

**INSTITUTIONAL FACTORS INFLUENCING ACADEMIC STAFF  
TURNOVER IN PUBLIC TECHNICAL TRAINING INSTITUTES IN  
MERU COUNTY, KENYA.**

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**A Research Project Submitted in Partial Fulfillment for the award of Degree  
of Master of Education in Corporate Governance.**

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## **DECLARATION**

This research project is my original work and has not been submitted for a degree in any other university.

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## **DEDICATION**

This project is dedicated to my dad Japhet M'eruaki M'aramba and my mom Pauline Thirindi. I also dedicate it to all my brothers and sisters who together with my parents supported up to the final day of its completion. I thank you all. May the Almighty God bless you all.

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## **ABBREVIATIONS AND ACRONYMS**

BoM	Board of Management
GoK	Government of Kenya
HODs	Heads of Departments
HR	Human Resource
TSC	Teachers Service Commission
TTIs	Technical Training Institutes
TVET	Technical and Vocational Education Training
UK	United Kingdom
USA	United States of America

## ABSTRACT

Academic staff turnover has not only become a major problem in Kenya but also across many other countries in the world. It comes with high cost and other adverse effects in the provision of quality services in the institutions of higher learning globally. Turnover of employee in any organization can have either positive or negative impact since it comes with its cost. The Government of Kenya is currently pursuing a new development blueprint (vision 2030) covering the period 2008 to 2030. This blue print identifies Technical and Vocational Education Training (TVET) as a major pillar in its achievement. This is because TVET institutes plays the role of furnishing skills required to improve productivity, raise income levels and improve access to employment opportunities in various sectors. The study aimed at investigating the institutional factors influencing academic staff turnover in public technical training institutes in Meru County, Kenya. The study objectives aimed at determining the extent to which working environment, manager's supervisory support, communication system and compensation influence academic staff turnover in public technical training institutes in Meru County. Theoretical background for the study was provided by the Herzberg's (1959) two factor theory also known as Herzberg's motivational hygiene theory and dual factor theory. The research adopted descriptive survey design. The study comprised a sample size of 124 academic staff members derived from a target population of 180 members. Also included were 27 heads of departments. Two different sets of questionnaires were used as the main research instruments one for the academic staff and the other for the heads of departments. The collected data was analyzed using both quantitative methods. It was the presented in tables, pie-charts and graphs. Qualitative data was analyzed through narrative summary analysis technique. The findings of the study revealed that the academic staff turnover in the investigated institute was high and the respondents concurred that it was influenced to a very and great extent by; working environment (non-conductive) agreed by a mean of 71.1% academic staff and 80.6% heads of departments, inappropriate attributes of manager's supervisory support with a mean agreement of 70.6% heads of departments and 76.1% academic staff, communication system with a mean of 4(great extent) and average standard deviation of 0.57, and compensation as agreed by a mean average of 4 (great extent) with average deviation of 0.475. The study concluded that academic staff turnover was influenced by factors such as low compensation, poor working environment, poor communication systems and inappropriate manager's supervisory support. The study recommended that the Boards of Management should liaise with the relevant government ministries in order to address these turnover triggers to ensure retention of the teaching staff in public technical training institutes. The study suggested the following areas for further study; similar studies may be done in other counties across the country to establish other institutional factors influencing academic staff turnover, a study on factors influencing the performance of board of managements in Technical Training

Institutes, institutional challenges facing the academic staff, institutional factors influencing the academic staff and the institutional factors influencing the turnover of the non-teaching staff in Technical Training Institutes.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Employee turnover has been a major issue and problem for the Human Resource (HR) practitioners, Board of Managements (BoMs) and organizations in the 21<sup>st</sup> century. The human resource manager selects the talented and competitive employee for an organization and has a duty to retain that talented workforce. According to Armstrong (2004), turnover is more costly because of lost productivity and unnecessary replacement costs. Employee turnover has received substantial attention from both academic and management.

In the United States of America (USA) smith (2007), argued that institutions spend over USD 200 billion annually recruiting and replacing their employees. Hearbert and Ramsey (2004) reveal that there are numerous reports of high teacher turnover in developed countries such as the USA. In Britain academic staff turnover is reported as highly rising. This situation is also worsening in Sweden (Santiago & mankenzie 2005). According to a Central Bureau of Investigation survey (2009), the average labor turnover in the United Kingdom (UK) is 15.7%.

The problem of staff turnover in organizations especially higher education institutions is not different in Africa. Kinner & Sutherland (2001) noted that the

South African labor-market suffers from a dearth of skilled manpower and a continuous brain drain. This suggests that the organizations have to come up with retention strategies to minimize staff turnover.

Reports in countries such as South Africa, Zambia, New Guinea, and Malawi indicated that the problem had almost reached a catastrophic stage (Xaba, 2003). Harris (2007) argues that talented job candidates in the global skill market have the luxury of choice. According to Michael & Crispen (2013), this scenario is becoming increasingly noticeable in the higher education institutions and research landscape of South Africa where the institutes are competing with one another in the recruitment of top academics and researchers. This can be interpreted to mean that they are facing the challenge of staff turnover.

The higher institutions of education in Kenya are not exempted from this global challenge of staff turnover. Today Kenya like South Africa has seen tremendous expansion of higher education institutions which include technical training institutes which are part of the Technical, and Vocational Education Training (TVET). According to Atchoarena and Delluc (2001), TVET is broadly defined as “Education which is mainly to lead participants to acquire the practical skills, knowhow and understanding, necessary for employment in particular occupation, trade or group of occupations.

The government of Kenya is today pursuing the country's new development blueprint (vision 2030) which covers the period 2008 to 2030. This blueprint aims at transforming Kenya into a newly industrialized "middle-income country providing a high quality life to all its citizens by the year 2030" (GoK, 2007). Higher education institutions especially the technical training institutes are critical to achieving Kenya vision 2030. This is possible through provision of quality services by the institutes' academic staff. This however, is largely affected by the staff turnover in technical training institutes.

The Governing Boards have responsibilities for internal controls and therefore the Board of Management (BoM) in technical training institutes need to come up with strategies to address the causes of turnover. The BoMs need to put competitive compensation mechanisms for their staff. Milkoviech and Newman (2005) note that compensation and benefits are important and are one of the most visible rewards in the process of reducing turnover. According to Lockwood (2000), the BoM have a mission to build and sustain a working environment that fosters engagement and is also attractive to potential employees to ensure retention and minimize turnover.

Ulrich (2007) notes that Managers and Management Boards that have poor working conditions, aggressive communication, poor supervision support, low compensation including benefits will negatively affect the realization of

organization and individual goals leading to increased turnover. Armstong (2004), argues that managers and leaders (principals) who fail to provide the leadership support they should or are unfair to their staff lead to poor relationship with end results being turnover.

According to the Teachers Service Commissions headquarters in Meru and Embu counties, there is an increasing shortage of teaching staff in technical training institutes a problem which they attribute to turnover. The records show a turnover of 59 in Meru and 33 in Embu County. Flippo (2008), states that the reasons given for employee leaving must be analyzed carefully to ascertain their truth. This therefore bring about the gaps in tandem with what the research will bridge by focusing on institutional factors that influence academic staff turnover which include; working environment, manager's supervisory support, communication system and compensation.

## **1.2 Statement of the problem**

In Kenya, higher education is currently facing massive expansion due to its role in social economic development, technological changes and globalization. This expansion has created competition for the available manpower thus leading to increased academic staff turnover. According to the Ministry of Education and Ministry of Higher Education Sessional Paper of 2012, there are 25 public



technical training institutes and 14 institutes of technology as well as 706 registered private TVET institutes.

Further the government is planning to establish more than 60 TTIs to be distributed in all Counties in line with Vision 2030. Data from the Teachers Service Commission headquarters in Meru and Embu County shows that there is an alarming shortage of academic staff in technical training institutes, a problem which can be attributed to frequent turnover. Data in these headquarters shows that there has been a turnover of 59 and 33 academic staff in Meru and Embu county TTIs respectively in a period of 5 years. The following table shows the academic staff turnover statistics for a period of five years in Meru and Embu Counties.

**Table 1.1 Turnover statistics in public Technical Training Institutes in Meru and Embu Counties.**

Year	MERU COUNTY				EMBU COUNTY		
	Meru TTI	Nkabune TTI	Kiirua TTI	Total	Embu TTI	Rwika TTI	Total
2009	4	3	3	10	3	2	5
2010	7	4	5	16	4	3	7
2011	3	5	3	11	2	4	6
2012	6	4	2	12	3	3	6
2013	4	3	2	9	5	4	9
<b>Total</b>	<b>24</b>	<b>19</b>	<b>16</b>	<b>59</b>	<b>17</b>	<b>16</b>	<b>33</b>

Source: TSC Records 2013

From the statistics provided above there is higher academic staff turnover in Meru County compared to Embu County. This justifies the need to carry out a research in Meru County to establish the factors behind the trend. My study therefore focuses on the institutional factors influencing academic staff turnover in public technical training institutes in Meru County, Kenya.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the institutional factors influencing academic staff turnover in public Technical Training Institutes (TTIs) in Meru County, Kenya

### **1.4 Objective of the study**

The following objectives guided this study.

- i. To determine ways in which the working environment provided by the Board of Management influence academic staff turnover in public technical training institutes in Meru County.
- ii. To establish the extent to which manager's supervisory support influence academic staff turnover in public technical training institutes in Meru County.
- iii. To determine the extent to which communication system by the Board of Management influences the academic staff turnover in public technical training institutes in Meru County.

- iv. To determine the extent to which compensation by the Teachers Service Commission (TSC) and the Board of Management influence academic staff turnover in public technical training institutes in Meru County.

