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MOTIVATIONAL FACTORS THAT INFLUENCE RETENTION OF NURSING

FACULTY IN KIAMBU NURSE TRAINING INSTITUTIONS

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MOTIVATIONAL FACTORS THAT INFLUENCE RETENTION OF NURSING FACULTY IN KIAMBU NURSE TRAINING INSTITUTIONS

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Abstract

Purpose: The main purpose of this study was to establish the motivational factors that influence retention of nursing faculty in Kiambu County.

Methodology: The study design was descriptive cross-sectional. The study population comprised nursing faculty currently working in Nursing Council of Kenya registered Institutions in Kiambu County. The total population of full time nurse educators in the 7 NCK registered schools in Kiambu County was approximately 50. Census sampling method was used where the entire nursing faculty in Kiambu County. The study used questionnaires to collect the required data. Descriptive statistics was used mainly to summarize the data. SPSS was used for analysing complex data. Data presentation was through the use of pie charts, and frequency tables.

Results: The study findings revealed that there was a significant relationship between the effect of career development opportunity and the period of time the faculty had worked in the current organization. Availability of human resources was cited by 50% of the respondents as the work environment factor requiring improvement. Majority (66.7%) of the respondents said management of their respective institutions was not responsive to the faculty's needs. There was no significant relationship ($P=0.081$) between the academic status of the respondent and the effect of institutional management factors on motivation.

Policy recommendation: The study recommended that a research exploring the intrinsic factors that motivate faculty in Kiambu County Nursing Institutions needs to be carried out and the institutional management of Kiambu County nursing programs should institute a system of continually finding what the faculty needs are and responding to these needs.

Keywords: *Motivational factor, retention of nursing faculty and Nurse training Institutions*

1.0 INTRODUCTION

1.1 Background to the Study

Health training institutions play a great role in preparing the workforce. A central objective of health workforce development is to produce sufficient numbers of skilled workers with technical competencies whose background, language and social attributes make them accessible and able to reach diverse clients and populations. To achieve this, the teaching staffs require training as well as more credible support and career incentives so that a better balance with the competing demands of research and service can be achieved (WHO, 2006).

Nursing faculty in both government and non-government funded institutions are a critical component of the health systems globally since they have a great role in production of competent nurses who are able to provide good health services. Good health services are those which deliver effective, safe, quality personal and non-personal health interventions to those that need them, when and where needed, with minimum waste of resources (WHO, 2007). Retention and motivation of qualified nursing faculty is critical in ensuring the faculty produces a well performing health workforce. A well-performing health workforce is one that works in ways that are responsive, fair and efficient to achieve the best health outcomes possible, given available resources and circumstances i.e. there are sufficient staff, fairly distributed; they are competent, responsive and productive (WHO, 2007).

1.2 Statement of the Problem

Kenya is classified as one of the countries with a critical shortage of health care providers (WHO, 2006). One of the strategies of tackling this problem is to invest more in the education of health workers and to enhance the teaching staff's performance through better management of workers in both the public and private sectors. The main source of Kenya's human resources for health is local training institutions. There are 100 approved nurse training institutions in Kenya, seven of which are located in Kiambu County. These include: Kijabe AIC, Nazareth Hospital, Kenya Medical Training College, Thika, Presbyterian university of East Africa, Kikuyu, Kenyatta University, Mt. Kenya University and Jomo Kenyatta University of Science and Technology (Nursing Council of Kenya, 2014).

The Nursing Council of Kenya which regulates nursing education directs that all nursing programs and institutions should have on board professional certified and clinically qualified nurse educators of sufficient numbers and expertise to accomplish nursing programs. It recommends the lecturer to student ratio in class room teaching to be 1:10. (Nursing Council of Kenya, 2014). However, Medical Training Colleges (MTCs) which are government sponsored colleges distributed throughout Kenya have a tutor capacity of 257 lecturers for 22 MTCs, but have reported the need to more than double this capacity, requesting an additional 317 lecturers and tutors (Gachie, 2015).

This shortage directly impacts the supply and demand of registered nurses (RNs) in the clinical work environments and the ability of these nurses to deliver high quality patient care. One of the challenges faced by deans and directors of schools of nursing is to identify strategies that will encourage faculty to stay in academe. This shortfall is likely to impact on the quality of training offered in Kenya's health training institutions and subsequently also impact on health service

delivery in Kenya (Government of Kenya, 2009). Vacancy rates at all levels of the health system in Kenya remain too high at 79% and Kenya still struggles to attract and retain the health workers she needs (Government of Kenya, 2009). Using the 2009 population census figures, the overall health worker vacancy rate is 79% (Kenya, 2013).

