

**FACTORS INFLUENCING EMPLOYEE RETENTION AMONG THE NON-  
TEACHING STAFF AT THE UNIVERSITY OF NAIROBI, KENYA**

**BY  
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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT  
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## DECLARATION

I hereby declare that this research project is my original work and any resource material referenced thereto has been duly acknowledged.




14/11/2012

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



19/11/2012

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## **DEDICATION**

To my loving wife Betty and son Reardon, who have patiently endured, encouraged and cheered me all through this great journey of self actualisation.

Last but not least, I am grateful to my entire family, my Masters in Project Planning and Management classmates and teachers, friends and colleagues at work who have been tolerable and accommodative as I soldiered on with this journey.

Thank you very much and may God bless you.

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**I would therefore like to take this opportunity to thank several people who have selflessly assisted me directly or indirectly in realizing my dream.**

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**And finally, to the Almighty God for seeing me through everyday and for the priceless gifts of life and happiness he has showered me with.**

## ABSTRACT

Employee retention is an important issue that companies should focus on by identifying influencing factors and move strategically towards improving and implementing necessary policy in those areas efficiently to retain their employees. The main objective of this study was to identify the influence of five factors namely training and development, performance appraisal, welfare benefits, disciplinary procedure, and career growth on employee retention among the non-teaching staff at the University of Nairobi, Kenya.

To achieve the objective of the research, both qualitative and quantitative methodologies were used whereby questionnaires were randomly distributed to the target population at the UoN Central Administration non-teaching employees on permanent and pensionable terms. The study established that employee retention among non-teaching staff at the University of Nairobi is influenced by training and development, performance appraisal, welfare benefits, disciplinary procedure and of potential for career growth. Employees perceive institutional support for staff training and development as a major contributor to employee retention. Performance appraisal factors such as the clarity of performance targets, fairness in the ratings of performance and the use of performance results for career growth greatly influence employee retention.

Employees are willing to retain their work if they access benefits such as medical scheme, a good leave administration policy, education policy and the care UoN provides on employees general welfare. The retention of non-teaching employees at UoN can be achieved through humane treatment by the supervisors and availability of opportunity for appeals on disciplinary decisions. The employees attribute employee retention to career development factors such as institutional support for staff career growth, employee promotions by merit, clear definition of employee career path, Staff mentorship and coaching programs and succession planning practices.

The study recommends that UoN can enhance employee retention by encouraging transparency and fairness in provision of training & development opportunities to their employees, carrying out wide consultations with the employees when setting performance targets and making disciplinary rules and regulations clear to the employees. The study suggests further research on the effectiveness of strategies used by UoN to retain non-teaching employees.

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## LIST OF ABBREVIATIONS

AR	– Assistant Registrar
DR	– Deputy Registrar
DVC	– Deputy Vice Chancellor
HR	– Human Resource
HRM	– Human Resource Management
HRMIS	– Human Resource Management Information System
KUDHEIHA	– Kenya Union of Domestic, Hotels, educational Institutions, Hospitals and Allied Workers
SAR	– Senior Assistant Registrar
UASU	– The Universities Academic Staff Union
UNTESU	– The University Non-Academic Staff Union
UoN	– University of Nairobi

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

The most valuable asset available to an organization is its people, thus retaining staff in their jobs is essential for any organization. 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 organization which is indicative of their value (Armstrong, 2009). Johnson et al. (2000) defines employee retention as the ability to hold onto those employees that you want to keep, for longer than your competitors. Chaminade (2007) on the other hand defines retention as a voluntary move by an organization to create an environment which engages employees for long term. However, retention of high performing employees has become more challenging for managers as this category of employees frequently move from one job to another as they are being attracted by more than one organization at a time. Chew (2004) concurs that employees in an organization are said to have high job retention when all or most of the established posts are filled, they have low or no intentions to leave, have had a consistency in job status, have had a career development or when employees do keep their job for a considerable long period of time.

Saint (1992) observes that the African continent faces a huge challenge in terms of skilled human resource capacity, which has a debilitating effect on its stability to make strides in the areas of socio-economic and political development. An evaluation of higher education in Africa over the last two decades suggests that institutions are hampered by a myriad of problems which affect their ability as the centres of intellectual excellence that they were conceived (Saint, 1992). Paschal (2008) in a study on staff retention in African Universities opines that African institutions of higher learning have gone through three major phases in their history. The first phase in the sixties and seventies involved institutional building, establishing faculties, directorate and centres characterized by low

student and staff numbers and governments were enthusiastic about their role. The second phase from mid seventies to late eighties brought along conflicts with governments, international support declined, student numbers increased, facilities deteriorated and staff turnover became a serious challenge to their sustainability. Paschal further states that from nineteen ninety to the end of the millennium, economic reforms began in several countries accompanied by political and organizational changes. Donor agencies that had turned their backs on higher education on the continent began re-examining their positions and committing themselves to its support. A good number of governments in Africa changed their policies on higher education, initiated educational reforms, formed ministries of higher education, science and technology, relaxed control over institutions of higher education, liberalized the delivery of education services and encouraged institutions of higher education to undertake institutional and curriculum development. The third phase from mid nineties to the year two thousand and five was more critical in the sense that after suffering decades of neglect and financial stress, these institutions grabbed the opportunities that came along with the challenges at national and global level to re-assert themselves, recapture the initiative and restore their dignity by engaging in far reaching institutional and curriculum reforms, mostly on their own with limited support from the association of African Universities and donor agencies (Paschal, 2008).

Tetty (2010) observes that over the last decade, student enrolment in African Universities has grown by significant amounts in response to the increasing demand for higher education. Hillary et al. (2005) opined that academic staffs are somewhat less satisfied with their jobs than those in the workforce as a whole since they consider salary and ability to earn money from additional work, qualitative dimensions of their job and longer term factors such as promotions and job security. According to Hugo (2010), academic staff recruitment and retention is a challenge across the globe with the situation in many African countries being particularly urgent. Hugo further states that leaders of African Universities acknowledge the devastating impact of staff shortage on the goals of institutions of higher education and warn that if something is not done soon, the African academy will not only lose its ability to produce adequate personnel to support the

continents human resource needs but also to uphold and protect the quality of intellectual life in the African region. Mwiti (2007) is of the view that welfare services derived motivation was extensively similar among employees with a service of less than three years in the organization. According Chew et al. (2004) and Ramlall (2001) retention has been linked to a broad set of HRM practices, including compensation, benefits, training, advancement, supervision, workplace flexibility and provisions of dependant care assistance for a large number of employers.

The University of Nairobi competing amongst twenty Universities in Kenya and several others in Africa and the entire World is located in the capital city of Kenya and was established under Section 24 of the University of Nairobi Act, No 11 of 1985, on repeal of Act Cap. 210(1970). The University traces its roots back to 1956 when it was started as the Royal Technical College of East Africa to offer education and training in technology and business. In 1960, the Royal Technical College as an affiliate of the University of London started offering degrees and later renamed Nairobi University College as a constituent college of the newly established University of East Africa. The University of Nairobi was established out of the University College in 1970 as the first national University in Kenya and its vision is to be “a world class university committed to scholarly excellence.” From a humble admission of 215 students at inception, UoN now boasts of over 52,000 students as per the 2008-2012 (2010 review) strategic plan; making it one of the largest universities in Africa. The University’s programs are currently being run under six colleges namely Agriculture and Veterinary Sciences, Architecture and Engineering, Biological and Physical Sciences, Education and External Studies, Health Sciences and finally college of Humanities and Social Sciences. These colleges act as the umbrella covering more than 100 faculties, schools, departments and institutes. The number of employees at UoN stands at 1,504 for academic and 4,000 for non-teaching staff. The members of staff at UoN are represented by three trade unions for advocacy of their terms and conditions of employment namely UASU for the academic staff; UNTESU for non-teaching staff on grades A to F, Assistant Registrar, Senior Assistant Registrar and Deputy Registrar; and KUDHEIHA for staff on grades I to IV.

## **1.2 Statement of the Problem**

The success of most competitive companies throughout the world, including higher education institutions, lies in their highly skilled employees on which the institutions spends millions to retain according to Netswera (2005) through a study on employee retention factors for South African higher education institutions. A study by Omboi (2011) on factors influencing agents retention in insurance industry in Nairobi showed that use of commissions as a mode of remunerating agents and working conditions does not influence retention of agents negatively whereas training and development, social demographic, product knowledge and resourcing strategies were found to be key factors influencing retention of agents negatively. The factors that influence employee retention according to Netswera (2005) salaries and benefits, workplace discrimination, staff development and promotions and the external environment comprising of social, political and economic factors that shape the country as a whole.

A survey by the Steadman Group (2007) on the stakeholders' perception baseline survey report for UoN, revealed that overall staff satisfaction stood at 63.6% for teaching staff and 64% for non-teaching staff. One of the threats facing UoN as captured in the 2008-2012 (2010 review) Strategic Plan is other competing Universities targeting experienced staff and poaching them, which is very costly to the University. It has, however, been noted from the UoN HRMIS that in the period between 2008 and March 2012, the average annual resignations amongst non-teaching permanent and pensionable employees at UoN Central Administration was 1.05% reflecting an enormous retention rate of around 98% which is quite impressive.

In all these studies mentioned above, various issues that lead to retention of employees in various organizations have been discussed including teaching staff retention in various African Universities but the researcher has not come across any study on non-teaching staff retention at UoN Central Administration. Public Universities are unique in Kenya because each University is governed by a University statute which is basis for decision making. This study therefore seeks to fill the gap by identifying the factors that influence non-teaching employee retention at UoN Central Administration on permanent and pensionable terms.

### **1.3 Purpose of the Study**

The purpose of this study was to identify the factors influencing non-teaching employees' retention at the University of Nairobi, Kenya.

### **1.4 Objectives of the Study**

The main objective of this research was to examine the factors that influence employee retention at the UoN Central Administration. Specific objectives of this study were as follows;

- a) To establish the extent to which training and development influences employee retention at UoN.
- b) To establish the extent to which performance appraisal influences employee retention at UoN.
- c) To establish the extent to which welfare benefits influences employee retention at UoN.
- d) To establish the extent to which the disciplinary procedure influences employee retention at UoN.
- e) To establish the extent to which potential for career growth influences employee retention at UoN.

### **1.5 Research Questions**

The overall research question of this research was to examine the factors that influence non-teaching employees' retention at the UoN Central Administration. Specific questions of this study were as follows;

- a) To what extent does training and development influence employee retention at UoN?
- b) To what extent does performance appraisal influence employee retention at UoN?
- c) How do welfare benefits influence employee retention at the UoN?
- d) To what extent does disciplinary procedure likely to be influencing employee retention at UoN?
- e) To what extent does career growth influence employee retention at the UoN?