### **1.5 Research questions**

This study aimed at answering the following questions.

- i. In which ways does the working environment provided by the Board of Management influence academic staff turnover in public technical training institutes in Meru County?
- ii. To what extent does the manager's supervisory support influence turnover of academic staff in public technical training institutes in Meru County?
- iii. To what extent does the communication system by the Board of Management influence academic staff turnover in public technical training institutes in Meru County?
- iv. To what extent does compensation by Teachers Service Commission (TSC) and the Board of Management influence academic staff turnover in public technical training institutes in Meru County?

### **1.6 The significance of the study**

The study was expected to examine the institutional factors that influenced the academic staff turnover in technical training institutions in Meru County which are part of higher education in Kenya. The employee turnover in institutions of

higher learning in Kenya is currently under- researched. This research is aimed at providing new data with both practical and theoretical significance on the institutional factors that influence the turnover of academic staff in public technical training institutes thus increasing the body of knowledge required by their boards of managements. This would assist the Board of Managements and policy developers to formulate informed strategies to reduce staff turnover rate and thus increase their retention.

### **1.7 Limitation of the study**

There was a dearth in literature on institutional factors influencing academic staff turnover in Kenya. Another limitation was the uncooperative respondents who would be unwilling to discuss the negatives, especially about their manager's.

### **1.8 Delimitation of the study**

The study was conducted in the public technical training institutes in Meru County, Kenya. The institutions included; Meru, Nkabune and Kiirua technical training institutes. The variables studied included; working environment, manager's supervisory support, communication system and compensation. The respondents involved in the research included; the heads of departments and the academic staff members.

### **1.9 Basic assumptions of the study**

The research study made the following assumptions:

- i. The respondents would provide truthful information about the questions in the questionnaires.
- ii. That factors within the institutions lead to academic staff turnover.

### **1.10 Definition of significant terms**

The following are the definition of significant terms used in the study:

**Academic staff** refers to a trained professional who is qualified to teach in technical training institutes

**Academic staff turnover** refers to the process of an individual professional who has undergone training and is teaching in a technical training institute quitting or exiting from the institute.

**Attrition** means the reduction of the academic staff that occurs when they leave or exit from their working teaching institutes.

**Compensation** refers to the salaries and allowances given or paid to the individual academic staff member for services rendered.

**Employee** refers to an individual employed as an academic staff and is paid a salary.

**Institution** refers to a technical training institute.

**Management** refers to the process of dealing with or controlling the technical training institute and the academic staff working there.

**Manager** refers to the principal responsible for controlling or administering an institution.

**Technical Training Institute** refers to a school that gives practical vocational and technical instruction.

### **1.11 Organization of the study**

The study is organized into five chapters. Chapter one included the introduction consisting of background to the study, statement of the problem, purpose of the study, limitation of the study, delimitation of the study, basic assumptions of the study and definition of the significant terms. Chapter two contained literature review under the following subtopics: working environment, manager's supervisory support, communication system and compensation. The chapter also contained summary of literature review, theoretical and conceptual framework. Chapter three contained research methodology constituting; research design, target population, sample size and sampling techniques, instruments for data collection, validity of the research instruments, reliability of the research instruments, data collection procedures, and data analysis techniques. Chapter four focused on data analysis, interpretation and discussion of research findings. Chapter five focused on the summary, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews related literature which provided some relevant information required to address the research question in the previous chapter. The section includes institutional factors influencing academic staff turnover reviewed as follows; working environment, managers' supervisory support, communication system and compensation.

#### **2.2 The concept of staff turnover**

Employee turnover can be defined as when an employee ceases to work for an organization. Armstrong (2004), define employee turnover as the proportion of employee leaving an organization during a period of time, usually one year. Other terms used by authors for turnover are; attrition, quits, exits, mobility, migration or succession. Labor turnover within an organization is a normal part of organizational functioning and while a certain level of turnover is to be expected and be beneficial to the institution, exclusively high turnover may be dysfunctional to the institution.

A minimum level of employee turnover is beneficial to the organization in that, it reduces the task of retrenchment and also allows recruitment of new employees from outside thus preventing in-breeding within the organization. This ensures

introduction of new ideas and innovation from the new employee(s). Tetty (2009), argues that the problem of academic staff retention is a global one and it affects both developing and industrialized countries. He contends that the issue of academic staff attrition (turnover) and retention in developing countries has been less documented in the literature.

### **2.3 Working environment and staff turnover.**

Bushe (2012), in his study on factors that determine retention and commitment in private tertiary institutions in Botswana, argues that working environment refers to aspects that promotes the efficient performance of job tasks by employees and this touches on aspects such as physical working conditions (buildings, furniture and employee rooms), availability of office space, tools and equipments that makes job performance easier, hours of work, internal customer support, service from administration department, nature and tenure of contract and safety in the workplace. He found that a poor work environment may cause discomfort to some employees who may end up being attracted to other organizations with better working environments. To avoid attrition (turnover), BoMs should work towards improving the working environments in their institutions.

Handelsman (2009) carried a research on understanding and remedying employee turnover and found that employees would like to work in comfortable work places where there are adequate facilities such as buildings, furniture, work instruments



and also where health and safety measures are observed. They further note that adverse work environment will lead to increased turnover. In his study, Pettrilose (2002) found that lack of proper facilities and appropriate services such as adequate employee rooms, dining areas, child or parental care, selective health benefits and safety provisions are major causes of turnover and absenteeism. Tetty (2006) in his study titled *Staff Retention in African Universities: Elements of a Sustainable Strategy* notes that the institutes managements (BoMs) should work towards a reasonable improvement in the working environment to avoid turnover.

#### **2.4 Manager's supervisory support and staff turnover**

The relationship of manager's supervisory support, also known as leadership is a paramount concern of several studies. Rivelin (2003) in his study 'Retention Reflects Leadership Style' noted that a leader, in this case the manager (Principal), has to provide support or show consideration for employees concerns, otherwise a negative leader employee interactions can result in lower pleasure with work, reduced productivity and motivation absenteeism or turnover. In his study 'Reflection on the Determinants of Voluntary Turnover'. According to Butcher & kritsonis (2007), appreciation is part of leadership. He further noted that support, encouragement, respect and opportunity to be heard by the direct supervisor reduce employee turnover thus enhancing their retention.

Brox (2012) noted that leadership is one of the critical factors that can lead to increased staff turnover. Armstrong (2004) argues that a feeling that management in general, or individual managers and team leaders in particular, are not providing the leadership support they should or are unfair or are bullying their staff can lead to a high rate of employee turnover. He further notes that inadequate or poor supervision is a frequent cause of turnover. Brox (2012), noted the aspects of leadership that may also require investigation as; relationship with supervisors, recognition of employees' efforts, relationship with peers, systems and structures that foster knowledge creation by staff and supervision.

## **2.5 Communication system and staff turnover**

According to Hart & Miller (2003), effective communication has emerged as an essential facet of people management be it communication of the institutions/organizations goals, vision, strategies and business policies or the communication of facts and information and data communication structure. Janet (2004) argues that a two way communication, particularly face to face with employees is an important factor in establishing trust and a feeling of being valued. It is regarded as a core and governing competency and as a key management responsibility of the BoM. The board of management responsibilities include: putting in place structures and methods of communication, ensuring people are briefed on key issues, communicating honestly and as fully as possible on all issues affecting the people, encouraging team members to discuss

institutions issues and give upward feedback and ensuring issues from team members are fed back to senior management and timely replies given.

Ongori (2007) states that to have lower employee turnover, organizations should make sure they have good lines of communication among staff. It has been noted in Khan and Ullah (2010) that, a lack of communication is the main barrier to employee motivation and may affect the intention of employees to stay with their organization. This has been emphasized by Branham (2005) who states that inadequate communication between management and employees, and between departments is the prime reason a worker quits an organization. He concludes that lack of communication between management and workers results to low morale among employee and increases turnover.

## **2.6 Compensation and staff turnover**

Compensation by the management is an important feature of human resource management. It includes payments offered to an employee for services rendered and comprise of both monetary (salary, wage) and other benefits (Branham 2005). As De Cieri & kramar (2008) state, the pay system has an important role in implementing strategies. They state that a high level of compensation may it be pay and or benefit relative to that of competitors can ensure that an institution or company attract and retain its employees. This therefore means that they are in a state of reducing staff turnover.

Metcalf and Amar (2005), 'Motivating Knowledge Workers to Work' argues that pay tends to loom larger for recruitment than retention. Moreover, the expected and the actual package may differ, leading to turnover. Mwangi and Mwai (2002) argue that in Kenya, there has been a growing concern about teacher retention. Teachers have increasingly expressed dissatisfaction with the pay they receive.

According to Fisher & Shaw (2009), employees will quit their work if they feel that they are not well compensated by their employer and the board of management. This is by being paid an adequate salary and availing to them other benefits such as house allowance, commuter allowance and insurance services. Starters will only stay in organizations that pay them a low salary because they are desperate to get a job. After a little while, they will start looking for better paying jobs in other organizations and this will result to increased turnover.

## **2.7 Summary of literature review**

The literature reviewed shows that a number of issues concerning the institution factors influencing staff turnover in various organizations and institutions. As reviewed above, Tetty (2009) in his study 'Retention in African Universities' concluded that institutes should work towards a reasonable improvement in working environment since this may be one of the major cause of turnover. Bushe (2012), 'Factors that Determine Staff Retention and Commitment in Private Tertiary Institutes in Botswana', Hendelsman, (2009) and Petrilose, (2002) agree

that lack of better working environment cause employee to exit and look for organizations with better working environment.