A situation analysis by the Kenya Health Workforce project in 2010 revealed that due to the limited number of nursing faculty, they often cited many responsibilities and a heavy workload, including the development of new curriculum on community management of HIV and infection control, in addition to their teaching responsibilities and the clinical oversight of students affected their production capacity. Despite all these staffing challenges, the faculty are expected to produce adequate health workers who are well equipped to provide quality health services in the challenging and ever evolving health workplace. It is therefore important to ensure retention of the few existing faculty and explore ways and means of motivating them to work efficiently.

Kiambu County is home to seven of the 100 NCK registered nurse-training institutions. Due to its geographical location (proximity to a city), it has both urban and rural features which might impact on the motivation and retention of faculty. The data gathered from this county can be generalised for both rural and urban health training institutions.

2.0 LITERATURE REVIEW

Competitive salaries are fundamental to the recognition of faculty contributions and accomplishments. A major challenge in the recruitment and retention of faculty is that salaries in the educational setting are often lower, and sometimes significantly lower, than those in the clinical setting. This discrepancy can make it difficult to recruit and retain faculty members. Additionally, there may be salary discrepancies among faculty within the institution and even within the nursing education unit. Some of the discrepancies within the institution may be based on the faculty member's credentials and longevity; such factors need to be determined to make accurate comparisons. Salary compression, which arises when new faculty are hired at comparatively higher salaries than those who have been at the institution long-term, can occur when faculty members are recruited from the clinical setting (Marilyn S. Brady, 2010).

Faculty require professional development, mentoring, and institutional encouragement to master the faculty role and continue in it. The college/university environment is changing in dramatic ways, adapting to the demands of the information age, re-examining what and how students learn, and responding to increasingly varied and demanding learners and new workforce skills. This can be positive and exhilarating; one of the most highly valued aspects of the job. The demanding educational environment and the full array of role expectations encourage faculty to embrace a constant state of self-improvement in order to be fully successful. (Karl D. Yordy, 2006). There are a couple of secrets about what employees want from training and development opportunities, however. Plus, training and development opportunities are not just found in external training classes and seminars. These ideas emphasize what employees want in training and development opportunities. They also articulate your opportunity to create devoted, growing employees who will benefit both your business and themselves through your training and development opportunities (Heathfield., 2013).

Healthy work environments in the nursing academic setting are essential for the recruitment and retention of faculty; they also serve to promote excellence in nursing education. Although the early efforts addressing healthy work environments focused on the clinical practice setting, more recent efforts have also considered the work environment in academic settings (Marilyn S. Brady, 2010). A healthy work environment is a work setting in which policies, procedures and systems are designed so that employees are able to meet organizational objectives and achieve personal satisfaction in their work. (Marilyn S. Brady, 2010). A component of promoting a healthy work environment does involve hiring individuals who are positive and have the potential to thrive once the proper environment is provided (Brooks, 2007). Educators are expected to instruct students in clinical settings, often caring for very ill patients while maintaining their own clinical expertise. Many faculties also do not feel they receive adequate peer support or mentoring by more experienced faculty members in these endeavours. Nursing schools should also recognize that faculty members require mentoring, professional development opportunities, and institutional encouragement in order to thrive as faculty members and feel satisfied with their careers

In a meta-analysis of factors affecting job satisfaction in nursing faculty members, Gormley, (2003) found a strong, significant effect size for "the relationship between faculty expectations of the chairperson's participation in curriculum and instruction and overall job satisfaction". This finding speaks directly to the need for the leader to be competent and credible. The importance of good leadership is echoed by the recent follow-up report on critical care nurses' work environments which found that the most frequently cited factor that would lead a nurse to reconsider leaving a current position was better leadership. The leadership of the nurse administrator is very influential in determining the culture of the organization and the overall health of the work environment. Nurse administrators need to recognize that they are leading a group (Marilyn S. Brady, 2010). It is recognized, however, that effective leadership styles are dependent on the situation. If the program has many novice nurse educators, a more authoritarian leadership style may be necessary initially. On the other hand, if the faculty members are experienced, a participative style would promote greater faculty satisfaction (Marilyn S. Brady, 2010)

3.0 METHODOLOGY

The study design was descriptive cross-sectional. The study population comprised nursing faculty currently working in Nursing Council of Kenya registered Institutions in Kiambu County. The total population of full time nurse educators in the 7 NCK registered schools in Kiambu County was approximately 50. Census sampling method was used where the entire nursing faculty in Kiambu County. The study used questionnaires to collect the required data. Descriptive statistics was used mainly to summarize the data. SPSS was used for analysing complex data. Data presentation was through the use of pie charts, and frequency tables.

