
**THE IMPACT OF STAFF DEVELOPMENT ON NURSING TURNOVER IN MISSION HOSPITALS IN KENYA- A
Case Study of PCEA Chogoria Hospital**

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ABSTRACT

The World Health Organization Report (2000) found that the performance of any healthcare system depends on the knowledge, skills and motivation of the people responsible for delivering services. The purpose of this research was, to study the impact of staff development on nurse turnover at mission Hospitals in Kenya- a case study of PCEA Chogoria Hospital. Through a detailed literature review, the researcher reviewed literature related to staff development and turnover. Descriptive research design was used with the application of both qualitative and quantitative approaches of research to collate, analyze and present data. The researcher used sample size of 30% of the target population of 147 Registered and Enrolled nurses working in various departments of the Hospital. Stratified random sampling technique was used to ensure equal representation of these professional cadres of staff. The main data collection instruments were review and analysis of records and questionnaires. The main finding of this study is that nurse training and development is an important issue because it enhances nurse satisfaction and retention for continued provision of quality healthcare. It is recommended that the mission hospitals should institute a strong induction and orientation program, and implement more short term and long term staff development strategies to improve nurse retention and minimize turnover.

Key Words: Nurse, Development, Retention, Turnover, Chogoria

1.0 INTRODUCTION TO THE STUDY**1.1 Background of the Study**

Human resources are the most important input of any healthcare systems. The World Health Organization Report (2000) found out that the human resources bill is usually the biggest single item in the recurrent budget for health. The performance of any healthcare system depends ultimately on the knowledge, skills and motivation of the people responsible for delivering services. To ensure they deliver quality services, they need not only to receive quality basic training but also to continuously update their knowledge, skills and attitudes through CME sessions, short courses, specialized workshops, conferences, post-basic training, among other means (CHAK Times Issue no. 32, 2009).

There is a shortage of Health workers globally which has created push and pull factors that encourage HRH migration. The worst hit countries are from sub-Saharan Africa where despite efforts to develop HRH, the push factors and the pull factors in the developed countries cause a lot of migration particularly of the best skilled and experienced health workforce (CHAK Times, 2009). In a situation analysis of Faith Based Health services in Kenya conducted by Mureithii *et al* (2007), found that there was a shortage of health workers (nurses) in Faith Based Health facilities due to limited opportunities for training and dynamics in the HRH labour market. In the recent years, many organizations including Mission Hospitals in Kenya are concerned about nurse turnover.

Miyuki (2009) found that Personnel turnover poses a significant problem through loss of trained employees and is even more problematic when the supply of such skilled and knowledgeable employees is limited, thus leading to a permanent loss of productivity. Sullivan and Decker (2005) defines turnover

as the number of staff members who vacate a position. Turnover is either positive or negative. It may be negative if key or skilled workers leave the organization leading to reduced performance, increased costs of employee replacements and training or development. Some employee turnover positively benefits organizations. This happens when a poorly performing nurse is replaced by a more productive nurse, and can happen when a senior retirement allows the promotion or acquisition of welcome 'fresh blood'. The more valuable the employees in question the more damaging the resignation, particularly when they move on to work for competitors. By contrast, where skills are relatively scarce, where recruitment is costly or where it takes several weeks to fill a vacancy, turnover is likely to be problematic for the organization. It's the turnover of good talent that can be prevented that companies seek to address.

When good talent leaves, companies incur significant replacement costs in recruiting, selecting, and training replacements, in addition to lost opportunity costs by having key positions vacant. Sullivan and Decker (2005) suggest that turnover can be interpreted by co-workers of the departed nurse as a rejection of the job and recognition that better job opportunities exist elsewhere. As a result, they may reevaluate their present position in the organization and develop negative job attitude. In addition the nurses who remain may have to work overtime or work harder to cover departed nurse; this can cause both physical and mental strain that may result in additional departures.

Since the year 2003, most mission hospitals have experienced high rates of employee turnover especially nurses due to job dissatisfaction. PCEA Chogoria Hospital is one of the largest mission hospitals in Kenya. The Hospital has 465 health workers out of which about 147 are nurses who work in the Main hospital and College of nursing. Among the various cadres of staff, nursing turnover has been the highest. Nurse turnover has been closely associated with the hospitals' human resource training and development programs. Human resource training and development represent important forces for shaping employee behavior and attitudes which in turn impacts on turnover and turnover intentions.

Mwenda (2006) in his paper entitled "Seeking a stronger and more beneficial partnership with the Government" notes that there is human resource for health crisis. Mwenda (2006) further found that the main reasons for this crisis are: loss or major decline of Medical missionaries and volunteers, high turnover of professional health workers and administrators due to competition in the labor market, limited opportunities for career progression and human resource development. To the researcher's knowledge, therefore, no conclusive study has examined the link between staff training and development on nursing turnover and turnover intentions especially in mission hospitals. It seems that there is a gap in the empirical knowledge available about the effects of training and development on nurse turnover in the organizational context.

1.2 Statement of the Problem

The primary aim of this study was to investigate the impact of staff development programs on nursing turnover in mission hospitals in Kenya – a case for PCEA Chogoria hospital. In this study, retention of nurses through training is an important issue because shortages could lead to work over-loads, burnout and dissatisfaction of nurses, and compromised standards of patient care. Evaluating the impact of staff development programs could lead to recommendations for decreasing nurses' turnover rates and save costs on recruitment, selection, in service education and placement of nurses. The reduction in turnover through staff training and development might be a motivator to present employees, enhancing their levels of job satisfaction and the changes based on the findings could help to improve the quality of care rendered to patients in mission hospitals. Unless this situation is arrested, the hospital will experience

problems in maintaining sufficient numbers of nurses to provide the necessary health care services.

