

**PERCEIVED RELATIONSHIP BETWEEN JOB-RELATED
FACTORS AND VOLUNTARY EMPLOYEE TURNOVER
AT MASENO UNIVERSITY**

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**A Research Project Submitted in Partial Fulfillment of the Requirement for the
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DECLARATION

I declare that this project is my original work and has never been submitted for a degree in any other university or college for examination/academic purposes.

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This research project has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

This project is dedicated with all my heart to my lovely baby daughter Elleanor for the sacrifice you made when I was not able to spend enough time with you during the time I was writing this project.

When you grow up, may you be inspired to achieve even higher level of education.

To my late mother for the effort you put to lay a firm foundation for my education and teaching me to be resilient in order to achieve life goals. To my father, my family members Brenda, Mike, Dori, Janet, Otieno and my dear friend Jonah Omuyoma for their overwhelming support and encouragement throughout. God bless you all.

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ABBREVIATIONS AND ACRONYMS

- GoK** - Government of Kenya
- HR** - Human Resource
- KUSU** - Kenya Universities Staff Union
- MU** - Maseno University
- PLN** - Personal Learning Networks
- SOMU** - Student Organization of Maseno University
- UASU** - Universities Academic Staff Union
- UNTESU** - Universities Non-Teaching Staff Union

ABSTRACT

The purpose of this study was to establish the perceived relationship between job-related factors and voluntary employee turnover at Maseno University as explained by Herzberg and hygiene factors. A stratified random sample of 160 members both academic and non-academic staff was selected as a statistical sample. Employing a cross-sectional descriptive survey method and data were collected through a questionnaire. Both the academic and non-academic members were generally not satisfied with their jobs. However male members were less satisfied than female members. The factor level of responsibility was the least motivating aspect for employee turnover since it had the lowest mean which means the link between the two factors is the lowest among the other variables. The highest motivating aspect for employee turnover was opportunities for career advancement since it had the highest mean as opposed to all the other variables. The job related factor sure substantially related to employee turnover. The study recommends that managers should establish a two way communication with their staff among other recommendations made in the study.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

To retain and maintain employees is not just about providing money and titles. The goal of a truly successful manager is to get employees achieve self-motivation (Hall & Taylor, 2005). They further posit that higher job satisfaction relates to lower employee turnover, the more satisfied employees are, the more they tend to stay in their job for long. In the modern world of work the psychological contract between the employer and employee has changed fundamentally and either party no longer expects long-term commitment to an organization (Price, 2001). Intrinsic elements of the job are related to the actual content of work, such as achievement, recognition, the work itself, responsibilities and advancement (Herzberg, 1959). Roser (2004) posits that lecturers are motivated more by intrinsic than by extrinsic rewards. Lynch (2005) notes that intrinsic feedback comes from within our bodies- the muscles and skin.

The most valuable asset available to any organization is its people. Thus retaining staff in their job is essential for any organization and indeed there is a paradigm shift from human resource to human capital which consists of the knowledge, skills and abilities of the people employed in the organization which is indicative of their value (Armstrong, 2006). This points out to the human capital theory, which was proposed by Schutz (1961) and developed extensively by Becker (1964). This approach sees people not as an expense item on their income statement rather as an asset capable of not only adding value to their organization but also in some cases ensuring its very survival in the current competitive environment. When employees leave their jobs it is often a sign that

something has gone wrong. These employees are extremely crucial to the organization since their value to the organization is essentially intangible and not easily replicated (Brown, 2007). Therefore managers must recognize that employees as major contributors to the efficient achievement of the organizations success (Gomez-Mejia et al, 2002).The two factor theory which brings out the importance of intrinsic and extrinsic factors that play an important role in staff turnover. These factors include achievement, work itself, responsibility, recognition and opportunities for advancement as intrinsic factors and reward systems, organizational culture, leadership styles and organizational communication as extrinsic factors, (Armstrong, 2009). Managers strive to control employee turnover for the success and benefit of the organization. Maintenance of human resources is therefore the human resources management function that is concerned with staff turnover issues and improvement of retention in any organization.

Universities are no exception to the challenge of employee turnover particularly with the core employees in the academic staff and it is obvious that these institutions will be increasingly obliged to make retention of academics a strategic priority (Cheryl & Jay, 2006). Consequently employee turnover has become a challenging phenomenon for both public and private organizations. Maseno University has experienced the challenge of employee turnover and it is indicated in the personnel database (2012) that a substantial number of employees leave the institution for better working conditions. Records covering the period 2006 to 2011 indicate that Maseno University had lost an overall of 124 academics staff and 80 non-academic staff representing an average annual staff

turnover of 6.0% academic staff and 2.2% non-academic staff (strategic plan 2011-2017 Maseno University).

1.1.1 Job-Related Factors

Coon & Mitterer (2010) posits that intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward. Intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development. According to Grobler *et al.*, (2006) individual causes of employee turnover include age, education level and the attraction of the job itself. Knowing how to effectively use intrinsic motivation will help make employees more effective and increase their job satisfaction at the same time. Intrinsic motivation occurs when a person finds a task interesting and derives satisfaction from performing it. The motivation comes from within you rather than being imposed upon you by external forces such as rewards or punishments.

According to Herzberg (1959), intrinsic elements of the job are related to the actual content of work, such as achievement, recognition, the work itself, responsibilities, and advancement. These were referred to as motivational factors and are significant elements in job satisfaction. Intrinsic motives, influences decisions such as seeking opportunities for professional growth through compatible work activities and colleagues. Employees who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities. Employees are likely

to be intrinsically motivated if they; attribute their work to factors under their own control, also known as autonomy or locus of control, believe they have the skills to be effective agents in reaching their desired goals, also known as self-efficacy beliefs and are interested in mastering a particular task, not just completing it (Luthans, 1998).