4.0 RESEARCH FINDINGS AND DISCUSSION

4.1 Demographic Data

4.1.1 Gender of the Respondents

Majority of the study respondents were female 27(64%) while male respondents were 15(36%). This indicates that Female respondents were more than their male counterparts in Kiambu Nursing training institutions.

4.1.2 Age of Respondents

Twenty nine (69.1%) of the respondents were aged between 30-50years. Eight respondents (19%) were aged between 20-30 years, 17 respondents (40.5%) were aged between 30-40years, 12 respondents (28.6%) were in the age between 40-50 years, and 11.9% were in the age between 50-60 years. See Table 1

Table 1: Age of Respondents

Age of respondent	Frequency	Percent
20-30 years	8	19.0
30-40 years	17	40.5
40-50 years	12	28.6
50-60 years	5	11.9
Total	42	100.0

This shows majority of the nurse educators in Kiambu County are an experienced workforce who are very valuable based on professional expertise. This has a direct impact on the quality of nursing education in Kiambu County and in Kenya as a whole

4.1.3 Academic qualification

The respondents' academic qualifications are presented in the table 2

Table 2: Academic Qualifications of Respondents

Academic qualification	Frequency	Percent
Higher diploma	2	4.8
Bachelors	19	45.2
Masters degree	19	45.2
Doctoral degree	2	4.8
Total	42	100.0

From the table 3, holders of bachelors and masters degree tied at 19 respondents which translated to 45.2% each while holders of higher diploma and doctoral degree also tied at 2 respondents which translated to 4.8% each. The high academic levels can be explained by the Nursing Council of Kenya's education requirements for nursing educators which are; a master or doctoral level for bachelors programs or a bachelor degree or higher diploma for diploma programs.

Advanced nursing education is recognized as a crucial element of nursing practice and the profession of nursing. Nursing educators with advanced academic credentials are needed to prepare nurses to work in today's health care system. Nurses are encouraged to achieve academic progression in order to provide high-quality care (NLN, 2010)

4.1.4 Work Experience in the Current Institution

The median number of years that Kiambu nursing faculty had been with their current employer was 2.0 years. This means faculty in Kiambu nursing institutions had short tenures in their jobs. This short tenure points to a high turnover rate of faculty in Kiambu nursing institutions. Twenty eight (66.7%) of the educators who met the inclusion criteria had worked for less than 3 years in the current institution. 11 educators (26.2%) had worked for 4 to 7 years, 2 educators (4.8%) had worked for 8 to 11 years and only 1 educator (2.4%) had worked in the current institution for 12 to 15 years.

The average employee retention rate for Kiambu County nursing faculty which was measured by adding the number of years of employment for each faculty and dividing the total by number of employees was 3.45 years. These findings point to a low retention rate of faculty in Kiambu Nursing programs which may be a red flag indicating the need for some changes to policies and procedures that affect employees (Price, 2017). A T-Test did not give any evidence of a significant relationship (P value .882) between the gender of the respondent and the number of years the respondent had worked in the current institution.

However, a cross tab between the gender of respondents and the length of time they had worked in the current institution revealed the results in table 3

Table 3 Cross Tabulation between Gender and Faculty Tenure

		Tenure of faculty				Total
		Less than 3 years	4 to 7 years	8 to 11 years	12 to 15 years	
Gender	Male	8	6	1	0	15
	Female	20	5	1	1	27
Total		28	11	2	1	42

Eight (53.3%) of the males had worked in the current institution for less than 3 years while 7 (46.67%) of the males had worked in the current institution for more than 3 years. 20 (74.1%) of the female respondents had worked in the current institution for less than 3 years while only 7 (25.9%) had worked for more than 3 years. This shows most female educators in Kiambu County had only worked in their current institution for less than 3 years. This corresponds to previous findings by that despite the fact that a number of female employees increasing in world labour force, the job turnover rate is also very high in case of female employees (Yousaf, 2014). The factors leading to an increased job turnover for Kiambu female nurse educators need to be studied.

It is important to identify the factors that contribute to the job satisfaction and/ or job dissatisfaction of nursing faculty in higher education and how these factors predict their intent to stay in academe. This will be vital in resolving the problem of low retention rate

4.2 Financial Factors

Thirty nine (92.7%) of the respondents rated the net monthly income they received from their respective institution as unsatisfactory and only 3 (7.1%) of the respondents said their salary was satisfactory. A one-way ANOVA did not show any significant relationship (P value of 0.314) between the academic qualifications and the respondents' satisfaction to the net income. This finding is comparable with the literature reviewed that salaries in the educational setting are often low and there may be salary discrepancies among faculty within the institution and even within the nursing education unit. (Marilyn S. Brady, 2010).