From previous studies, no studies have been done to investigate the impact of staff development on nursing turnover at the PCEA Chogoria hospital. Hence, a study on the impact of staff development on nursing turnover within PCEA Chogoria (mission) Hospital was deemed necessary. In addition, it will be necessary and appropriate to examine employees' judgments about nurse training and development and how this variable influences their turnover and turnover intentions.

1.3 Objectives of the Study

This study was guided by the following objectives:

- i. To find out how management support on staff development influence nursing turnover.
- ii. To investigate how staff development program influence nursing turnover.
- iii. To assess how nurse attitude towards staff development may impact on nursing turnover.
- iv. To find out the factors in staff training and development that influence nursing turnover.

1.4 Research Questions

- i. How does management support on staff development influence nurse turnover?
- ii. How does staff development program of nurses influence nurse turnover?
- iii. What is the attitude of nurses on staff development program?
- iv. What factors in staff training and development that influence nursing turnover?

1.5 Significance of the Study

The findings of the study were to add knowledge to the health care sector on the impact of staff development on nursing turnover in Mission hospitals. It is to enlighten and encourage the management of PCEA Chogoria Hospital to develop strong staff development strategies for nurse retention. The hospital, patients and communities could benefit from such enhanced retention of nurses. The research findings may form a basis for further studies on employee turnover.

1.6 Limitations of the Study

Since this study was conducted in one mission hospital, the findings could not be generalized to other private hospitals in Kenya. The budget allocated for this research was not adequate to facilitate a comprehensive research to be undertaken. The researcher was, however, to utilize voluntary services to minimize this limitation. The research was limited to ethical issues such as privacy and confidentiality of respondents and disclosure of confidential information relating to hospital. The researcher requested for permission from the management before collection of data and had to assure the respondents of their privacy and confidentiality.

There was limited availability of local literature on this area of study at the hospital. The researcher did not get back questionnaires from all respondents due to logistical problems. Because Questionnaires were completed by nurses working at PCEA Chogoria hospital, different results might have been obtained if nurses who had actually resigned from working at the hospital had completed the questionnaires. Despite these limitations, this study attempted to study the impact of staff development on nurse turnover at mission hospitals and recommendations should be viewed against these limitations.

1.7 Scope of the Study

The study was carried out between January-February, 2011 and it covered the nurses working at the PCEA Chogoria hospital which is located in Maara district, Tharaka-Nithi County. These nurses were 147 drawn from the main hospital (wards and outpatient clinics), Community health (projects and dispensaries) and College of nursing (nurse tutors).

2.0 LITERATURE REVIEW

2.1 Introduction

According to Kombo and Tromp (2006) review of literature helps the researcher to have a better understanding of the theoretical framework of research resulting from studying various theories related to the topic. Mugenda and Mugenda (2003) notes that the purpose of literature review is to help the researcher to avoid unnecessary and unintentional duplication of work; form a basis within which the research findings are to be interpreted; and demonstrates the researcher's familiarity with the existing body of knowledge. This chapter contains the theoretical literature review, critical review, research gaps to be filled by this research and conceptual framework.

2.2 Theoretical Review

This chapter contains literature reviewed pertaining to staff training and development and nurse turnover. Specifically, previous empirical findings relating to each construct was explored and that led to the development of the conceptual model.

2.2.1 Employee Turnover

Robins (2002) defines employee turnover as the rate at which an organization loses or gain employees. Turnover intention is defined as an employee's own estimated probability that he or she has a conscious and deliberate intent/desire to permanently leaving the organization at some point in the near future (Mohamad, 2006). Yin and Yang's (2002) meta-analysis reported that the strongest organizational factors related to nurse turnover intentions were lack of internal promotion and career advancement opportunity. A study on Malaysian government doctors by Samad (2006) found that recognition for achievement and career advancement were negatively and significantly related to turnover intentions.

Sullivan et al (2005) found that although its difficult to estimate the actual cost of nursing turnover, there are numerous expenses incurred in hiring a new nurse and temporarily replacing a nurse who quits or who is fired (e.g., paying other nurses to work over time or hire a temporary replacement). Some turnover can't be helped, such as when an employee gets an offer from another company that your company can't match, or if the employee moves from the area due to family or other personal reasons. It's the turnover of good talent that can be prevented that companies seek to address.

High rates of turnover weaken the structure of nursing systems and impede the proper implementation of nursing processes and procedures, thus impact nursing systems' care leading to negative care outcomes. Turnover directly impacts an institution's ability to provide effective, efficient and safe care; thus negatively affects the quality of services provided. Hayajneh et al (2009) found that high rates of nursing turnover are likely to lead to shortage of nursing staff and loss of human capital of experienced and skilful nurses, which jeopardize the need for high standards of education, the difficulties posed by

family responsibilities and lack of proper leadership; Skilled employees resign for many different reasons. Hayajneh et al (2009) further found that high staff turnover is related to (i) low payment; (ii) lack of recognition and low professional status; (iii) job dissatisfaction and inadequate opportunity for professional development; (iv) excessive stress, low morale and promotion prospects; (v) working long shifts, overtime, as well as weekends, nights and holidays, scheduling and staffing level, and (vi) moral incongruity as nurses are expected to implement actions which they might perceive as morally wrong.