### **1.6 Significance of the study**

This research study will have far reaching significant implications to many different types of stakeholders as it will lead to the identification of new areas and the generation of new framework to prompt further research on the subject of employee retention in both the private and public sectors of the economy especially amongst Kenyan universities.

This study will immensely contribute to the building of knowledge in the field of HRM especially on approaches to successfully uphold employee retention in an organisation as a source of reference, literature review and basis for further studies development.

The University of Nairobi and other Kenyan public universities can also highly benefit from the report in terms of gauging employee satisfaction levels and formulating strategies of enhancing the current employee retainers for sustainability.

### **1.7 Limitations of the study**

The vast nature of UoN operations with staff stationed in all the major towns across the country cannot allow the researcher to reach all of them due to time, finances and related resources constraints.

### **1.8 Assumptions of the study**

The researcher will assume that the sampled respondents will be willing and cooperative in giving correct information only on the factors that influence their retention at UoN.

### **1.9 Delimitations of the study**

The study is expected to be successful as the researcher will concentrate on collecting a sample from the targeted 778 UoN Central Administration non-teaching employees on permanent and pensionable terms on grades I to IV, A to F, Assistant Registrar, Senior Assistant Registrar up to Deputy Registrar.

## **1.10 Operational definition of terms**

The following significant terms have been used in this study;

**Career growth** – Is a series of formal activities designed and managed by UoN to influence the career progression of one or more employees in line with their terms of service.

**Disciplinary procedure** – The written, step by step process which UoN has committed itself to follow in every case where an employee has to be warned, reprimanded, or dismissed.

**Employee retention**- The maintenance of employment status by UoN staff for a considerable long period of time.

**Employee turnover** – The intention of the employees to leave UoN for whatever reason.

**Performance appraisal** – The formal system used by UoN to periodically evaluate its employee performance.

**Training and development**- In this study, training and development will be used to refer to the formal activities designed by UoN to help its employees acquire the necessary skills and knowledge to perform current or future jobs as provided for in the relevant policies.

**Welfare benefits** – Non-financial benefits enjoyed by UoN employees to make life comfortable at work i.e. medical cover, leave administration, recreational facilities, good work environment, staff education supplement etc.

## **1.11 Organization of the study**

This study is organized in five chapters, whereby chapter one covers background of study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, assumptions of the study and finally operational definition of terms. Chapter two comprises of the literature review broken down into introduction, overview of employee retention, factors influencing employee retention comprising of training and development; performance appraisal; welfare benefits; disciplinary procedure and career growth, theoretical frameworks comprising Maslow's hierarchy of needs and Herzbergs two factor theories, conceptual framework and the analysis of the literature reviewed.

Chapter three has covered research methodology broken into research design, sampling design, data collection methods, reliability and validity of research; and data collection, analysis and presentation; and operationalization definitions of variables and measuring indicators whereas chapter four is consisting of data analysis, presentation and interpretation.

Finally, chapter five is covering the introduction, summary of the research findings and discussions, conclusions, recommendations and suggestions for further research on the subject of employee retention.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents overview of literature related to the study. It gives a general overview of employee retention and the HR factors influencing it. It is organized according to the research objectives to ensure there is relevance to the research questions. The chapter also presents theories on employee retention in addition to a theoretical and conceptual framework of the study.

#### **2.2 Overview of employee retention**

To retain talented employees, employers must seek strategies aimed at reducing both involuntary and voluntary separations. Involuntary separations result from poor performance or from unreliability due to work-family conflicts or other personal issues according to Holzer et al. (2001) and Perlmutter (1997). According to Tett and Meyer (1993), turnover intention popularly known as quit refers to the conscious and deliberate willfulness of the workers to leave the organization. Vandenberghe and Nelson (1995) defined intention to quit as the individual's own estimated probability (subjective) that they are permanently leaving the organization at some point in the near future. Intention to stay mirrors the employee's commitment to his organization and the willingness to remain employed (Hewitt, 2004). On the other hand, voluntary separations emanate from better opportunities offered by other employers according to Johnson and Corcoran (2003) or stress on the worker arising from competing work and family demands as stated further by Holzer et al.

Ferris et al. (1999) and Kemske (1998) concur that during the last decade, the HR department has shifted from a micro-focus on individual HRM practices to a debate of how the function as a holistic management approach may contribute to the competitive advantage of organizations. The workforce has changed dramatically in terms of age,

gender, ethnic and racial composition, family structure, and job expectations. Consequently, such social developments have had significant impacts on the nature and operations of organizations especially in the management of human resources i.e. recruitment and selection, training and development and performance management programs. According to Leonard (1998), the ability to attract and retain high performing employees is a source of competitive advantage to companies of every size and in every industry. Retaining employees is a dilemma that many companies are facing; hence identifying the root cause of employee turnover is a good approach. Companies must be proactive and not wait for employees to start leaving then react by analyzing likely reasons. In order to retain top employees, leaders and HR departments ought to spend large amounts of time, effort and money. Recruitment and retention of employees presents a seemingly insurmountable problem for employers still working in the old paradigm in these areas (Diamond, 2000).

When an employee realizes that the employer cannot meet a key expectation in the contract, there is often a feeling of having been betrayed, as if a real contract has been broken in bad faith. This can become a turning point that prompts the downward cycle towards disengagement and departure (Branham, 2005). Reducing involuntary separations requires effective controls for performance whereas minimizing voluntary separations calls for employers providing good incentives, competitive wage and benefit package as well as growth and development opportunities (Deckop et al., 2006). Companies need to understand what keeps their employees loyal and happy to be working with them over the years without falling to the temptation of switching to the competitor's payroll. Earle (2003) carried out a study, which showed that the problem currently faced by many companies is that they do not have proper plans to retain their employees since if the retention strategies are not properly embedded in the business process, all the effort since recruitment will ultimately prove futile. Companies ought to determine whether employees are happy with the work environment, the job design, are accorded due recognition and are rewarded / compensated fairly for their tasks to successfully instigate employee retention according to Earle.

Njue (2004) in his study to find out the various levels of job satisfaction among secondary school teachers in Nairobi province discovered that the teachers were satisfied in the job factor of interpersonal relation and the lowest level of job satisfaction was recorded in the job factor of work environment and working conditions with the levels increasing with their age and length of teaching experience. The study by Njue further found out that female teachers were generally more satisfied than the male teachers and married teachers were more satisfied than the unmarried teachers. Boxall and Steenveld (1999) are of the view that in recent years, attraction and retention of employees has become an increasingly significant aspect of building organizational capabilities to ensure sustained competitiveness. They further argue that organizations that have invested resources in employee attraction and retention turn a potential problem into an opportunity to gain industry leadership. Kingi (2007) in his study found out that the human resource factors of staffing, remuneration and training and development, greatly affect the performance and retention of real estate agencies staff.

According to Overman (1998), in today's business environment, employees appear to be less committed to their respective organizations. An employer can no longer guarantee the stability and longevity of corporate career paths or the security of employee's job. The old contract of employee loyalty in exchange for job security and fair work has broken down. Beck (2001) adds that it is important to note that employees of today realize that they have to take initiative in job resiliency, developing the skills and flexibility needed to respond quickly to shifting employer requirements. Loyalty to one's professional growth has replaced the conventional organizational loyalty (Levine, 1995). Employees now recognize that the traditional psychological contract that existed between employer and employee is now dissolved (Hays & Kearney, 2001). Makutsa (1998) on the other hand in his research concluded that good working conditions was the most important motivational factor cited by the respondents arising from simple measures like preparing lunch in the office, providing comfortable furniture, good lighting and proper ventilation in addition to simple appreciation and acknowledgement.

New paradigm companies recognize that an important element in business management practices is the need to successfully motivate and retain high talent employees who are

capable of surviving organizational restructuring, downsizing, consolidation, reorganizing and re-engineering initiatives (Clarke, 2001). Today's best companies understand that the real key to maintaining a world-class workforce is not to just hire the best, but to keep them once they are hired. With the same tenacity, attention to detail and salesmanship they use to attract great employees, these companies consistently retain far greater numbers of key personnel than their competitors (Harris & Brannick, 1999). Organizations today wrestle with accelerating product and technological changes, global competition, deregulation, demographic changes, and at the same time, they must strive to implement trends towards a service age and information age society (Kane, 2000). Due to this tumultuous business environment, one of the challenges facing many business organizations is the retention of critical key employees. According to Porter (2001) society has now become knowledge-based where clearly human capital is considered a key resource and indispensable to the survival of the business forcing organizations to increasingly compete for the best talent employees. People with heightened levels of motivation may job shop or switch employers more often in an effort to advance, leading to a high rate of separation while on the other hand, if the more motivated are inclined to be more content with their job, they have an incentive to stay with their current employer according to Goldsmith et al. (2000). Employers are likely to attempt to retain more motivated workers. Thus, it is clear if enhanced motivation stimulates or dampens a person's tendency to separate from their employer according to Goldsmith et al. (as cited in Solomon Worker Wellbeing editorial, 2000).

The diverse works of Appelbaum et al. (2000) and Lawler (1986) contribute that in the mission of retaining employees, the HR department of each organization plays a vital role by besides just focusing on the selection and recruitment process or other basic HR roles, the HR department is also accountable to employee retention through analyzing labour turnover and understanding the reasons for employees leaving the company.

### **2.3 Factors influencing employee retention**

Gowry (2011) in his research on employee retention at Intel showed that performance appraisal was strongest retainer followed by training and development, financial and health benefits while selection and recruitment was the least significant factor influencing

employee retention. A similar research by Kochachathu (2010) on employee retention at Intel Malaysia found out that employee recognition rewards and compensation was more highly significant on employee retention than the work environment and job design. Fathaniy (2011) in a study reported that human resource practices as a whole were positively related to employees intention to stay, however, only career opportunities was found related with intention to stay and no relationship was found between supervisory support and work-life with employees' intention to stay.

Mohd (2011) in a study on the human resource management practices in relation to employees intention to quit showed that pay satisfaction was the highest: negative and significant relationship to the intention to quit, followed by employee relations then performance rewards at and internal communication whereas training and development; and performance appraisal were least significant with employee intention to quit. Tibelius (2010) in his study on terms of service and job retention among academic staff in Makerere University revealed that satisfaction with employment contracts affects lecturers intentions to retain jobs which depends on remuneration obtained and satisfaction with job security coming out as the last retention influencer. Mwiria et al. (2006) observes that various factors in the work environment have led to exodus of teaching staff in Kenyan universities in search for superior remuneration and better terms of employment in Rwanda and South Africa among other countries. According to Abwavo (2005) job dissatisfaction is the root cause of dysfunctional behavior like retention at the workplace with the employee looking beyond the pay-cheque, other factors that affect job satisfaction ought to be considered.

