the sample sizes for each category of respondents, the 10-30 percents were used as advocated by Mugenda and Mugenda (2003).

Stratified random sampling was used in the selection of respondents in order to get adequate representations of groups that are relevant for the study. The stratification was necessary so as to get data across all disciplines and faculties. In stratified sampling the population is divided into homogenous groups, each group containing subjects with similar characteristics (Cohen, Manion, & Morrison, 2007). In this study the population was divided into relevant and significant strata based on

gender, academic ranking and teaching disciplines. The number of permanent academic staff sampled and the sample size is presented in Table 3.1

Table 3.1: Number of permanent academic staff and sample size in Universities

University	Target group	Actual sample size to be used	Sample size in percent
University of Nairobi (Kikuyu Campus)	110	22	30
Kenyatta University (Department of Education)	141	28	30
Technical University of Mombasa	100	20	50
Pwani university	50	10	50
Catholic University of Eastern Africa.	100	20	60
TOTAL	501	100	48

3.5 Research instruments

The researcher relied on two instruments, a self-administered questionnaire for the teaching staff and face to face interview for academic administrators. A questionnaire

is a research instrument that gathers data over a large sample (Kombo& Tromp, 2006). The questionnaire items was measured on a five point Likert-Scale ranging from “strongly agree” (5) to “strongly disagree” which measure people’s attitudes, preferences, images, perceptions, opinions and conceptions. A self-administered survey questionnaire consisted of six (6) sections. Section 1 focused on demographic data. Section II dealt with incentive factors, Section III working condition, and Section IV dealt with professional growth opportunities. Section V discusses organizational cultures while section VI deals with mobility. Interviews were done among academic administrative staff mainly for the purpose of clarifying the questionnaire results. The interviews took approximately 25 minutes.

3.6 Instrument validity

Kimberlin and Winterstein (2008) define validity as the degree to which a test measures what it purports to measure. To establish validity of the instruments, the instruments were given to two professionals guiding the researcher on the topic of study who assessed whether the instruments were able to measure the concept they were purported to measure in order to meet the required study objectives. The tools were revised according to the professional’s suggestions to enrich the validity. A pilot study was carried out in two university centres in coast region, enriching the content validity of the instrument.

3.7 Reliability of the instrument

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. The internal consistency method was used for this study. Internal consistency reliability defines the consistency of the results delivered in a test, ensuring that the various items measuring the different constructs deliver consistent scores. The rationale for internal consistency is that the individual items should all be measuring the same constructs and thus correlates positively to one another. The test of reliability was calculated using the Statistical Package for Social Science (SPSS). The questionnaire for the academic staff scored a reliability index of 0.74. A score that is ≥ 7 makes the questionnaire to be reliable.

3.8 Data collection procedures

The researcher sought a research permit from the National Council for Science Technology and Innovation, thereafter sought the consent of Vice chancellors of the participating universities before starting the data gathering process. The introductory letter was sent to all the heads participating Faculties. The selected persons were visited, given instructions with regard to the study and the questionnaires administered. The respondents were assured of confidentiality maintained in dealing with the identities.

The completed questionnaires were collected immediately, and participants were thanked for their contribution to the study. Interviews were conducted after making an

appointment with the interviewee. The interviewee was assured of confidentiality of their identity.

3.9 Data analysis techniques

After the data collection it was cross-examined to ascertain their accuracy, competences and identified those items wrongly responded to, spelling mistakes and blank spaces. This research study made use of qualitative and quantitative analyses in order to answer the research questions. The researcher first conducted descriptive analysis of respondents' demographic and educational characteristics and reasons for intent to change institutions for categorical variables. The mean was used to make generalization about the population based on findings from the sampled respondents. A qualitative data from open ended questions was organised in themes by analysing the content.

According to Mason(2002) qualitative analysis emphasises on how data fit together as a whole, bringing together the content and meaning. Inferential statistics was used to make generalisation about the population based on findings from the sampled respondents.

Quantitative data was then subjected to the computer for analysis using the Statistical Package for Social Sciences (SPSS). This processed the mean, frequencies and percents which were used to discuss the findings. Frequency distribution tables and pie charts were used to present the data while descriptive statistics such as percents and frequencies were used to answer research questions. Other analytical tools which were used in the study are: Pearson's correlation analysis

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the results of the study based on analysis of data collected from the field. The chapter is organized as follows: questionnaire return rate, demographic information of the respondent's, analysis for each study objectives and analysis from the study findings. The goal of the study was to investigate the factors influencing academia mobility in universities in Coast region and Nairobi County, Kenya.

The findings were analyzed based on the objectives of the study restated below:

- i) To determine the extent to which the monetary incentives influence academic staff' mobility in Coast region and Nairobi County, Kenya.
- ii) To determine the influence of working conditions on academic staff movement in Coast region and Nairobi County, Kenya.
- iii) To determine the extent to which professional growth prospects contribute to the movement of academic staff from one university to another in Coast region and Nairobi County, Kenya.
- iv) To analyse the influence of institutional corporate culture on the movement of academic staff within Coast region and Nairobi Counties, Kenya.

4.2 Questionnaire return rate.

A population target of 501 was used and 125 sampled. A total of 125 questionnaires were administered. Out of the targeted 125 respondents, all the 20 lecturers in the private university responded and 69 from the public university responded giving a total of 89 respondents which is equivalent to 71 percent questionnaire return rate. This response is deemed adequate for data analysis of any magnitude.

According to sekaran and Bourgie (2010) a response rate of thirty percent (30 percent) is regarded as acceptable for most research purposes. The good respondent rate was attributed to the fact that respondents were informed well in advance of the purpose of the study and objectives of the research. The researcher was also available during the filling of the questionnaire for demographic information of the responded. The general information of respondent was analyzed by using the SPSS software and presented in the form of tables, pie charts, bar graphs and the mean.

4.3 Demographic information of lecturers

The demographic information of teachers was based on gender, age, education level and the duration they had been teaching in the university. To determine their gender, they were asked to indicate the same. The gender parity was to give the researcher an overview of which gender is more mobile in the teaching fraternity of the universities. The findings were presented in table 4.1

Table 4.1 Distribution of academic staff by gender

Gender	Frequency	Percent
Female	40	44.9
Male	49	55.1
Total	89	100.0

From table 4.1 it was found that there were more males than female responded, this indicates that more males are hired in university teaching profession than female. This could be attributed to how nature influences the socialization of different sex. Girls are socialized in a way that their activities are geared towards social life for example: helping others, influencing social values and working in the community, while men's orientation is geared to hard work and protection of the family. This is in agreement with Sax (2005) presenting a research paper on gender disparity who suggests that women struggle in attaining autonomy and separating from parents while status for men is the striving orientation to make money , obtain recognition and supervise others.

In Kenyan situation this difference could be attributed to cultural values, and religious beliefs and convictions. The gender parity among responded can be attributed to the fact that the highest number of respondents were from Engineering where the majority are men. Women tend to shy away from the engineering subjects at high school and college level. Although the trend is changing still the parity gap between men and

women is wide. Males are also likely to move from one university to another in search for better pay than women, this is supported by Funmilayo and Sade (2013) who cites an example of the year 1988-1992 when male lecturers in Makerere university deserted the institution and went to Mbale university where they were paid more money, also in the late 70s many males left for Kenya south Africa, Zambia, Namibia and Lesotho looking for greener pastures.

The study was to determine at which age group are the lecturers likely to think of moving from one university to the other. The findings are tabulated in table 4.2

Table 4.2 Distribution of academic staff by age

Age range	Frequency	Percent
30-39	43	48.3
40-49	20	22.5
above 50	25	28.1
Below 30	1	1.1
Total	89	100.0

From the table 4.2 it was found that 48 percent of respondents were from the ages between 30 -39. This implies that the majority of teachers are young with long career life a head of them an opportunity to influence them to move or stay in their present stations. Young entrants are yet to commit themselves to the institutions. 28 percent

indicated those above 50 these is the age when one has settled in the profession they have more experience. These can be interpreted to mean that this group is committed to their institutions and are not likely to move from one university to another. This agrees with Adeoye (2012) who posit that as age increases the thought of changing institutions reduce, institutional commitment increases. Increase in age implies increase in investment in an institution.

The study sought to establish the effect of marital status on mobility of teaching staff. The findings are presented in table 4.3

Table 4.3 Distribution of academic staff by marital status

Status	Frequency	Percent
Married	57	66.3
Single	27	28.5
Widowed	5	5.2
Total	89	100.0

From table 4.3 it was found that the 58 (66 percent) of the responded were married. Most of the married respondents stated that other factors controlled their decision to move. This is because family issues like school going children, working partners will determine their intent to move or stay. This is in agreement with Adeoye(2012) who suggests that turn over correlates negatively with number of dependants. Turnover is the inverse of lifetime commitment norms and values. Those with families will tend to

be committed to one institution. 23 percent were single, this is a group that can move easily for they have no ties. 5.2 percent were celibate , this are not likely to move since in most cases they are sent to particular institutions by the church while 2.6 percent was recorded for widows and divorced equally.

The study also analyzed the professional qualification of the respondents to determine if it had any effect on staff mobility. The results are shown in table 4.4

Table 4.4 Distribution of academic staff by professional qualifications

Professional qualifications	Frequency	Percent
A/Lecturer	8	9.0
Associate Prof	2	2.2
Lecturer	50	56.2
S/Lecturer	11	12.4
Teaching Assistant	1	1.1
Tutorial Fellow	17	19.1
Total	89	100.0

Table 4.4 shows that the majority of respondents were lecturers. These same group of lecturers also indicated that they had stayed in the profession for a period less than 5 years. The reason for this could be attributed to the fact that many universities have emerged of late. The effect of the creating new universities will attract a larger proportion of new staff entrants. Therefore the existing universities have to share the limited number of academic staff in existence thereby leading to the movement of academic staff from one institution to another. Any new university requires Senior lecturers and professors who will not be new in the field but lecturers from other universities. This group that is yet to achieve its highest professional qualification is likely to move to other institutions, in search for scholarship and other factors of growth in order to attain more qualification; this agrees with the sentiments of Adeoye(2012) who states that increase in education level correlates negatively with organization commitment. Those who do not plan to seek further education become more committed.