According to Rivelin (2003), in his study 'Retention Reflects Leadership Support', leadership support is important in ensuring reduced staff turnover. Brox (2012), Armstrong (2004), Butcher & Kritsonis (2007) agree that appreciation is part of leadership support. Lack of encouragement, respect and openness from managers lead to employee/staff dissatisfaction which results to increased turnover rates in organizations or institutions. The comprehensive literature reviewed on principal's supervisory support concurs that the leadership should create cordial relationship with their staff if they wish to reduce staff turnover.

From the reviewed literature communication system is seen as one of the major factors that contribute to staff turnover or staff retention. Hart and Miller (2003), Janet (2004), concur that communication system put in place by the management of an institution is a core governing competency and a key management responsibility of the BOM. It plays a major role in determining whether employees leave or stay in the institution. Ongori (2007), Khan and Ullah (2010) and Branham (2005) agree that poor or inadequate communication between the BoM, departments and employees is a prime reason why staff or employees may quit.

The comprehensive literature reviewed from De Cieri and Kramer (2008), Branham (2005), Metcalf et al (2005), Fisher and shaw (2009), Mwangi and Mwai (2002), has concurred that employee will quit if they feel that the compensation and benefits they receive do not match the services offered. The reviewed literature makes it clear that there is need for further investigation to ascertain the real factors behind turnover since each study was carried in different countries (having different social-economic and culture), in different settings and for different organizations.

## **2.8 Theoretical framework**

Herzberg (1959) two factor theory as cited by Basset and Lloyd (2005) provided theoretical background for this study. The two factor theory is also known as Herzberg's motivation-hygiene theory and dual-factor theory. It states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction (Sungmin 2009).

According to psychologist Fredrick Herzberg, job satisfaction and job dissatisfaction act independently of each other. Herzberg noted that job characteristics related to what an individual does, that is, to the nature of the work one performs, apparently have the capacity to gratify such needs as achievement, competency, status, personal growth, and self realization thus making him happy and satisfied. He referred to these factors as intrinsic variables or motivators. He

further notes that absence of such gratifying job characteristics does not appear to lead to unhappiness and dissatisfaction. Instead, dissatisfaction results from unfavorable assessment of such job-related factors as company policies, supervision, technical problems, salary, interpersonal relations on the job, and working conditions. He referred to these extrinsic variables as 'hygiene' factors.

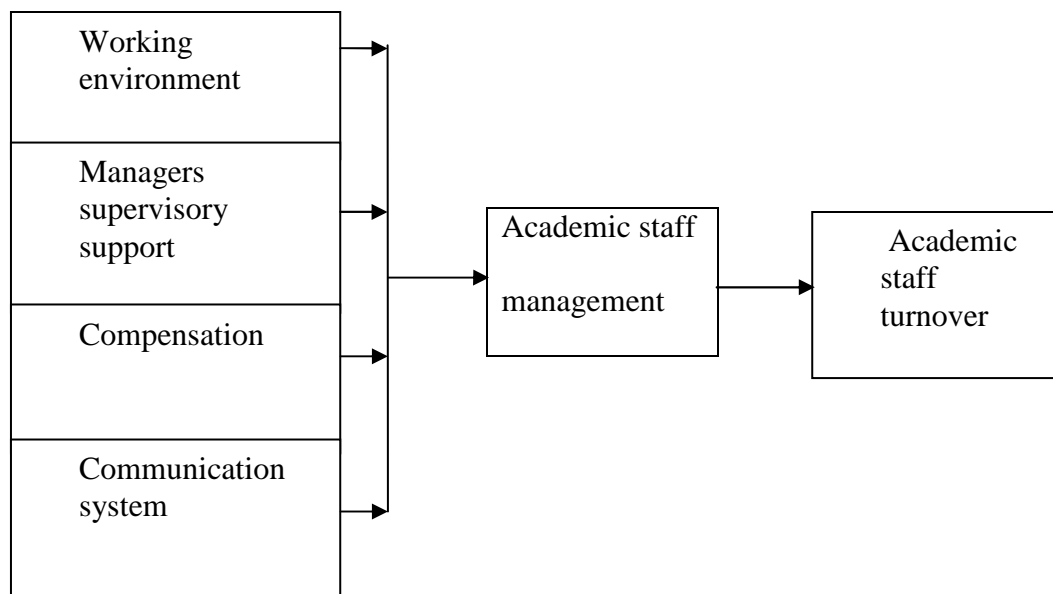
Empirical studies have revealed that extrinsic factors such as competitive salary, good interpersonal relationships, friendly working environment, and job security were cited by employees as key motivational variables that influenced their retention in the organizations. The implication of this therefore is that management should not rely only on intrinsic variables to influence employee retention, rather, a combination of both intrinsic and extrinsic variables should be considered as an effective retention strategy (Kinner & Sutherland 2001; Meudell & Rodham 1998; Maertz & Griffeth 2004).

While Herzberg's model may have garnered wide interest and stimulated much research it has not escaped the scrutiny's eye and vice. Hackman & Oldham (1976) claim that while the formulation of model may have a methodological artifact. Researchers are unable to empirically prove the model reliably. The theory makes a blanket assumption while failing to consider individual differences, conversely predicting all employee will react in an identical manner to changes in motivating/hygiene factors.

The theory does not also specify how motivating/hygiene factors are to be measured. This theory is relevant to this study in that it recognizes that employees have needs that should be satisfied in order to reduce or avoid turnover rate in the organization. The hygiene factors/extrinsic factors are far much related to the institutional factors an aspect which this research seeks to study.

## 2.9 Conceptual framework

**Fig 2.1 Conceptual framework of the institutional factors influencing academic staff turnover in public Technical Training Institutes in Meru County.**



The conceptual framework shown above consists of independent and dependent variables. Independent variables are the presumed causes of change in the



dependent variable. On the other hand dependent variable(s) is the variable that is to be explained by the researcher.

This study considers academic staff turnover as the dependent variable and the factors independent variables. Thus it is expected that some behavior on the independent variables such as poor or non-conducive working environment, inappropriate manager's supervisory support, poor compensation and poor communication system will cause academic staff dissatisfaction. The dissatisfaction finally leads to the academic staff turnover.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter explained the methods used in this study. It starts with the research design, target population, sample size and sampling procedures, instruments for data collection, validity of instruments, reliability of instruments, data collection procedures and data analysis technique.

#### **3.2 Research design**

A research design is a plan or a blueprint of how you intend to conduct the research (Babbie & Mouton, 2001). This study adopted descriptive survey design. This is because the design attempts to describe systematically, a situation, problem, phenomenon, or provides information about an issue, or describes attitudes towards an issue (Kumar, 2005). The design is capable of presenting detailed information about a given social system. It is appropriate for studies that use questionnaires and interview schedules. Therefore the design helped to collect data in order to answer questions on the institutional factors influencing academic staff turnover in public technical training institutes.

#### **3.3 Target population**

Mugenda and Mugenda (2003) define population as an entire group of individuals, events or objects having common observable characteristics. The

target population for this study comprised three public technical training institutes. It targeted 27 heads of departments and 180 academic staff members.

### 3.4 Sample size and sampling procedure

Mugenda and Mugenda (2003) define a sample as a small group obtained from accessible population. Sampling means selecting a given number of subjects to represent the population. The researcher used census method on the 27 heads of departments. The target population on academic staff was put into strata as per the institutes, thereafter sample size determined by applying Cooper & schindler (2003) formula  $n=N/1+N(e)^2$

Where: n=sample size, N=population size, e=level of precision.

At 95% level of confidence and p=5%,  $n=180/1+180(0.05)^2 =124$ . Simple random method was used to distribute questionnaires.

**Table 3.4: Sampling design**

<b>Technical Training Institute</b>	<b>Academic staff population</b>	<b>Sample size</b>	<b>Head of departments</b>	<b>Sample size</b>
Meru	80	55	12	12
Nkabune	75	55	10	10
Kiirua	25	17	5	5
<b>Total</b>	<b>180</b>	<b>124</b>	<b>27</b>	<b>27</b>

### **3.5 Research instruments**

The researcher used questionnaires with open and closed ended questions as the main tools for collecting data. The researcher had two questionnaires. One questionnaire for the academic staff members bearing questions on their personal data and the influence of the following aspects on academic staff turnover: working environment, manager (principal) supervisory support, their compensation and staff turnover and communication system provided by the management and how it influences staff turnover. The other questionnaire for heads of departments had questions about their personal data, the departments they head and the extent to which working environment, principal's supervisory support, compensation and communication system influence academic staff turnover in their departments.

### **3.6 Validity of instruments**

Orodho (2004) notes that, validity relates broadly to the extent to which the instruments measures what it claims to measure, or tests what it is intended to test. Mugenda and Mugenda (2003) advocates that, the pre test sample should be 1% to 10% depending on the sample size. To ensure the validity the researcher carried two pretests which involved 8 respondents (academic staff) who were not included in the actual study. After they had filled the questionnaires, I collected and went through them to ascertain whether they captured answers to my research questions. Secondly the researcher liaised with the supervisors who are experts to

make judgment on whether they captured information that answered the study questions. Research supervisors also assessed what concept the instrument was trying to measure (content validity).

### **3.7 Reliability of instruments**

Reliability refers to the matters such as the consistency of a measure-for example, the likelihood of the same results being obtained if the procedures were repeated. According to Mugenda and Mugenda (2003), a research instrument is reliable if it yields consistent results after repeated trials. Reliability of the questionnaire was achieved by use of test-retest method administered at an interval of two weeks in a pilot institution. I then collected the filled questionnaires after few weeks and later returned them to the respondents to check whether the information was corresponding.