When asked if the monthly salary affected their job performance, 27 (64.3%) responded yes and 8(19%) said sometimes it did affect their performance. Only 7(16.7%) of the respondents said the monthly income did not affect their job performance. A cross-tabulation between how the educators rate their monthly salary and if the salary affects their job performance showed the results in Table 4

Table 4 A cross-tabulation between salary and performance

		Does Salary Affect faculty's Job Performance			Total
		Yes	No	Sometimes	
Faculty View of Salary	Satisfactory	2	1	0	3
	Unsatisfactory	25	6	8	39
Total		27	7	8	

The respondents who said their salary (whether satisfactory or unsatisfactory) affected their job performance were 35(83.3%), while the respondents who said their salary did not affect their performance were only 7(16.67%). These findings are in line with findings from a study done by American Association of Colleges of Nursing in Washington D.C. in 2005 which revealed that salary is an influential factor in the employment decisions of those completing graduate education. However, a chi square test did not give any evidence of significance (P value of 0.216) between the academic qualifications of the respondent and if the salary affected their job performance. This was due to the small size of the sample which was a limitation for this study.

Thirty (71.5%) of the educators reported they received other financial incentives apart from their monthly salary while 12(28.6%) reported they didn't receive any financial incentives other than their monthly salary. The financial incentives received by the respondents are shown in table 4.6

Table 5: Financial Incentives other Than Monthly Salary Received by Respondents

Financial Incentive Other Than Monthly Salary Received	Frequency	Percent
Pay increase	1	2.4
Bonuses e.g. Christmas bonus	7	16.7
Fringe benefits e.g. subsidised meals, company car, pension scheme, etc	15	35.7
Per diem	10	23.8
Others Extra teaching allowances	6	14.3
Others: None	3	7.1
Total	42	100.0

Fringe benefits and per diem allowances were the most common financial incentives for the educators as depicted in the table 4.6. When asked if these financial incentives motivated the nursing educators to work in their respective institutions, 31(73.8%) of the lecturers replied no and only 11(26.9%) said the incentives motivated them.

These findings are similar to those of a study done in Iowa to determine the factors that influenced attraction and retention of nurse educators. The financial incentives were found to be the least important factor in attracting and retaining the faculty at the institution. (Marilyn S. Brady, 2010).

4.3 Career Development Opportunities

The career development opportunities that were reported to exist for nurse educators in Kiambu Nursing Training Institutions were as shown in the table 6

Table 6: Existing Career Development Opportunities in Current Institution

Career Development Opportunities	Frequency	Percent
Promotion	3	7.1
Internal Continuous Professional Development courses (CPD)	15	35.7
Funding for research	1	2.4
Scholarships	4	9.5
External conferences/workshops	13	31.0
Others: None	4	9.5
others: networking	2	4.8
Total	42	100.0

From the table, internal continuous professional development courses (CPD) and external conferences were the most common career development opportunities at 15(35.7%) and 13(31%) respectively. When asked which opportunities from table 6 above the educators had benefited from since joining the institution, 12(28.6%) of the educators responded they had not benefited from any career development opportunity, 11(26.2%) said they had attended external conferences and workshops while 10(23.8%) said they had benefitted from internal CPD courses