The young lecturers (below 50 years) held master's degree as the highest qualification while most of them indicated ongoing PhD. They are still passing to move up the ladder in the profession. As they attain more qualifications or become highly educated employees, they also become committed to their profession which increases their mobility. Funmilayo and Sade (2013) agree to this as they postulate that the highest mobility in teaching staff is within those with doctorate, this is depicted in table 4.5. Data also indicated that those who changed universities 20 percent were PhD holders and 10 percent were master's degree holders.

Table 4.5 Distribution of academic staff by highest qualifications

Highest qualifications	Frequency	Percent
Bachelors	2	6.9
Masters	9	31.0
PhD	18	62.1
Total	29	100.0

The doctorate owners can easily get absorbed in any other institution since most universities would like to have as many doctorates and professors as possible.

The number of years of service of lecturers at the university level was analyzed to show if there was any relationship with the movement of teaching staff. The data reveals that 36 percent who are majority of responded had served in the university for a period of about 5 to 10 years. The high percentage could be attributed to new entrants in newly formed universities who are also likely to move from one university to the other; however 21 percent had served for a period of above 16 years. Such group can be assumed to have settled in and accumulated rewards which they would not like to lose so are not likely to move after being in an institution for a period this long. 31 percent had served in the same position for a period of between 5 to 10 years as shown in figure 4.3.

Figure 4.2 Distribution of academic staff by number of years of service in current position

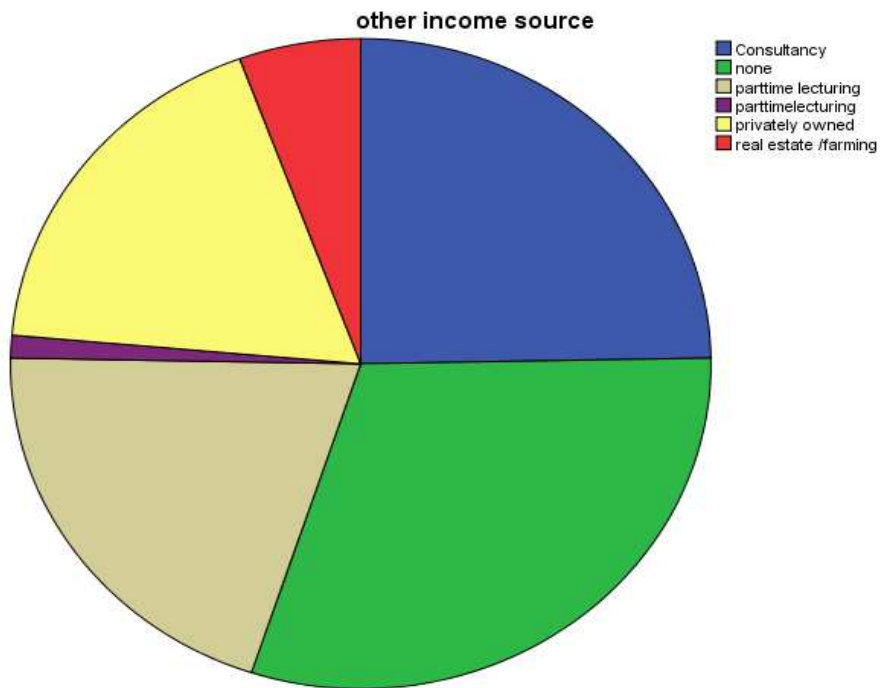


This factor could be used as a reason for lecturers to be dissatisfied and cause intent to move having served in the same position for such a period it could also mean they have been in the institution longer than or between 5-10 years. This group is either likely to leave or they have settled in but with minimal commitment. Such lecturers can be assumed to be those carrying out a lot of part time or running other businesses. This might not agree with Adeoye(2012) who found out that institutional commitment increases with the number of years spent in that institution, because the length of service suggests the accumulation of institutional career; similarly it binds one to the institution for example in pension or profit sharing plans and also additional institutional rewards.

The study sought to establish whether the lecturers were engaged in any other activities apart from their current employment. Other income parameters which were

recorded from the study are consultancy, moonlighting, real estate and private businesses

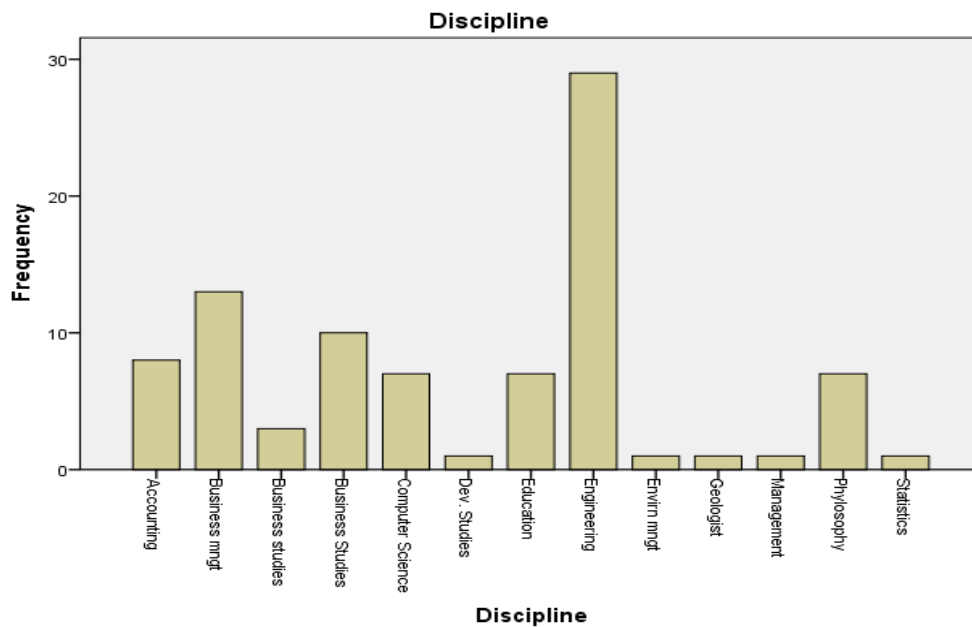
Figure 4.1 Other income sources for teaching staff



The figure above shows that the majority of responded were engaged in other income generating activities which suggests that most lecturers are in need of additional income to make ends meet as more than 60 percent showed they were engaged in other activities. 36 percent had their own registered companies for consultancy purposes, 27 percent were engaged in moonlighting, other businesses like privately owned real estate and farming while only 20 percent had no other businesses. The

reason for engaging in other income generating activities could be interpreted that lecturers are dissatisfied with their income earned from their respective universities and due to high rate of inflation they are forced to look for ways of meeting their obligation in the society

Figure 4.2 Distribution of academic staff by discipline



A lot of those with consultancy were from the engineering discipline figure 4.4, while the highest percent of those moonlighting was from the business management. This has a direct impact on the movement staff since 30 percent are reported to have left either to run their business or joined other universities and Engineering which is still lacking enough lecturers being affected most as affirmed by the interviewed registrars of different universities.

4.4 Influence of Monetary incentives on academic staff mobility.

In this section the study sought to establish the influence of monetary incentives on mobility of academic staff in Nairobi County and Coast region. The academic staff were asked to indicate their level of agreement with regards to the statement regarding monetary incentives in their institution using the following parameters D-Disagree, A - Agree, NAD-Neither agree nor disagree. The findings were presented in Table 4.6

Table 4.6 Influence of monetary incentives on mobility of teaching staff

Statement	D		NAD		A	
	F	Percent	F	Percent	F	percent
I am paid a great deal of money for performing my job	37	43.2	13	15.1	36	40.7
I make a considerable amount of money on my job	62	72.1	24	27.9	0	0.0
In total, my cash compensation is quite small	22	12.8	39	45.0	36	23.3
I need additional income to make ends meet	7	7.0	15	17.4	64	74.4
I get monetary Incentives for a job well done	51	59.3	21	24.4	14	16.3
Everyone is promoted at equal rates	41	47.7	32	37.2	13	15.2
The university has good working conditions	39	45.3	21	24.4	26	30.2

The study established in table 4.5 that most lecturers did not agree to have monetary incentives to retain them in their current work place as 72 percent disagreed that they were making considerable amount of money on their job done while 13 percent were non-committal, 48 percent indicated that promotion was not fairly done. Majority however agreed they were being paid a great deal as indicated by 36 percent. This percent could be attributed to lecturers from the private university who indicated they were being paid a great deal. This was presented using a mean score of table 4.7