### **3.8 Data collection procedures**

The researcher first obtained an introductory letter from the University of Nairobi detailing his intention to carry out the study in the area of his interest. A research permit was then sought from the National Council for Science, Technology and Innovation (NACOSTI) which is a requirement in the research process. The researcher presented the introductory letter and research permit to all relevant offices during the field study exercise.

The researcher then administered the questionnaire to the respondents upon giving an explanation and agreed on the time limits for filling them. The researcher gave consistent explanation in all the technical training institutes. Once the time limit reached, the researcher collected the questionnaires for data analysis.

### **3.9 Data analysis techniques**

The collected data was analyzed in terms of both qualitative and quantitative techniques. The filled questionnaires were first grouped manually according to the institutions and categories of respondents. The data was then organized, simplified and put into reduced form.

Tables were used to analyze respondents' demographic data. Quantitative data was analyzed by use of tables, graphs, pie-charts and discussions. The factors to be described included: the extent to which working environment influence academic staff turnover, the influence of manager's supervisory support on academic staff turnover, the influence of compensation on academic staff turnover and the extent to which communication system influence academic staff turnover in public technical training institutes under the study. The qualitative data was analyzed through narrative summary analysis technique also called threading.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presented the analysis of the findings of the study. The analysis were carried out with the guidance of the research objectives. The objectives of the study were: to determine ways in which the working environment provided by the Board of Management influence academic staff turnover in public technical training institutes in Meru County; to establish the extent to which manager's supervisory support influence academic staff turnover in public technical training institutes in Meru County; to determine the extent to which communication system by the Board of Management influence academic staff turnover in Meru County; and to determine the extent to which compensation by the TSC and the Board of Management influence academic staff turnover in Meru County.

The results were mainly presented in the form of preliminary analysis, the respondents' bio data and background information followed by analysis of the findings as per the objectives. The study adopted a stratified sample of 27 heads of departments and 124 academic staff members obtained proportionately from three public technical training institutes in Meru County. A total of 117 respondents participated in the study, thus the response rate was 77.5 % which was satisfactory to represent the views of the targeted population.

#### **4.2 Respondents response rate.**

The study sampled all the three public technical training institutes in Meru County, Kenya. The study involved 27 heads of departments and 124 academic staff members who were obtained through stratified sampling applied proportionately making a total of 151. A total of 117 respondent responded in this study. This gave a response rate of 77.5 percent which was satisfactory to represent the views of the targeted population. Table 4.1 below shows the respondents' response rate.

**Table 4.1 Respondents response rate**

<b>Respondents by category</b>	<b>Expected</b>	<b>Actual</b>	<b>Percent</b>
Heads of departments	27	27	100
Academic staff	124	90	72.6
<b>Total</b>	<b>151</b>	<b>117</b>	<b>75.5</b>

Table 4.1 shows the respondents' response rate with the actual response of heads of departments being all the 27 expected respondents. The actual response rate of the academic staff was 90 out of the expected 124. This made the response rate to be 75.5%. This was acceptable to the researcher as it was enough to give satisfactory information on the objectives under investigation.



### 4.3 Preliminary analysis

This sub-chapter presented the demographic data of the respondents and background information of the institutions with regard to the subject under study.

The information obtained is used to familiarize with the study population.

#### 4.3.1 Age of the respondents

The age of the academic staff members and the heads of department were obtained in an attempt to comprehend the study population structure. The age of the respondents was as presented by table 4.2.

**Table 4.2: The age of heads of departments**

<b>Age (years)</b>	<b>Frequency</b>	<b>Percent</b>
41-50	6	22.2
51-60	16	59.3
Above 60	5	18.5
<b>Total</b>	<b>27</b>	<b>100.0</b>

From table 4.2 most of the departmental heads were aged between 51 and 60 with 59.3 percent. This may be explained by the fact that the staff in this age bracket are not likely to move as they have approached the retirement age. The younger ones who were 22.2% were in 41 to 50 years age bracket. This may be explained by the fact that the turnover rates are high among the young heads of departments.

From the table only 18.5% were above the age of 60 years, this therefore shows that despite the civil servant retirement age been 60 years there were some who were still engaged even after reaching the retiring age.

**Table 4.3 The age of academic staff members**

<b>Age (years)</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
30-35	25	27.8	27.8
36-40	13	14.4	42.2
41-45	26	28.9	71.1
46-50	26	28.9	100.0
<b>Total</b>	<b>90</b>	<b>100.0</b>	

Table 4.3 shows that the age of academic staff members was evenly distributed from 30 to 50 years. 14.4% of the academic staff members were in the age bracket of 36-40. This means that at this particular age the newly employed staff starts comparing their job satisfaction level with the outside jobs resulting to their turnover. An equal percentage of 28.9% was reported for members aged 41-45 and those aged 46-50. Majority of the academic staff members (57.8%) were thus in the age bracket of 41-50 years.

### 4.3.2 Gender of the respondents

The gender of the respondents was obtained and presented in table as follows:

**Table 4.4 Gender of respondents**

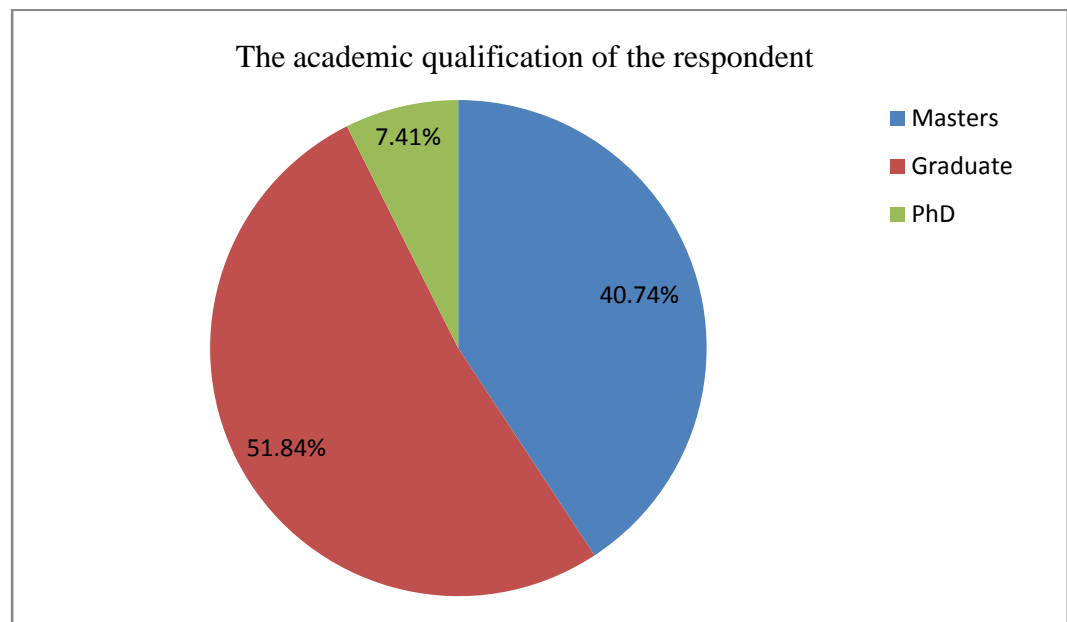
	<b>Frequency</b>	<b>Percent</b>
<b>Head of departments</b>		
Male	16	59.3
Female	11	40.7
<b>Total</b>	<b>27</b>	<b>100.0</b>
<b>Academic staff members</b>		
Male	64	71.1
Female	26	28.9
<b>Total</b>	<b>90</b>	<b>100</b>

From table 4.4 it is clear to see that most of the respondents were male. The academic staff members were mostly dominated by men (71.1%). The

departmental heads had lesser gender disparity with percentage of male being 59.3% and that of female being 40.7%.

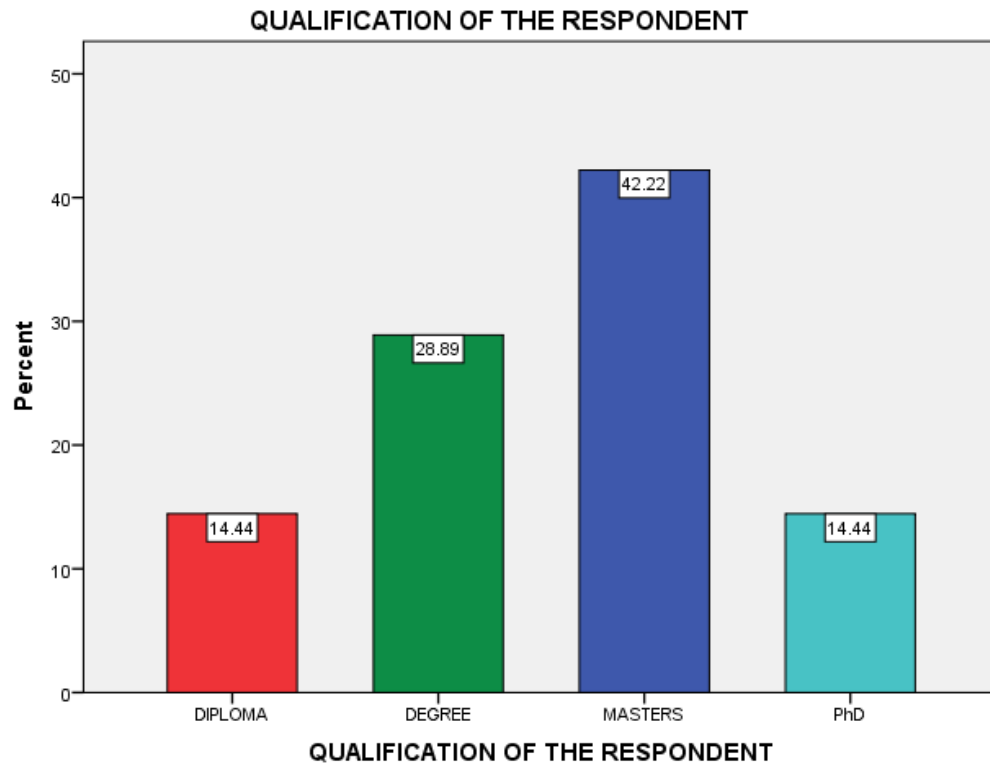
### 4.3.3 Academic qualification

In a bid to obtain further information of the respondents the researcher evaluated the academic qualification of both the departmental heads and academic staff members which was presented as follows:



**Figure 4.1 Academic qualifications of the heads of departments**

Figure 4.1 shows that majority of the departmental heads (51.85%) had acquired Masters Education level. This was followed by 40.74% who had attained their PhD. Only 7.41% had acquired education up to degree level.