Rosser (2004) held that lecturers are motivated more by intrinsic than by extrinsic rewards. He further suggested that lecturers felt their needs and job satisfaction was measured by such factors as participatory decision-making, using skills effectively, freedom and independence in their working environment, using creative thought, and opportunity to expand their personal and professional knowledge. The factors that they identify as increasing intrinsic motivation include, Work itself: People are more motivated when they pursue goals that have personal meaning, that relate to their self-esteem, when performance feedback is available, and when attaining the goal is possible but not necessarily certain, Advancement: Internal motivation is increased when something in the physical environment grabs the individual's attention (sensory curiosity) and when something about the activity stimulates the person to want to learn more (cognitive curiosity), Responsibility: People want control over themselves and their environments and want to determine what they pursue, Achievement: Intrinsic motivation can be increased in situations where people gain satisfaction from helping others and also in cases where they are able to compare their own performance favorably to that of others, Recognition: People enjoy having their accomplishment recognized by others, which can increase internal motivation.

Gould-Williams (2003) states that job satisfaction is a major predictor of the intention to leave while psychological empowerment is a major predictor of job satisfaction. In other words, employees who experience psychological empowerment will experience more job satisfaction and will be less likely to leave their job. Armstrong (2006) observes that the relationship with co-workers, empowerment and autonomy and work schedules are key job-related factors that influence employee turnover. The nature of the work group will have an effect on job satisfaction. Lynch (2005) notes that intrinsic feedback comes from within our bodies-the muscles and skin. Causes of employee turnover can either be job-related (intrinsic) or contextual (extrinsic).

1.1.2 Voluntary Employee Turnover

Employee/staff turnover which as observed by Griggs (2010) refers to people leaving organizations in which they work. In recognition of this fact, employee turnover is included in many definitions of “organizational effectiveness” (Roser, 2004). The general definition of employee turnover is the cessation or separation of membership in an organization by an individual who receives monetary compensation from the organization (Hall & Tayler, 2005). Kreitner & Kinicki, (2004) further defined an employee as a person who receives monetary compensation from an organization as a condition of membership. High level of turnover can be a serious problem for both large and small organizations. It is costly, lowers staff productivity and morale and tends to get worse if not dealt with. (Gould-Williams, 2003)

Many studies have reported a significant association between organizational commitment and turnover intentions (Ferris & Aranya, 1983; Horn, Katerberg, & Hulin, 1979; Mowday, Steers, & Porter, 1979; O'Reilly & Caldwell, 1980; Steers, 1977; Stumpf & Hartman, 1984; Wiener & Vardi, 1980). Other research has established a relationship between job satisfaction and turnover intentions. Overall job satisfaction appears to be associated with turnover intentions (Angle & Perry, 1981; Bedeian & Armenakis, 1981). Studies of facet satisfaction also have reported significant correlations between turnover intentions and satisfaction with the work itself (Horn et al., 1979; Kraut, 1975; Waters, Roach, & Waters, 1976) and pay and promotion (Horn et al., 1979; Waters et al., 1976).

Research has also compared the independent and joint effects of job satisfaction and organizational commitment on turnover intentions. For example, Peters, Bhagat, and O'Connor (1981) found that organizational commitment had a stronger relationship with turnover intentions than job satisfaction, though satisfaction did make an independent contribution to the prediction of turnover intentions. Arnold and Feldman (1982) also found that both work attitudes correlated significantly with turnover intentions, though organizational commitment showed the stronger relationship. Horn et al. (1979) compared organizational commitment with facet satisfaction and reported that organizational commitment was a better predictor of intentions to re-enlist in the National Guard. Although both of these studies shed light on the differential ability of job satisfaction and organizational commitment to predict turnover intentions and turnover, the present study contributes to the literature by expanding on their ideas in two ways. First, it includes a second outcome variable, job performance that allows for comparison of the

differential effects of the two work attitudes. Second, it provides a test of a model that proposes that job and organizational attitudes are distinct constructs that yield differential relationships to the same outcome variables.

It appears that both satisfaction and commitment are related to turnover intentions. However, these studies also show that organizational commitment is associated more strongly than job satisfaction with turnover intentions. An additional issue when researching turnover intentions is the utility of such a concept. Steel and Ovalle's (1984) meta-analysis suggests that turnover intentions and turnover are related and that turnover intentions are better than affective variables, such as job satisfaction and organizational commitment, in predicting turnover. This suggests that turnover intentions are a valuable concept as it is linked with actual turnover behavior. Another benefit of using turnover intentions to test the notion that job and organizational attitudes lead to different outcome is that this intentions is under more individual control than turnover. Turnover is much more difficult to predict than intentions since there are many external factors that affect turnover behavior (Bluedorn, 1982; Price & Mueller, 1981).

Mathis & Jackson (2003) classified employee turnover in a number of different ways including voluntary versus involuntary employee turnover; functional and dysfunctional employee turnover; and controllable and uncontrollable employee turnover. Voluntary employee turnover occurs when employees leave the organization deliberately (i.e. quitting). It can be caused by many factors including, career opportunities, remuneration, supervision, personal reasons, geographical location and climatic factors of the

organization. Cranny *et al.*, (1992) noted that voluntary turnover, caused of problems that could have been avoided creates a variety of consequences such as loss of employee benefits such as job seniority, financial difficulties, loss of social network, relocation costs, wasted efforts and uncompleted projects and even more career problems. This can be contrasted with involuntary turnover which occurs when employees leave the organization without choosing to do so (i.e. being fired or laid off), (Manger & Eikeland, 1990).

Controllable turnover on the other hand refers to turnover that can be controlled by the management of an organization. Controllable employee turnover includes both voluntary resignations and dismissals. Voluntary resignations are controllable because management can offer better wages, better working conditions and opportunities to retain employees. Dismissals are also controllable because the management can use constructive strategies such as training, unambiguous policies on discipline and coaching to shape an employee's behavior rather than dismissing the employee. Dismissal can also be avoided if due attention is given to the selection of suitable persons and to the encouragement of stable groups through careful induction procedures and proper socialization. Uncontrollable staff turnover refers to turnover which is outside the control of management such as turnover as a result of death, retrenchments and incapacitation, (Mobley, 1988).

1.1.3 Maseno University

Maseno is a Public University of the GoK. It is a fully government accredited university enacted by an Act of Parliament in 1991. It is the only university on the globe that lies along the Equator (00). It is one of the seven old public universities in Kenya. The University Main Campus is located in Maseno Township along Kisumu-Busia road. Maseno University's history begun with the merging of Maseno Government Training Institute (GTI) with Siriba Teacher's Training College to form Maseno University College as a Constituent College of Moi University. This led to its subsequent gazetting in October 1990 crowning the two institutions' several decades of meritorious existence. It became a full-fledged University 11 years later, in 2001. (www.maseno.ac.ke).