Micheal et al. (2009) in a study on employee retention and turnover revealed that employees in both public and private organizations in South Africa were to a very large extend influenced to stay in their organizations by a combination of intrinsic and extrinsic motivational factors which are training and development, challenging and interesting work, freedom for innovative thinking and job security. Ruth (2011) investigated the influence of human resource policies on employee retention at Hass Petroleum in Nairobi, Kenya discovered that trainings, promotions and rewards policies have a great

influence on employees retention and are the major reasons why former employees left the organisation while the current employees were satisfied but would leave their current employer for one who would offer greater rewards. Kabera (2012) carried out a study on retention programs of human resources in the private security firms located in Nairobi discovered that motivation of employees, working conditions and individual security determines retention of employees in the private security firms.

According to a study by Coff (1997) the loss of talented employees may be very detrimental to the company's future success. Outstanding employees may leave the organization because they become dissatisfied, underpaid or unmotivated and while trying to retain such employees may present other challenges as well as they may demand higher wages, not comply with organizational practices, and not interact well with other co-workers or comply with their manager's directions. Mitchel et al. (2001) claimed that turnover is costly for both the employer and employees. Employers find replacement cost and hidden organizational cost high (Huang et al., 2006).

The following is a brief discussion on some of the known factors influencing employee retention in organizations as per our variables in this study;

### **2.3.1 Training and development**

Training and development is the formal activities designed by an organization to help its employees acquire the necessary skills and knowledge to perform current or future jobs (Mondy & Noe, 2005). Lawrie (1990) defined training as changes in skills related to one's job. Associated job training with learning interventions that develop skills, knowledge and attitudes to match current or future job requirements makes employees feel their contribution is important to the organization and they will work for the organization many years in return (Rothwell & Sredl, 2000).

Swanson (1995) defined training and development as a process of systematically developing expertise in individuals for the purposes of improving performance. Training and development is considered one of the crucial activities of human capital development. This is because training and development activities like job training,

coaching, mentoring and counseling are important activities for employees to get valuable support, knowledge, skills and abilities that may enhance their employability and marketability in the organization. Thus, training and development plays an important factor in career satisfaction of an employee in their career lives (Maths & Jackson, 2004). Training provides employees with specific skills or helps to correct deficiencies in their performances while development is an effort to provide employees with abilities the organization will need in the future according to Gommez-Mejia et al. (1995).

### **2.3.2 Performance appraisal**

Performance appraisal is a formal system used by the organization to periodically evaluate an employee's performance (Mondy & Noe, 2005). Performance appraisal evaluates employees periodically against set standards or organizational expectations. Through the performance appraisal exercise, employees may be aware of their level of performance and realize their areas of weaknesses from their supervisors. Results of performance appraisal may facilitate organizational decisions in compensation allocation, promotions, termination, transfers, recognition awards and training opportunities that can influence an employee's career satisfaction (Lau & Sholihin, 2005). However, performance appraisal can also be a source of frustration for employees due to the unfairness and subjectivity by the administrators as stated by Lau & Sholihin.

### **2.3.3 Welfare benefits**

Employee welfare is defined as efforts to make life worth living for workmen with their origin either in some statute formed by the state or in some local custom or in collective agreement or in the employer's own initiative according to S. Shiny Nair (as cited in human resource articles on [www.articlebase.com](http://www.articlebase.com)). According to Derek & Laura H (1998), there are two primary welfare areas which are of benefit to individuals i.e. physical (health, safety, paid holidays, reduced working hours etc) and emotional (improved mental health through provision of counseling services, improved communication and general human relations at the workplace). Fox (1966) is of the view that welfare encompasses not only the earlier concern with workers physical working conditions (sanitation, canteens, hours of work, rest pauses, etc) but also the human

relations aspect to achieve job satisfaction. The Labour Laws of Kenya (2007), Employment Act part V, provides for employees to be provided with annual, maternity, sick and paternity leaves by the employer; housing at employers expense or pay house allowance for employee to seek reasonable accommodation; sufficient supply of water; hours of work; and medical attention for all employees working in Kenyan organizations.

Generally, labour welfare entails all those activities of employer which are directed towards providing the employees with certain facilities and services in addition to wages or salaries to provide workers with better life and health, happiness and satisfaction, relieve from industrial fatigue and to improve intellectual, cultural and material conditions of living. The basic features of labour welfare benefits includes various facilities, services and amenities provided to workers for improving their health, efficiency, economic betterment and social status. Welfare measures may be introduced by the employers, government, employees or by any social or charitable agency to bring about the development of the whole personality of the workers to make a better workforce (according to several authors and contributors on industrialrelations.naukrihub.com/employee-welfare). The very logic behind providing welfare schemes is to create efficient, healthy, loyal and satisfied labour force for the organization. The purpose of providing such facilities is to make their work life better in addition to raising the employees' standard of living. Welfare measures have importance of providing better physical and mental health leading to a healthy work environment; facilities like housing schemes, medical benefits, educational and recreational facilities for workers and their families helps in raising their standards of living hence pay more attention to work leading to increased productivity; employers get a stable participative workforce; helps maintain industrial peace; and finally helps reduce the social evils prevalent among the employees like substance abuse through welfare policies (as cited from several authors on industrialrelations.naukrihub.com/employee-welfare).

#### **2.3.4 Disciplinary procedure**

Nzuve and Singh (1992) define discipline as the action taken by management against an individual or groups of employees who have failed to follow the established rules and

procedures within the organization. Employee discipline is orderly behavior while disciplining action is penalty for misbehavior or violation of the organizational rules. The business dictionary defines disciplinary procedure as written, step by step process which a firm commits itself to follow in every case where an employee has to be warned, reprimanded, or dismissed. Failure to follow a fair, transparent and uniform disciplinary procedure may result in legal penalties for damages and or annulment of the firm's action (Nzuve & Singh, 1992).

The Employment Act (2007) clause 44-45 on summary dismissal and reasons for termination or discipline provides that an employer may dismiss an employee summarily when the employee has by his conduct indicated that he has fundamentally breached his obligations arising under the contract of service like by being absent without leave, being intoxicated at work, poor work performance, negligence of duty, using abusive or insulting language at work, insubordination, arrest by law enforcement organs and criminal offence against or to the substantial detriment of his employer or his employer's property. No employer shall terminate the employment of an employee if he fails to prove that the reason for the termination is valid or if he did not act in accordance with justice and equity in terminating the employment of the employee (The Employment Act, 2007).

There are two approaches / procedures to discipline i.e. positive/constructive and negative discipline according to Nzuve and Singh (1992) whereby positive/constructive discipline fosters cooperation and high level of morale among employees so that written and unwritten rules and procedures are obeyed willingly. On the other hand, disciplinary procedure entails control by force, threats and dismissals which is a failure in itself because although workers may comply with orders, they often produce minimum output and show dissatisfaction in many other ways according to Nzuve and Singh (1992).

### **2.3.5 Career growth**

This has been defined by Arnold (1996) as a series of formal activities designed and managed by the organization to influence the career development of one or more employees. Whilst career management and career self management (under control of the

individual employee), are not mutually exclusive, successful career management programs require individuals knowing what they will achieve, clarification of organizational plans and accompanying individual opportunities to dispel anxiety and frustration in employees. This will aid positive attitudes towards career progress and the organization. Organizations providing career relevant information and assistance will narrow an employee's career focus and bind them more closely to the company (Granrose & Portwood, 1987).

Career planning and development focuses on ensuring an alignment of individual career planning and organizational career management processes to achieve an optimal match of individual and organizational needs as discussed by Mclagan (1989) on Models for HRD (as cited in Practice in Training & Development Journal). Career management describes a cycle of events that enable individual and companies achieve their respective goals. For companies, career management involves deploying the right people in the most competitive and profitable situations while for individuals, it means understanding what skills are required to grow professionally and to be rewarded based on performance (Summers, 1996).

## **2.4 Theoretical framework**

In order to gain employee commitment, an organization has to provide good incentives, rewards and training. "Commitment is critical to organizational performance, but it is not in a panacea. In achieving organizational ends, there are other ingredients that need to be added to the mix and when blended in the right complements, motivation is the result," according to O'Malley (2000). According to Mitchell et al. (2001) people often leave for reasons unrelated to their jobs and in order for companies to retain their employees, they need to investigate the cause of turnover. There are many approaches to the study of employee retention each addressing different facets of intentional employee retention activity. The theories that support this study include;

### **2.4.1 Maslow's hierarchy of needs**

Maslow (1943) stated that people are motivated by the desire to achieve or maintain the various conditions upon which these basic satisfactions rest and by certain more intellectual desires as the average number of society is most often partially satisfied and partially unsatisfied in all of one's wants. He believed that human beings aspire to become self actualized and viewed human potential as a vastly underestimated and unexplained territory (Stephens, 2000). Maslow was of the view that human beings go through a set of five needs i.e. physiological, safety, love, esteem and self-actualization whereby, the first, which is physiological need is the broadest stage which includes the need for food, shelter, clothing, physical comfort etc. this stage provides the basis of life. The second level is safety/security need; this involves avoidance from danger, threat and deprivation. It also involves physical and job security. Social needs are third with the need for affection, belonging and social contact. The fourth level is self esteem which involves need or desire for recognition, appreciation and respect from others. The final and the highest is self actualization, it is categorized as growth need. It is defined as one's full human potential. This stage presents the biggest leadership challenge as it is difficult for organizations to provide an environment for this stage as discussed by Stephens. According to Maslow (1943), higher order needs such as self esteem or social needs should determine behavior only when lower needs are satisfied. Convincing empirical evidence for this satisfaction progression is lacking. So also workers move up and down the pyramid during their employment experience.

This theory suggests that for managers to motivate employees, they need to devise programs or practices aimed at satisfying emerging or unmet needs since most of the lower needs are felt again and again. When the need hierarchy concept is applied to work organizations, managers have the responsibility to create a proper climate in which employees can develop to their fullest potential. Failure to provide such a climate would theoretically decrease employee satisfaction and could result in poor performance, lower job satisfaction and increased withdrawal from the organization (Steers & Porter, 1983).

### **2.4.2 Herzberg's two factor theory**

The Two-factor theory developed by Herzberg (1959) a Psychologist, (also known as Herzberg's motivation-hygiene theory and Dual-Factor Theory) states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction. Two-factor theory fundamentals: Attitudes and their connection with industrial mental health are related to Maslow's theory of motivation. In relation to intrinsic and extrinsic, Herzberg derived hygiene (dis-satisfiers) factors associated with the conditions under which the work is performed i.e. salary, benefits, company policy, supervisor, work conditions or working with competent and social co-workers; and motivation factors which consist of work dimensions of autonomy and responsibility. Motivators sometimes referred to as satisfiers encourage employee growth and development resulting in satisfaction whereas, hygiene factors also called dissatisfies can prevent dissatisfaction with a job, but do not contribute to job satisfaction. His findings have had a considerable theoretical, as well as a practical, influence on attitudes toward administration.