Table 4.7 Mean score for monetary incentives

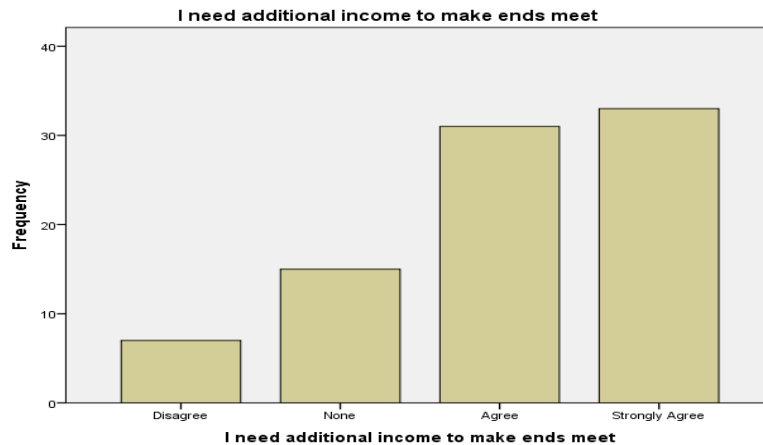
	I am paid a great deal of money for performing my job	I get regular salary raises in my university	In total, my cash compensation is quite small	I need additional income to make ends meet	I get monetary Incentives for a job well done
N	89	89	89	89	89
Mean	1.96	2.58	3.33	4.08	2.29
Std. Deviation	737	1.241	1.020	.944	1.208
Skewness	942	-.070	.027	-.740	.523

To assess the extent to which the relationship between dissatisfaction with levels of remuneration and mobility is causal. Table 4.7 shows the mean score obtained on monetary incentives as ranging from 4.08 to 1.96. All lecturers reported a high rating of dissatisfaction on the monetary incentives they were receiving. Mean score close to

5 (above 3.3) denoted that the lecturers agreed with the statement on monetary incentive while the mean score close to 1 (below 2.5) denoted that they disagreed with the statement related to monetary incentives. A mean score of 1.96 was recorded for those who disagreed for being paid a great deal of money. A mean score of 4.08 indicated they needed more money to make ends meet with only a mean score of 1.96 indicating they are not paid enough for the job they are performing. The need for more money can drive the lectures to carry out other activities to meet their economic requirements as discussed earlier under other income activities.

The data shows that those who indicated they need additional income to make ends meet were also engaged in moonlighting activities which has a significant impact on the organizational commitment, job satisfaction and turnover intentions among employees. The results show that 40 percent of academics who were involved in moonlighting activities were less committed to their universities as compared to 60 percent of academics who were not involved in these activities.

Figure 4.3 Additional incomes of academic staff to make ends meet



Many comments made often compared the low rate of pay with employment options outside the university:

“I earn more working as a part-time in other universities and my university is paying me 'very low rates'(prorated)!! I feel like I am doing my charity work for the week. I'm working for love, certainly not the money! What I earn for one month, I could make in one week moonlighting.”

This sentiments show the extent lecturers do not have adequate monetary incentives in their current workplace that they look for alternatives. Data reveals that 20 percent of lecturers who changed institutions, started by moonlighting in their present workplace before eventually moving. Monetary incentives have been used in some institutions in rewarding its productive researchers to boost publication rates, in agreement with Tongei (2013) who states that universities and government are employing monetary incentive strategy to drive up research production. The findings of the study can be interpreted to mean that the monetary incentives can influence mobility of academia in Nairobi County and Coast region supported by Tetty (2006) who observes that

inadequate and uncompetitive salaries in most African universities has prompted many academics to give minimal time to university work and seek one or more income-generating activities to supplement their academic. This is reflected by the number of those engaged in other income generating activities and eventually having the intention to leave.

This is in agreement with Adeoye (2012) who put monetary rewards as the most important factor which influences the strength of a person commitment to the organization, if a person discovers that he cannot obtain the reward he originally desired, he either leaves or if not feasible he accepts but feels less committed, many teachers travel long distances to teach in private universities because of poor remuneration. It is therefore imperative for universities to implement competitive salaries and therefore enhance employee retention, thereby reduce mobility of teaching staff, since access to secure and well-remunerated positions is an important consideration for young career academics. Enough monetary packages imply employees are able to meet their economic obligations, access to secure and well remunerated positions are important consideration for early careers in academics.

4.5 Influence of working conditions on academic staff mobility.

In this section the study sought to establish the influence of working conditions on mobility of academic staff in Nairobi County and Coast region. The lecturers were

asked to indicate their level of satisfaction with regards to the statement regarding working conditions in institutions. The findings were presented in Table 4.6

Table 4.8 Influence of working conditions on academic staff mobility

	Amount of your responsibility	Opportunity to use your abilities	How your university is managed	Your hours of work	I work extra hours due to staff shortages	Your job security	Overall how satisfied are you with your working conditions in general
N	86	86	86	86	86	86	86
Mean	2.63	3.24	2.30	2.84	2.15	4.83	2.30
Std. Deviation	1.237	.932	1.041	.981	.976	.617	1.149

The mean score obtained from the influence of working conditions on academic staff mobility ranged from 4.83 to 2.24. Most lecturers reported a high rating of dissatisfaction of the working conditions. Meanscore close to 5 (above 4.0) denoted that the lecturers were satisfied with statement under the working conditions, while the mean score close to 1 (below 2.3) denoted that they were dissatisfied with the with statement under the working conditions. Mean score of 2.84 for the hour of work of lecturers. This was reflected both in private and public universities. 45 percent agreed to have too much work giving a mean score of 2.15 as very dissatisfied. 36 percent were dissatisfied with the hours of work.

Too much demand on the lecturers to have heavy workloads, enforcing unpaid overtime, prorating the payment of taught lecturers for smaller classes' was cited by many respondents. Too much work can be interpreted that the universities have large number of students which increases the workload, a fact in agreement with Yousaf (2009) who observes that increased workloads caused by massification of large student numbers impact on wellbeing of employees of higher education. 42 percent were dissatisfied with the facilities for carrying out their work as shown in table 4.7 while 40 percent dissatisfied with the way the college was managed.

Table 4.9 Facilities for academic staff to carry out their work

Parameters	Frequency	Percent
Extremely Dissatisfied	15	16.9
Dissatisfied	38	42.7
Neither Satisfied Nor Dissatisfied	14	15.7
Satisfied	22	24.7
Total	89	100.0

From table 4.7 it is evident that facilities for performing work is crucial to any university and lecturers tend to move to institution with good modern facilities. Respondents (personal additional comment June 12, 2014) states that researchers need

to be online a lot to keep abreast with the latest changing technology , good office for your research and good laboratories to carry out the research ,if this are missing in any institution, one cannot develop. Many academics referred to the lack of loyalty of their institution to the employees as having led to 20 percent of their colleagues leaving for other institutions. Comments include:

“The lack of supportive and collegial environment is all disappointments for me in the academic milieu. Even though the people I work with closely are wonderful, the university rhetoric does not match my experience.”

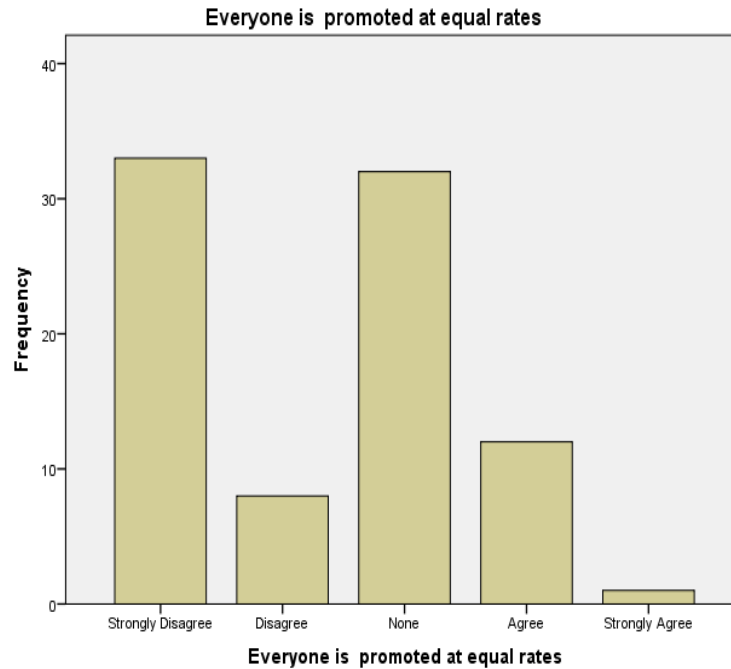
In addition, some believed that universities could reward academics more for their work in teaching and research, papers that are published should have a financial reward since the university itself is rewarded.

From the study it was established that most lecturers were dissatisfied with the working conditions as 30 percent were dissatisfied overall with the working conditions resulting in a mean score of 2.30. This has an effect on the commitment on a lecturer to that institution and can result in intent to seek alternatives. This is in agreement with Linda (2012) who states that most academicians from higher education are dissatisfied with working conditions and it is necessitating the intent to change jobs. Many additional comments mirrored the concerns of academic staff in general, namely the need for more and better mentoring and career development. However 62 percent indicated having good working relationships with colleagues 92 percent were satisfied with job security at their workplace giving a mean score of

4.83.this implies that teaching profession is more secure as compared to other professions.

Promotion of teaching staff was also analyzed to show how universities under the study performed with regard to their staff. The results were presented in figure 4.6

Figure 4.4 Promotion of academic staff in universities.



45 percent of respondents from the private university felt promotional opportunities were based on how well you do your job while only 20 percent respondents from public universities agreed felt promotion was not fairly done. This can be attributed to the lack of proper controlled guidelines within the public universities unlike the Human Resource Management (HRM) policies in private universities which are devoid of manipulation. Promotion has been used to retain highly research based

lecturers which reduces the intent to move, this agrees with Tongei (2013) who states that promotion on research productivity is long standing tradition in University of Witwatersrand University. Although some universities indicated they have promotion guidelines in place a number cites inconsistency in promotion processes as one respondent notes

Respondent (personal comment June 12, 2014) I have been teaching here for over 30 years published a lot, yet I have not been considered for associate professorship. In this university you have to fight hard and if you are lucky you are promoted otherwise never.