Chartered Institute of Personnel Development (CIPD, 2010) research highlights the importance of front line managers and how their behavior relates directly to employee engagement, job satisfaction, advocacy and performance. Abeysekera (2007) suggested that to ameliorate intention to quit and in turn reduce turnover, managers need to actively monitor workloads and the relationships between supervisors and subordinates. Monitoring workloads and supervisor-subordinate relationships by management may reduce intention to quit and subsequent turnover, thereby saving organizations the considerable financial cost and effort involved in the recruitment, induction and training of replacement staff.

2.2.2 Staff Development

Armstrong (2009) defines development as the growth or realization of a person's ability and potential through the provision of learning and educational experiences, while Training is the planned and systematic modification of behaviour through learning events, programmes and instruction, which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively. Basavanthappa (2000) argues that Staff development is the process directed towards the personal and professional growth of nurses and other personnel while they are employed by the health care agency. Training programs can affect work behavior in two ways. The most obvious is by directly improving the skills necessary for the employee to successfully complete his or her job. A second benefit from training is that it increases an employee's self efficacy-a person's expectation that he or she can successfully execute the behaviors required to produce an outcome. Employees with high self-efficacy have strong expectations about their abilities to perform successfully in new situations.

Buchan (2004) identified the organizational characteristics of hospitals that "serve as magnets for professional nurses: that is, they are able to attract and retain a staff of well-qualified nurses and are therefore consistently able to provide quality health care. These organizational characteristics included participatory and supportive management style, decentralized organizational structure, clinical career opportunities, planned orientation of staff, and an emphasis on in-service/continuing education. Buchan (2004) further found that nurse turnover and vacancy rates in the magnet hospitals were significantly lower, while nurse job satisfaction was higher. Staff development program in any institution requires consideration of three key managerial factors or elements: Training policy, Assessment of training needs and budget or resource mobilization for training. These elements are discussed below:

Training policy

According to Fred (1991), Policy refers to specific guidelines, methods, procedures, rules, forms, and administrative practices established to support and encourage work toward stated goals. Policies set boundaries, constraints, and limits on the kind of administrative actions that can be taken to reward and sanction behavior; they clarify what can and cannot be done in pursuit of an organization's objectives. Songwa (2005) argues that policies (written or unwritten) are directives designed to guide thinking, decisions and actions of managers and their subordinates in implementing an organization's strategy.

Chogoria Hospital Human Resource Policy Manual (2006) states that staff training and development can only be offered to staffs who have served the Hospital for at least three continuous years (for long courses) and at least three continuous months (for short external courses). Staff orientation is offered and staffs fully sponsored by the hospital for long training programs are bonded for four-five years.

Training needs

Needs assessment is the first step towards staff development. Any health care organization must justify how an educational activity can achieve an organizational goal, such as better patient care, reduced operating costs, or more efficient or satisfied personnel (Sullivan *et al.*, 2005). Learning needs can be identified through checklists, advisory groups, quality improvement data, professional standards and group brainstorming.

Training budget

Training budget is provided per year for staff development and training. The budget, however, is dependent on availability of funds (Chogoria Human Resource Manual, 2006).

2.2.3 Staff Development Programs

The main purpose of Staff development programs for nurses is to provide the opportunity for nurses to continually acquire and implement the knowledge, skills, attitudes, ideals and values essential for the maintenance of high quality of nursing care (Basavanthappa, 2000). Sullivan *et al* (2005) argue that every health care organization has specific goals, and attainment requires trained personnel. Properly educating employees usually results in higher productivity, fewer accidents or mistakes, better morale, greater pride in work, and better nursing care. The objective of many staff development programs can be expressed in terms of organizational impact, such as reduced turnover, fewer grievances, reduced absenteeism, improved quality of care, and fewer accidents (Sullivan *et al.*, 2005). Staff development can be divided into internal (on-the-job) and external (off-the-job) sources. The following are some of the staff training and development programs:

2.2.3.1 On-the-Job Training Program

This is an educational method using observation and practice that involves the employees learning new skills after being employed (Sullivan *et al*, 2005). On-the-job instruction has several positive features such as its cost-effectiveness. Learners learn effectively at the same time they are providing necessary nursing services. Moreover, this method reduces the need for outside instructional facilities and reliance on professional educators. Organizations that have well designed career programs will have employees with more realistic expectations and career tracking systems that will lessen the chance that good employees will leave because of inadequate training opportunities.

Huselid (1995) found that that HRM practices influence employee skills through the acquisition and development of firm's human capital. Recruiting procedures provide a large pool of qualified applicants, paired with a reliable and valid selection regimen, will have substantial influence over the quality and type of new skills employees possess. Huselid (1995) further argued that providing formal and informal training experiences, such as basic skills training on-the-job experiences, coaching, mentoring, and management development, can further influence employee development.

2.2.3.2 Orientation Program

Orientation is the process of acquainting a new employee with the work environment so that she or he can relate quickly and effectively to new surroundings, (Basavanhappa, 2000). The purpose of orientation is to make the new employee feel wanted and needed by co-workers and Supervisors and to convince the employee that her or his presence is important to achievement of health goals. Sullivan *et al* (2005) further argues that a well planned orientation reduces the anxiety that new employees feel when beginning the job while at the same time socializing the employee into the work place contributes to unit effectiveness by reducing dissatisfaction, absenteeism, and turnover. According to Laphalala (2006), welcoming new Employees through effective orientation program can make new employees feel comfortable and valuable within the new organization and increase these employees' loyalty to the organization and to work itself, possibly helping reduce turnover rates among newly appointed nurses.