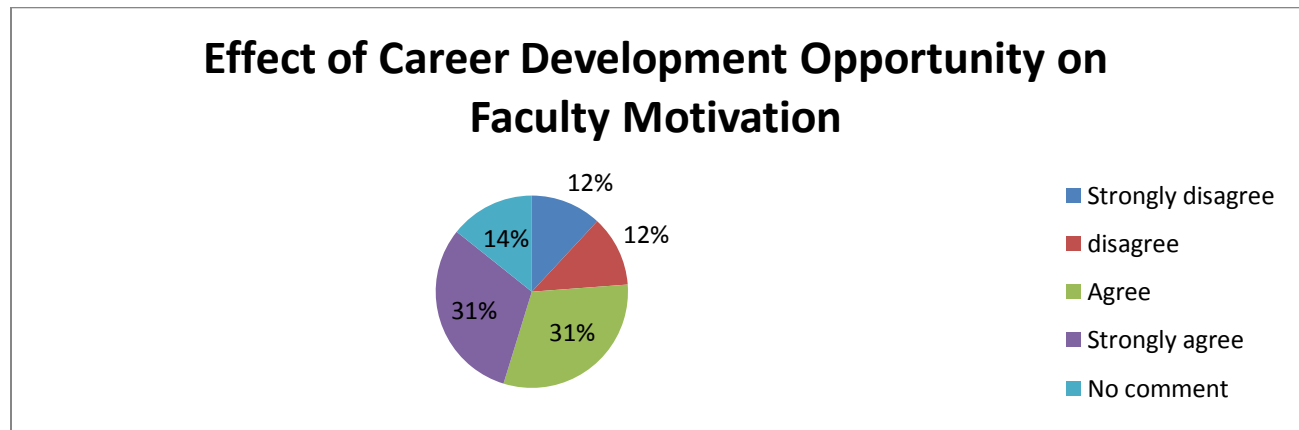


Figure 1: Effect of Availability of Career Development Opportunity on Faculty Retention

Figure 1 demonstrates that majority of the educators 26(62%) agreed 13(31%) or strongly agreed 13(31%) that the availability (or lack of thereof) of career development opportunities affected their retention in the institution. Ten (29.8%) of the educators either disagreed or strongly disagreed career development opportunities affected their retention. A T-test showed a significant relationship (P value of 0.037) between the effect of career development opportunity and the period of time the respondent had worked in the current institution. This is in line with literature reviewed regarding the importance of career development on faculty retention that, in addition to conveying important information on teaching and learning, faculty development activities can help nurse educators become more comfortable with other aspects of their roles (scholarship, service, and other university missions), minimizing their struggle with the sometimes conflicting expectations. (Billings, 2003).

The study further sought to find out which was the greatest motivator under career development opportunities. Figure 2 further illustrates other career development opportunities that were regarded as great motivators by the educators.

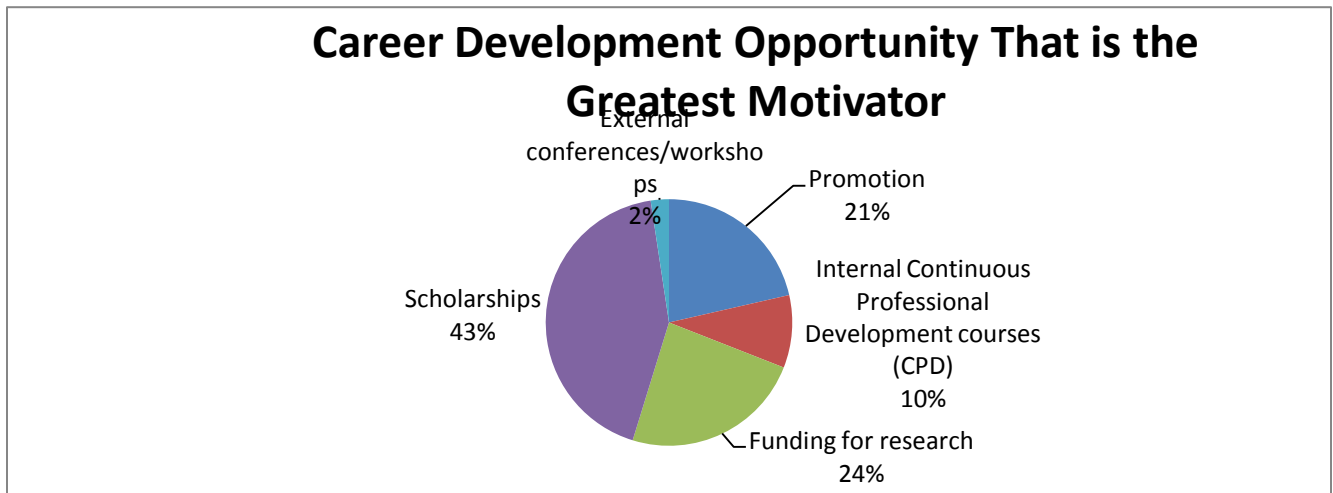


Figure.1: Career Development Opportunity that is The Greatest Motivator for Faculty

Scholarships were chosen to be the greatest motivator by 18 respondents which represented 42.9% of the educators followed by funding for research by 10 respondents which was equivalent to 23.8% of the educators. 9 educators (21.4%) said promotion was the greatest motivator, 4 (9.5%) said internal continuous professional development courses while only 1 respondent said external workshops were the greatest motivator. These findings are similar to literature reviewed regarding the importance of availability of opportunities to continue to grow and develop through training and development as one of the most important factors in employee motivation (Heathfield., 2013). This is because employees tend to develop a sense of loyalty for employers who are willing to invest in them. Additionally, these career development programs will hopefully increase productivity of the employees. (Gomez, 2014)

4.4 Work Environment Factors

The following work environment factors were explored to find if they motivated the educators to continue working in their respective institutions: working hours, job satisfaction, job security, and supportive organization climate, support of supervisors, support of peers, availability of material resources and availability of human resources.