This can be interpreted to mean that the university leadership does not follow the process the institutions have put in place which is lack of visionary leadership Leadership styles and relationships between management and workers in institutions was analysed and the following were recorded.

Figure 4.5 Industrial relationships between management and workers in the institution

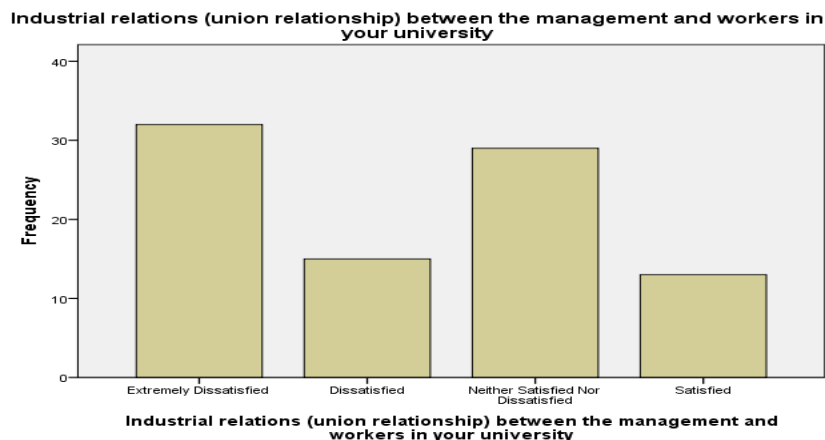


Figure 4.8 shows that many lecturers were dissatisfied with the existing industrial relationship between management and workers. From the figure it is evident that there is no good relationship between management and the lecturers. Many are dissatisfied this could be attributed to demands from the lecturers for better remuneration and working conditions which cannot be fulfilled by the management due to limited funds. This is in agreement with the sentiments from Chacha (2004) that demand for better pay has often led to standoffs between the government and the university academic staff union (UASU).

The study sought a final comment of how the teaching staff viewed the working conditions after analysing everything within their institutions the results were shown in figure 4.9

Figure 4.6 Satisfaction of teaching staff with working conditions

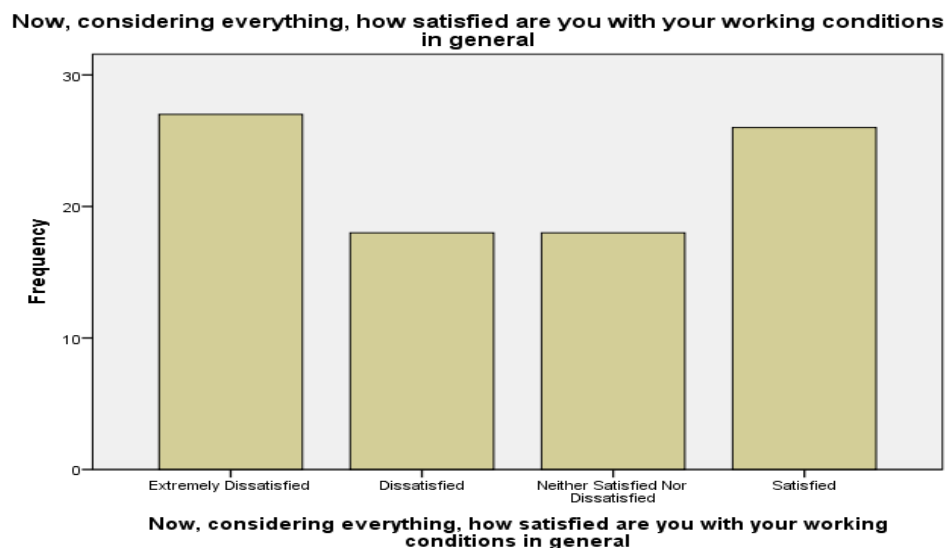


Figure 4.8 depicts the overall response on the working conditions at the institutions. 30 percent indicated they were dissatisfied giving a mean of 2.3, while 29 percent were satisfied. The 29 percent could be attributed to majority of the respondents from the private institution, who felt their working conditions were good compared to public universities. The findings of the study can be interpreted to mean that to a greater extent the working conditions influences mobility of academia in Nairobi County and coast region. This is in agreement with researchers who have found that there are negative effects of wage inequality on satisfaction, productivity, and collaboration (Saari and Judge 2004).

4.5 Influence of professional growth on academic staff mobility.

In this section the study sought to establish the influence of Professional growth activities on mobility of academic staff in Nairobi County and Coast region. The lecturers were asked to indicate their level of agreement with statement regarding professional growth prospects in institutions using the following parameters

SD - Strongly Disagree, D-Disagree, A -Agree, NAD-Neither agree nor disagree.

The findings were presented using the mean as shown in Table 4.7

Table 4.10 Influence of professional growth on mobility of academic staff

Statements	N	Mean
Opportunity to improve skills	89	3.63
Well trained for the job	89	3.27
University provides support for own initiative training	89	3.03
University attempt to appraise fairly	89	3.09
Opportunity to participate in decision making	89	2.65
My values and that of the university are similar	89	2.79
Mentoring and career development are encouraged	89	3.40
University is supportive in developing employees careers	89	3.28

Table 4.10 Shows that the lecturers obtained a mean score ranging from 3.65 to 2.6 on the academic growth prospects. Academic growth, to the majority of the respondents, is the drive that can keep them in the university's employment, the results demonstrate that academic growth and professional development is one way that will ensure that respondents grow in the academic profession and this is what keeps them in their particular university. If this is missing the academic staff will seek alternatives in institutions that has. This is in agreement with Rosser (2004) who argues that deprived of efforts in academic and professional development, intellectual capital can stagnate and the relevance of universities to society may diminish. However, it is

necessary for universities to support professional growth by providing the necessary resources.

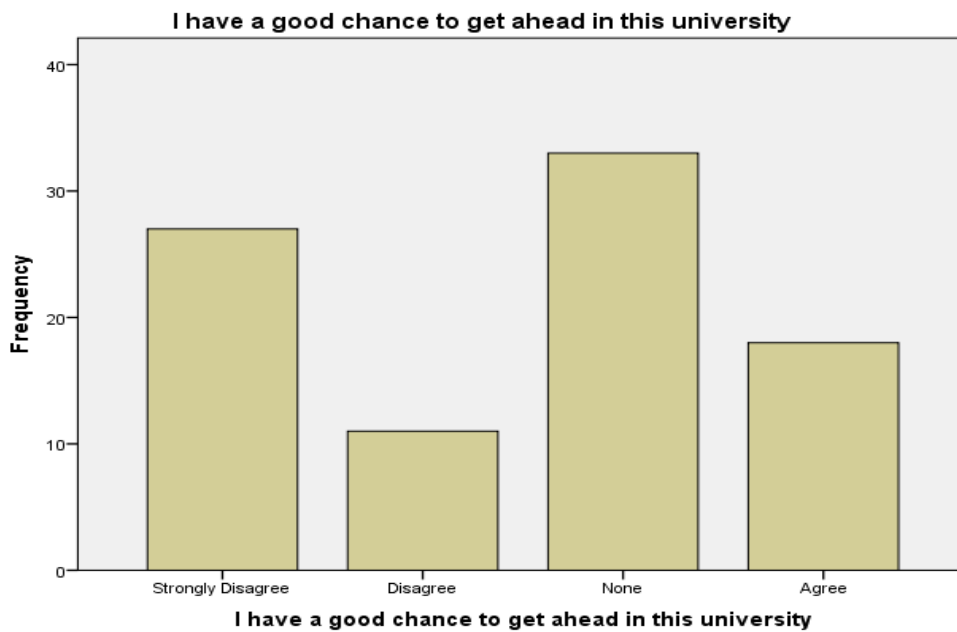
Mean score close to 5 (above 3.3) denoted that the lecturers were dissatisfied with professional growth prospects statements while the mean score close to 1 (below 2.8) denoted that they were satisfied with the professional growth prospects statements. Mean score of 3.63 was recorded for opportunities to improve the skills, many felt they are not likely to improve their skills within the same university for the next 5 years. An average value of 3.27 showed that universities have training policy in place and 50 percent of the respondents had benefited in one way or another. 2.65 mean indicates that most universities do not involve their teaching staff in decision making on Issues that concern them.

Contrary to the findings by Boyne, Jenkins and Pools (1999) staff training and development was higher in private universities than in public universities thereby raising the percent of supporting developing employees career as indicated in figure 4.12. This may be explained by a lack of training needs analysis in public universities which has resulted in most administrative employees undertake training programmes which were not only irrelevant to their work but also did not earn them any promotions, resulting in frustrations and resentments. Similarly, lack of human resource planning in public universities has affected employees' career development resulting in some employees stagnating in the same position for over 5 years despite acquiring additional academic qualifications. These results are in agreement with

Rahman (2004) who suggests that universities must also work to develop their staff members.

The study also sought to find out if the lecturers had progression in their institution in terms of growth. They were asked to indicate if they had any chance of getting ahead in their current place of work the results are shown in figure 4.10.