Maseno University is a modern institution of higher learning set up to advance teaching, learning, research and development that responds to the emerging socio-economic as well as technological and innovation needs of Kenya and the Eastern African Region. MU currently has four Campuses, a College and a Constituent College. The Main Campus (central administration), Homa Bay Campus, the eCampus (all programmes offered at eCampus are primarily delivered through the internet), Kisumu City Campus College (former City Campus) and the Bondo University College (former Bondo Teachers Training College). (www.maseno.ac.ke).

The University offers undergraduate and post-graduate programs in different disciplines at the following faculties and schools: School of Arts and Social Sciences, School of Education, School of Science, School of Public Health and Community Development,

School of Environment and Earth Sciences, School of Development and Strategic Studies, School of Graduate Studies, School of Business and Economics, School of Medicine, School of Agriculture and Food Security, School of Mathematics and Actuarial Science and School of Computing and Informatics. Currently, Maseno University has a total student enrolment of 8,000 registered at the Main Campus, Kisumu City Campus College and Homa Bay Campus. SOMU is the official students governing body. The organization is viewed as one of the best student guilds in the country for their stand on always protecting and fighting for the rights of their members. The University academic staffs are members of UASU while the non-academic staff are members of UNTESU and both are under KUSU. (www.maseno.ac.ke).

Alongside its academic programmes the University also manages enterprises such as the Kisumu Hotel and the University farm where it produces agricultural products which are used within the university and the surplus supplied to markets around. Kisumu Hotel is a property that was acquired by the university in 2004. The bed space has doubled from the original 40 to 80 rooms. The hotel has enabled the university to offer one of the best training programs in Eco-tourism, Hotel and Institution Management, (www.maseno.ac.ke). MU Strategic Plan 2011-2017 entails that important elements of human resource management like training needs assessment, human capacity enhancement programme, human resource unit and human resource policy have not been in place and this could have contributed to the employee turnover.

1.2 Research Problem

Tetty, (2002) had noted that employee turnover in African countries was a challenge due to lack of opportunities for advancement, poor remuneration and poor working conditions and had recommended development of alternative resources to supplement for the inadequacies. It is noted that although MU has developed alternative sources of funds like the self-sponsored programmes and other income generating activities such as owning a three star hotel, farm, bookshop and e-learning materials, the financial effect seems not to have reached both academic and non-academic staff, as still a significant number continue to quit in search of better working conditions. In MU, the problem of employee turnover is evident since available data indicates that a substantial number of employees leave the institution for better working conditions. Records covering the period 2006 to 2011 indicate that MU had lost an overall of 124 academic staff and 80 non-academic staff representing an average annual staff turnover of 6.0 % academic staff and 2.2 % non-academic staff through both internal and external brain drain, (MU Strategic, 2011-2017).

A study by Mwadiani & Apotu, (2002) investigated determinants of academic staff retention in public universities in Nigeria using survey research design and found that leadership style negatively influenced academic staff retention among public universities in Nigeria. Conversely this study did not use descriptive research design to examine the factors that cause both academic and non-academic staff turnover in the context of a Nigerian university. Another study by Kipkebut (2010) on organizational commitment and job satisfaction in Higher Institutions in Kenya using correlation research design

found that Kenya was losing its skilled human resources, especially professional and technical personnel to Europe and America. Further, South Africa and Botswana had become popular destinations for Kenyan academics from major state universities. However, this study did not investigate individual, job related organizational factors that influence staff turnover in individual universities in Kenya using descriptive research design. A study by Ongori, (2001) examined academic staff perspectives on operating beyond industrial actions in Kenyan public universities. They found that qualified academic staff had resigned from Kenyan public universities and received better paying jobs abroad. Nevertheless, this study did not use descriptive research design to examine the factors that cause employee turnover in the context of a Kenyan university.

However a little research has been done to investigate causes of these perceived influence of employee personal characteristics on the relationship between job-related factors and voluntary employee turnover, more so in the context of MU. It is therefore against this background that the research seeks to find out the intrinsic factors of employee turnover. The research question arising from this study is: what is the perceived relationship between jobs related factors and voluntary employee turnover at Maseno University?

1.3 Research Objective

To establish the perceived relationship between job-related factors and voluntary employee turnover at Maseno University.

1.4 Value of the Study

This study is important to the management of public universities for strategic cooperate planning and forecasting being that, such organizations will adopt a proactive rather than a reactive posture in dealing with the issue of staff turnover. The outcome of this study will serve as an advice to the university management on the measures needed to enhance and maintain employee commitment.

The GoK will also find this study an invaluable source of information. In identifying the factors that play a major role in the management and motivation of staff to avoid turnover, it assists to develop policies that will enhance and help to uphold ethics in the process of brain drain and benchmarking in organizations.

The study will be significant to researchers and scholars too. They will benefit from the study as it will add on to the growing body of knowledge in HR practices in Kenya. It will act as a source of reference for studies to be done in this area.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter first reviews theoretical literature on theories of staff turnover, measuring staff turnover and their causes. It then reviews empirical literature relevant to the study and concludes with the conceptual framework.

2.2 Theoretical Foundation

Mathis & Jackson, (2003) suggested that employee turnover is anchored on theories of motivation, hence the application of relevant motivation theories which include Human Capital Theory, Herzberg Two Factor Theory amongst others. This study will however, anchor on human capital and two factor theories.

2.2.1 Human Capital Theory

Human capital theory was proposed by Schultz (1961) and developed extensively by Becker (1964). The theory posits that the knowledge and skills a worker, generate a certain stock of productive capital. The current world of work puts the importance of human capital at the centre of the current organizational environment. Attracting and retaining intellectual capital, a cadre of highly skilled employees with idiosyncratic skill is essential. Therefore, organizations must move from human resources to the notion of human capital, Grobler *et al.*, (2006). Human capital theory posits that the knowledge and skill a worker has to generate a certain stock of productive capital. This approach also sees people not as an expense item on their income statements, rather as an asset capable

of not only adding value to their organizations but also in some cases ensuring its very survival in the current competitive environment, (Lynch, 2004).