Table 7: Effect of Work Environment Factors on Retention

Work environment factor	Strongly agree N(%)	Agree N(%)	Disagree N(%)	Strongly disagree N(%)	No comment N(%)	SD
working hours	8(19)	10(23.8)	19(45.2)	5(11.9)	0(0.0)	.944
job satisfaction	8(19)	13(31)	18(42.9)	2(4.8)	1(2.4)	.939
job security	8(19)	24(57.1)	8(19)	2(4.8)	0	.759
Organization climate	6(14.3)	8(19.0)	25(59.5)	3(7.1)	0(0.0)	.828
support of supervisors	2(4.8)	19(45.2)	18(42.9)	2(4.8)	1(2.4)	.772
support of peers	2(4.8)	29(69.0)	10(23.8)	0(0.0)	1(2.4)	.665
availability of material resources	2(4.8)	13(31.0)	27(64.3)	0(0.0)	0(0.0)	.587
availability of human resources	1(2.4)	6(14.3)	28(66.7)	7(16.7)	0(0.0)	.643

From table 7, 18 (42.8%) respondents said that working hours motivated them to work in the institution. 24 respondents (57.1%) disagreed working hours motivated them to work in their respective institutions with a standard deviation of 0.944. These findings show working hours was not one of the motivating factors for nurse educators of Kiambu County Nursing Schools

Job satisfaction has been identified in the literature as a variable that promotes retention in organizations. Individuals who are satisfied with their jobs have high levels of motivation and organizational commitment (Marcia J Derby-Davis, 2014). 21(50%) of the respondents agreed that job satisfaction motivated them to work in their institutions while 20(47.7%) of the respondents disagreed job satisfaction motivated them.

A chi square test did not reveal any significant relationship (P value of .560) between the academic level of the respondent and job satisfaction. However, literature reviewed indicates that level of education has been identified as a variable that impacts job satisfaction. (Sharma, 2009). The contradiction in the findings is likely due to the small sample of respondents. Job security was reported by 32(76.1%) of the respondents as motivating them to work in their institutions. Only 10(23.8%) of the respondents said job security did not motivate them. This demonstrates job security played a big role in motivating faculty in Kiambu County Nursing Schools. These findings are in line with other studies done that show job security is one of the highest motivator for employees (Gomez, 2014)

Twenty eight (66.7%) of the educators disagreed the organizational climate in their respective institutions motivated them to work. Only 14(33.3%) agreed the organizational climate in their institutions motivated them. This means a majority of faculty in Kiambu Nursing programs are

not satisfied with their work environments. The specific aspects of organizational climate (physical environment, social, technological and political environments) were not studied. This means there's need for a further study on Kiambu Nursing Institutions organizational climate and explore how it can be improved to motivate the nursing faculty.

Twenty one (50%) of the educators said support of supervisors motivated them to work while 20(47.7%) disagreed supervisor's support motivated them to work in their institutions. Supervisor's role is important in creating a supportive work environment for employees. A T-test showed there was a significant relationship (P value of .000) between the work environment as a motivator and the supervisor's support. Support of peers was found to motivate 31(73.8%) of the respondents and only 11(23.8%) of the respondents disagreed to be motivated by support of their peers. This shows majority of nurse educators were supportive of their peers and this was one of the motivating factors for the nurse educators.

Availability of material resources only motivated 15(35.8%) of the respondents while 27(64.3%) of the respondents disagreed availability of material resources motivated them to work in their respective institutions. 35(83.4%) of the educators disagreed availability of human resources motivated them to continue working in their institutions. Only 7(16.7%) of the educators agreed availability of human resources motivated them to continue working. According to literature reviewed, infrastructure and resource availability should be a principal consideration in the work environment. Nursing education cannot be effective without the correct resources. Poor infrastructure does not inspire confidence from the health workers working there (Mischa Willis-Shattuck, 2008).

These findings are in line with Kanter (1977) who asserted that the structure of the work environment is an important correlate of employee attitude and behaviors in organizations and that perceived access to power and opportunity structures relate to the behaviors and attitudes of employees in organizations.

When asked which aspect of work environment required the most improvement to improve retention in each respondent's respective institution, 21(50%) of the educators said availability of human resources, 8(19%) of the educators said job satisfaction and 5(11.9%) said supportive organizational climate.