Figure 4.7 A good chance to get ahead in the institution

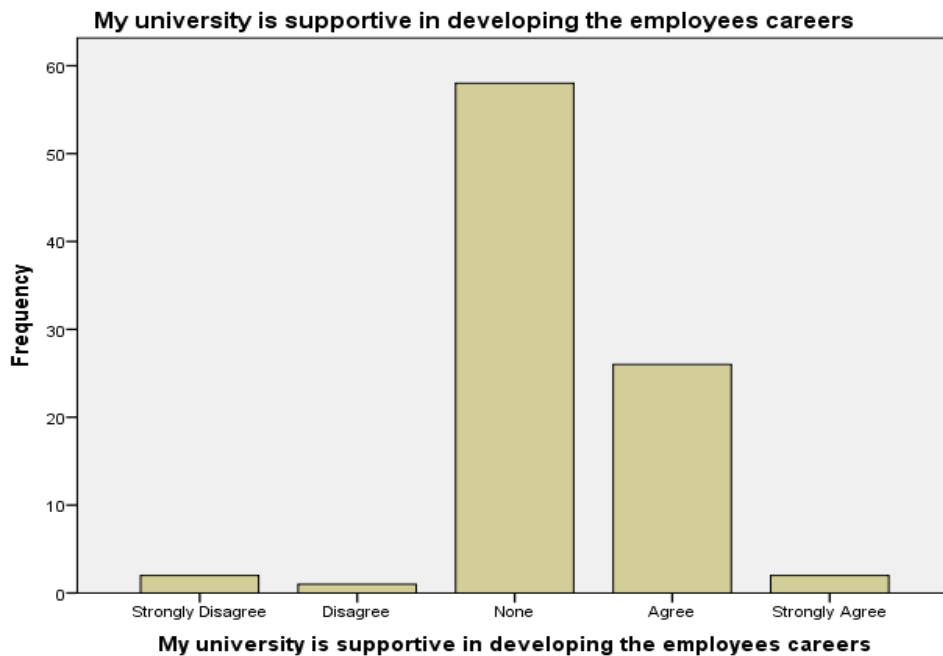


The study established that most academic staff felt they did not have a good chance to grow in their current institutions as indicated by 45percent respondents, with 37 percent remaining non-committal as shown in figure 4.9. The percentages here could be interpreted to mean that many universities do not value their staff in a manner that

they would want them to grow, this is supported by many who are non committal. Or it could also be explained that there are limited funds which cannot enable every employee in the institution to be given a chance to grow. This shows many have lost faith in professional growth within their current institutions contrary to (Fisher 2000) who argues that a successful institution recognizes the talents, dedication, and contributions of the university's workforce in a way that supports the university's mission, values and priorities

The study sought to establish if universities under the study had any mentoring and career development in place within the institutions and if it is encouraged. This was presented in figure 4.10 not many agreed as to university supporting the development

Figure 4.10 University support in developing employees careers



The figure indicates, 68 per cent of academics have never undertaken training in their current university while 37 per cent indicate that training is there but not adequate. Calls for more obligatory participation in training for all staff within the universities are unlikely to meet a positive response from the management since most who would wish to undertake this are limited by the high cost of funding in education and lack of support from their institutions.

Respondents in the interview schedule were asked to indicate how effective research area was in their universities and if there were any research awards. Most (83 per cent) stated that research fellowships that provide more time for research and most important was missing in most universities and very limited research awards were available only in some universities. This was attributed to shortage of staff limiting one to have enough time for research. This could mean that most get developed through peers, this is in agreement with Rosser, (2004) who states that members thrive on the intellectual and collegial stimulation from their peers when they attend professional activities and research functions. The table had the highest respondent remaining non-committal on career development. It is therefore imperative to conclude that the rate of investment on human capital and budgetary requirement of limited nature is usually committed to this significant aspect of academic engagement and replenishment in some universities, which indicates the absence of proper visionary leadership in institutions that inspires growth among academics.

To support the development and growth of staff financially the academic staff were asked to respond to the following statement, the results were shown in Table 4.11

Table 4.11 am satisfied with the pay relative to other employees outside the organization with similar jobs

Parameters	Frequency	Percent
S Disagree	19	21.3
Disagree	47	52.8
NAD	15	16.9
Agree	8	9.0
Total	89	100.0

From the table 4.11 it was evident that most lectures were not satisfied with the pay they receive compared to the outside world, as more than 73 percent disagreed with the statement while only 9 agreed to the statement.

4.6 Influence of institution culture on academic staff mobility.

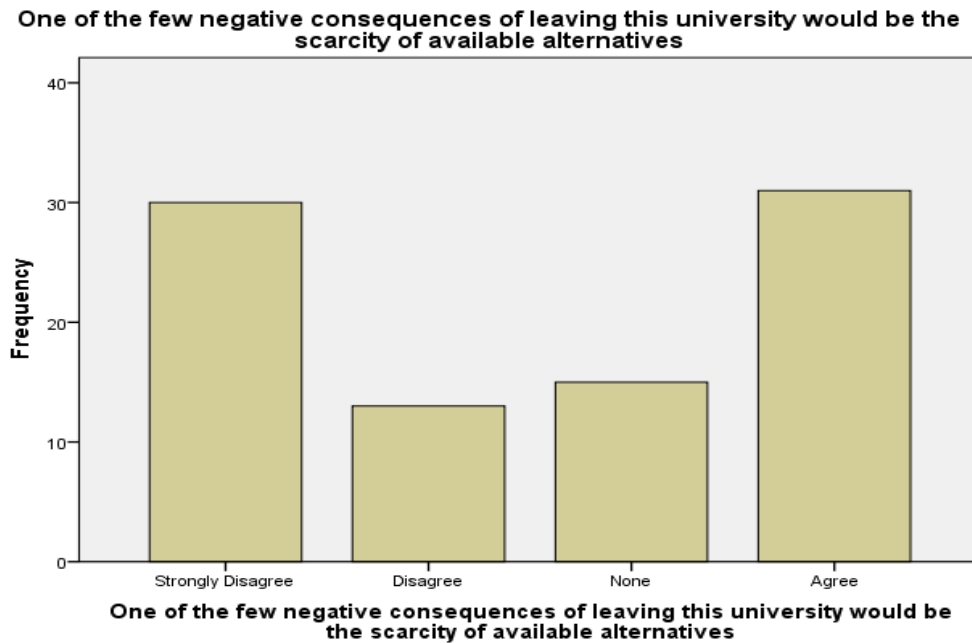
In this section the study sought to establish the influence of institutional culture on mobility of academic staff in Nairobi County and Coast region. The lecturers were asked to indicate their level of agreement with regards to the statement regarding corporate culture in their institution using the following five parameters. SD - Strongly Disagree, D-Disagree, A -Agree, NAD-Neither agree nor disagree. The findings were presented in figure 4.8

Table 4.12 Influence of corporate culture on mobility of teaching staff

Corporate culture issues	D		NAD		A	
	F	Percent	F	percent	F	percent
I would be very happy to spend the rest of my career with this university	18	20.2	40	44.9	31	34.8
I participate in setting my performance objectives	14	25.8	11	12.4	55	61.8
I really enjoy telling people what a wonderful place my university is	17	19.1	30	33.7	42	47.1
I feel that I have too few options to consider leaving my job in this university	18	20.2	42	47.2	29	63.2
One of the few negative consequences of leaving this university would be the scarcity of available alternatives	16	48.3	15	16.9	31	34.8
I would not leave working for my university right now because I have a sense of obligation to the people in it	24	26.9	13	14.6	52	58.4
I owe a great deal of loyalty to my university considering all it has done for me (e.g. training, medical assistance)	29	32.5	17	19.1	43	48.3

From the data it was established that most lecturers were satisfied with the institutional culture as 59 percent felt they are allowed to participate in making their own objectives. 50 percent enjoy telling others about their university as shown in figure 4.15. the data also reveals that 42 percent felt they had a sense of obligation to their institution and would not mind spending their entire time in the institution, they attributed this to the support they have received in the institution on training.

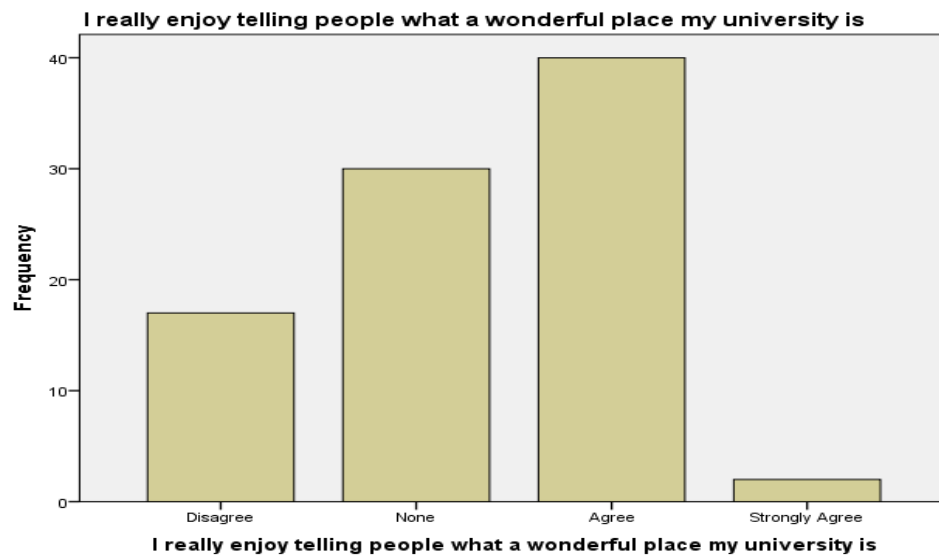
Figure 4.8 Scarcities of available alternatives as a consequence of leaving the current institution



However there was an equal feeling on the consequences of scarcity of available opportunities if they left their current university meaning there were other opportunities out there. This is shown in figure 4.13. Majority were non-committal on

leaving their current institution, 62 percent indicated having good working relationships with colleagues 92 percent were satisfied with job security at their workplace. Many felt they are not likely to improve their skills within the same university for the next 5 years. An average value of 3.27 showed that universities have training policy in place and 50 percent of the respondents had benefited in one way or another. 2.65 mean indicates that most universities.