The preliminary aspect of orientation is indoctrination or induction training. Induction training includes introduction to rules, regulations, policies and procedures that apply to all agency employees. Sullivan *et al* (2005) found that new employees have unrealistically high expectations about the amount of challenge and responsibility they will find in their first job. According to Nyambura (2005), poor orientation contributes to labor turnover as well as "reality shock" when employee find that the job they expected is not what they find, they feel discouraged, disillusioned and quit.

Klein *et al* (2000) postulated that employees who participated in the organizational support program (e.g., employee orientation training program) generally exhibited higher organizational commitment, supported the firm's mission, understood the firm's corporate culture, adopted its values and beliefs, and demonstrated a willingness to stay longer in the organization. Moreover, the level of employee training through a realistic job preview, job shadowing opportunities, and core standards training have instilled loyalty and a positive attitude among resort club employees (LaLopa, 1997).

Mohamad (2006) found that employees are more likely to indicate intent to leave organization in the absence of adequate support from top management and co-workers. He further found that individuals with higher perceived organizational support would be less likely to seek out job alternatives in other organizations. Previous researchers reported that perceived organizational support are more likely to influence turnover intentions through other key mediating variables such as job satisfaction (Ghiselli *et al*, 2001).

One method of orientation is the preceptor model, which can be used to assist new employees and to reward experienced staff nurses. Sullivan *et al* (2005) found that preceptor model provides a means for orienting and socializing the new nurse as well as providing a mechanism to recognize exceptionally competent staff nurses. The primary goal is for preceptors to assist new nurses to acquire the necessary knowledge and skills so that they can function effectively on the job. The preceptor acts as role model, resource person, and counselor and teaches any unfamiliar procedures and helps the new nurse develop any necessary skills. Research suggests that employees are more likely to indicate intent to leave in the absence of adequate support from top management and co-workers. A study in Canada, Laphalala (2006) found that preceptors were dissatisfied with their opportunities for promotion. Preceptors viewed their positions as lacking opportunities for advancement within the hierarchy of practice setting and that led to dissatisfaction. This is consistent with the study by Netswera *et al* (2005), which indicated young and enthusiastic employees would stay in an organization where there were opportunities for advancement.

Limited opportunities for internal promotion and career advancement have been reported to impact employees' attitudes and behaviors (Price, 2001; Samad, 2006). Sullivan *et al* (2005) found that today's nurses want to have challenging careers that offer opportunities for growth and advancement. Yin *et al* (2002) meta-analysis reported that the strongest organizational factors related to nurse turnover intentions were lack of internal promotion and career advancement opportunity. Samad (2006) on his study on Malaysian government doctors found that recognition for achievement and career advancement were negatively and significantly related to turnover intentions.

2.2.3.3 Continuing Education Program

Continuing education is any extension of opportunity for reading, study and training to any person and adult following their completion of full time school or college program (Basavanthappa, 2000). Continuing education in nursing consists of planned learning experiences beyond a basic nursing educational program. These experiences are designed to promote the development of knowledge, skills and attitudes for the enhancement of nursing practice, thus improving health care to the public (Basavanthappa, 2000). A 1992 Southport Institute study of workplace education concluded that the longer an organization had an educational program in place for its personnel, the more likely it was to experience lower turnover, improved morale, and reduced hostility among its people.

Armstrong (2009) claims that resignations can increase if people are not trained properly or feel that demands are being made upon them which they cannot reasonably expected to fulfill without proper training. Armstrong (2009) further adds that dissatisfaction with career prospects is a major cause of employee turnover. Organizations that provide formal career development activities and match them to needs that employees experience at various stages of their careers reduce the likelihood that productivity will decrease as a result of obsolescence or that job frustrations will create reduced satisfaction and hence intention to quit (turnover). Sullivan *et al* (2005) found that a number of studies had shown that the greater an employee's satisfaction level or level of organizational commitment, the lower the probability of the individual's quitting.

Supporting ongoing education could make employees feel more valuable and fulfilled professionally. This could enhance satisfaction, motivation and intentions to stay with current employer/institution (Lephalala, 2006). Manning *et al* (2005) found that organizational climate that encouraged peer supports was able to enhance employees' positive job and organizational attitudes. Manning *et al* (2005) in their study on hospitality employees' perception of organizational climate reported that co-workers cooperation, friendliness, and warmth were found to significantly explain the variation in employees' turnover intentions.

A study in England done by Cartledge (2001) found that professional development was important among nurses working in intensive care units. It was suggested that without updates and education, there could be less knowledge and less motivation to continue working in these units. However, being more educated did not promote nurses' motivation because qualifications were only considered for promotions if and when there were vacant posts. This situation led to staying in one position for long time, causing some dissatisfaction among nurses. In a study in Kuwait nurses with diplomas were more satisfied than nurses with degrees (Shah *et al.*, 2004). It is therefore important for organizations to recognize academic achievements of nurses in order to enhance motivation and retention of nurses within the organization.

2.2.3.4 Management Support

In a study in Jordan, Mrayyan (2005) found that nurses needed to be supported to further their studies, be allowed library times and internet access to write and publish articles, encouraged to participate in research and career advancement opportunities.