According to Herzberg, (1959), individuals are not content with the satisfaction of lower-order needs at work, for example, those associated with minimum salary levels or safe and pleasant working conditions but rather individuals look for achievement, recognition, responsibility, advancement, and the nature of the work itself. So far, this appears to parallel Maslow's theory of a need hierarchy. However, Herzberg, (1959), added a new dimension to this theory by proposing a two-factor model of motivation, based on the notion that the presence of one set of job characteristics or incentives lead to worker satisfaction at work, while another and separate set of job characteristics lead to dissatisfaction at work. Thus, satisfaction and dissatisfaction are not on a continuum with one increasing as the other diminishes, but are independent phenomena. This theory suggests that to improve job attitudes and productivity, administrators must recognize and attend to both sets of characteristics and not assume that an increase in satisfaction leads to decrease in un-pleasurable dissatisfaction.

## 2.5 Conceptual framework

There are five variables in this study. The dependant variable is retention whereas the independent variables consist of training and development, performance appraisal, welfare benefits, disciplinary procedure and: career growth and development. The study analyzed whether the five variables listed under the independent variable influenced the non-teaching employees to continue to work for UoN even if there is an offer from a competing organization. These variables were further analyzed to identify which is the most likely influencing non-teaching employees' retention at UoN. Below, is the conceptual framework on which the intended study is based;

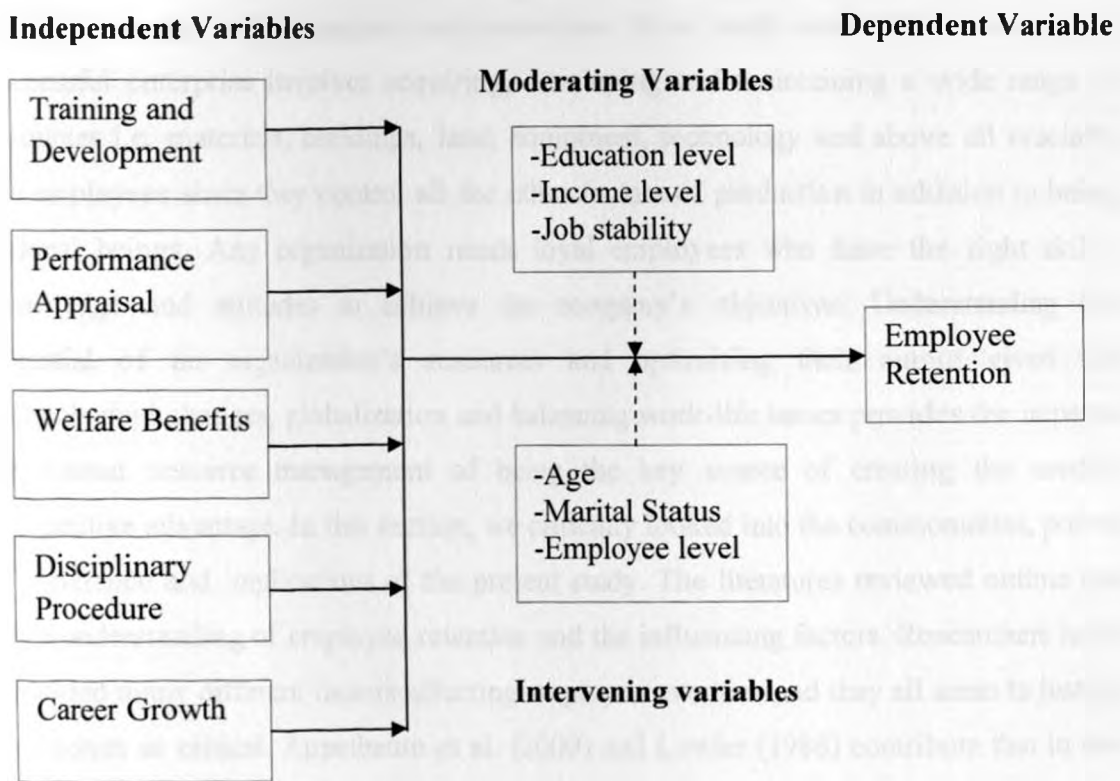


Figure 1: Conceptual framework

The conceptual framework was developed by looking at some of the factors that would influence employee retention. The factors influencing employee retention can be very many and majority of the literature reviewed concentrated on job training, improved compensation and benefits, development plans, employee empowerment and engagement

as major contributors. The overall objective of this research was to find out the extend to which certain factors i.e. Training and development, Performance appraisal, Welfare benefits, Disciplinary procedure and Career growth influence employee retention. The research will seek to model individual employee retention as a function of the five aforementioned factors.

## **2.6 Analysis of the literature reviewed**

This chapter has discussed the employee retention overview, factors influencing employee retention in line with the variables, theoretical framework, and finally the conceptual framework of the research. In a nutshell, from the above discussions and contributions by various authors and researchers, it is clearly evident that managing a successful enterprise involves acquiring, developing and maintaining a wide range of resources i.e. materials, buildings, land, equipment, technology and above all crucially the employees since they control all the other factors of production in addition to being rational beings. Any organization needs loyal employees who have the right skills, knowledge and attitudes to achieve the company's objectives. Understanding the potential of an organization's resources and optimizing their output given the technological changes, globalization and balancing work-life issues provides the impetus for human resource management of being the key source of creating the needed competitive advantage. In this section, we critically looked into the commonalties, points of difference and implications of the present study. The literatures reviewed outline the basic understanding of employee retention and the influencing factors. Researchers have identified many different factors affecting employee retention and they all seem to justify themselves as critical. Appelbaum et al. (2000) and Lawler (1986) contribute that in the mission of retaining employees, the HR department of each organization plays a vital role and besides just focusing on the selection and recruitment process or other basic HR roles, the HR department is also accountable to employee retention through job training, improved compensation and benefits, development plans, employee empowerment and engagement.

Diamond (2000) states that when we look at the retention issue, the most striking myth we have to dispel is the myth that it is all about money factor (salaries, bonus, stock-options etc) which is rarely the most significant reason people accept other offers. If conditions are good, the tendency is to stay and if conditions are bad then almost any good carrot (and money is a very sweet smelling carrot) will tempt them away. Thinking money is the only motivator is to assume that all people value the same things in the same hierarchy all of the time and at all stages of their life. This, as you can plainly see, is a gross over-simplification of what makes people tick (Diamond, 2000).

Johnson et al. (2000) is of the view that many times companies focus least on the welfare of their employees and this will lead to dissatisfaction amongst them which may eventually affect performance or cause an employee to leave the company altogether in search of a better opportunity, better benefit and above all a caring employer. This will be a big problem to the company if it occurs during periods of heightened competition and tight labour markets as retaining the employees is a major challenge that companies need to look at. Many businesses and industries are desperate for help and either cannot find people with the right skills and attitudes or ignore non-traditional workers. Most businesses only focus on employee retention when turnover increases. Retention is viewed by Johnson as “the ability to hold onto those employees that you want to keep, for longer than your competitors”.

Ramlall (2001) is of the view that many organizations cite employee retention as a major issue of concern and one which has significant impact on their productivity and effectiveness. However, there is little evidence to show that organizations have developed strategies to retain their high-impact performers. Sethi and Pinzon (1998) suggested that with the increased competition for top talent in today’s workforce and the changes in business world, organizations ought to consider creating new multi-faceted models to keep the best and brightest employees since excessive employee turnover often comes along with far reaching consequences of jeopardizing efforts to attain organizational objectives in terms of negative impact on innovation, consistency in service provision

and delivery to clients leading to dissatisfaction in both the internal and external customers in equal measure.

In general, researchers and scholars have pinpointed almost similar factors influencing employee retention in various organizations. It is however common that employee benefits have a great impact on job retention. Some of the differences the research literature review identified were work related elements, personal characteristics and certain external factors, which affect employee turnover rates and intent to leave. According to Tett and Meyer (1993), turnover intention popularly known as quit refers to the conscious and deliberate wilfulness of the workers to leave the organization. Vandenberg and Nelson (1995) defined intention to quit as the individual's own estimated probability (subjective) that they are permanently leaving the organization at some point in the near future. Intention to stay mirrors the employee's commitment to his organization and the willingness to remain employed (Hewitt, 2004). Ferris Hochwater et al. (1999) and Kemske (1998) concur that during the last decade, the HR department has shifted from a micro-focus on individual HRM practices to a debate of how the function as a holistic management approach may contribute to the competitive advantage of organizations. The workforce has changed dramatically in terms of age, gender, ethnic and racial composition, family structure, and job expectations.

## **2.7 Summary of the chapter**

This chapter has covered literature review introduction, overview of employee retention, factors influencing employee retention comprising of training and development; performance appraisal; welfare benefits; disciplinary procedure and career growth, theoretical frameworks comprising Maslow's hierarchy of needs and Herzbergs two factor theory, conceptual framework and the analysis of the literature reviewed.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This aim of this study was to determine the relationship between employee retention and five factors namely: - Training and development, Performance appraisal, Welfare benefits, Disciplinary procedure and Career growth; and employee retention amongst non-teaching staff at UoN Central Administration's on permanent and pensionable terms using both qualitative and quantitative methodologies. This chapter describes the statistical techniques that were used to determine the relationships between the independent variables and the depended variable under study. It consists of the research design, population and sampling, data collection procedures and analysis, ethical considerations and operationalization of the research variables.

#### **3.2 Research design**

The proposed research used the survey design to determine how and to what extend the five aforementioned factors influence employee retention at UoN. Simple random sampling was used to collect useful information from non-teaching employees on permanent and pensionable terms at UoN Central Administration.

#### **3.3 Sampling design**

##### **3.3.1 Target population**

The research targeted 778 non-teaching employees on permanent and pensionable terms at UoN Central Administration on grades I-IV, A-F, Assistant Registrar, Senior Assistant Registrar and Deputy Registrar positions.

##### **3.3.2 Sample size**

A sample of 130 was drawn from the targeted 778 employees on permanent and pensionable terms at UoN Central Administration by utilizing Yamane's (1967) calculation of the sample size at 8% significant level. Kothari (2008) stresses that sample

size chosen by the researcher should be capable of giving enough information about the population and one which can be analyzed with ease.