Figure 4.9 Enjoy telling people how wonderful their university is



The institutional culture can help to retain teaching staff within its organization. The image of the university to the world out there, the community. Lecturers want to associate with a university with good image that is why 40 percent enjoyed telling people the wonderful side of their university. This was reflected in the two major universities under the study and the private university. Only 20 percent disagreed with the statement that they enjoyed telling others about their university. This is in

agreement with Funmilayo and Sade (2013) who states that the institutional image within the society and culture and ownership traits are factors that are associated with mobility of teaching staff.

4.7 Intent to leave or stay at the current workplace.

In this section the study sought to establish the intent of teaching staff to move or stay in their current workplace. The lecturers were asked to indicate their level of agreement with the statement regarding the intent to move with institutions using the following five parameters.

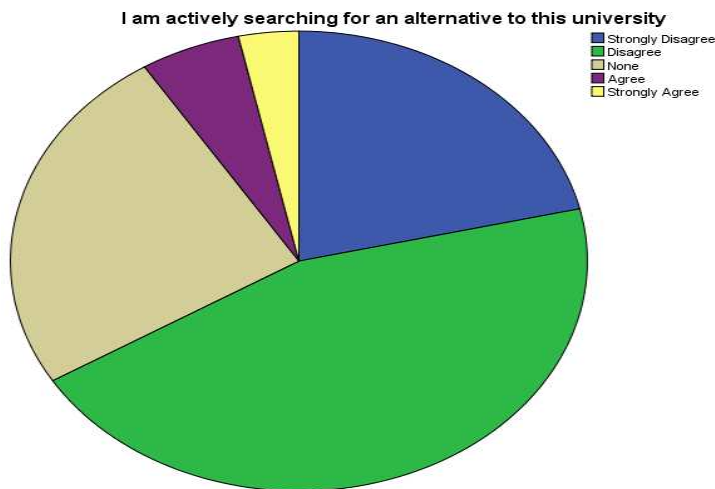
SD - Strongly Disagree, D-Disagree, A -Agree, NAD-Neither agree nor disagree. The findings were presented in Table 4.7 and figure 4.15

4.13 Intent to leave or stay at the current workplace.

	I think a lot about quitting my job	I am actively searching for an alternative to this university	As soon as it is possible, I will leave this university	I will leave eventually if my salary doesn't improve	More than three of my friends left because of poor working conditions
N	89	89	89	89	89
Mean	2.07	2.27	2.02	3.13	3.45
Std. Deviation	.809	.926	1.076	1.245	1.118
Minimum	1	1	1	1	1
Maximum	5	4	5	5	5

Meanscore close to 5 (above 3.3) denoted an agreement with the statement that the lecturers had the intent to leave while the mean score close to 1 (below 2.8) denoted that they were not thinking of changing the institution. Not thinking of quitting their job recorded a mean score of 2.07 meaning despite all the limitations mentioned they did not find a better place than where they were. This is as shown in figure 4.15

Figure 4.10 Shows teaching staff who are actively searching for alternative.



From the pie charts it is evident that most lecturers who were interviewed disagreed with the statement of being engaged actively in searching for alternative however indicated that they would leave if an opportunity arose. This was because of the fact that they were able to compare with other alternatives available within Nairobi County and Coast region and found out that they were better off where they were. One respondent adds that “despite the many limitations/problems faced at this university, I have no intention to move since am committed to be different and to

make a difference in my generation” respondent (personal comments June 14th 2014)

Another one adds that most public universities have almost the same limitations so there might be no need to move unless one went outside the country.

Finally the study sought to find out if there were any lecturers who had friends that had changed institutions and if they knew the reasons why they left, the following results were gathered in table 4.13.

Table 4.14 Friends left because of poor working conditions.

Parameters	Frequency	Percent
Strongly Disagree	6	6.1
Disagree	14	14.1
None	15	15.2
Agree	42	42.4
Strongly Agree	12	12.1
Total	89	89.9
System	10	10.1
Total	99	100.0

From the table its noted that 42 percent agreed to have friends who had changed institutions while only 6percent disagreed that friends had moved. The main reasons cited ranged from, poor working conditions, poor remuneration, lack of research funding, lack of adequate professional growth opportunities.

The researcher also gathered information from interviews which supported the response given by the respondent in the questionnaires. The interview clarified on a

number of issues one was that there were academic staff that had left the institution after training. Three universities administrators stated that the reason for leaving given varied from green pastures to family issues others cited bad weather in their working environment and lack of conducive atmosphere for research. This supports the result given by the mean of 3.45 showing that most respondents agreed that their friends had left due to poor working conditions.

Most young people in the study indicated they had intentions to leave. This is in agreement with Bexley, James, and Arkoudis (2011) who state in their findings from their research on Australian academic profession in transition that highest among the young groups are those with intent to move from Australian higher education. One half of those intending to leave the higher education sector in Australia cite reasons related to dissatisfaction with the working conditions. The most common reason are issues of job security, remuneration levels, lack of research funding and dissatisfaction with the institutional culture.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, recommendations and the extent to which research objectives have been achieved. It also contains information on proposed areas that require further research. The study generally draws its conclusion and recommendations based on the data captured through the use of questionnaire

5.2 Summary of the study

The purpose of the study was to determine the factors influencing academic staff mobility in Nairobi county and Coast region. The study sought to determine the extent to which monetary incentives, working conditions, professional growth prospects and corporate culture influences the movement of academic staff within Coast region and Nairobi County. The study employed descriptive survey research design confined to 501 teaching staff in the universities within Coast region and Nairobi County. One private university and four public universities were sampled purposively and stratified sampling was used to sample 125 lecturers as respondents of the study. Data was collected using a self-administered questionnaire and face to face interviews. Data was analysed by use of frequencies, percents, pi-charts and bar graphs.

5.3 Findings of the study

Findings on monetary incentives indicated that the lecturers who were interviewed did not have enough incentives' to retain them in their current institution since 73percent disagreed that they were making considerable amount of money on their job done while 27 percent were non-committal, 38 percent indicated that they require additional income to make ends meet, 36 percent disagreed that promotion was fairly done at equal rate,

Findings also showed that lecturers were dissatisfied with the facilities in institutions, 45 percent agreed to having too much work 40 percent dissatisfied with the way the college was managed, 36 percent dissatisfied with the hours of work and 30 percent dissatisfied overall with the working conditions. However 62 percent indicated having good working relationships with colleagues, while 92 percent were satisfied with job security at their workplace. 41 percent agreed they were being paid a great deal.

Findings on professional growth showed that 30 percent did not have a good chance to grow in their current institutions while 37 percent remained non-committal. Results on promotion indicated that 27 percent agreed that promotion was not fair while the same percent disagreed; this is reflected in figure 4.4.but 30 percent disagreed that they were making considerable amount of money on their job done,37 percent were non-committal, Data showed that 53 percent felt they had nothing to gain by sticking to their current institution. Majority however 50 percent felt they have been trained well by their institution

From the lecturers who were interviewed 59 percent felt they are allowed to participate in making their own objectives 50 percent enjoy telling others about their university 42 percent felt they had a sense of obligation to their institution.

Findings on the intent to move showed that most of the lectures were not ready to move particularly those who had worked for over 11 years and above and those who were in the private university since only 8 percent were actively looking for an alternative institution.

5.4 Conclusions

In this study, the researcher has examined the mobility of academicians with regard to their views on the factors that influence their intent to move or stay from their current employer After careful analysis of the factors influencing mobility of academia in Coast region and Nairobi County, The study revealed that monetary incentives, working conditions, promotion, and leadership are important among the academics who took part in this study. It can be concluded that there were reasons related to monetary incentive that influenced lecturers to move from one university to another since many respondents were dissatisfied with the incentives they received at their current workplace. The data indicates all through that the working conditions in most universities are below the lecturers expectations and are not conducive enough to retain them.

There are intrinsic, as well as extrinsic, factors that affect the academic retention process. This is because the academic staff sees job satisfaction as the most important aspect; job satisfaction was regarded as an intrinsic element that motivates staff to stay within their job. Another element was the fact that academic staff did not have confidence in their academic leaders; this resulted in dissatisfaction in their current job with regard to their growth and development. In support of the intrinsic element, there are also the extrinsic aspects that have an impact, either positively or negatively, on the job environment. Academic staff felt that salaries, academic promotion, and development were the main aspects and with regard to these factors, the respondents felt that their expectations are not met. While academic staff mobility and career progression were the highest priority amongst teaching and research staff, policies and regulations supporting promotions were not clear in the participating universities. Amongst other elements, salary disparities were also identified as one of the main reasons causing academics to leave their profession.

5.5 Recommendation

From the current study, recommendations can be made with regard to clear academic support which, in time, will promote academic growth and the retention of valuable academic staff. The academic leader, as a mentor, should take charge of academic progression. Commission of higher education to ensure that every accredited university has appropriate facilities to standards. Universities will have to ensure that there are unambiguous, comprehensible promotion guidelines, together with processes

that take the factors of institutional landscapes and environments into consideration, these processes should be operational. Commission of higher education institutions to ensure that every person working in the university has the required qualification irrespective of the type of university.

5.6 Suggestion for further studies

Although a great effort has been made to make the study as comprehensive as possible, nevertheless, few limitations have been identified while preparing this study. One of the shortcomings of this study is the use of convenient sample of one private university within the Coast region and Nairobi County, which might not allow the study to be 100 percent accurate, although close to the actual result. It is suggested that could be promising avenues for further research that will enable researchers to gain a better understanding of the reasons of academic staff mobility and develop ways to retain them by solving the current dilemma in the public and private universities. A similar research could be a comparison between the factors influencing academic staff mobility in the public and the private universities based on the same independent variables used in this study (i.e. monetary incentives, working conditions, opportunity for professional development, and institutional culture) another aspect could be job satisfaction in respect to compensation package, promotion and performance appraisal process.