Self-learning modules program is another method of staff training. It includes online computer classes, closed-circuit television, computerized clinical simulations, interactive video instruction, satellite broadcasts, audiotapes, videotapes and long-distance learning via cable television (Sullivan & Decker, 2005). These methods allow an instructor to convey information in a uniform manner on several occasions or at several locations at one time; many lessons can be repeated.

Schrachota *et al* (2003) found that for nurses to be able to take charge of situations in their work environment, ongoing training and development should be available. Nurses expect their work environments to supply them with adequate opportunities and equipment to provide patient care of high standard. However, Dunn *et al* (2005), reported from the study in Australia that there was no reported relationship between nurses' levels of job satisfaction and levels of education.

2.3 Critical Review of Issues

Employee turnover provide a graphic illustration of turbulence within an organization. Organizations have to cope with employee turnover to some extent because you cannot shield your people from attractive opportunities and aggressive recruiters (Apelli, 2000). The Mission hospitals may need to refocus their resources on nurse training and development programs that may positively influence retention and reduce turnover. Nurse turnover may be good to the hospital by bringing in new skills, reducing surplus nurses and or removal of unproductive nurses. The negative results include increased costs of replacements, quality service is affected, better performers are lost, corporate image spoilt, and training and development costs increase.

Turnover directly impacts an institution's ability to provide effective, efficient and safe care; thus negatively affects the quality of services provided. Hayajneh *et al* (2009) found that high rates of nursing turnover are likely to lead to shortage of nursing staff and loss of human capital of experienced and skilful nurses. Any health care organization must justify how an educational activity can achieve an organizational goal, such as better patient care, reduced operating costs, or more efficient or satisfied personnel (Sullivan *et al.*, 2005). Turnover is a critical issue that will require in dept study to check its relationship with staff development.

On-the-job training is one of the methods of training that is cost-effective. This is an educational method using observation and practice that involves the employees learning new skills after being employed (Sullivan *et al.*, 2005). Learners learn effectively at they continue to provide necessary nursing services. Moreover, this method reduces the need for outside instructional facilities and reliance on professional educators. This is critical issue that needs to be addressed in this study.

The current Human Resource manual (2006) requires an enrolled (certificate) nurse who has been upgraded (trained) by the hospital for one and half years to Kenya Registered nurse (diploma) to be bonded for four years. Continuous professional development programs are in place but erratic and unevenly distributed. The HR policy does not provide clear guidelines on training of all cadres of staff. Follow up on those trained on their performance is limited and therefore difficult to track performance and effectiveness of the programs. Ineffective policy may influence staff to migrate to employers whose staff development policy is favorable or effective.

2.4 Summary and gaps

Various steps to stop nurse turnover in mission hospitals may be impossible because of attractions by greener jobs especially in the government health facilities. But nurse turnover may be reduced by providing adequate training and development programs. The gaps to be filled are finding out if lack of or inadequate nurse training and development program contribute to nurse turnover in mission hospitals in Kenya. The study will find out if the attitude of nurses towards the available staff development program in mission hospitals may influence their intention to leave or migrate to other employers.

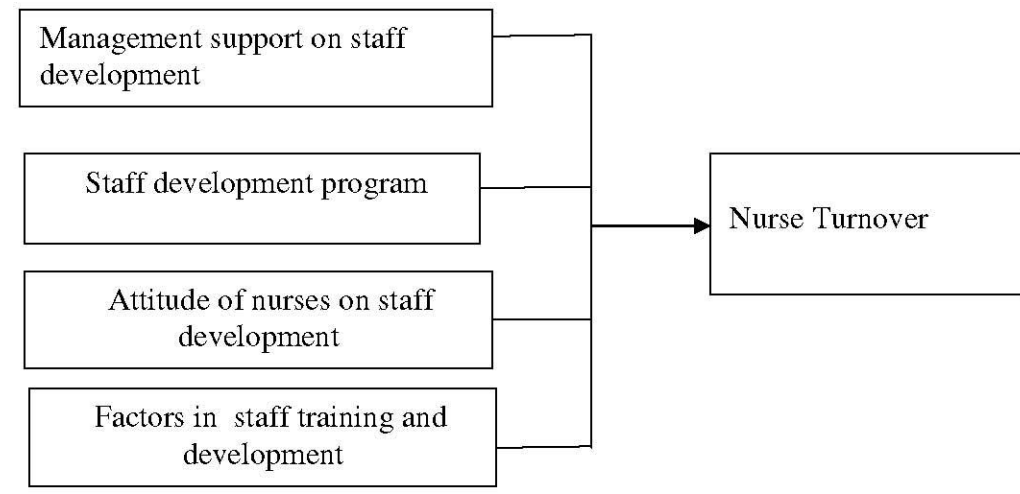
Most of studies have been done in foreign countries and therefore a Kenyan empirical study is deemed important. Most of the studies have also focused on factors causing turnover and hence a study on causal relationship between staff development and turnover in this study will be necessary. A study done in USA at Magnet hospitals found that participatory and supportive management style, decentralized organizational structure, clinical career opportunities, planned orientation of staff, and an emphasis on in-service/continuing education had a great impact on nurse retention. This study will unravel if, in Kenya, such supportive management style towards staff training and development can improve retention of nurses in mission hospitals.