Steers & Porter, (1992) defines human capital as human factor in the organizations, the combined intelligence, skills and expertise that gives the organization its distinctive character. The human elements of the organization are those that are capable of learning, changing, innovating and providing the creative thrust which if properly motivated can ensure the long-term survival of the organization. Human capital comprises intellectual capital (which are the unique knowledge and skills that people possess), social capital (which is flexible networks among people that allow the organizations to link, embed and leverage its diverse knowledge) and the organizational capital (which is the institutionalized knowledge possessed by an organization that is stored in databases and manuals). emotional capital that is the ability to convert the potential in intellectual capital into committed realized action.

According to Price, (2001) key employees possess a significant amount of an organization's value and when these key employees leave companies, they take this value with them. It is indeed the knowledge, skills and abilities of individuals that create value, which is why the focus has to be on means of attracting, retaining, developing and maintaining the human capital they represent. The present study examines retention factors with the underlying assumption that human capital is critically important.

2.2.2 Two Factor Theory

Herzberg two-factor theory is considered relevant in understanding the determinants of retention among academic staff in Kenyan public universities and hence provides the theoretical background for this study. Herzberg (1959) argued that employees are motivated by internal values rather than values that are external to their work. In other words, motivation being internally generated and is propelled by variables that are intrinsic to the work, which Herzberg called the motivators. These intrinsic variables include achievement, recognition, the work itself, responsibility, advancement, and growth.

Conversely, certain factors induce dissatisfying experiences to employees and these factors largely result from non-job related variables also called extrinsic variables. Herzberg (1959) referred to these variables as hygiene factors which although do not motivate employees, nevertheless, must be present in the workplace to make employees happy. The dissatisfiers are company policies, salary, coworker relationships, supervisory or management styles and work environment (Armstrong, 2006). Herzberg (1959) posits that motivation would only occur because of the use of intrinsic factors and if they are lacking the employees are likely to leave the organization. Although, extrinsic factors do not provide motivation for improved performance of employees, it does not mean that employees do not pay attention to them. For example, employees who think that they are not receiving fair compensation or that they have to work under unpleasant working conditions, will tend to reduce their productivity and even leave the work organization. This theory is relevant to this study in that it recognizes that employees have two

categories of needs that operate in them and that both should be addressed. If extrinsic needs are not met, the employee will seek ways to satisfy them and similarly with the extrinsic needs.

Beardwell & Claydon, (2007) observes that the employee value proposition makes it clear to the employee what extrinsic and intrinsic benefits they will receive in exchange of their labour, both now and in the future and hence the need to use intrinsic and extrinsic categories of variables in this study. According to Cranny *et al.*, (1992) the implication is that the management should not rely only on intrinsic variables to influence employee retention, rather, a combination of both should be considered as an effective retention strategy.

2.3 Job-Related Factors Influencing Voluntary Employee Turnover

There are many intrinsic factors that reduces employee turnover. However, this study will concentrate on sense of achievement, work itself, level of recognition, level of responsibility, opportunities for advancement and education level as main factors that contribute to perceived voluntary employee turnover. An achievement motive is an impulse to master challenges and reach a high standard of excellence. Both personality and situational factors influence achievement motivation. People are more motivated when they pursue goals that have personal meaning, that relate to their self-esteem, when performance feedback is available, and when attaining the goal is possible but not necessarily certain, (Fruin, 2000).

Intrinsic factors can arise from self-generated factors that influence people's behaviour. They take the form of work itself when individuals feel that their work is important, interesting and challenging which provides them with a reasonable degree of autonomy (freedom to act) opportunities to achieve or advance yet scope to use and develop their skills and abilities. Herzberg, (1968) defines three avenues that management can follow in attempting to prove staff satisfaction.

Job enrichment (vertical job enlargement) which means a deliberate planned process to improve the responsibility challenge and creativity of a job. Typical examples include delegation or problem solving. Alteration on responsibilities can enrich a job and also increase the workload, leading to delegation of certain responsibilities within a department. The cascading effect enriches other jobs as well, (Lynch, 2005). Job enlargement is the widening the range of jobs, and so developing a job away from narrow specialization. Argyris calls this 'horizontal job enlargement'. Herzberg (1968) contends that there is little motivation value in this approach. Job rotation is the planned rotating of staff between jobs to alleviate monotony and provide a fresh job challenge. The documented example quotes a warehouse gang of four workers, where the worst job was tying the necks of the sacks at the base of the hopper after filling; the best job was seen as being the fork-lift truck driver. Job rotation would ensure that equal time was spent by each individual on all jobs. Herzberg (1968) suggests that this will help to relieve monotony and improve job satisfaction but is unlikely to create positive motivation.

Recognition escalates all the way down the hierarchical ladder of any organization, from directors to other managers, to level coordinators and to subordinates. Recognition from colleagues or those higher up the ladder is very effective at motivating the employee, (Brown, 2007). People who work in an environment where recognition is part of the institutional culture are much more likely to reciprocate in kind. Interestingly, people often receive more recognition from their PLNs than from the place where they work. The growth in online PLN communities has helped to provide the support and recognition which helps subordinates and managers to develop as professionals, especially when this is lacking in the organizations that employ them, (Lynch, 2005).

It is ironic that trainers are usually trained to give praise, recognition and encouragement to their trainees. However, when these trainers are promoted to management positions, they tend to forget to apply the same good practice to the people they are now responsible for, (Horn, 2008). Managers become so busy directing or managing in their new positions that they forget to apply the same basic effective principles they used when with their peers. If managers take time to recognize good work, it can make a significant difference to people's levels of motivation, then organizations would be well advised to make sure that the recognition of people's merits, initiatives and hard work becomes part of their institutional culture, (Barney, 1995). Simple informal recognition, such as saying thank you or please should be on every employee's mind every day. Supervisors have the opportunity to praise and encourage best efforts of their juniors daily, (Myers, 2005). This can be done through encouraging development performance management processes

which provides opportunities to agree expectations and give positive feedback on accomplishments, (Purcell *et al.*, 2003).