**Figure 4.2 Academic qualifications of academic staff members**

As illustrated by figure 4.2 majority of the academic staff members (42.22%) had attained Masters Education level. 28.89% had attained degree level of education. An equal percentage of 14.44% had attained PhD and diploma levels of education.

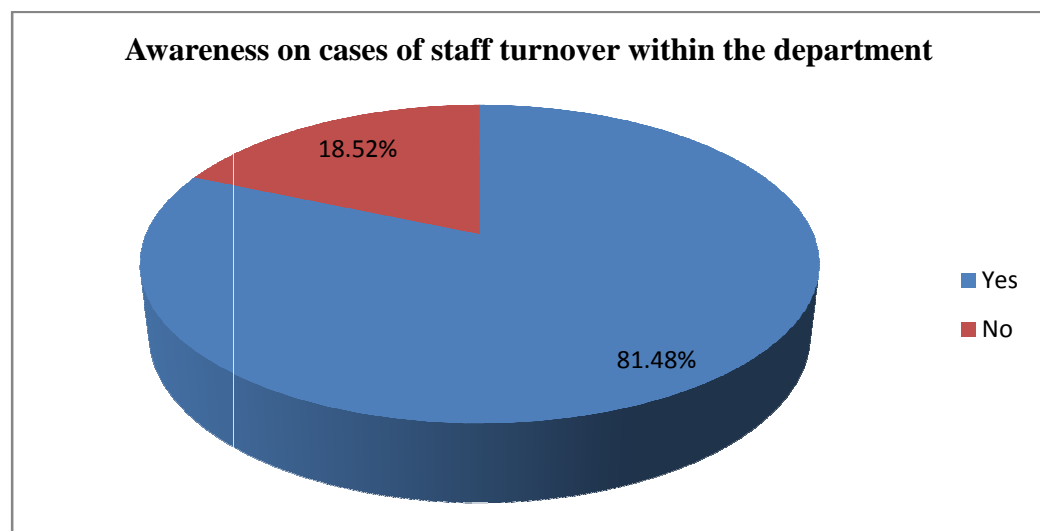
#### **4.3.4 The rate of academic staff turnover**

The study sought to find out the rate of staff turnover among the sampled institutions, cases of staff turnover were also evaluated and the results were as follows:

**Table 4.5 The staff turnover rate**

Rate	Frequency	Percent
Very High	25	27.8
High	39	43.3
Moderate	26	28.9
<b>Total</b>	<b>90</b>	<b>100.0</b>

From table 4.5 majority of the academic staff members sampled (43.3%) rated staff turnover as ‘high’ in the technical training institutes. 28.9% rated it as moderate while 27.8% rated staff turnover as ‘very high’. The researcher further evaluated the cases of staff turnover that the departmental heads were aware of and the results were as shown by figure 4.3.



**Figure 4.3 Awareness of staff turnover cases within a period of one year**

Figure 4.3 shows that majority of the departmental heads (81.48%) were aware of staff turnover cases within their department. Only 18.52% were not aware of any turnover case within their department in the last one year. This is a clear indication of how high the rate of academic staff turnover in the technical training institutes is.

#### **4.4 Influence of working environment on staff turnover**

The researcher sought to find out the influence of the working environment offered by board of management on staff turnover. The influence of various working environment factors was thus rated by the respondents.

**Table 4.6: Rating of working environment-factors influencing staff turnover  
by the head of departments**

Aspects of working environment		Very Great extent		Great extent		moderate		Little extent		Not at all	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Poor working conditions e.g. offices, furniture, classrooms etc.	5	18.5	17	63	5	18.5	0	0	0	0	
Inadequate work instruments.	11	40.7	16	59.3	0	0	0	0	0	0	
Workload and hours of work.	0	0	15	55.6	6	22.2	6	22.2	0	0	
Poor safety and health measures.	11	40.7	11	40.7	5	18.5	0	0	0	0	
<b>Mean</b>	<b>7</b>	<b>25.9</b>	<b>15</b>	<b>54.6</b>	<b>4</b>	<b>14.8</b>	<b>1</b>	<b>4.67</b>	<b>0</b>	<b>0</b>	



**Table 4.7: Rating of working environment-factors influencing staff turnover by the academic staff.**

Aspects of working environment	Very Great extent		Great extent		moderate		Little extent		Not at all	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Poor physical working conditions e.g. offices, furniture, classrooms etc.	13	14.4	38	42.2	39	43.3	0	0	0	0
Inadequate work instruments	13	14.4	64	71.1	13	14.4	0	0	0	0
Workload and hours of work	26	28.9	51	56.7	13	14.4	0	0	0	0
Poor safety and health measure	13	14.4	38	42.2	39	43.3	0	0	0	0
<b>Mean</b>	<b>16</b>	<b>17.8</b>	<b>48</b>	<b>53.3</b>	<b>26</b>	<b>28.8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

The findings in table 4.6 and 4.7 aimed at answering the research question one which sought to determine ways in which the working environment provided by BOMs influenced academic staff turnover. Various aspects of working environment were therefore investigated. These aspects were found to have influenced turnover as follows; poor physical working conditions which includes provision of offices, office furniture, and classrooms for the students among others were found to have influenced turnover of academic staff by heads of department and academic staff members respectively as follows; to a great extent at 63% and 42.2%, 18.5% and 14.4% very great extent and another 18.5% and 43.3% to moderate extent.

A percent of 59.3 and 71.1 identified inadequate work instruments to have contributed to the exit of their colleagues at a great extent while 40.7% and 14.4% agreed on this aspect as having influenced at very great extent. 14.4% felt that it had moderate influence. The workload and hours of work were found as having 28.9% very great influence. 55.6% and 56.7% concurred that they influenced to a great extent while 22.2% and 14.2% felt that it had moderate influence and another 22.2% of heads of department concurred that this aspect had only influenced turnover to a little extent.

The last aspect of working environment investigated was poor safety and health measures provided by Board of Management. It was clear that this aspect

influenced academic staff turnover to very great extent at 25.9% and 14.45%, to a great extent at 54.63% and 42.2%, moderate extent at 14.8% and 28.8%. 4.67% of HODs were found to agree that it had little influence.

From the findings above, it is clear that more than 70% of the respondents agreed to a very and great extent that non-conducive working environment as reflected by the above rated aspects or ways make the academic staff uncomfortable leading to high turnover. This result is supported by a similar finding by Bushe (2012), who in his study in tertiary institutions in Botswana found that a poor working environment cause discomfort to some employees who may end up being attracted to other organizations with better working environments. Metcalf et al (2005), in another study concur that the working environment has an important influence on employee turnover and retention. Their study noted that the balance of the positive and negative factors that determine working environment will impact upon the ability of the higher education to retain current and attract new staff. Handelsman (2009), found institutions with comfortable working environment where there are adequate facilities to have low employee turnover compared to high turnover rates found in those with inadequate facilities.

**4.5 Influence of Manager’s Supervisory Support on Academic Staff Turnover.**

The study sought to evaluate the effect of leadership tactics on staff turnover and the influence of various factors of management was rated by the respondents.

**Table 4.8: Effect of manager’s supervisory support on academic staff turnover as ranked by head of departments**

Aspects of managers supervisory support	Very Great extent		Great extent		moderate		Little extent		Not at all	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Poor supervision methods.	5	18.5	16	59.3	6	22.2	0	0	0	0
Lack of recognition and appreciation of individuals efforts.	10	37	11	40.7	6	22.2	0	0	0	0
Poor relationship with managers and staff.	6	22.2	6	22.2	10	37	5	18.5	0	0
Failure to provide solutions to challenges facing staff.	6	22.2	16	59.3	5	18.5	0	0	0	0
<b>Mean</b>	<b>6.75</b>	<b>25</b>	<b>12.3</b>	<b>45.6</b>	<b>6.75</b>	<b>25</b>	<b>1.2</b>	<b>4.4</b>	<b>0</b>	<b>0</b>

**Table 4.9: Effect of manager’s supervisory support on academic staff turnover as ranked by academic staff members**

<b>Aspects of managers supervisory support</b>	<b>Very extent</b>		<b>Great extent</b>		<b>Moderate</b>		<b>Little extent</b>		<b>Not at all</b>	
	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
Poor relationship with staff	38	42.2	39	43.3	13	14.4	0	0	0	0
Poor supervision methods.	25	27.8	52	57.8	13	14.4	0	0	0	0
Lack of recognition and appreciation.	26	28.9	51	56.7	13	14.4	0	0	0	0
Absence of systems and structures fostering staff knowledge creation.	38	42.2	39	43.3	13	14.4	0	0	0	0
Failure to provide solutions to staff challenges.	13	14.4	38	42.2	39	43.3	0	0	0	0
Lack of fairness and opportunity to be heard.	13	14.4	38	42.2	39	43.3	0	0	0	0
<b>Mean</b>	<b>25</b>	<b>28.3</b>	<b>43</b>	<b>47.8</b>	<b>22</b>	<b>24.4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

The ratings in tables 4.8 by heads of departments and 4.9 by the academic staff shown above provide answers to the research question that sought to determine the extent to which manager's supervisory support influence academic staff turnover. The respondents were asked to rate various aspects of manager's supervisory support and the findings analysis from the tables respectively were as follows: Poor supervision methods were found to influence turnover to a very great extent of 18.5% and 27.8%, 59.3% and 57.8% to a great extent, 22.2% and 14.4% moderate extent. Lack of recognition and appreciation of individual efforts was found to have influenced turnover to a very great extent at 37% and 28.9%, great extent at 40.7% and 56.7%, moderate extent at 22.2% and 14.4%, while 18.5% of HODs and none of the academic staff to a little extent of influence.