This will also study the relationship between staff development program and nurse satisfaction. The amount of staff training and development and its relevancy towards career development of nurses may have an impact on satisfaction and hence retention. The various programs for nurse development will be studied and their relationship with nurse satisfaction.

2.5 Conceptual Framework

Theoretical framework is a collection of interrelated ideas based on theories. It is a reasoned out set of prepositions which are derived from and supported by data or evidence (Kombo, 2006). It is a discussion of related theories attempting to predict a phenomenon. The researcher conceptualizes nurse turnover as the dependent variable and training and development practices as the independent variables. The researcher assumes that the various training programs have either a positive or negative influence on nurse turnover. For example, if employee training and development is satisfactory we expect reduced employee turnover and vice versa.

Figure 2.1 diagrammatical representation of conceptual Framework



Independent Variables

Dependent Variable

Source: Researcher (2010)

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter contains research design, target population, sampling technique, data collection procedures and instruments, validity and reliability, and data analysis.

3.2 Research Design

Kothari (2004) defines research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It is the conceptual structure within which research is conducted; it constitutes the blue print for the collection, measurement and analysis of data. Kombo and Tromp (2006) note that a design is used to structure the research, to show how all of the major parts of the research project work together to try to address the central research questions.

The research design for this study was descriptive case study. A descriptive case study seeks to describe a unit in detail in context and holistically (Kombo & Tromp, 2006). The descriptive case study approach has a rich history of success in applied research and evaluation and is particularly powerful approach where in depth and richness of evaluation information is needed (Lasenon & Funch, 1995). The current study seeks to evaluate the impact (influence) of staff development on nurse turnover- a case for PCEA Chogoria Hospital. Case study is particularly recommended for studies which intend to analyze an issue in detail (Kombo, 2006). Cooper and Schindler (2000) argues that descriptive study is concerned with finding out what, where and how of a phenomenon.

3.3 Target Population

A population is a group of individuals, objects or items from which samples are taken for measurement (Kombo & Tromp, 2006). It is a complete set of individuals, cases or objects with some common observable characteristics (Mugenda & Mugenda, 2003). The target population for this study consisted of 54 registered and 93 enrolled nurses (total of 147) who work in the Main hospital, Community health and College of nursing (Human Resource Department, 2011).

3.4 Sampling Technique

Sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the Characteristics found in the entire group (Kombo & Tromp, 2006). Nesbary (2000) suggests that the larger the sample size, the greater the probability the sample will reflect the general population. However, sample size alone does not constitute the ability to generalize. Patten (2004) states that obtaining an unbiased sample is the main criterion when evaluating the adequacy of a sample. Patten also identifies an unbiased sample as one in which every member of a population has an equal opportunity of being selected in the sample.

This study utilized stratified sampling technique. This involves dividing the population into homogenous strata and then taking a simple random sample in each stratum. In this study the strata consisted of KRCHN and KECHN. In each stratum a random sample of 30% of the actual population was selected giving a total sample of 44 respondents. The actual samples within each stratum were selected randomly.

3.5 Data Collection Instruments and Procedure

Data collection instruments included Review and analysis of records and Questionnaire. The researcher checked, reviewed and analyzed records and reports on nurse training and development. Written questionnaire is a data collection tool in which written questions are presented that are to be answered by the respondents in written form (Kothari, 2004). The questionnaire comprised of 20 open and closed-ended questions based on the four objectives of the research. Self administered questionnaires were used to collect data because they save time and are cheap to administer to large sample (Kothari, 2004). The researcher obtained permission from Hospital Administration Team before distributing the final questionnaires. The questionnaires were hand-delivered to sampled population through nurse managers who assisted to distribute to nurses under them to fill and also to collect and deliver them to the researcher.

3.7 Validity and Reliability

Validity

This is the degree to which results obtained from the analysis of data actually represent the phenomenon under study (Mugenda 2003). Internal validity asks if there is a causal relationship between the program and the outcome of the research, while external validity refers to researcher's ability to generalize the results of the study to other settings.

Reliability

This is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The researcher carried out a pilot study and used test-retest method to measure reliability. The fact that each person was answering the same questions on the questionnaire increased

reliability of responses. The pilot study was to enable the researcher to find out if the selected questions were measuring what they were supposed to measure, if the wording was clear and if all questions were interpreted the same way by respondents. The research instruments were then revised before administering them.

3.6 Data Analysis

This refers to examination of what has been collected in a survey and making deductions and interference (Mugenda & Mugenda 2003). Descriptive Statistical analysis enabled the researcher reduce, summarize, organize and interpret the numeric information (Polit & Hungler, 1999). Data analysis was done according to specific groups of items of the questionnaire. On completion of data collection the researcher edited, sorted, coded, tabulated, analyzed and interpreted results. The frequency with which an issue appeared was interpreted as a measure of importance or emphasis. Microsoft Excel was used to analyze the data and generate frequency tables and figures portraying these results.

4.0 DATA ANALYSIS, PRESENTATION AND INTERPRENTATION

4.1 Introduction

This chapter discusses data presentation, analysis and interpretation of findings from questionnaires completed by nurses employed by the hospital. The time of the study was between October 2010 and February 2011. The purpose of this study was to find out the impact of staff development on nurse turnover in mission hospitals in Kenya-a case study of Chogoria hospital.