REFERENCES

- Ackers, L., Bryony, G.&Guth, J. (2007). *Moving people and knowledge: Scientific Mobility in an enlarging European Union: A Summary Report*, University of Liverpool.
- Andrew, D., Bankole, O.&Olatunde, A. (2000). *Labour market prospects Of university graduates in Nigeria*. Nigeria University System Innovation Project. November 2000.
- Antonacopoulou, P. (2000). *Reconnecting Education, Development and Training through Learning: A holographicperspective*. *Education + Training*, 42(4/5).
- Armstrong, A. (2001). *Handbook of Human Resource Management Practice* (8thed.). London: Kogan Page Limited.
- Bellou, V. (2007). *Achieving Long-Term Customer Satisfaction Through Organizational Culture Managing Service Quality*, 17(5).
- Dockel, A. (2003). *The Effect of Retention Factors on Organisational Commitment: An Investigation of High Technology Employees*. Master of Human Resource, Thesis.University of Pretoria.
- Daly, J.& Dee, R. (2006). *Greener Pastures: Faculty Turnover Intent in Urban Public Universities*. *Journal of Higher Education*, 77.5 (8/9).
- Flamholtz, E. (2006). *Conceptualizing and Measuring the Economic Value of human capital of the third kind*. *Journal of Human Resource Costing and Accounting*, 9(2).
- Gaiduk, R. &Gaiduk, J. (2009). *Limiting the Brain Drain. Determinants of Employee organizational attachment in Lithuania*. *Baltic Journal of Management*.4 (2) 149-168.
- Gachigi, K., Kukubo, P. &Kiamba, C. M. (2005). *Perspectives on Technology Transfer and Commercialization in Africa: A Focus on Kenya*.
- Johnsrud, L.&Rosser, V. (2002). Faculty Members' Morale and Their Intention to Leave: A Multilevel Explanation. *The Journal of Higher Education*, 73(4), 518-542.
- Kimberlin, C. &Winterstein, G (2008). *Research fundamentals: Validity and reliability of measurement instruments used in research* 2276 *Am J Health-System*. Pharm —Vol 65 Dec 1,

- Kipkebut, D. J. (2010). *Organisational Commitment and Job Satisfaction in Higher Educational Institutions: The Kenyan Case*. PhD thesis, Middlesex University.
- Kraus, M. (2004). *Earn a Return on Your Reputation*. Corporate Strategy. APCO worldwide.
- Kiamba, M. (2005). *Entrepreneurialism and Adaptability in Kenyan Universities in the Face of Declining Donor and Government Support*. Nuffic Conference 'A Changing Landscape', The Hague, 23-25 20
<http://www.nuffic.nl/pdf/os/em/kiamba.pdf> (Accessed on 28/01/2014)
- Liu, A.M., Chiu, W.M., & Fellows, R. (2007). *Enhancing commitment through Workers empowerment*, *Engineering: Construction and Architectural Management*, 14(6).
- McInnis, C. (2005). *Academic and Professional Administrators in Australian Universities: Dissolving Boundaries and New Tensions*. *Journal of Higher Education Policy and Management*, 20 (2).
- Metcalf, H., Rolfe H., Stephen, F. & Weale, M. (2005). *Recruitment and Retention of academic staff in higher education*. Research brief No .RB 658 (accessed on 10th March 2014).
- Meyer, D., (2006). *The changing face of Australian teaching profession: new ways of working and learning*. *Asia Pacific J. teacher education* 34(1) 57-71
- Nyaigotti-Chacha, C. (2001) *Higher Education in Africa: Challenges, Lessons and opportunities*. (Accessed on 02/21/2014).
- Naris, S. & Ukpere, I. (2010). *Developing a Retention Strategy for Qualified Staff at the Polytechnic of Namibia*. Business Papers and Reports, 26.
- Obwogi, J. (2011). *Factors that Affect Quality of Teaching Staff in Universities in Kenya*. PhD Thesis. Jomo Kenyatta University of Agriculture and Technology.
- Okumbe, J.A (2009). *Educational Management*. Theory and Practice.
- Oshagbemi, T. (2000). *How Satisfied Are Academics with Their Primary Tasks of Teaching, Research and Administration and Management*. *International Journal of Sustainability in Higher Education*, 1 (2).

- Oshagbemi, T. & Hickson, C. (2003). *Some Aspects of Overall Job Satisfaction: A binomial Logit Model* Journal of Managerial Psychology, 18 (4).
- Orodho, J. A. (2004). *Elements of Education social science research methods* (First Edition) Nairobi: Masola Publishers.
- Orodho, J.A. (2009). *Elements of Educational and Social Science Research Methods*. 2nd Ed. Maseno. Kanzjapublishers.
- Pienaar, C., & Bester, C.L. (2008). Retention of Academics in the Early Career Phase. SA Journal of Human Resource Management, 6 (2).
- Rosser, V. (2004). *Faculty Members' Intention to Leave*. A National Study on their Work- life and Satisfaction. Research in Higher Education, 45(3), 285 -309.
- Saari, L.M. and Judge T.A. (2004). *Employee Attitudes and Job Satisfaction*. Human Resource Management, 43(4): 395-407.
- Schroder, R. (2008). *Job Satisfaction of Employees at a Christian University*. Journal of Research on Christian Education, 17(2).
- Sekaran, H. and Bourgie R, (2010). *Research Methods for Business: A Skill-Building Approach* is a concise and straightforward introduction for students to the world of business research.
- Sicherman, N & Galo, O. (1988). *A theory of career mobility*. Working paper no. 51 Chicago: University Chicago, Centre Study Economics and State.
- Ssesanga, K. & Garrett, R. (2005). *Job Satisfaction of University Academics: Perspectives from Uganda*. Higher Education, 50(1), 33-56.
- Sutherland, M. M. (2004). *Factors Affecting the Retention of Knowledge Workers*. Published Holland PJ, Sheehan C, De
- Tetty, J.W. (2006). *Staff Retention in African Universities: Elements of a Sustainable Strategy*. Commissioned by the World Bank: Washington DC http://siteresources.worldbank.org/intafrregtopteia/resources/academic_Staff_Retention_Final_2_06.pdf (Accessed on 3/06/2014) Washington DC: World Bank.
- Tetty, J.W. (2009). *Deficits in Academic Staff Capacity in Africa and Challenges of Developing and Retaining the Next Generation of Academics*. Partnership for Higher Education in Africa.

- Victoria, J.O. (2008). Voluntary Turnover and Women Administrators in Higher education. *Springer Science and Business journal* Media B.V. Accessed online: 10 January 2014.
- Waswa, F. & Katana G. (2008). *Academic Staff Perspectives on Operating Beyond Industrial Actions for Sustainable Quality Assurance in Public Universities in Kenya*. *International Journal of Environment*, 4(1). (Accessed in February, 2014)
- Wilson, J.P. & Western S. (2000). *Performance Appraisal: An Obstacle to Training and Development*. *Journal of European Industrial Training* 24(7).
- Yousaf, A. (2010). *One Step Ahead: Examining New Predictors of Affective And Organisational Occupational Commitment*. PhD thesis. University of Twente.
- Zellner, C. (2003). *The Economic Effects of Basic Research: Evidence for Embodied Knowledge Transfer via Scientists' Migration*. *Research Policy* 32.
- Zhou, Y. & Volkwein, J. (2004). *Examining the influences on Faculty Departure Intentions: A Comparison of Tenured Versus Non-tenured Faculty at Research Universities*. *Research in Higher Education*, 45(2), 139-176.

APPENDIX I

Letter of introduction

Grace O. Wamukoya

P. O BOX 90420

Mombasa, Kenya

Dear Sir/Madam,

To whom it may concern

**REF:FACTORS INFLUENCING MOBILITY OF ACADEMIA IN
UNIVERSITIES IN COAST REGION AND NAIROBI COUNTY, KENYA**

I am an employee of Technical University of Mombasa currently pursuing a master's degree in Corporate Governance at University of Nairobi, School of Education, Kenya. As part of the requirements for the degree, I am required to carry out a research project. The title of my research study is "Factors influencing academic mobility in Nairobi County and Mombasa Region"

Your university has been selected to participate in this study and consequently, you have been selected as a respondent through a random sample from your university.

You are kindly required to fill the questionnaire

I also wish to assure you that the information you provide will only be used for academic purposes and your identity treated with strict confidentiality. Please do not write your name anywhere in this questionnaire.

Thank you for your assistance

G.O. Wamukoya

APPENDIX II

Questionnaire for teaching staff.

You are kindly requested to indicate the correct option as honestly as possible by putting a tick (✓) on one of the options where applicable. For the questionnaires that require your opinion fill in the blanks. You are also requested not to write your name anywhere in the questionnaire for anonymous and confidentiality purposes

Section one: Demographic questions

Please complete the following section which asks about you and your work.