**Equation 3:** 
$$n = \frac{N}{1 + N(e)^2}$$

Where:  
 N – Population  
 e – Precision rate at +- 8%  
 n – Sample size

**Figure 2: Yamane’s (1967) Sample Size Calculation**

**3.3.3 Sampling procedure**

The study employed the stratified random sampling technique which is characterized by the advantage of every element in the population being known and has an equal chance of being selected as a subject in this study. A stratified random sampling according to Serakan (2000) is the least bias of probability sampling design and offers great generalization. The 26 units in Central Administration staff on permanent and pensionable terms were used as strata for sampling purposes distributed equally amongst Grades I-IV, A-F up to DR as follows;

**Table 3.1: Research Sample frame**

	UNIT	NUMBER	SAMPLE	%
1	Academic	49	7	14.29%
2	Administration	45	6	13.33%
3	Board of Undergraduate Common Courses	4	1	25%
4	Board of Postgraduate studies	13	3	2.08%
5	Bookshop	8	2	25%
6	Center for International Programs and Linkages	2	1	50%

7	Construction and Maintenance	69	12	17.39%
8	Dean of students	10	2	20%
9	DVC-Research, Production & Extension	4	1	25%
10	DVC-Student Affairs	8	2	25%
11	DVC-Academic Affairs	7	2	28.57%
12	DVC-Administration and Finance	9	2	22.22%
13	Estates	14	3	21.43%
14	Finance	78	12	15.38%
15	Information Communication Technology	106	16	15.09%
16	Internal Audit	17	3	17.65%
17	Legal	5	1	20%
18	Library	126	22	17.46%
19	Planning and Public Relations	3	1	33.33%
20	Procurement	15	3	20%
21	Security	112	13	11.61%
22	Sports and Games	6	2	33.33%
23	Transport	16	3	18.75%
24	University Health Services	25	5	20%
25	University Press	11	2	18.18%
26	Vice Chancellor's Office	16	3	18.75%
	<b>Total</b>	<b>778</b>	<b>130</b>	<b>16.71%</b>

### **3.4 Data collection Instrument**

Weller *et al.* (1998) describes data collection as the process of preparing and collecting data for the purpose of obtaining information to keep on record, to make decisions about important issues and to pass information onto others. The survey method of data collection was used in this research. Scheuren (2004) defines a survey as a research method for collecting information from a selected group of people using standardized questionnaires or interviews.

In the study, a structured questionnaire was used to collect data from the respondents. As Kothari (2008) observed questionnaires are objective than interviews because they gather responses in a standardized way. The first part of the questionnaires contained the demographic characteristics of the respondents' i.e. gender, age, marital status, level of education and working experience. The information in this section was hence be used to show the distribution of the respondents. On the other hand, in the second part of the questionnaire, each respondent was then be asked to answer the questions based a score value of 1= strongly disagree, 2= disagree, 3= not sure, 4= agree and 5= strongly agree. There were questions from each of the five aforementioned variables aimed at sampling the opinion of the respondents.

### **3.5 Reliability and validity of research instrument**

Doodley (1984) defines reliability as the consistency of a measure when used again and again. Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results after repeated trial. The questionnaires were divided into two equivalent halves and then a correlation coefficient for the two halves computed using the Spearman Brown Prophecy formula. The coefficient showed the degree to which the two halves of the test provide the same results and hence describe the internal consistency of the test. According to Kiess and Bloomquist (1985) a minimum correlation coefficient of 0.65 is recommended as indicating that an instrument is reliable. Reliability was also be maintained by checking the procedures and documentation so that they are precise.

David et al. (2007) defines validity as the ability of an instrument to measure what you intend it to measure. Validity, according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. According to Borg and Gall (1989) content validity of an instrument is improved through expert judgment. As such, the researcher sought assistance of the assigned supervisor, who, as an expert in research, helped improve content validity of the instrument.

### **3.6 Data processing, analysis and presentation**

Data processing was carried out through editing, coding and classification. Descriptive analysis was employed to analyze the qualitative data whereas simple statistical methods, regression and correlation analysis was utilized to analyze the quantitative data by aid of SPSS Software. The research data was presented in form of tables for easy inference.

### **3.7 Ethical consideration**

Ethics are norms governing human conducts which have a significant impact on human welfare. It involves making a judgment about right and wrong behaviour. Bell and Bryman (2007) states that it is the responsibility of the researcher to carefully assess the possibility of harm to research participants, and the extent that it is possible; the possibility of harm should be minimized. The researcher recognized that the issue under study was sensitive because it involved the core business of the organization. Therefore, there was need to protect the identity of the respondents as much as possible hence the questionnaires did not require the respondent's names or details that may reveal their identity.

The researcher obtained permission from UoN sampled staff allowing undertaking the study through use of an introductory letter explaining the purpose of the study and confidentiality assurance.

### **3.8 Summary of the chapter**

This chapter has discussed the research design, sampling design, data collection method and procedure, reliability and validity of research, data processing and analysis and finally data presentation.

**Table 3.2: Operational definitions of variables and measuring indicators**

arch ctives	Variables	Indicators	Measurement	Measureme nt Scales	Study Design	Tools of Analysis
development influences employee retention at the University of Nairobi	<b><u>Independent Variable:</u></b> Training & Development	UoN supports staff training & development	Number and percentage of staff perceiving Training & Development as influencing their retention at UoN	Nominal Ordinal  Interval	Qualitative & quantitative	-Mode -Median - Correlation -Mean -Standard deviation -Regression (Descriptive statistics)
		Training opportunities being allocated fairly				
		Career relevant training & development offered				
		Training & development enhanced performance				
	<b><u>Depended Variable:</u></b> Employee retention	Promotions based on training & development				
appraisal influences employee retention at the University of Nairobi	<b><u>Independent Variable:</u></b> Performance Appraisal	Performance targets clearly stated to staff	Number and percentage of staff perceiving Performance Appraisal as influencing their retention at UoN	Nominal Ordinal  Interval	Qualitative & quantitative	-Mode -Median - Correlation -Mean -Standard deviation -Regression (Descriptive statistics)
		Employees consulted on their targets				
		Performance ratings done fairly				
		Performance review period is sufficient				
	<b><u>Depended Variable:</u></b> Employee retention	Performance results used for career growth				

employee retention at the University of Nairobi	<b><u>Independent Variable:</u></b>	Staff medical scheme	Number and percentage of staff perceiving welfare benefits as influencing their retention at UoN	Nominal Ordinal  Interval	Qualitative & quantitative	-Mode -Median - Correlation -Mean -Standard deviation -Regression (Descriptive statistics)
	Welfare benefits	Leave policy				
	<b><u>Depended Variable:</u></b>	Employees general welfare care				
	Employee retention	Staff recreational facilities				
		UoN education policy for staff and their dependents				
influences employee retention at the University of Nairobi	<b><u>Independent Variable:</u></b>	Fair and just disciplinary procedure	Number and percentage of staff perceiving disciplinary procedure as influencing their retention at UoN	Nominal Ordinal  Interval	Qualitative & quantitative	-Mode -Median - Correlation -Mean -Standard deviation -Regression (Descriptive statistics)
	Disciplinary procedure	Supervisors correcting staff at fault humanely				
	<b><u>Depended Variable:</u></b>	Disciplinary rules and regulations are clear				
	Employee retention	Appeals are allowed on disciplinary decisions				
		disciplinary actions applied without favour				

<b>for career growth influences employee retention at the University of Nairobi</b>	<b><u>Independent Variable</u></b>	UoN support for staff career growth	Number and percentage of staff perceiving	Nominal Ordinal	Qualitative & quantitative	-Mode -Median - Correlation -Mean -Standard deviation -Regression (Descriptive statistics)
	Career growth	Career path for clearly defined				
	<b><u>Depended Variable</u></b>	Promotions based on merit and experience		Interval		
	Employee retention	Staff mentorship and coaching programs				
		Succession planning practice in place				

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter presents data analysis, presentation and interpretation. The main objective of the study was to examine the factors that influence employee retention at the University of Nairobi Central Administration. The study explores how employee retention at the University of Nairobi Central Administration is influenced by training and development, performance appraisal, welfare benefits, disciplinary procedure and potential for career growth. The study targeted a sample of 130 respondents who comprised of non-teaching employees on permanent and pensionable terms at University of Nairobi Central Administration.

**Table 4.2 Response Rate**

UNIT	Sample	Response rate	% Response rate
Academic	7	6	85.71%
Administration	6	5	83.33%
Board of Undergraduate Common Courses	1	1	100.00%
Board of Postgraduate studies	3	2	66.67%
Bookshop	2	2	100.00%
Center for International Programs and Linkages	1	1	100.00%
Construction and Maintenance	12	11	91.67%
Dean of students	2	2	100.00%
DVC-Research, Production & Extension	1	1	100.00%
DVC-Student Affairs	2	2	100.00%
DVC-Academic Affairs	2	2	100.00%
DVC-Administration and Finance	2	2	100.00%

Estates	3	3	100.00%
Finance	12	10	83.33%
Information Communication Technology	16	14	87.50%
Internal Audit	3	3	100.00%
Legal	1	1	100.00%
Library	22	20	90.91%
Planning and Public Relations	1	1	100.00%
Procurement	3	3	100.00%
Security	13	12	92.31%
Sports and Games	2	2	100.00%
Transport	3	3	100.00%
University Health Services	5	4	80.00%
University Press	2	2	100.00%
Vice Chancellor's Office	3	3	100.00%
<b>Total</b>	<b>130</b>	<b>118</b>	<b>90.8%</b>

However, only 118 questionnaires were returned filled thus making a response rate of 90.8%, which is an adequate response rate for statistical reporting. According to Mugenda and Mugenda (2003), a response rate of 50% and above is a good for statistical reporting. Statistical Software for Social Sciences (SPSS) was used to generate descriptive and inferential statistics. The study findings are presented in Tables and with explanations done in prose.

#### **4.2 Demographic Characteristics**

The demographic characteristics of the respondents points at their appropriateness in answering the questions and also looks at the employment demographics at University of Nairobi Central Administration. The study sought to establish demographic information

regarding age, gender, marital status, level of education, job category, departments where the respondents work and duration of service.

**Table 4.3 : Distibution of Respondents Age**

Age (Years)	Frequency	Percentage
Under 20 years	5	4.24
21-30 years	40	33.9
31-40 years	34	28.8
41-50 years	12	10.17
51-60 years	27	22.89
Over 60 years		
<b>Total</b>	<b>118</b>	<b>100</b>

The study findings in Table 4.3 show that a majority of the respondent (33.90%) were aged between 21 and 30 years followed by 28.8% of the respondents aged between 31 and 40 years. The proportion of respondents aged less than 20 years was 4.24% while 10.17% were aged between 41 and 50 years and 22.89% aged between 51 and 60 years. The study findings show that employees at University of Nairobi Central Administration are of different ages from youth, middle aged to old persons. The findings also reveal that most of the respondents were of the ages between 21 and 50 years and therefore had rich experiences which rendered them conversant enough with factors that influence employee retention at the University of Nairobi Central Administration.