4.2 Presentation of Findings

A total of 44 questionnaires were administered while only 32 were returned representing 72.7% (KRCHN=31.8% and KECHN= 40.9%) response rate. This 32 (n=32) questionnaires were analyzed but (n) may differ in the discussion of each question as some respondents did not answer all questions. Presentation of research findings was based on research objectives grouped into five sections. Section A comprised of biographic data, section B comprised of data on perceived management support; section C comprised of data on staff development program; section D comprised of data on nurse attitude towards staff development program on nursing turnover and section E comprise data on effectiveness of staff development on nurse satisfaction.

4.2 Section A: Biographic Data

Questions 1-5 attempted to obtain biographic data. The participating nurses had to respond in the appropriate boxes provided next to each question. The responses were as follows:

Sex/Gender

Of the 32 respondents who answered this question, 87.5% were females and 12.5% were males. This could be explained by the fact that the nursing profession in Kenya is characterized by a female dominated workforce as indicated in the HR employee register in October 2010.

Age of the respondents

The age of the nurses ranged from 25-55 years and no one was less than 24 years. All respondents (n=32) answered this question. The age distribution in the study correlates with the statistics of nurses in the nurses register accessed on October 2010 at the HR office. Of the 32 nurses 56.3% fell within the age group of 25-34 years of age. Respondents aged between 35-44 years were 9.4% while 34.4% fell within the age group of 45 to 55 years. About 56% of the nurses who were between 25-34 years of age

are the young generation (Y) that is difficult to retain as the number of those in the age group 35-44 was very low. Generation Y employees want an opportunity for career and personal development. They also want an opportunity to explore a variety of different jobs and supportive work environment that is flexible enough to allow them to pursue an active life outside of work place (Ladu, 2011). As 34.4% reportedly fell within the age group of 45-55 years shows why nurses in old age had fewer intentions of leaving as they had survived numerous stresses and had more years of service than young nurses. As 34.4% reportedly had three years to less than five years experience with the organization, high nurse turnover could be experienced within the organization where almost 40% of the nurses had only worked for five years or less. About 31% of respondents were aged 45-55years.

Highest education/qualification obtained by respondents

Of the 32 nurses who responded to this question, 56.3% had achieved Diploma and 43.8% had obtained certificate qualifications. All 32 respondents who had diplomas and certificate qualifications did not acquire academic qualifications beyond basic nursing qualifications. Apparently Chogoria hospital is not provided with adequate education opportunities according to the perceptions of most respondents who participated in this research. The fact that zero nurses did not have degree qualifications might indicate that nurses in Chogoria hospital could be encouraged to improve their academic qualifications.

Current nurse category

The respondents were required to indicate their category/level in the organization. Of the 32 respondents 21.9% were senior nurses, 65.6% were occupying middle level and 12.5% were junior nurses. The large percentage in the middle level could indicate limited opportunities for career advancement into higher levels. Yin and Yang's (2002) meta-analysis reported that the strongest organizational factors related to nurse turnover intentions were lack of internal promotion and career advancement opportunity.

Years of experience in nursing with the present employer

The results indicated that of the 32 respondents 34.4% were three years to less than five years in the organization, 15.6% were five years to less than 10 years, 9.4% were ten years to less than 15years, and 31.3% had 15 or more years of experience with Chogoria hospital. The 31.3% of the nurses with over 15years experience corresponds well with those of 45-55 years of age. From the findings, it could be concluded that most of the nurses (34.4%) had fewer years with the present employer as compared to their experience in nursing.

4.3 Section B: Respondents' Perceptions about Management Support on Staff Development that Could Influence Turnover Rates Among Nurses

Respondents' perceived effectiveness of Staff training and development policy

Out of 32 respondents who answered this question, 43.8% disagreed that the hospital staff training and development policy is effective where as 34% agreed and 21.9% were undecided.

Consideration of training needs when designing a training program

Out of 32 respondents who answered this question (item 11), 43.8% nurses disagreed, 34.0% agreed that the hospital considers nurse training needs when designing a training program while 21.9% remained undecided. According to Marriner (1996) nurse managers should identify staff development needs in relation to organizational needs, in order to enable nurses to enhance their competencies as well as their levels of job satisfaction. This may conclude that nurses are rarely consulted on their training needs.

The hospital provides adequate budget for nurse training and development

Out of 32 respondents who answered question, 47.8% disagreed that the hospital budget for nurse training and development is adequate where as 30.3% agreed and 21.9% were undecided. There is need to improve budget on nurse training and development. The large number of nurses (21.9%) who remained undecided could imply that the management does not update nurses on the ongoing programs on nurse development.

Management support is adequate

On measuring this element on perceived management support on nurse development, it can be concluded that the management needs to improve on assessing training needs, review of policy and updating the nurses on available opportunities for development. This is supported by the fact that 63.7% of the respondents disagreed that management support is adequate.

4.4 Section C: Respondents' Perceptions on Nurse Training and Development Program**That could Influence Turnover****Adequacy of Induction and Orientation program**

The respondents were asked to rate the adequacy of induction and orientation program. The results were presented on Table 4.7 which indicated that as many as 65.6% nurses disagreed that the hospital provides adequate induction and orientation, while 34.4% agreed that there is adequate orientation and induction. This finding correlates with that of Nyambura (2005) who found that poor orientation contributes to labor turnover as well as "reality shock" when employee find that the job they expected is not what they find, they feel discouraged, disillusioned and quit.