Turnover is referred as an individual's estimated probability that they will stay an employing organization (Cotton and Tuttle, 1986). Meanwhile Tett and Meyer (1993) defined turnover intentions as conscious willfulness to seek for other alternatives in other organizations. The high employee turnover rate may lead to higher employee turnover costs. Chartered Institute of Personnel and Development (2009) has introduced some major categories of turnover costs such as administration costs of the resignation, recruitment costs, selection costs, costs of vacancy, and training costs. There are several motivation and retention tools that can be taken to overcome the employee turnover rate and employee job dissatisfaction. Empowerment is one of the most important motivation tools taken by all companies. Madura (2007) contended that empowerment is giving the employees more responsibility and decision-making authority to carry out their given tasks. It can intrinsically motivate the employees to contribute creative and innovative ideas for selling the company products or services.

People want control over themselves and their environments and want to determine what they pursue, (Myers, 2005). Cranny *et al.*, (1992) posits that an employee who's trusted with more responsibility with little or no supervision tends to be motivated to work and develop attachment with their work. He noted that however under working and not making them responsible at the workplace demotivates them. Employees who are given more responsibilities at work tend to be happier and perform better. Beardwell &

Claydon, (2007) noted that in order to reduce turnover, organizations need to charge their employees with more responsibilities especially involving them in decision making and challenging them to be creative and innovative at the workplace. Employees who are more attached to their work are those that have been given more responsibilities at the workplace. Academic staffs that are not given enough responsibilities tend to look for other part time jobs not only because they gain financial benefits but they claim to avoid idleness and too much free time.

Barney, (1995) notes that many high tech organizations experience employee turnover produce devastating results, damaging both organizational performance as well as the organizational operating capabilities. They argued that research on employee turnover has largely focused on individual attitudes that head to organizational commitment and job satisfaction that subsequently leads in intention to remain on the job. Individuals high in openness to responsibilities will value changing jobs and will therefore be more apt to leave an organization. Furthermore, job enrichment is another effective tool that can be taken to overcome the employee turnover and job dissatisfaction. Job enrichment refers to the vertical expansion of jobs which increases the degree to which the worker controls the planning, execution, and evaluation of the work (Robbins and Judge 2009). Job security is also an effective motivator for the employees in different industries. Security is includes safety and protection from physical and emotional harm (Maslow, 1954). Most of the employees are likely looking for a more secure and stable employment.

Perhaps the most important factor on this list is the ability to advance. Employees are extremely motivated to achieve if it means that advancement awaits them. (Purcell *et al.*, 2003). This requires employees to be mindful of opportunities that lie around, beneath and beyond what they seek. Fruin, (2000) observes that leaders will sustain high levels of motivation from their employees if they open doors of opportunity and accelerate their chances for advancement. Employees being relevant, doesn't guarantee advancement, therefore, the need for opportunity to grow by developing abilities and careers is necessary. Management needs to provide facilities and opportunities for learning through such means as personal development planning process as well as formal training and develop career planning process, (Gould-Williams, 2003).

2.4 Measurement of Staff Turnover

Lynch (2005) defined staff turnover as the movement of people into and out of the firm. It is usually convenient to measure labor turnover by recording movement of staff from the firm on the assumption that new employee fills vacancies created due to normal labor wastage (Brown, 2007). The simplest measure involves calculating the number of leavers in a period (usually a year) as a percentage of the number of employees during the same period. This is known as the *separation rate* or *crude wastage rate*. For the purpose of this study, the formula that the researcher will use to calculate staff turnover will be:-

$$\text{Separation Rate} = \frac{\text{Number of leavers}}{\text{Average number of active employees}} \times 100$$

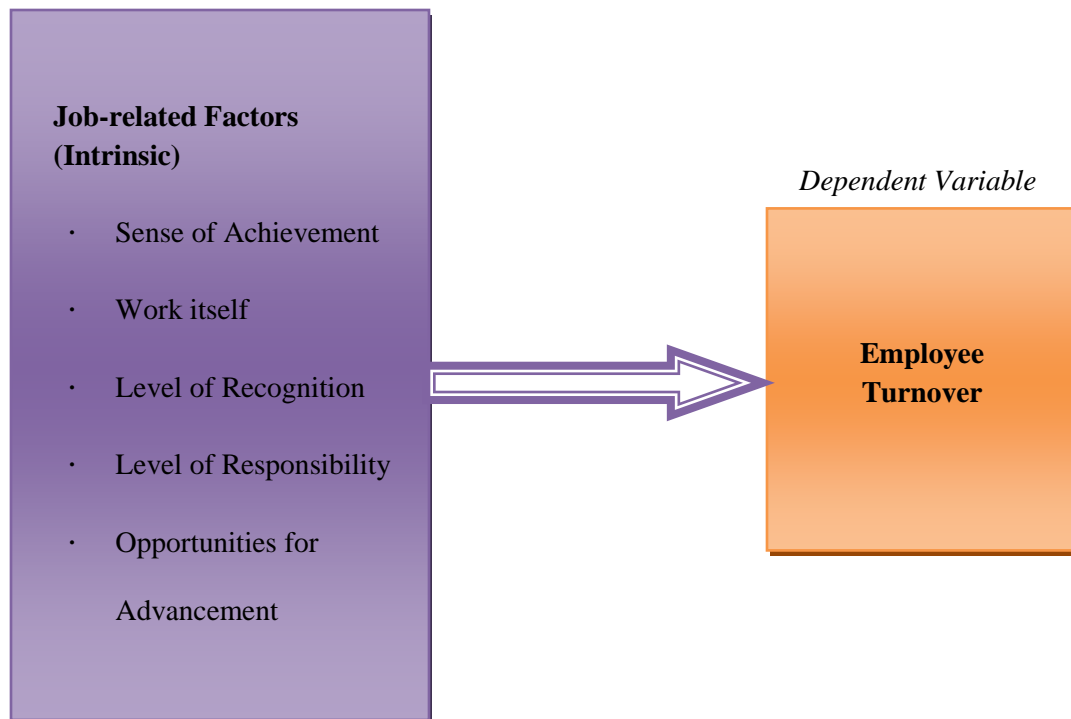
Employee turnover produces devastating effect on organizations. Flowers & Hughes, (1973) pointed out that the most obvious and significant problem caused by turnover is its negative impact on achieving performance goals. Horn (2008) observed that employee

turnover is a critical problem in traditional organizations, and that employee turnover is expensive and disruptive to an organization and its employees. Any decrement in the percentage of turnover in an organization can result to increment in the organization's profitability and effectiveness.