**Table 4.4: Gender of the Respondents**

Gender	Frequency	Percentage
Male	69	58.5
Female	49	41.5
<b>Total</b>	<b>118</b>	<b>100</b>

The study findings in figure 4.4 show that a majority of the respondent (58.5%) were male while 41.5% were female. The study findings show that the information collected

on factors that influence employee retention at the University of Nairobi reflected perspectives from both gender.

**Table 4.5: Marital Status of the Respondents**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage</b>
Single	22	18.6
Married	96	81.4
<b>Total</b>	<b>118</b>	<b>100</b>

The study findings presented in Table 4.5 show that majority (81.6%) of the respondents were married while 18.6 were single. The study findings show that employees at the University of Nairobi Central Administration are mainly married. The study captured information on factors that influence employee retention from both married and single employees.

**Table 4.6: Level of Education of the Respondents**

<b>Level of Education</b>	<b>Frequency</b>	<b>Percentage</b>
KCSE	22	18.64
Diploma	18	15.25
Undergraduate Degree	45	38.14
Masters Degree	30	25.42
Ph.D	3	2.54
<b>Total</b>	<b>118</b>	<b>100</b>

The study findings in Table 4.6 show that 38.14% of the respondents held undergraduate degree while 25.42% held master degree, 2.54% were PH.D holders while 15.25% were diploma holders and finally 18.64% had certificates. These findings indicate that employees at the University of Nairobi Central Administration have attained tertiary education and are therefore knowledgeable enough to provide information on factors that influence employee retention.

**Table 4.7: Job Category of the Respondents**

<b>Job Category</b>	<b>Frequency</b>	<b>Percentage</b>
Assistant Registrar & Above	16	13.6
E-F	19	16.1
C-D	22	18.6
A-B	27	22.9
I-IV	34	28.8
<b>Total</b>	<b>118</b>	<b>100</b>

The study findings in Table 4.7 show that the respondents for the study were drawn from different job categories at the University of Nairobi. Majority (28.8% and 22.9%) of the respondents belonged to lower job group I-IV and A-B respectively. Minority (13.6%) of the respondents belonged to higher job group comprising assistant registrar and above. The study findings indicate that the study gathered information on factors that influence non-teaching employee retention across all job categories at the University of Nairobi Central Administration.

**Table 4.8: Duration of Service**

<b>Duration (Years)</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 6	22	18.6
6-10	55	46.6
11-20	29	24.6
More than 20	12	10.2
<b>Total</b>	<b>118</b>	<b>100</b>

The study finding in Table 4.8 presents the findings on the respondent's duration of service at the University of Nairobi Central Administration. Majority of the respondents (46.6%) had worked at the University of Nairobi Central Administration for period ranging from 6 to 10 years, while 24.6% of the respondents had worked for periods between 11 and 20 years, 18.6% of the respondents had worked for less than 6 years and 10.2% of the respondents had worked for more than 20 years. These findings indicate that majority of the respondents had worked at the University of Nairobi Central Administration for period long enough to be familiar with factors that influence employee retention in the institution.

### 4.3 Respondents' Perception on Employee Retention at the University of Nairobi

Prior to determination of the effect that training and development, performance appraisal, welfare benefits, disciplinary procedure and of potential for career growth have on employee retention, the study explored respondents perception on retention of their employment at the University of Nairobi. Responses to the statements in Table 4.9 were rated on a five point Likert scale on which 1=strongly disagree, 2=disagree, 3= not sure, 4=agree and 5=strongly agree. Mean and standard deviation were computed using SPSS and the results shown in Table 4.9.

**Table 4.9: Respondents' Perception on Employee Retention at the University of Nairobi**

<b>Respondents' perception on employee retention</b>	<b>Mean</b>	<b>Standard Deviation</b>
I often think of leaving the University of Nairobi	3.234	0.5245
I am job searching	3.181	0.5641
I love my job at the University of Nairobi	3.054	0.9893
I am hoping to retire at the University of Nairobi	3.493	0.8751
I will recommend UoN to any job seeker	3.291	0.8751

The study findings were interpreted by regarding responses with mean close to 1 as strongly disagree, 2 as disagree, 3 as not sure, 4 as agree and 5 as strongly agree. The study finding in Table 4.9 show that majority of the respondents were of moderate opinion regarding whether they often think of leaving the University of Nairobi and whether they are searching for other jobs as indicated by mean of 2.234 and 2.181 respectively. When asked whether they love their jobs at the University of Nairobi, majority of the respondents were not sure as indicated by a mean of 3.054. Similarly, majority of the respondents were not sure whether they would retire at the University of Nairobi or whether they would recommend other job seeker to the University of Nairobi.

The study findings indicate that majority of employees are of moderate opinion on their intention to retain their jobs at the University of Nairobi Central Administration. This was evident in the fact that the respondents were torn between the decisions to leave their jobs

or search for new jobs. Besides, the employees the University of Nairobi Central Administration did not fully love their jobs and were not sure whether they would retire at the University of Nairobi. Moreover, the employees at the University of Nairobi Central Administration were not sure whether they could recommend employment at the institution to any job seeker.

#### **4.4 The effect of training and development on employee retention at the University of Nairobi**

One of the objectives of the study was to establish the extent to which training and development influences employee retention at the University of Nairobi. The study investigated the extent to which training and development factors shown in Table 4.10 influence employee retention at the University of Nairobi. Table 4.10 shows the study findings.

**Table 4.10: The effect of training and development on employee retention at the University of Nairobi**

<b>Training and Development factors</b>	<b>Mean</b>	<b>Standard Deviation</b>
UoN support for staff training and development	4.036	0.9222
Training opportunities being allocated fairly	2.264	0.8812
Training and development offered relevant to employees' career	4.129	0.7902
Training and development enhancing employees' performance	4.043	0.8483
Promotions based on training & development	2.107	0.2274

From the study findings in table 4.10, majority of the respondents agreed that employee retention at the University of Nairobi is influenced by provision of training and development relevant to employees' career (4.129) and training that enhance employees' performance (4.043). Majority of the respondents' attributed retention of employment to the University of Nairobi's support for staff training and development (4.036). The respondents largely disagreed to the statements that training opportunities being allocated fairly (2.264) and promotions based on training & development (2.107).

The study findings revealed that employees perceive University of Nairobi's support for staff training and development as major contributor to employee retention. The employees appreciate the relevance of the training to career development but feel that the allocation of training opportunities is not done fairly. Moreover, the employees hold the opinion that promotions at the University of Nairobi are not based on the training acquired.

#### **4.5 The effect of performance appraisal on employee retention at the University of Nairobi**

The study investigated the influence that performance appraisal factors have on employee retention at the University of Nairobi. Table 4.11 shows the study findings.

**Table 4.11: The effect of performance appraisal on employee retention at the University of Nairobi**

<b>Performance Appraisal factors</b>	<b>Mean</b>	<b>Standard Deviation</b>
Performance targets clearly stated to staff	4.486	0.1501
Employees consulted on their targets	2.023	0.2454
Performance ratings done fairly	4.019	0.2147
Performance review period is sufficient	2.062	0.3413
Performance results used for career growth	4.113	0.2146

From the study findings in table 4.10, majority of the respondents stated employee retention is influenced by the clarity of performance targets (4.486), the fair ratings of performance (4.019), and the use of performance results for career growth (4.113). However, majority of the respondents indicated that employees were not consulted on performance targets (2.023) and performance review period is insufficient (2.062).

The study findings reveal that employees at the University of Nairobi attribute retention of employment to performance appraisal at the institution. Employee retention depends on the clarity of performance targets, fairness in the ratings of performance and the use of performance results for career growth. Majority of the employees at the University of Nairobi are of the view that they are not consulted when performance targets were set.

The study findings also show that employees perceive the performance review period as insufficient.

#### 4.6 The effect of welfare benefits on employee retention at the University of Nairobi

The study investigated the influence that welfare benefit factors have on employee retention at the University of Nairobi. Table 4.12 shows the study findings.

The effect of welfare benefits on employee retention at the University of Nairobi

<b>Welfare Benefit factors</b>	<b>Mean</b>	<b>Standard Deviation</b>
Employees' retention being influenced by medical scheme at UoN	4.374	0.495
Employees' retention being influenced by leave administration policy at UoN	4.272	0.219
Employees' retention being influenced by the care UoN provide on employees general welfare	4.158	0.383
Employees' retention being influenced by recreational facilities provided at UoN	2.081	0.482
Employees' retention being influenced by UoN education policy for staff and dependants	4.276	0.567

Majority of the respondents indicated that employees' retention at the University of Nairobi is influenced by medical scheme (4.374), leave administration policy at UoN (4.272), University of Nairobi education policy for staff and dependants (4.276) and the care University of Nairobi provide on employees general welfare (4.158). The study findings show that majority of the respondents disagreed to the statements that employees' retention was influenced by recreational facilities provided at the University of Nairobi (2.081).

The study findings reveal that welfare benefits provided at the University of Nairobi influences employee retention. Majority of the employees attribute retention of their employment at the University of Nairobi to benefits such as medical scheme leave

administration policy education policy and the care University of Nairobi provide on employees general welfare. Employees do not perceive recreational facilities as a major factor in employee retention.

#### **4.7 The effect of disciplinary procedure on employee retention at the University of Nairobi.**

The study investigated the influence that disciplinary procedure factors have on employee retention at the University of Nairobi. Table 4.13 shows the study findings.

The effect of disciplinary procedure on employee retention at the University of Nairobi

<b>Disciplinary Procedure</b>	<b>Mean</b>	<b>Standard Deviation</b>
Fair and just disciplinary procedure	4.057	0.106
Supervisors correcting staff at fault humanely	4.157	0.101
Disciplinary rules and regulations are clear	3.329	0.118
Appeals are allowed on disciplinary decisions	4.249	0.216
Disciplinary actions applied without favour	4.122	0.469

From the study findings in table 4.13, majority of the respondents agreed to the statements that fair and just disciplinary procedure (4.057), supervisors correcting staff at fault humanely (4.157), appeals are allowed on disciplinary decisions (4.249), and disciplinary actions applied without favour (4.122). However, the respondents were not sure of the clarity of disciplinary rules and regulations at the University of Nairobi.

The study findings reveal that employees perceive disciplinary procedures at the University of Nairobi as fair and just. However the study findings indicate that disciplinary rules and regulations at the University of Nairobi are not clear to some of the employees.

#### 4.8 The effect of potential for career growth on employee retention at the University of Nairobi

The study investigated the influence that the potential for career growth has on employee retention at the University of Nairobi. Table 4.14 shows the study findings.