Table 8 Work Environment Factor Requiring Most Improvement

Work Environment Factor	Frequency	Percent
Working hours	4	9.5
Job satisfaction	8	19.0
Job security	1	2.4
Supportive organizational climate	5	11.9
Availability of material resources	3	7.1
Availability of human resources	21	50.0
Total	42	100.0

Table 8 further illustrates how the educators responded. The findings are similar to literature reviewed which indicated availability of human resources is important as the career satisfaction

and success of nursing faculty have been threatened by heavy workloads and the multiple role expectations of teaching. It is imperative that nursing administrators provide supportive environments in which resources are available so that the quality of nursing education can be sustained. (Marcia J Derby-Davis, 2014)

4.5 Institutional Management

Figure 3 illustrates the leadership styles utilized by Kiambu County Nursing institutions' heads.

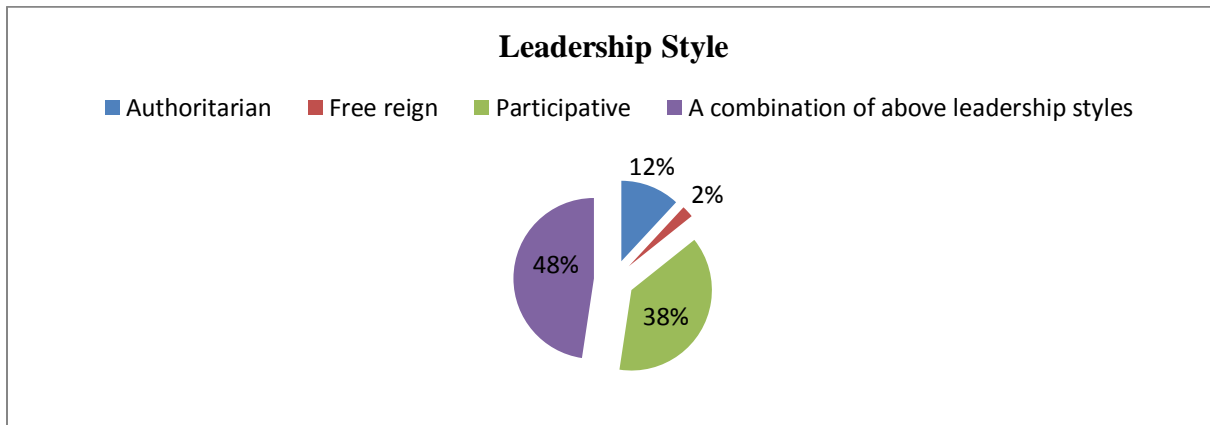


Figure 3: Leadership Styles Utilized By Nursing Program Managers

From the figure, 20 (47.6%) of the respondents said their leaders utilized a combination of leadership styles and 16(38.1%) responded their leaders utilized participative leadership style.

There was no significant relationship (P value of 0.761) between the leadership style and the length of time each respondent had worked in the current institution. There was also no significant relationship (P value .105) between the age of the respondent and the leadership style of the manager.

These findings of the leadership styles used are contrary to previous research findings that nursing programs with faculty members who are experienced use participative style of management while the institutions with novice nurse educators are likely to utilize a more authoritarian leadership style. The lack of correlation could be due to the small size of the study sample.

Various institutional management factors that influence motivation were explored. The educators' responses are depicted in table 9.

Table 9: Institutional management Factors That Influence Faculty Motivation

	Institutional Management Factor	Strongly agree 42(%)	Agree 42(%)	Disagree 42(%)	Strongly disagree 42(%)	SD
1	Management is responsive to employees needs	0(0.0)	14(33.3)	25(59.5)	3(7.1)	.587
2	Provision of a good and supportive working environment	2(4.8)	18(42.9)	22(52.4)	0(0.0)	.594
3	Management exercises fairness in rewarding compensation and benefits	0(0.0)	19(45.2)	22(52.4)	1(2.4)	.547
4	Manager is professional and ethical	3(7.1)	36(85.7)	3(7.1)	0(0.0)	.383
5	Manager is well qualified and competent in decision making	5(11.9)	31(73.8)	6(14.3)	0(0.0)	.517

From table 9, 39 (92.8%) of the educators agreed their managers are professional and ethical. A majority of the educators 36(85.7%) also agreed their managers were well qualified and competent in decision making. This demonstrates Nursing Program managers in Kiambu County are well qualified and professional.