1. What is your discipline? _____
2. Can you please tick your status if Non - Teaching staff:
Middle Management [] Senior Management [] Technical staff []
3. Will you please indicate your gender Male [] Female []
4. Can you please indicate your age: Below 30 [] 30 – 39 [] 40 – 49 [] 50 and above []
5. Will you please indicate your marital status: Single [] Married [] other
(Please specify): _____
6. Please state your Job title: _____
7. How many years of university service do you have? 0 - 4 [] 5 - 10 []
11 – 15 [] 16 and above []
8. How many years have you held your current position? Below 1 year []
1 – 4 [] 5 – 10 [] 11 and above []
9. Please select the highest educational qualification you hold from below:
Diploma or equivalent []

Bachelor's degree or equivalent []

Masters []

PhD []

10. Please specify if you are involved in any income generating activities such as: Part time lecturing (*e.g. other institutions or parallel programmes*)

Consultancies privately run businesses Other(*Please specify*):_____

Section two: Influence of monetary incentives on mobility of academic staff

Please indicate the extent to which you agree or disagree with the following statements by marking the appropriate boxes. Use the scales as follows:

Strongly Disagree (1) Disagree (2) Neither agree nor disagree (3) Agree (4)

Strongly Agree (5)

1. I am paid a great deal of money for performing my job 1 2 3 4 5
2. I get regular salary raises in my university 1 2 3 4 5
3. I make a considerable amount of money on my job 1 2 3 4 5
4. In total, my cash compensation is quite small 1 2 3 4 5
5. I need additional income to make ends meet 1 2 3 4 5
6. I get monetary Incentives for a job well done 1 2 3 4 5
7. Everyone is promoted at equal rates 1 2 3 4 5
8. The university has good working conditions 1 2 3 4 5

Section three: Effect of working conditions on mobility of academic staff

Please indicate the extent to which you are satisfied or dissatisfied with the following aspects of your working conditions by marking the appropriate box. Kindly answer all the statements. Use the scales as shown below:

Extremely Dissatisfied (1) Dissatisfied (2) Neither satisfied nor dissatisfied (3)
Satisfied (4) Extremely Satisfied (5)

1. The physical work conditions

1	2	3	4	5
---	---	---	---	---
2. Facilities to carry out your work

1	2	3	4	5
---	---	---	---	---
3. Your working relationship with colleagues

1	2	3	4	5
---	---	---	---	---
4. The amount of responsibility you are given

1	2	3	4	5
---	---	---	---	---
5. The opportunity to use your abilities, choose your own method of working

1	2	3	4	5
---	---	---	---	---
6. Industrial relations (union relationship) between the management and Workers in your university

1	2	3	4	5
---	---	---	---	---
7. Sufficient feedback from my supervisor on my job performance

1	2	3	4	5
---	---	---	---	---
8. The way your university is managed

1	2	3	4	5
---	---	---	---	---
9. The attention paid to suggestions you make at work

1	2	3	4	5
---	---	---	---	---
10. Your hours of work

1	2	3	4	5
---	---	---	---	---
11. It often seems like I have too much work to do

1	2	3	4	5
---	---	---	---	---
12. I feel I have to do things hastily and maybe less carefully in order to get everything done

1	2	3	4	5
---	---	---	---	---
13. I often have to work extra hours due to staff shortages

1	2	3	4	5
---	---	---	---	---
14. Your job security

1	2	3	4	5
---	---	---	---	---
15. Now, considering everything, how satisfied are you with your working conditions in general

1	2	3	4	5
---	---	---	---	---

Section four:Effect of professional growth prospects on mobility of teaching staff

Please indicate the extent to which you agree or disagree with the following statements by marking the appropriate boxes. Use the scales as follows:

Strongly Disagree (1) Disagree (2) Neither agree nor disagree (3) Agree (4)

Strongly Agree (5)

1. I have a good chance to get ahead in this university 1 2 3 4 5
2. I have the opportunity to advance in my university 1 2 3 4 5
3. Promotions are based on how well you do your work
in my university 1 2 3 4 5
4. The skills and knowledge I have learned on the job in this university would
transfer easily to most other organisations 1 2 3 4 5
5. I have opportunity to improve my skills in the university 1 2 3 4 5
6. I have been well-trained by the university for my present job
7. The university provides support when employees
decide to obtain ongoing training 1 2 3 4 5
8. There are many training opportunities offered by my university to
help me to perform my job better 1 2 3 4 5
9. I am paid a great deal of money for performing my job 1 2 3 4 5
10. I am satisfied with my pay relative (compared) to other
employees in this university 1 2 3 4 5
11. I am satisfied with my pay relative to other employees outside this organization
with similar jobs 1 2 3 4 5
12. I am rewarded fairly considering my responsibilities 1 2 3 4 5

13. Overall, the rewards I receive in this university are quite fair 1 2 3 4 5
14. The feedback that I receive agrees with what I have actually achieved in my job 1 2 3 4 5
15. My university attempts to conduct performance appraisals in the fairest way possible 1 2 3 4 5
16. Employees in this university have the opportunity to have 'a say' in university policies and decisions that affect them 1 2 3 4 5
17. My university is supportive in developing the employees careers 1 2 3 4 5
18. I am satisfied with the success I have achieved in my career since I joined this university 1 2 3 4 5
19. My values and that of this university are similar 1 2 3 4 5
20. Mentoring and career development is encourage 1 2 3 4 5
21. There is not much to be gained by sticking to this university indefinitely 1 2 3 4 5

Section five: Influence of corporate culture on mobility of teaching staff

Please indicate the extent to which you agree or disagree with the following statements by marking the appropriate boxes. Use the scales as follows:

Strongly Disagree (1) Disagree (2) Neither agree nor disagree (3) Agree (4) Strongly Agree (5)

1. I would be very happy to spend the rest of my career with this university 1 2 3 4 5
2. I participate in setting my performance objectives 1 2 3 4 5
3. I really enjoy telling people what a wonderful place my university is 1 2 3 4 5

5. I feel that I have too few options to consider leaving my job in this university 1 2 3 4 5
6. One of the few negative consequences of leaving this university
Would be the scarcity of available alternatives 1 2 3 4 5
7. I would not leave working for my university right now because I
have a sense of obligation to the people in it 1 2 3 4 5
8. I owe a great deal of loyalty to my university considering
all it has done for me (e.g. training, medical assistance) 1 2 3 4 5

Section six: Intent to move or stay at present work place

Please indicate the extent to which you agree or disagree with the following statements by marking the appropriate boxes. Use the scales as follows:

Strongly Disagree (1) Disagree (2) Neither agree nor disagree (3) Agree (4)
Strongly Agree (5)

1. I think a lot about quitting my job 1 2 3 4 5
2. I am actively searching for an alternative to this university 1 2 3 4 5
3. As soon as it is possible, I will leave this university 1 2 3 4 5

Please add any recommendations about issues raised in this questionnaire. *(Please use additional paper if you wish _____)*

THANK YOU FOR TAKING TIME TO COMPLETE THIS QUESTIONNAIRE.

APENDIX III

A questionnaire for administrative staff.

This Interview schedule is for the purpose of gathering information which will clarify the data from the questionnaires of academic staff

1. How many years have you worked in this university _____
2. Does everyone participate in decision making of your university?
3. How is the attendance of meetings in your faculty?
2. Does your university have training and development programmes in place
4. Have you ever been sponsored for any staff training?
5. Is your university is well equipped with enough facilities for research?
6. Does your university have enough personnel (teaching and non-teaching?)
7. Do you have staffs that have left your university after training program?

Yes () No ()

APPENDIX IV

Research permit from NACOSTI

CONDITIONS

- You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- Government Officers will not be interviewed without prior appointment.**
- No questionnaire will be used unless it has been approved.**
- Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A2014/011

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MS. GRACE OTENGO WAMUKOYA

of UON, 90420-80100 mombasa, has been permitted to conduct research in Kilifi, Mombasa, Nairobi Counties

on the topic: FACTORS INFLUENCING MOBILITY OF ACADEMIA IN UNIVERSITIES IN COAST REGION AND NAIROBI COUNTY, KENYA

for the period ending 30th July, 2014

Permit No.: NACOSTI/P/14/2282/2230

Date Of Issue : 30th June, 2014

Fee Received :Ksh 1,000

Applicant's Signature

Secretary

National Commission for Science, Technology & Innovation



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

30th June, 2014

NACOSTI/P/14/5584/2082

Grace Otengo Wamukoya
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***“Factors influencing mobility of academia in Universities in Coast Region and Nairobi County.”*** I am pleased to inform you that you have been authorized to undertake research in **Kilifi, Mombasa and Nairobi Counties** for a period ending **30th July, 2014.**

You are advised to report to **the Vice Chancellors of selected Universities, the County Commissioners and the County Directors of Education, Kilifi, Mombasa and Nairobi Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. M. K. RUGUTT, PhD, HSC.
Ag. SECRETARY/CEO

Copy to:

The Vice Chancellors
Selected Universities.


The County Commissioner
The County Director of Education
Kilifi County.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX V

Letter of authorization to carry out research at CUEA

 **THE CATHOLIC UNIVERSITY OF EASTERN AFRICA**
Office of the Deputy Vice Chancellor
ACADEMIC AFFAIRS

Our Ref: **DCV/ACAD/121/2014**
Date: June 17, 2014

Ms. Grace Otengo Wamukoya
University of Nairobi
College of Education and External Studies
School of Education
Department of Educational Administration and Planning
P.O. Box 30197
KIKUYU

Dear Grace,

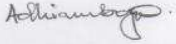
Ref: Request to conduct Research in CUEA


I acknowledge receipt of letter dated 5th June 2014 requesting for authorization to do research.


I am glad to inform you that permission is granted to conduct research on the topic *"Factors Influencing Mobility of Academia in Universities in Coast Region and Nairobi County, Kenya"* at The Catholic University of Eastern Africa provided you observe the normal ethical cautions and discretions.

I wish you well with your study and I look forward to sharing your findings with the Catholic University of Eastern Africa.

Sincerely yours,


for **Prof. Justus G. Mbae**
Deputy Vice-Chancellor (Academics)



 THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi - KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: academics@cuea.edu Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)