The effect of potential for career growth on employee retention at the University of Nairobi

Potential for career growth	Mean	Standard Deviation
UoN support for staff career growth	4.012	0.6458
Career path for clearly defined	4.146	0.9652
Promotions based on merit and experience	4.434	0.1245
Staff mentorship and coaching programs	4.033	0.2104
Succession planning practice in place	4.029	0.8624

The study findings in table 4,14 show that majority of the respondents agreed to the statements that the retention of their work at the University of Nairobi is influenced by UoN support for staff career growth (4.012), employee promotions by merit (4.434), clear definition of employee career path (4.146), Staff mentorship and coaching programs (4.033) and succession planning practices (4.029).

The study findings indicate that employees perceive the support for staff career growth provided by the University of Nairobi as a factor that lead to retention of employment. The employees attribute employee retention to career development factors such as institutional support for staff career growth, employee promotions by merit, clear definition of employee career path, Staff mentorship and coaching programs and succession planning practices.

## 4.9 Regression analysis

This subsection presents the regression analysis results for the variables in the study.

### 4.9.1 Strength of the Regression Model

The model summary in table 4.16 shows that the coefficient of determination (the percentage variation in the dependent variable being explained by the changes in the independent variables), R Square equals 0.843. Therefore, 84.3% of changes in employee retention are explained by training and development, performance appraisal, welfare benefits, disciplinary procedure and of potential for career growth. The P- value of 0.000 (Less than 0.05) implies that the model for employee retention is significant at the 95 percent significance level.

**Table 4.12: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.918(a)	.843	.805	.51038	.843	1.242	4	96	.000

*Predictors: (Constant), Training and development, performance appraisal, welfare benefits, disciplinary procedure and of potential for career growth*

*Dependent Variable: Employee retention*

**Table 4.13: ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
Regression	.852	4	.213	1.242	.000
Residual	20.35	119	.171		
Total	22.64	123			

*Predictors: (Constant) Training and development, performance appraisal, welfare benefits, disciplinary procedure and of potential for career growth*

*Dependent Variable: Employee retention*

ANOVA findings (P- value of 0.00) in table 4.17 shows that there is correlation between the predictors variables (training and development, performance appraisal, welfare benefits, disciplinary procedure and of potential for career growth) and response variable (employee retention)

#### 4.9.2 Correlation analysis

Two variables are said to be correlated if their coefficient of correlations is greater than 0.5. If there is correlation between any two of the predictor (independent) variables one of them must be dropped from the analysis. As shown in table 4.15, none of the predictor variables had coefficient of correlation between themselves more than 0.5 hence all of them were included in the model. The matrix also indicated high correlation between the response/dependent variable (employee retention) and predictor variables (training and development, performance appraisal, welfare benefits, disciplinary procedure and of potential for career growth).

**Table 4.14: Pearson Correlation Correlations**

	Employee retention	Training and development	Performance appraisal	Welfare benefits	Disciplinary procedure	potential for career growth
Employee retention	1.000					
Training and development	0.736	1.000				
Performance appraisal	0.862	0.118	1.000			
Welfare benefits	0.767	0.128	0.247	1.000		
Disciplinary procedure	0.707	0.254	0.254	0.382	1.000	
Potential for career growth	0.868	0.224	0.354	0.337	0.294	1.000

#### 4.9.3 Regression Model

A multivariate regression model was used to determine the relative importance of each of the independent variables with respect to the employee retention at the the University of Nairobi.

The regression model was as follows:

$$Y = \beta_0 + X_1\beta_1 + X_2\beta_2 + X_3\beta_3 + X_4\beta_4 + X_5\beta_5 + \varepsilon$$

**Where:**

Y= Employee retention

X<sub>1</sub>= Training and development

X<sub>2</sub>= Performance appraisal

X<sub>3</sub>= Welfare benefits

X<sub>4</sub>= Disciplinary procedure

X<sub>5</sub>= Potential for career growth

β<sub>0</sub> = constant (y intercept)

β = coefficient

ε = error term

**Table 4.15: Coefficients of regression equation**

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
(Constant)		.260	.460		0.565	.031
Training and development	X <sub>1</sub>	.131	.048	.254	2.729	.001
Performance appraisal	X <sub>2</sub>	.170	.045	.300	3.778	.000
Welfare benefits	X <sub>3</sub>	.051	.023	.113	2.217	.000
Disciplinary procedure	X <sub>4</sub>	.048	.022	.093	2.182	.001
Potential for career growth	X <sub>5</sub>	.192	.072	.348	2.645	.000

*Dependent Variable:* Employee retention

The established multiple linear regression equation becomes:

$$Y = 0.260 + 0.131X_1 + 0.170X_2 + 0.051X_3 + 0.048X_4 + 0.192X_5 + 0.460$$

**Where**

Constant = 0.260, shows that if training and development, performance appraisal, welfare benefits, disciplinary procedure and of potential for career growth are all rated as zero, employee retention would be 0.260

$X_1 = 0.131$ , shows that one unit change in training and development results in 0.131 units increase in employee retention

$X_2 = 0.170$ , shows that one unit change in performance appraisal results in 0.170 units increase in employee retention

$X_3 = 0.051$ , shows that one unit change in welfare benefits results in 0.051 units increase in employee retention

$X_4 = 0.048$ , shows that one unit change in disciplinary procedure results in 0.048 units increase in employee retention

$X_5 = 0.192$ , shows that one unit change in potential for career growth results in 0.192 units increase in employee retention

The magnitude of the coefficients of the independent variables also denoted the strength of the influence that they have on the dependent variable. The results indicate that employee retention is strongly influenced by potential for career growth (coefficient 0.192) and performance appraisal (coefficient 0.170) followed by welfare benefits (coefficient 0.051), disciplinary procedure (coefficient 0.048) and training and development opportunities (coefficient 0.131). The positive regression coefficient indicate a direct proportionality in increase in the independent variables (training and development, performance appraisal, welfare benefits, disciplinary procedure and of potential for career growth) lead to increase in dependent variables (employee retention).

## CHAPTER FIVE

### SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of the study findings discussion, conclusions and recommendations. The findings are summarized in line with the objectives of the study which was to examine the factors that influence employee retention at the University of Nairobi Central Administration.

#### 5.2 Summary of Findings

The study explored how employee retention at the University of Nairobi Central Administration is influenced by training and development, performance appraisal, welfare benefits, disciplinary procedure and of potential for career growth. Table shows the summary of the study the findings.

**Table 4.16: Summary of findings**

Objectives	Main findings
To establish the extent to which training and development influences employee retention at the University of Nairobi	The study established that there is a relationship between training and development and employee retention at the University of Nairobi (correlation coefficient 0.736). The regression results also indicate that training and development significantly affect employee retention at the University of Nairobi (P value 0.001).  Majority of the respondents agreed that employee retention at the University of Nairobi is influenced by provision of training and development relevant to employees' career and training that enhance

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employees' performance. The study established that University of Nairobi's support for staff training and development plays a major role in enhancing employee retention. Nevertheless, the study found out that majority of the employees at the University of Nairobi have a perception that training opportunities are not allocated fairly and promotions not based on training & development.

To establish the extent to which performance appraisal influences employee retention at the University of Nairobi.

The study established that there is a relationship between performance appraisal and employee retention at the University of Nairobi (correlation coefficient 0.862 and P value 0.000). The study found out that the clarity of performance targets and the fair ratings of performance, the use of performance results for career growth were major factors that determined employee retention at the University of Nairobi. However, majority of the respondents indicated that employees were not consulted on performance targets and performance review period is insufficient.

To establish the extent to which welfare benefits influences employee retention at the University of Nairobi

The study established that a relationship exist between welfare benefits and employee retention at the University of Nairobi (correlation coefficient 0.767, P value 0.000). The study found out that employees' retention at the University of Nairobi is influenced by medical scheme, leave administration policy at UoN, University of Nairobi education policy for staff and dependants and the care University of Nairobi provide on employees general

welfare. Employees are of the view that recreational facilities provided at the University of Nairobi have no significant effect on employees' retention.

To establish the extent to which the disciplinary procedure influences employee retention at the University of Nairobi

The study found out that a relationship exists between disciplinary procedure and employee retention at the University of Nairobi (correlation coefficient 0.707, P value 0.001). The study findings revealed that employee retention at the University of Nairobi is influenced by fair and just disciplinary procedures, humane treatment by the supervisors, and availability of opportunity for appeals on disciplinary decisions. However, the clarity of disciplinary rules and regulations at the University of Nairobi was not sufficient.

To establish the extent to which potential for career growth influences employee retention at the University of Nairobi

The study established that there is a relationship between potential for career growth and employee retention at the University of Nairobi (correlation coefficient 0.868, P value 0.000). The study established that employee retention at the University of Nairobi is influenced by UoN support for staff career growth, employee promotions by merit, clear definition of employee career path, staff mentorship and coaching programs and succession planning practices.

### **5.3 Discussion**

Discussion of findings is presented as follows:

#### **5.3.1 The effect of training and development on employee retention at UoN**

The study established training and development significantly influence employee retention at UoN. The study findings revealed that employees perceive UoN's support for staff training and development as major contributor to employee retention. The employees appreciate the relevance of the training to career development but feel that the allocation of training opportunities is not done fairly. Moreover, the employees hold the opinion that promotions at the University of Nairobi are not based on the training acquired.

The study findings are in tandem with the previous studies that established relationship training and development significantly influence employee retention. For instance, Mondy and Noe (2005) argue that training and development is the formal activities designed by an organization to help its employees acquire the necessary skills and knowledge to perform current or future jobs. Training and development activities like job training, coaching, mentoring and counselling are important activities for employees to get valuable support, knowledge, skills and abilities (Maths & Jackson, 2004). Therefore, training and development plays an important factor in career satisfaction of an employee in their career lives. Moreover training provides employees with specific skills or helps to correct deficiencies in their performances thus enhancing their retention.

#### **5.3.2 The effect of performance appraisal on employee retention at UoN**

The study established that employees at UoN attribute retention of employment to performance appraisal at the institution. Employee retention depends on the clarity of performance targets, fairness in the ratings of performance and the use of performance results for career growth. Majority of the employees at UoN are of the view that they are not consulted when performance targets were set.

The study findings correlates to that of Mondy and Noe (2005) who stated that performance appraisal help employers to periodically evaluate an employee's

performance which is an important factor in employee retention. Through the performance appraisal exercise, employees may be aware of their level of performance and realize their areas of weaknesses from their supervisors. Results of performance appraisal may facilitate organizational decisions in compensation allocation, promotions, termination, transfers, recognition awards and training opportunities that can influence an employee's career satisfaction (Lau & Sholihin, 2005).