Despite these findings, 28 (66.6%) of the respondents said management was not responsive to employees' needs, 22(52.4%) disagreed there was provision of a good and supportive working environment and 23(54.8%) also disagreed the management exercised fairness in rewarding compensation and benefits. This shows there's a disconnect between faculty and the management and despite the manager being competent and professional, faculty needs and working environment were not being responded to. The descriptive statistics of the effect of all the institutional management factors on faculty motivation showed a mean of 11.8 with a standard deviation of 1.6. This means majority (68%) of the respondents disagreed institutional management factors motivated them in their work.

This can be explained by Herzberg's two-factor theory of motivation which divides the motivating factors into two categories: motivational and hygiene factors. Hygiene factors, including the suitability of factors such as salary, policy and administrative regulations, personal relationships with peers, supervisors and subordinates, job security, work environment and the quality of supervision can prevent dissatisfaction but does not necessarily cause satisfaction] and the motivational factors, including factors such as the nature of work, appreciation, achievement, responsibility, growth and development cause satisfaction ,but lack of them does not cause dissatisfaction (Sharma, 2009).

A T-test to compare the relationship between influence of institutional management factors and the sex of the respondent showed there was no significant relationship (P value .416). A one-way

ANOVA test showed no significance ($P=0.081$) on the relationship between academic status and the effect of institutional management factors on faculty motivation. These findings are in line with the reviewed literature that in order to retain employees and reduce turnover managers must learn to align their goals with the end goals of employees. By aligning the rewards and needs of employees, managers can determine the proper reward system to most effectively increase job satisfaction of employees (Nedd, 2006)

When asked what effect a new management would have on the respondent's motivation and retention in the institution, 17(40.5%) of the respondents said no effect at all while 16(38.1%) said a change of management would have a positive effect. The remaining 9(21.4%) said a new management would have a negative effect on them. A one-way ANOVA between the academic qualifications and the impact of a new manager showed no significance (P value 0.706) in the relationship. A cross-tab between the leadership style and the impact of a new management yielded the results in table 10

Table 10: Leadership style * effect of a new management on your motivation and retention in this institution Crosstabulation

	What effect would a new management have on your motivation and retention in this institution?			Total	
	Positive effect	Negative effect	No effect at all		
In your opinion, what leadership style does your institution's head utilize?	Authoritarian	3	0	2	5
	Free reign	0	0	1	1
	Participative	9	4	3	16
	A combination of above leadership styles	4	5	11	20
Total	16	9	17	42	

This demonstrates the leadership style of Kiambu Nursing program managers did not determine the faculty's motivation. A one-way ANOVA showed there was no significance (0.187) between the leadership style of the current leader and the predicted impact of a new management. These findings contradict reviewed literature regarding the importance of good leadership which was echoed by a report on critical care nurses' work environments which found that the most frequently cited factor that would lead a nurse to reconsider leaving a current position was better leadership (Ulrich, 2009).

5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

The study found out that there was no significance between the academic qualifications and the respondents' satisfaction to the net income. The study results showed that there was no significant relationship between the academic qualifications of the respondent and if the respondent was satisfied with the net income. The study revealed that There was a significant relationship) between effect of career development opportunity on respondent's motivation and the period of time the respondent had worked in the institution. The study also found that the organization climate was not found to motivate the respondents and most of the educators said availability of human resources required improvement in their respective institutions and the study found that the management was not responsive to their needs. A change of management was reported by the majority to not have any effect at all on their motivation.

5.2 Conclusion

The study concluded that the net monthly income played a major role in nursing faculty job performance and retention. However, the financial incentives offered at the institutions were not found to motivate the faculty. The study concluded that most educators had benefitted from career development opportunities in their institutions. These career development opportunities were found to motivate the faculty to work. Scholarships and funding for research were reported to be the greatest motivators to the faculty. However, only a small percentage of the faculty had benefitted from them. The study also concluded that availability of material and human resources and a supportive organization climate were reported to be the areas that required improvement in most nursing programs in order to motivate the nursing faculty. It was also possible to conclude that the managers of Kiambu nursing programs are professional and well qualified but the institutional management in most of the respondents programs need to be responsive to the employees needs and provide a good and supportive working environment for the nursing faculty.

5.3 Recommendations

The study recommended that the managers/directors of the nursing programs in Kiambu County should increase the net monthly income of the faculty to a level that is satisfactory to the faculty in their respective institutions to improve motivation. The management of nursing programs should offer scholarships and funding for research as career development initiatives to the faculty to improve retention of the faculty. The managers of the nursing programs in Kiambu County should recruit more human resources to improve the working environment for the nursing faculty across Kiambu County and that the institutional management of Kiambu County nursing programs should institute a system of continually finding what the employees needs are and responding to these needs.

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