2.5 Conceptual Framework

Conceptual framework shows the relationship between the independent, moderating, intervening and dependent variables. The independent variable of this study is the job-related/intrinsic factors, i.e. sense of achievement, the attraction of the job, level of recognition, the level of responsibility and opportunities for advancement. Employee turnover is the dependent variable whose indicator is separation rate. These variables were developed based on the literature review and the purpose of this study. A conceptualization of the relationship between independent variable and the dependent variable is illustrated in Figure 2.1:

Figure 2.1: Factors Influencing Employee Turnover Intention



CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives a plan of action for achieving the research objective. It comprises of research design, target population, sample design, data type, data collection and data analysis.

3.2 Research Design

This study adopted a cross-sectional descriptive survey since the focus is based on one organization. It was suitable for this study because of the large number of respondents and the fact that data was collected at one point in time. Descriptive research design is a scientific method that involves observing and describing the behaviour of a subject without influencing it in any way. (Mugenda, 2003).

3.3 Target Population

The target population for this study comprised of 1,600 employees at Maseno University. It includes 500 teaching staff and 1,100 non-teaching staff.

3.4 Sample Design

Stratified random sampling method was used to ensure that each sub group (job grades) within the population was represented adequately in the sample. In this study, the strata are teaching and non-teaching staff. From each category a 10% sample was selected using simple random sampling. This sample size is considered adequate for study according to Mugenda (2003) as presented in Table 3.1.

Table: 3.1: Sampling Frame

Staff Type	Staff Population	Proportion	Sample Size
Academic staff	500	10%	50
Non-Academic staff	1,100	10%	110
TOTAL	1,600		160

Source: Author, (2014)

3.5 Data Collection

Primary data was used. It was collected using a semi-structured questionnaire. The questionnaire has closed and open ended questions. Questionnaire has two parts; A and B. Part A captured demographic data while part B will focus on data on job-related factors influencing voluntary staff turnover.

3.6 Data Analysis

Data was analyzed by means of descriptive statistics such as mean score, standard deviations, frequency distributions and percentages. The results presented in tables and figures.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis, findings and discussions of the study. The chapter consists of three sections. Section one deals with response rate and the demographic characteristics of the respondents. Section two presents analysis and results of the study and section three is a discussion of the findings in the light of the research objective.

4.2 Response Rate

Out of the 160 questionnaires distributed, the researcher managed to get back 153 questionnaires. This represents a response rate of 95.6% which provides high level of confidence about the findings. Table 4.1 shows the rate of male to female in terms of both academic and non-academic staff. 59.5% of the respondent were male and 40.5% of the respondent were female.

Table 4.1: Distribution of Respondents by Gender and Academic and Non-Academic Staff

	Male	Female	Total
Academic Staff	29	19	48
Non-academic Staff	62	43	105
Total	91	62	153

Author (2014)

4.3 Background Check

A questionnaire was used as an instrument to collect data and the structure of the questions started with the biodata or general questions to get to know the respondents.

4.3.1 Response Rate in Academic and Non-Academic Staff

The response rate in terms of the academic and non academic staff consisted of 48 and 105 respectively which is 31% and 69% response rate respectively. The academic rate seems low because the number of questionnaires supplied to them was few (50) as compared to those of the non academic staff (110). This attributed to the low percentage.

4.3.2 Level of Education

As shown in Table 4.2, the number of respondents with O-level is 10(7%), Certificate 25(16%), Diploma 40(26%), Bachelors 57(37%), Masters 16(10%) and PhD 5(3%). The bachelors' qualification has the highest percentage. This is because majority of the employees have a bachelors degree since it is the minimum requirement for majority of the jobs in Maseno University.

Table 4.2: Distribution of respondents by level of education

Category	Frequency	Percentage
O-Level	10	7%
Certificate	25	16%
Diploma	40	26%
Bachelors	57	37%
Masters	16	10%
PhD	5	3%

Author (2014)

4.3.3 Age of Respondents

The respondents' ages are as presented in the table 4.3 below shows that the frequency of between ages 19-29 is 47(30%), between 29-39 is 42(27%), ages between 39-49 is 20(13%), ages between 49-59 is 30(19%), ages between 59-69 is 10(7%) and that of 69-79 is 4(3%). The mean age of the respondents is 39 years. This mean age appears low considering the fact that by the time people acquired necessary qualification to teach at University are will be about 30 years or above. It would also seem that older and thus experience teaching staff leave Maseno University and are replaced by younger people who find it difficult to compete for similar positions in town based public universities.

Table 4.3: Classification of respondents by age bracket

Age in Years	Frequency	Midpoints	MF
19-29	47(30%)	24	1128
29-39	42(27%)	34	1428
39-49	20(13%)	44	880
49-59	30(19%)	54	1620
59-69	10(7%)	64	640
69-79	4(3%)	74	296
Totals	153(100%)	294	5992

Author (2014)

4.3.4 Response Analysis Length of Service

The study sought to know the length of service of the respondents and the results are presented in Table 4.4. The frequency of the length of service between 0-5years is 77(50%), between 5-10years is 31(20%), between 10-15years is 21(14%), between 15-20

years is 20(18%), between 20-25 years is 8(5%) and that of 25-30years is 4(3%). The mean number of years for the length of service is 7. This distribution does not auger well for advance programmes i.e. masters and doctorate programmes that require more staff.

Table 4.4: Classification of respondents by length of service

No. of Years	Frequency	Midpoints	MF
0-5yrs	77(50%)	2.5	192.5
5-10yrs	31(20%)	7.5	232.5
10-15yrs	21(14%)	12.5	262.5
15-20yrs	12(8%)	17.5	210
20-25yrs	8(5%)	22.5	180
25yrs-30yrs	4(3%)	27.5	110
Totals	153	90	1187.5

Author (2014)

4.3.5 Distribution of respondents by perceptions of Term of Service

The respondents were asked about their terms of service and table 4.5 below show their response. The employees who are on contract are 59(39%). This may be a determinant of the employees' turnover in Maseno University. That of term employment is 53(35%) and the permanent staffs are 41(39%). Security is an effective motivator for the employees in different industries. Security is includes safety and protection from physical and emotional harm (Maslow, 1954). Most of the employees are likely looking for a more secure and stable employment. Most of the employees as indicated in the total number of

term and contract employees are 74% hence job security is low which attributes to the link between the terms of service and employee turnover.