Poor relationship with managers and staff rated to a very great extent by 18.5% of HODs, 42.2% of academic staff, 22.2% and 43.3% to a great extent, 37% and 14.4% moderate extent, 18.5% and 0% little extent. The big difference in percentage revealed by the two categories of respondents when rating these aspects was an expected one because the HODs were to a large extent involved in managing academic staff in their departments hence the academic staff included the way they relate with them in their rating while the HODs could not want to rate themselves. The fourth aspect which was failure to provide solutions to challenges facing staff was found to have 22.2% and 14.4% very great extent, 59.3% and 42.2% great extent, 18.5% and 43.3% moderate and 18.5% by heads

of department to a little extent. The academic staff were further investigated on two more aspects which produced the following findings; absence of systems and structures fostering staff knowledge creation producing 42.2% very great extent, 43.3% great extent and 14.4% moderate influence. The sixth aspect on academic staff which was lack of fairness and opportunity to be heard yielded 14.4% influence to a very great extent, 42.2% great extent and 43.3% moderate extent.

The mean analysis on these aspects reveals that 25%, 28.3% very great extent and 45.6%, 47.8% great extent of the HODs and academic staff respectively agreed that the manager's supervisory support has high influence on determining turnover rates. The study findings in tables 4.8 and 4.9 concur that inappropriate or poor manager's supervisory support is one of the major causes of academic staff turnover in public TTIs compared to those with good or appropriate supervisory support which experience low turnover rates. The study concur with the findings in a similar study by Armstrong (2004) who found that failure by managers (leaders) to provide appropriate support to their staff led to a high rate of employee turnover. He further noted inadequate or poor supervision as a frequent cause of turnover. In another study, Butcher and Kritsonis (2007) found appropriate supervisory support by managers to have great influence in reducing employee turnover thus enhancing their retention.

#### 4.6 Influence of Board of Management’s Communication System on the Academic Staff Turnover

The study evaluated the impact of BOM’s communication system on the academic staff turnover through ranking the influence of various communication aspects on academic staff turnover.

**Table 4.10 Rating of contribution of BOM’s communication system on staff turnover**

	N	Minimum	Maximum	Mean	Std. Deviation
Inadequate briefing on key issues.	90	4	5	4.42	.497
Inefficiency of feedback from top management to bottom and vice versa.	90	4	5	4.42	.497
Lack of discussion on institution matters affecting the staff.	90	3	5	3.86	.646
Poor communication structures and methods.	90	3	5	4.13	.640

Scale

5- Very great extent      2-Little extent

4- Great extent          1-Not at all

3- Moderate



Table 4.10 sought to determine the extent to which communication system influence academic staff turnover. The findings indicates that on average the respondents suggested that BoM's communication attributes such as: inadequate briefing (M=4.42, SD .497), inefficiency of feedback from top management to bottom and vice versa (M=4.42, SD .497), lack of discussion on institutional matters affecting staff (M=3.86, SD=.646) and poor communication structures and methods (M=4.13, SD=.640) had a great influence on staff turnover as indicated by means 4.42, 4.42, 3.86 and 4.13 respectively. The standard deviation of all means was less than one thus indicating that all responses were clustered around the mean response.

The respondents agreed that these aspects of communication influenced staff turnover to a great extent as indicated by the average mean of 4. This concurs with the findings by Branham (2005), who in their study found that inadequate communication between management and employees and between departments to be the prime reason why a worker quits an organization. The study further found poor or unclear systems of communication as catalysts for low morale among employees thus increasing their turnover. In a similar study, server et al (2007) identified efficient feedback as one of the criteria that reduced turnover intentions among employees. This makes institutions with clear systems to experience low turnover rates than those with poor communication systems.

#### 4.7 Influence of Compensation by the Teachers Service Commission (TSC) and the Board of Management on Academic Staff Turnover

The impact of compensation by TSC and BOM on staff turnover was sought by the study in an attempt to establish the relationship between compensation motivation and staff turnover.

**Table 4.11: Influence of compensation on staff turnover**

A	N	Minimum	Maximum	Mean	Std.Deviation
Low salaries compared to the other equitable jobs	90	3	5	4.00	.540
Your house allowance	90	3	5	3.86	.646
Your commuter allowance	90	3	5	3.70	.694
Health services	90	4	4	4.00	.000
Insurance services	90	4	5	4.58	.497

Scale

5- Very great extent

2- Little extent

4- Great extent

1- Not at all

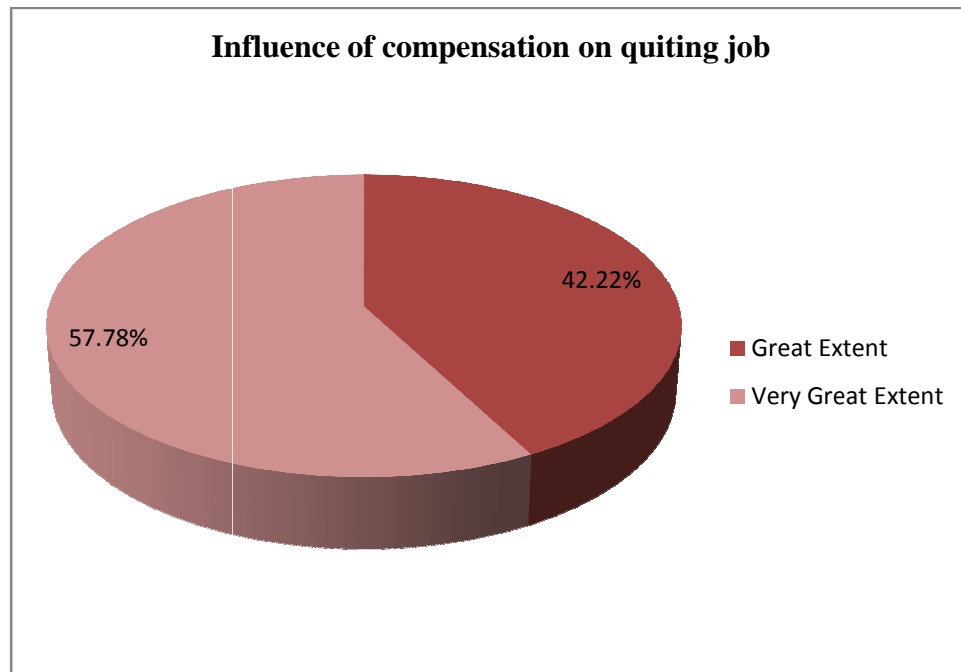
3- Moderate

Table 4.11 shows the analysis on the aspects of compensation that influence academic staff turnover. The findings were as follows; insurance services (M=4.58, SD=.497), health services (M=4.00, SD=.000) and low salaries (M=4.00, SD=.540) relatively to other same level jobs. All respondents agreed health services affected staff turnover to 'a great extent' since the minimum and maximum rates were all 4. The standard deviations were all minimal except for commuter allowance (M=3.70, SD=.694) and house allowance (M=3.86, SD=.540) where responses ranged from 'moderate' to 'very great extent'. From the table all the means were approximately 4 and thus all the respondents with minimum response been 3 therefore all the respondents agreed that compensation factors influenced staff turnover at least moderately.

The study findings show that the academic staff members were dissatisfied by the compensations' rates offered by TSC with majority believing that they were lowly paid comparing to other jobs requiring the same level of qualification. The academic staff members were further dissatisfied with house allowance, commuter allowance, health and insurance covers. These findings are supported by a similar study by Fisher and Show (2009) who found that many employees quit their job if they are not well compensated by their employer and the board of management. Njoka (2002) in her study on factors that caused dissatisfaction among heads of departments in Embu district ranked the issue of poor pay

(compensation) as being the most important job factor towards motivating and retaining the HODs.

The likelihood of the respondents to be influenced by compensation to quit job was further analyzed and was as presented by figure 4.4.