The study findings also show that employees perceive the performance review period as insufficient. This may lead to incomprehensive evaluation of employees performance and subsequent decisions on whether to retain an employer. The study finding is in line with Lau & Sholihin, (2005) who argued that performance appraisal can be a source of frustration for employees due to the unfairness and subjectivity by the administrators.

### **5.3.3 The effect of welfare benefits on employee retention at UoN**

The study found out that welfare benefits provided at UoN influences employee retention. Majority of the employees attribute retention of their employment at UoN to benefits such as medical scheme, leave administration policy, education policy and the care UoN provides on employees general welfare.

Previous literature also points at the relationship between welfare benefits and employee retention. According to Derek & Laura H (1998), employee welfare is intended to make life worth living for workmen. The benefit leading to employee retention is achieved physically (health, safety, paid holidays, reduced working hours etc.) and emotionally (improved mental health through provision of counselling services, improved communication and general human relations at the workplace). The study established that employees at the University of Nairobi do not relate employee satisfaction to physical benefits such as recreational facilities within the institution.

### **5.3.4 The effect of disciplinary procedure on employee retention at UoN**

The study findings reveal that a relationship exists between disciplinary procedure and employee retention at UoN. The study findings revealed that employee retention at UoN

is influenced by fair and just disciplinary procedures, humane treatment by the supervisors, and availability of opportunity for appeals on disciplinary decisions. However the established that disciplinary rules and regulations at UoN are not clear to some of the employees.

Other studies emphasize the relationship between disciplinary procedure and employee retention. For example, Nzuve and Singh (1992) stated that failure to follow a fair, transparent and uniform disciplinary procedure result in legal penalties for damages and or annulment of the firm's action. This may in turn affect the retention of undisciplined employees. Nzuve and Singh (1992) argue that constructive discipline fosters cooperation and high level of morale among employees so that written and unwritten rules and procedures are obeyed willingly. Observation of discipline leads to high employee retention rates.

### **5.3.5 The effect of potential for career growth on employee retention at UoN**

The study established that a relationship exist between potential for career growth and employee retention at UoN. Employees perceive the support for staff career growth provided by UoN as a factor that lead to retention of employment. The employees also attribute employee retention to career development factors such as institutional support for staff career growth, employee promotions by merit, clear definition of employee career path, Staff mentorship and coaching programs and succession planning practices.

In line with the study findings, Arnold (1996) argued that career management and career self management lead to clarification of organizational plans and provide accompanying individual with opportunities to dispel anxiety and frustration in employees. According to Granrose and Portwood (1987), organizations providing career relevant information and assistance will narrow an employee's career focus and bind them more closely to the company. Career planning and development also ensures an alignment of individual career planning and organizational career management processes to achieve an optimal match of individual and organizational needs which leads to higher rates of employee retention.

#### **5.4 Conclusions**

The study concludes that employee retention at UoN is influenced by training and development, performance appraisal, welfare benefits, disciplinary procedure and of potential for career growth. Employees perceive institutional support for staff training and development as a major contributor to employee retention. The employees appreciate the relevance of the training to career development. For training and development to have a positive influence on employee retention, the programs must be fair and promotions based on the training acquired.

The study concludes that performance appraisal enhances retention of employment to at UoN. Performance appraisal factors such as the clarity of performance targets, fairness in the ratings of performance and the use of performance results for career growth greatly influence employee retention. The main drawback to enhanced employee retention through performance appraisal at the institution is lack of comprehensive when performance targets are set.

The study draws conclusion that welfare benefits provided at UoN influences employee retention. Employees are willing to retain their work if they access benefits such as medical scheme, leave administration policy, education policy and the care UoN provides on employees general welfare.

Disciplinary procedures play an important role in employee retention at UoN. Academic institutions retain their employees for longer periods if disciplinary procedures are fair and just. The retention of employees in higher institutions of learning can be achieved through humane treatment by the supervisors and availability of opportunity for appeals on disciplinary decisions.

The study concludes that the potential for career growth at UoN serves as a major factor in employee retention. Employees perceive the support for staff career growth provided by the institutions as a motivator for retention of employees. The employees also attribute employee retention to career development factors such as institutional support for staff

career growth, employee promotions by merit, clear definition of employee career path, Staff mentorship and coaching programs and succession planning practices.

### **5.5 Recommendations**

The study recommends that UoN can enhance non-teaching employee retention by encouraging transparency and fairness in provision of training & development opportunities to their employees.

The study recommends that the duration taken to evaluate employee performance should be long enough to allow comprehensive assessment and the process of evaluation should involve wide consultations especially in setting performance targets. This will ensure that employees feel that they are part and parcel of the institution and they tend to retain their work for longer periods.

The study recommends that UoN can improve non-teaching employee retention by providing welfare benefits that meet the need of employees. For employees to understand the usefulness of welfare benefits, UoN should provide the employees with sufficient information that will enable them to appreciate the benefits and enhance their loyalty to the institution.

The study recommends that UoN should make disciplinary rules and regulations clear to their non-teaching employees. Making sure those employees understand disciplinary procedures enable them to appreciate any disciplinary decision related to them. This contributes to understanding between employers and employees in the event of disciplinary action thus improving employee retention.

### **5.6 Suggestions for further Research**

The study suggests further research on the effectiveness of strategies used by other higher institutions of learning to retain employees so as to generate more knowledge.

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**INTRODUCTION LETTER**

Harrison Shimanyi Akala

P.O. Box 30197-00100,

Nairobi.

October/November, 2012

**ATTN: TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

**RE: REQUEST FOR PERMISSION TO CARRY OUT RESEARCH**

I am Harrison S. Akala a Masters Student at the University of Nairobi Registration No. L50/77434/2009. I am currently undertaking my research project and the topic is:

*“Factors influencing employee retention amongst the non-teaching staff at the University of Nairobi.”*

I kindly seek your assistance with the necessary data and information to carry out the assignment. The project research will be purely for academic and will not be used for any other purposes.

Your assistance and co-operation will be greatly appreciated.

Thanks in advance and looking forward to working with you.

Yours sincerely,



Harrison S. Akala

RESEARCH QUESTIONNAIRE

Kindly respond by ticking in the appropriate box if you strongly disagree, disagree, don't know, agree or strongly agree depending on how you view the state of affairs. Your name and other forms of identification are not necessary for the purposes of this research.

**SECTION A: PERSONAL INFORMATION**

**1. Age:**

Under 20 years	<input type="checkbox"/>	31-40 years	<input type="checkbox"/>	51-60 years	<input type="checkbox"/>
21-30 years	<input type="checkbox"/>	41-50 years	<input type="checkbox"/>	Over 60 years	<input type="checkbox"/>

**2. Sex:**            Female             Male

**3. Marital status:**    Single             Married

**4. Education level:**

KCPE	<input type="checkbox"/>	Diploma	<input type="checkbox"/>	Masters	<input type="checkbox"/>
KCSE	<input type="checkbox"/>	Degree	<input type="checkbox"/>	PhD	<input type="checkbox"/>

**5. Grade:**

I-IV	<input type="checkbox"/>	C-D	<input type="checkbox"/>	Assistant Registrar &
A-B	<input type="checkbox"/>	E-F	<input type="checkbox"/>	Above <input type="checkbox"/>

**6. Department (e.g. *Transport, Library*).....**

**7. Years of service at UoN:**

Below 5 years	<input type="checkbox"/>	16-20 years	<input type="checkbox"/>	Above 30 years	<input type="checkbox"/>
6-10 years	<input type="checkbox"/>	21-25 years	<input type="checkbox"/>		
11-15 years	<input type="checkbox"/>	26-30 years	<input type="checkbox"/>		

**SECTION B: RETENTION FACTORS**

<b>B1. Training &amp; Development factors</b>		<b>Strongly disagree</b>	<b>Disagree</b>	<b>Not sure</b>	<b>Agree</b>	<b>Strongly agree</b>
1	UoN support for staff training and development is influencing my retention in service					
2	My retention at UoN is being influenced by training opportunities being allocated fairly					
3	Training and development offered relevant to my career is influencing my retention at UoN					
4	Training and development enhancing my performance has influenced my retention at UoN					
5	Training and development based promotions at UoN is influencing my retention in service					
<b>B2. Performance Appraisal factors</b>		<b>Strongly disagree</b>	<b>Disagree</b>	<b>Not sure</b>	<b>Agree</b>	<b>Strongly agree</b>
1	My retention at UoN is being influenced by performance targets being clearly stated to me					
2	Performance targets being set in consultation with my supervisor is influencing my retention at UoN					
3	Performance ratings being done fairly is influencing my retention at UoN					
4	Performance appraisal review period is sufficient and this is influencing my retention at UoN					
5	Performance appraisal results being used for my career growth is influencing my retention at UoN					
<b>B3. Welfare Benefits factors</b>		<b>Strongly disagree</b>	<b>Disagree</b>	<b>Not sure</b>	<b>Agree</b>	<b>Strongly agree</b>
1	The staff medical scheme is influencing my					

retention at UoN					
Leave administration policy is influencing my retention at UoN					
UoN cares for its employees general welfare and this is influencing my retention in its service					
My retention is being influenced by recreational facilities being provided to staff at UoN					
UoN education policy for staff and dependants is influencing my retention in service					

<b>B4. Disciplinary Procedure at UoN</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Not sure</b>	<b>Agree</b>	<b>Strongly agree</b>
1 My retention in service is been influenced by a fair and just Disciplinary procedure at UoN					
2 Supervisors at UoN correcting staff at fault humanely is influencing my retention in service					
3 Disciplinary rules and regulations are clearly communicated to staff which has influenced my retention at UoN					
4 Appeals are allowed on disciplinary decisions and this has influenced my retention at UoN					
5 My retention has been influenced by disciplinary actions being applied to all without favour at UoN					

<b>B5. Career Growth</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Not sure</b>	<b>Agree</b>	<b>Strongly agree</b>
1 My retention in service has been influenced by UoN supporting staff career growth					
2 Career path for individuals is clearly defined at UoN which has influenced my retention in service					

My retention at UoN is influenced by Promotions being based on merit and experience					
My retention at UoN is influenced by Staff mentorship and coaching programs in place					
Succession planning practice is influencing my retention at UoN					

**SECTION C: EMPLOYEE RETENTION**

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1 I often think of leaving UoN					
2 I am job searching					
3 I love my job at UoN					
4 I am hoping to retire at UoN					
5 I will recommend UoN to any job seeker					

**SECTION D: Suggestions**

1. Apart from the above mentioned factors, briefly describe the other reasons that are influencing your decisions to remain in the services of University of Nairobi

.....  
.....  
.....

2. Kindly suggest what other approaches that the University of Nairobi can employ to keep you in service longer than expected

.....  
.....

*Thanks a lot for creating and sparing some time to participate in this*