Table 4.5: Distribution of respondents by perceptions of term of service

Category	Frequency	Percentage
Permanent & Pensionable	41	27%
Contract	59	39%
Term Employment	53	35%
Totals	153	100%

Author (2014)

4.4 Job related factors influencing voluntary employee turnover at Maseno University

The respondents were asked to rate each statement representing the determinants of staff turnover that were linked with the perceived voluntary staff turnover mentioned in the questionnaire. The results are summarized in the figure 4.1 below, where the means and standard deviations are presented. The link between recognition and employee turnover is 3.8 with a standard deviation of 0. The mean linking work itself and turnover is 3.5 with a standard deviation of 0.5. The link between sense of achievement and turnover had a mean score of 3.3 with a standard deviation of 0.5. The link between opportunities for career advancement and turnover had a mean score of 4.0 with a standard deviation of 0.5 while the link between the level of responsibility and employee turnover had a mean score of 3.0 and a standard deviation of 0.4 as indicated in Table 4.1.

Table 4.6: Means and Standard Deviation for Statements on the Indicators of Perceived Job Related Factors Influencing Voluntary Employees' Turnover.

Statement	Mean	Std. Deviation
I would leave my job for another one due to lack of recognition by the managers	3.8	0
The job I do here is so routine that I would have quitted if I got an alternative job	3.5	0.5
I am unhappy with this job because it does not give me a sense of achievement	3.3	0.5
Due to limited opportunities for career advancement in this organization I will not hesitate to leave if I get an opportunity in another organization	4.0	0.5
Due to low level of responsibilities in this organization, I would not hesitate to quit if I get opportunity elsewhere	3.0	0.4

Author (2014)

4.5 Discussion

The table 4.1 above shows the means and the standard deviations of the determinants of staff turnover linked with perceived voluntary staff turnover that have been analyzed in this project. The respondents were asked to rate the extent to which they agreed with statements which were measuring the above factors.

As seen in the table above, level of responsibilities had the lowest mean score compared to the means of the other variables which means that the recognition factor is least correlated with employee turnover when compared to the other variables that have been used by the researcher. Most employees, in as much as they are dissatisfied since the mean is above the midpoint of 2.5 and a standard deviation of 0.4, would not leave the organization because of the level of responsibilities given to them, they would still stay in the organization especially when compared to the other variables.

Fruin (2000) notes that an achievement motive is an impulse to master challenges and reach a high standard of excellence. Both personality and situational factors influence achievement motivation. People are more motivated when they pursue goals that have personal meaning, that relate to their self-esteem, when performance feedback is available, and when attaining the goal is possible but not necessarily certain. Sense of achievement had a mean score of 3.3 with standard deviation of 0.5 as indicated in Table 4.1. This is above well above the midpoint of 2.5 which means that there is a link between the sense of achievement and the employee turnover. It is the second last preferred variable for employees' turnover decision because the employees feel that they are only working for the organization and they are not gaining anything apart from the monthly salary they get. Most of the employees complain of poor performance feedback and the goals that are set to them are most of the time unattainable hence they give up attaining those goals.

As the matrix indicates in Table 4.1, the mean score of the factor work itself is 3.5 with a standard deviation of 0.5. This shows the link between the job related factor, work itself and employee turnover is clearly elaborated. This indicates that this factor plays a very important role to the management if properly addressed to curb employee turnover. As Robbins and Judge (2009) noted job enrichment is another effective tool that can be taken to overcome the employee turnover and job dissatisfaction. Job enrichment refers to the vertical expansion of jobs which increases the degree to which the worker controls the planning, execution, and evaluation of the work.

Brown (2007) notes that recognition from colleagues or those higher up the ladder is very effective at motivating the employee. People who work in an environment where recognition is part of the institutional culture are much more likely to reciprocate in kind. In table 4.1 above, recognition has a mean score of 3.8 with a standard deviation of 0. This clearly shows there is a close link between the job related factor of recognition and employees turnover. Most of the employees agreed that they would leave their job for another one due to lack of recognition. Employees feel that the management is not doing enough to recognize their effort in the university.

The highest link between the job related factors and perceived employee turnover is the opportunities for career advancement with a mean score of 4.0 and a standard deviation of 0.5. The employees attribute this by the fact that opportunities for advancements are considered as an expense to the organisation and so training opportunities are very rare and if they occur they are not awarded fairly. Chances for qualified employees to advance

in their career are so low. The organisation prefers to employ already qualified personnel from outside instead of promoting its own employees because of lack of trust. The employees in the organization have slim chances of going for further training so most of the time they do not meet the requirements for a higher position when it is available hence the high link between the two variables.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary of data findings, conclusion drawn from the findings highlighted and recommendation made there-to. The conclusions and recommendations have been made in quest of addressing the research question or achieving the research objective which is to establish the perceived relationship between job-related factors and voluntary employee turnover at Maseno University.

5.2 Summary

The response rate was 95.6% and the rate of male respondents was 59.5% and that of the female was 40.5%. The results show that there were more male respondents than female in both the academic and non-academic sectors. The mean score for the age of the respondents is 39 years and majority of them had a degree, they are university graduates. The research also revealed that most of the respondents had worked for the university for 0-5 years though the mean number of years is 7 years. The results also showed that there are more contract and term employees as opposed to the permanent employees. This has contributed mostly to the employees' turnover. The survey reveals that demographic factors such as age, academic rank, and degree had significant impact on job satisfaction; which implies that based upon age, experience, education level and terms of service are not stable with regard to their overall level of job satisfaction.