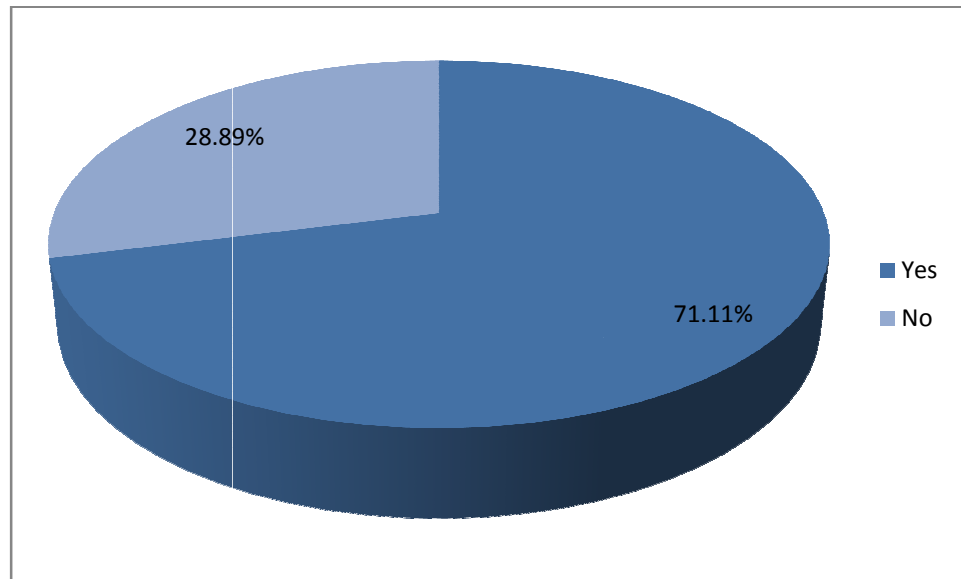


**Figure 4.4: The influence of compensation on quitting job**

From figure 4.4, 57.78% suggested that compensation would be considered in making a decision to quit job by a very great extent. The rest agreed that they would consider compensation to a 'great extent'. This means that compensation is one of the major contributors to turnover of academic staff in these institutes.

#### 4.8 Intentions of Quitting Job in Future

To determine the level of job dissatisfaction of academic staff the researcher evaluated respondents intentions to quit job in future.



**Figure 4.5: The academic staff members intentions to quit job due to current situation**

From figure 4.5, when asked their future intentions to quit due to current situation in their institutes the responses reflected as above. 71.11% of academic staff members were willing to quit their job given an opportunity. Only 28.89% were satisfied with the prevailing job condition.

According to the study findings 71.11% of academic staff members were willing to quit their job given an alternative and thus high levels of dissatisfaction were evident. This implies that majority of the heads of departments and academic staffs in TTIs under research were dissatisfied with their current jobs. This is made clear by the findings in this research where the cause of dissatisfaction is revealed by factors such as non-conducive working environment, unsupportive supervision by managers and management, inadequate compensation and poor communication systems. This concur with the study by Karen and Myers (2005) who in their study found lack of job satisfaction due to working environment and poor compensation as one of the major reason for teachers exit from the profession.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter included summary, conclusion and recommendations based on the research findings and analysis done in previous chapter. The summary and conclusion including brief explanation on certain observations and results of the study, while the recommendation will give suggestions and advice based on the research findings.

#### **5.2 Summary of the study**

This study was carried to investigate the institutional factors influencing academic staff turnover in Technical Training Institutes (TTIs) in Meru County. The researcher specifically sought to investigate the influence of working environment, managers' supervisory support, BOMs' communication system and compensation by TSC on academic staff turnover. The data that facilitated this study was thus collected from a sample of 27 heads of department and 124 academic staff members.

The data collected was later analyzed and presented by first discussing the background information of the sample then the research findings on preset objectives. It was discovered that most of departmental heads were aged between

51 and 60 while the academic staff members' age was evenly distributed from 30 to 50 years. The gender of the respondents revealed that there were more male than female academic staff members. This may be attributed to the provision of technical courses such as engineering, plumbing and masonry courses among others, fields in which females are believed to have had negative attitudes in the past years.

The academic qualification was further found to be very high with most academic staff members having attained master's education level. The study also investigated the rate of staff turnover and it was evident that there were high levels of staff turnover with most departmental heads being aware of such cases which occurred in the last one year. The study investigated the factors cited as the institutional causes of staff turnover which included; the working environment, the manager's supervisory support, communication systems and compensation.

It was found that academic staff turnover was encouraged largely by working environment factors. It was found that inadequate work instruments were the leading aspect within the working environment that influenced the turnover of the academic staff in the institutes under study. The failure by the management to provide work instruments in various departments influenced turnover by 59.3% and 71.1% to a great extent and 40.7% and 14.4% to a very great extent. This means that this is a key aspect of working environment that the Board of



Management need to prioritize to retain their staff since the staff cannot provide quality services without them. The BoMs should note that job satisfaction comes with quality service and performance hence retention of staff.

Poor physical conditions such as failure by the Board of Management to provide good offices enough for all the staff, lack of enough office furniture and modern classrooms for students were found to cause discomfort to staff leading to their turnover. Poor safety and health measures in the place of work were found to influence academic staff turnover to a great extent. The safety of the working staff should therefore be considered in each and every department by providing the necessary safety measures. This thus calls for the Board of Management to provide these services to a satisfactory level if they wish to retain their staff.

It was also evident that aspect of workload and working hours had much influence with 56.7% of the heads of departments and 85.6% of academic staff feeling that this was one of the contributors to the staff turnover in public technical training institutes. This can only be prevented if the government through the Ministry of Education and the teachers' employer (TSC) employ enough qualified staff in the TTIs. The hours of work need to be agreed upon by all the stake holders in order to reduce conflict between them.

From the findings of the study it is evident that manager's supervisory support is another factor that strongly influences academic staff turnover. The investigated aspects under this factor were poor supervision methods, lack of recognition and appreciation of individual efforts, poor relationship with managers and staff and failure to provide solutions to challenges facing staff. The aspects were found to have a mean of 25% and 28.3% very great extent of influence, 45.6% and 47.8% great extent, 25% and 24.8% moderate extent and 4.4% little extent as investigated from head of departments and academic staff respectively. Failure to provide solution to challenges facing staff was found to have encouraged turnover to an extent of 22.2% and 59.3%.

Majority of the academic staff agreed that relationship with managers and supervisors lead to turnover. The respondents felt that constant work conflicts with the top management bruised the cordial relationship expected in the institutions. Due to this the academic staff members seek transfers from their work stations to other stations where they find good support.

Findings on the third objective of the study reveal that communication system put in place by the board of management influence the academic staff turnover in technical training institutes. Inadequate briefing on key issues by the management is a major cause of dissatisfaction among the staff leading to their turnover. This was equally followed by inefficiency of feedback from top to bottom and vice

versa. The management need to ensure that information across all the departments is properly disseminated and feedback given effectively and efficiently.

Poor communication structure and methods in the management and supervision of the institutes has been found to have led to academic staff turnover as both the heads of departments and academic staff concur that it is a major aspect that if not improved will lead to confusion and dissatisfaction hence turnover. The management also has a role to ensure that institution matters affecting the staff are effectively and efficiently addressed. The study concluded that lack of discussions on such matters affecting staff is a contributing aspect of staff turnover.

The respondents expressed their dissatisfaction with their current salaries provided by the TSC and termed this as a major cause of staff turnover. They concurred that they would exit if they found green pasture (better pay) in other fields or institutions. The allowances which include; house allowance and commuter allowance were termed as not pleasing compared to other same level jobs in different institutions. The boards of managements were found not providing satisfactory health services in the institutions while insurance services were also not pleasing. This inadequacy in compensation therefore provided a push for the staff to find better offer elsewhere.

Most of these factors were highly agreed upon by majority of the respondents to be leading contributors of staff turnover especially compensation and working environment. The other factors agreed as equally influencing academic staff turnover included; communication systems and manager's supervisory support. The study further discovered that almost three quarters of the academic staff members were willing to quit their job if offered another opportunity. This was because the management structures as stipulated by attitude of majority of the staff members were not geared towards establishing better working relations and environment.

### **5.3 Conclusions of the study**

The study topic was based on institutional factors influencing staff turnover in public Technical Training Institutes in Meru County. The study objectives included the influence of; working environment, the manager's supervisory support, communication systems and compensation on academic staff turnover. These objectives were evaluated individually. They were evaluated with opinions concerning attributes of each objective been sought from the study sample.

Given the findings, the study concluded that academic staff turnover in the investigated TTIs was influenced by the following: non-conducive working environment which comprises inadequate work instruments, poor physical conditions, poor safety and health services, workload and working hours,

inadequate compensation which includes salary and allowances, poor communication systems and in-appropriate manager's supervisory support under the attributes; lack of recognition and appreciation of individual efforts, poor relationship with managers and staff and failure to provide solution to challenges facing the staff among others. The study also concluded that the Technical Training Institutes board of managements and the TSC which is the teachers' employer together with other stake holders in the ministry of education should liaise in order to improve the general conditions in these institutes. This will ensure future retention of the academic staff members' thus reducing turnover rates.

#### **5.4 Recommendations**

From the literature reviewed and research findings the study recommends the following; an evaluation of academic staff working environment which will set the structures to regulate conditions under which the staff members operate. The board of management together with the help of the government should work to ensure that physical working conditions such as offices, classrooms, laboratories among others are adequately provided and well equipped with furniture and other apparatus. The BoMs should also source for funds to ensure that the departments are well equipped with instruments and tools of work. This, if done will raise the satisfaction of the academic staff leading to their retention and reduce turnover in the TVET institutes. Quality TVET which a key pillar to Kenya Vision 2030 can

only be achieved through fully equipping the departments in technical training institutes.

The study recommends the employment of enough academic staff in the technical training institutes in order to reduce their work load. The hours of work though not found to be a major cause of turnover need to be clearly agreed upon by the managements and the academic staff. The boards of managements therefore should liaise with the relevant government ministries to make this a success.

The safety of academic staff needs to be put under scrutiny to ensure they are safe especially those handling machines and chemicals in some departments for example; engineering, electronics and masonry. Equally the institutes' managements should put in place health measures capable of addressing health issues arising within the institutes. Based on the study, if the health and safety measures are addressed properly, the rate of staff turnover will be expected to reduce.

Majority of the academic staff expressed dissatisfaction with the salaries paid by TSC and the incentives given by the Board of Managements. The study therefore recommends an improvement of TTIs academic staff compensation to ensure that it matches up with their qualification. The salaries need to be improved in order to put the staff at par with other workers in outside organizations.

The TSC also should improve the current scheme of allowances given to the teachers in these institutes. The house and commuter allowances for example, should be reviewed to match the rising cost of living. The employer also should improve the insurance services offered to the staff and liaise with the Board of Management to improve health services in the technical training institutes.

Communication being a major department in any organization is the means through which information is passed from one level to another. It ensures that each and every individual understands their roles and feel as part and parcel of the institution and department. This study therefore recommends that the TVET institutes should review their communication systems and structures and make them match with the current technological developments.

The study recommends modernization of communication channels between the managements, departments and academic staff. This will help to ensure effective and efficient delivery of information and feedback. The departments should come up with structures to ensure that the academic staff is briefed on those particular issues within their departments without delay.

The study also recommends that the management should formulate policies that address the methods to be used to discuss and address the matters affecting the academic staff. The institutes' as well as the department should develop strong

welfare associations to help address individual challenges. This will boost interpersonal relationship among the staff and bring about the sense of belonging thus increase commitment to their station of work.

The study further recommends that the management should set up structures to ensure self accountability and limit intimidating supervision tactics. The managers should also set structures to help identify, recognize and appreciate individual staff efforts so as to motivate and retain them. They should also give room for the academic staff to be innovative and to develop their career to ensure job mobility. This will increase their commitment and retention thus reducing turnover rates.

### **5.5 Suggestions for further research**

This study recommends further studies on some of the areas that it wasn't able to cover. Other studies can be done to ascertain other factors that influence academic staff turnover in technical training institutes. The suggested areas include:

1. Similar study may be done in other counties across the country to establish other institutional factors influencing staff turnover in technical training institutes.
2. A study on factors influencing the performance of Board of Management in technical training institutions.
3. Institutional challenges facing the academic staff in the technical training institutes.



4. Institutional factors influencing the retention of the academic staff in the technical training institutes.
5. The institutional factors influencing turnover of non-teaching staff in technical training institutes.

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## APPENDICES

### Appendix A: Letter of introduction

University of Nairobi  
Department of educational administration and planning  
P.O. Box 30197  
Nairobi

Dear sir/madam.

#### **RE: PERMISSION TO CARRY OUT RESEARCH**

I am here by writing to request permission to conduct research in your institution. I am a University of Nairobi student pursuing a Master's Degree in Education. I am currently doing a research project entitled: Institutional factors influencing academic staff turnover in public Technical Training Institutes (TTIs) in Meru County, Kenya.

The study will observe strict ethical consideration and the information given will be for research purpose only and respondents. Your identity will be treated as confidential.

Thank you in advance.

Yours sincerely

Koome Robert Japhet

## **Appendix B: Questionnaire for academic staff**

The aim of this research questionnaire is to get your views on what institutional factors influence academic staff turnover in public technical training institutes in Meru County. I am pleased to work with you in this exercise. Please answer the following questions freely and accurately. Write the answers as guided.

**Please tick or write your answer in the provided spaces.**

### **Section A: Personal data.**

1. What is your age in years?

Below 30                    (   )

30-35                    (   )

36-40                    (   )

41-45                    (   )

46-50                    (   )

Above 50                (   )

2. What is your gender?

Male    (   )

Female (   )

3. What is your academic qualification?

Diploma (   )            Degree    (   )

Masters (   )            PhD      (   )

4. For how long have been in this institution?.....years.

5. What is your occupation?.....

6. In which department are you?.....

**Section B: Institutional factors influencing academic staff turnover.**

7. How would you rate academic staff turnover in your department?.....

(1-negligible, 2-low, 3-moderate, 4-high, 5-very high)

8. How would you rate the extent to which the following aspects of working environment provided by the management influence academic staff turnover?

1-not at all, 2-little extent, 3-moderate extent, 4-great extent, 5-very great extent.

	<b>Aspects of working environment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Poor physical working conditions e.g. offices, furniture, classrooms etc.					
2	Inadequate work instruments					
3	Workload and hours of work					
4	Presence of good Internal customer support					
5	Poor safety and health measures					



9. How would you rate the following aspects of your manager's supervisory support as the factors influencing academic staff turnover?

	<b>Aspects of manager's supervisory support</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Poor relationship with staff					
2	poor supervision methods					
3	Lack of recognition and appreciation of individual efforts					
4	Absence of systems and structures that foster knowledge creation by staff					
5	Failure to provide solutions to challenges facing staff					
6	Lack of fairness and opportunity to be heard					

10. To what extent would you rate the following aspects of compensation offered to you by the TSC and the Board of Management as factors influencing academic staff turnover?

	<b>Aspects of compensation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1</b>	Low salary compared to other equitable jobs					
<b>2</b>	Your house allowance					
<b>3</b>	Your commuter allowance					
<b>4</b>	Health services					
<b>5</b>	Insurance services					

11. Considering the above aspects, how would you rate compensation as a factor that would make you quit?.....(rate as above).

12. Rate the extent to which provision of the following aspects of communication system by the Board of Management influence academic staff turnover.

	<b>Aspects of communication system</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Inadequate briefing on key issues.					
2	Inefficiency of feedback from top management to bottom and vice versa.					
3	Lack of discussion on institution matters affecting the staff.					
4	Poor communication structures and methods.					

13. Given the current situation in your institution, do you have any intention to leave in the near future? Yes ( ) No ( )

14. If your answer in 13 above is yes, what reasons within the institution and management would influence you want to exit? List in the order of importance.

.....

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15. In your opinion, list the factor(s) you would propose the board of management to implement to reduce staff turnover.

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Thank you very much for your participation.

### **Appendix C: Heads of Departments questionnaire.**

The aim of this research questionnaire is to gather information related to the institutional factors that influence academic staff turnover in public technical training institutes in Meru County. I am pleased to work with you in this exercise. Please answer the following questions freely and accurately. Write the answers as guided.

**Please tick or write your answer in the provided spaces.**

#### **Section A: Personal data.**

1. What is your age?

Below 30 years ( )

30-40 years ( )

41-50 years ( )

51-60years ( )

above 60 years ( )

2. What is your gender?

Male ( )

Female ( )

3. What is your academic qualification?

Diploma ( ) Graduate ( )

Masters ( ) PhD ( )

**Section B: Department related information**

4. For how long have you been in this institution?.....years.

5. In which department are you?.....

6a. Did any of the academic staff members in your department leave the institute in the last one year? Yes ( ) No ( )

6b. If your answer in 6a above is yes, please give approximate number of those who left.....

6c. If your answer in question 6a above is yes, give reasons known to your best that might have pushed them to leave.

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**Section C: Institutional factors influencing academic staff turnover**

7. How would you rate the following aspects of the institutional factors as the causes of academic staff turnover in your department? Please rate your responses on the scales provided below.

Responses are in a scale from 1 to 5 defined as follows:  
1-not at all, 2-little extent, 3-moderate extent, 4-great extent, 5-very great extent.

**Working environment and academic staff turnover**

	<b>Aspects of working environment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Poor physical working conditions e.g. office rooms. Furniture, classrooms etc.					
2	Lack of adequate tools and equipment of work					
3	Workload and working hours					
4	Poor health and safety measures in the workplace					

**Manager’s supervisory support and academic staff turnover**

	<b>Aspects of manager’s supervisory support</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Poor supervision methods					
2	Lack of recognition and appreciation of the individuals efforts					
3	Poor relationship with managers and staff					
4	Failure to provide solutions to challenges facing staff					

**Compensation and academic staff turnover**

	<b>Aspects of compensation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Your salary as compared to other equitable jobs					
2	Your house allowance					
3	Your commuter allowance					
4	Insurance services					

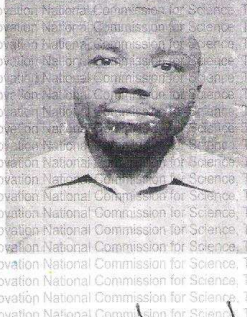


**Communication system and academic staff turnover**

	<b>Aspects of communication system</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1</b>	Poor communication structures and methods					
<b>2</b>	Inadequate briefing on Key issues by management					
<b>3</b>	Inefficiency of feedback from top Management to bottom and vice versa					
<b>4</b>	Lack of discussion on matters affecting Departments and staff					

**Thank you for your participation.**

## Appendix D: Research permit

<b>THIS IS TO CERTIFY THAT:</b>	<b>Permit No : NACOSTI/P/14/8397/3769</b>
<b>MR. KOOME ROBERT JAPHET</b>	<b>Date Of Issue : 28th October,2014</b>
<b>of UNIVERSITY OF NAIROBI, 6-60601</b>	<b>Fee Received :Ksh 1,000</b>
<b>LAARE,has been permitted to conduct</b>	
<b>research in Meru County</b>	
<b>on the topic: INSTITUTIONAL FACTORS</b>	
<b>INFLUENCING ACADEMIC STAFF</b>	
<b>TUNOVER IN PUBLIC TECHNICAL</b>	
<b>TRAINING INSTITUTES IN MERU</b>	
<b>COUNTY, KENYA</b>	
<b>for the period ending:</b>	
<b>29th November, 2014</b>	
<i>Robert Japhet</i> <b>Applicant's</b>	 <i>[Signature]</i> <b>Secretary</b>
<b>Signature</b>	<b>National Commission for Science, Technology &amp; Innovation</b>