The research also found that the least motivating factor for employee turnover is level of responsibility while opportunities for career advancement is the highest motivating factor

for employee turnover in Maseno University. The findings imply that there is a relationship between job related factors and the perceived employee turnover. Employees are least satisfied with their job due to intrinsic reasons. The University Management should therefore conduct a job analysis for each position and seek innovative ways to enhance the employees' job description so they can ensure enrichment of work is achieved.

5.3 Conclusion

In conclusion therefore employees in Maseno University are generally not satisfied with their jobs. All of the job motivator characteristics are substantially linked to employee turnover. From the results all the factors had a mean score above the midpoint (2.5), which means that there is positive relationship between job related factors and employee turnover. Therefore the management should find a way of reviewing their policies to curb this problem in order to prevent employee turnover.

It is hoped that the barrier to the employees job satisfaction found in this research can contribute to a great extent to improve the level employees' satisfaction as well as academic level in the University.

5.4 Recommendations

Organizations need to have in place effective retention strategies so as to ensure that employee's turnover level is low. Finding out what employees want or need is one way of understanding them and getting ideas of the kind of strategies that can be put in place in

order to decrease turnover. When managers sit with employees during appraisal, the manager and the employee come up with objectives for the employee to accomplish during a certain time period which makes it the best time for the manager to converse with the employee on what is needed to help or ensure the employee perform better. Having self-managed teams that makes employees solve problems and experience greater autonomy reduces turnover as employees are challenged and get to make decisions so managers should ensure a high level of autonomy in their job description.

Managers should establish an effective two way communication with operatives as this result in employees to remain in the organization. Communication is key to any organizational success especially in terms of employee turnover.

In organizations where there is no career growth employees tend to leave and work elsewhere. Therefore, having in place promotion opportunities is essential in retaining staff as they are looking in advancing their career goals. Providing employees with career paths and steps on how they can reach their goals and achieve them will ensure that they stay loyal in the organization. Also having promotion policies whereby employees are promoted thus providing a sense of fairness in the company compared to when the company just brings in outsiders.

Having training and development programmes which will increase employee's skills and knowledge and this in turn makes the individual to be committed to the organization.

This makes the employees feel valued in the organization and they would contribute more and hence encourages loyalty

5.5 Managerial Implications

Herzberg (2009) notes that intrinsic factors are what increase motivation and enhance the level of satisfaction with work in a given career. The important predictors found by this study that best explain turnover were congruent with the two factor theory in that they were mainly of an intrinsic sort.

While there are a myriad of factors to consider when designing an effective and efficient path for preventing employee turnover within an organization, the results of this research suggest that organizations that place more value on intrinsic factors including need for achievement, need for recognition, level of responsibilities, opportunities for advancement, work itself, etc, play a very important role in as far as prevention of turnover is concerned. Therefore, human resource managers who seek to design organizational strategies that satisfy and retain employees should consider the following: Formal plans should ensure that each successive promotion or new position provides broader responsibility. Both scope of responsibility and expected outcomes should be increased. This may be accomplished by ensuring job enrichment like opportunities to manage at a higher level within a specific function (e.g. transportation) or by providing broader cross functional or cross-organizational responsibilities (Autry & Daugherty 2003; Dischinger et al., 2006).

5.6 Suggestions for further Studies

The findings reported in this study make a valuable contribution to the awareness of understanding the concept of job satisfaction and the effect the motivator factors has on employee turnover. However, additional research is needed to further investigate the potential relationship and effect these variables and other variables have on job satisfaction. The results in this study were mainly in the form of descriptive statistics of mean and standard deviation. Research on the same can be done using regression and factor analysis or any other sophisticated analytical tool.

Other study can also be done using both the intrinsic and extrinsic factors of motivation in different contexts.

The role of the intrinsic and extrinsic factors in employee turnover can be another factor worth studying. A further study can also be done on the effects of intrinsic and extrinsic factors on job commitment.

5.7 Limitations of the Study

Limitations that the researcher encountered included:

The limitation that most of the employees were not comfortable providing the information fearing that they might be implicated by their response despite the assurance of anonymity from the researcher.

The study was cross-sectional making it difficult to determine the causal relationship between satisfaction, commitment and the work outcomes. Longitudinal research should

be conducted to answer some very important questions regarding causal relationships among the variables in this study.

Another potential limitation was the use of turnover intentions rather than actual turnover. Although turnover information is important the study of turnover intentions is valuable in and of itself. That is it is important to understand why people intent to leave organizations since intentions seem to be related to later behavior. In addition intentions can be considered work attitudes which like satisfaction and commitment are valuable constructs to study.

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APPENDICES

Appendix I: Questionnaire for Perceived Staff Turnover

PART A: Demographic Data

1. Are you an academic or non-academic staff?
Academic [] Non-Academic []
Designation: _____

2. Indicate your highest level of education.
O level [] Cert [] Dip [] Undergraduate [] Master's [] PhD []
Other (*specify*) _____

3. Gender
Male [] Female []

4. Age
20-29yrs [] 30-39yrs [] 40-49yrs [] 50-59yrs [] Over 60yrs []

5. How many years of service do you have in the university?
0-3yrs [] 4-7yrs [] 8-11yrs [] 12-15yrs [] Over 16yrs []

6. How long have you held the current position in the university?
0-2yrs [] 3-5yrs [] 6-8yrs [] 9-10yrs [] Over 11yrs []

7. What is your term of service?
[] Permanent & Pensionable
[] Contract
[] Term Employment
[] Other (*specify*) _____

PART B: Determinants of Staff Turnover Linked with Perceived Voluntary Staff Turnover

Rate the extent to which you agree/disagree with the following statements by marking the appropriate using the scale below:

1=To a Limit Extent; 2=To a Less Extent; 3=To a Moderate Extent; 4=To a Great Extent; 5=To a Very Great Extent

<i>Statements</i>		1	2	3	4	5
i.	I would quit this job immediately if I got an equivalent or better job in another organization					
ii.	I would leave job for another one due to lack of recognition by the manager					
iii.	The job I do here is so routine that I would have quitted if I got alternative					
iv.	I am unhappy with this job because it does not give me a sense of achievement					
v.	Due to limited opportunities for career advancement in this organization I will not hesitate to leave if I get opportunity in another organization					
vi.	Due to low level of responsibilities in this organization, I would not hesitate to quit if I get opportunity elsewhere					