Hospital provides much training

Out of 32 respondents 34.4% strongly disagreed as 21.9% disagreed that the hospital provides as much training as needed by the nurses to do their work well, where as 34.4% agreed and 9.4% strongly agreed. Combining the percentage of those who disagreed and strongly disagreed against those who strongly agreed and agreed 56.3% could indicate their dissatisfaction with amount of trainings provided by the hospital as only 43.8% were satisfied.

Career opportunities to learn and grow

As many as 56.3% and 21.9% of the respondents strongly agreed and agreed that they have career opportunities to learn and grow in the hospital where as 9.4% strongly disagreed and 9.4% remained undecided respectively. This is consistent with the study by Netswera *et al* (2005), which indicated young and enthusiastic employees would stay in an organization where there were opportunities for advancement. The responses were, however, contrary to Laphalala (2006) who argued that if nurses perceive to be in dead-end jobs (where no clear career advancement) they will develop intent to leave. The respondents at the hospital, however, perceived the hospital to be having adequate career opportunities for growth which could indicate a positive effect on nurse retention.

Opportunities for continuing education/training

The respondents were asked to rate their satisfaction with the opportunities offered for continuing education. The responses were as depicted on Figure 4.6. Of the 32 respondents 56.3% answered yes to the question that the hospital offers continuing education while 43.7% answered no. A 1992 Southport Institute study of workplace education concluded that the longer an organization had an educational program in place for its personnel, the more likely it was to experience lower turnover, improved morale, and reduced hostility among its people. When asked on their level of satisfaction, 37.5% were fairly satisfied, 12.4% were satisfied, 6.3% were undecided while 43.8% were dissatisfied. The 43.8% dissatisfied with the hospital's continuing education program implied that they would leave their work places if there were too few opportunities to attend training sessions and continuous professional development to meet National Council of Nurses of Kenya (NCK) requirements. A factor that might influence nurse turnover rates at mission hospital is their perception of their chances of advancing, or of being promoted at their current employing institution.

4.5 Section D: Nurse Attitude towards Training and Development

Inadequate training opportunities on nurse intention to quit

The responses were analyzed on frequency Table 4.8. The results shows that as many as 46.9% nurses agreed and 21.9% strongly agreed that inadequate training opportunities in the hospital may influence their intention to leave while 9.4% nurses disagreed and 21.9% strongly disagreed that inadequate training opportunities has no influence on their turnover intentions.

Qualifications are considered for promotions

On item 16, the respondents were to answer if qualifications were considered for promotions. In response 56.8% nurses answered yes while 43.2% responded with a no. This implies that as many as 56.8% of the nurses perceived promotions to be irregular within Chogoria hospital. Yin et al (2002) meta-analysis reported that the strongest organizational factors related to nurse turnover intentions were lack of internal promotion and career advancement opportunity. Opportunities for promotions make employees experience a sense of achievement and satisfaction enabling them to move from one level to another, improving their status and remuneration within the same institution.

Respondents' skills, knowledge and training

As many as 65.7% respondents answered yes while 34.3% answered no to the question if they had enough skills, knowledge and training to do their work. Although the majority agreed that they had enough skills, knowledge and training, there might be a need to expand training opportunities (programs) to all nurses.

Nurses' satisfaction with staff development programs

The respondents were asked to rate their level of satisfaction with staff development program. The findings were illustrated on Table 4.10 which showed that out of 32 respondents who answered this question, 50.8% of the respondents were dissatisfied with staff development, 21.9% respondents were fairly satisfied and 17.9% were satisfied while 9.4% remained undecided. The objective of many staff development programs can be expressed in terms of organizational impact, such as reduced turnover, fewer grievances, reduced absenteeism, improved quality of care, and fewer accidents (Sullivan *et al*, 2005). From this study it appears that the nurses' attitude is not influenced positively by staff development. Armstrong (2009) further adds that dissatisfaction with career prospects is a major cause of employee turnover.

4.6 Section E: Factors in Staff Training and Development that Influence Nursing

Turnover

The most influencing factor for nurses to leave the hospital

Respondents were asked to choose from a list of factors the most influencing factor for them to leave the hospital. Fifty six percent (56%) of the respondents chose limited opportunities for seminars and workshops; 20% lack of support for nurse upgrading/training; 14% no clear policy for nurse training while 10% chose inadequate continuous professional development as the main factor influencing them to leave the hospital.

Other factors in nurse training and development that influences the nurses to leave

This was an open-ended question and in answering the respondents stated the following:

- No recognition in terms of improved salary after training.
- Limited number of medical consultants from where they can learn from.
- Limited opportunities/sponsorship for staff development
- Low salaries and limited promotions.
- Unfair distribution of training opportunities

Suggestions for the hospital towards training and development to improve nurse retention

The following suggestions were offered by the respondents:

- Create more opportunities for seminars/updates and workshops.

- Sponsor nurses for further training and reduce long bonding period.
- Distribute seminars and updates equally to all nurses.
- Award recognition to those to who train or develop their skills.
- Reimburse part of training costs for self sponsored staff.

5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Major Findings

In this study, retention of nurses through training and development is an important issue because shortages could lead to work over-loads, burnout and dissatisfaction of nurses, and compromised standards of patient care. Management is perceived not to be very supportive towards staff development. Most respondents perceived staff development program as inadequate and suggested that there is need to improve and strengthen. The attitude towards nurse development was on 50-50, there are those who perceive nurse development as important while others feel otherwise. On the question whether the nurses are satisfied with the staff development, majority disagreed. The nurses, intention to leave if given opportunity elsewhere is high. This could be because inadequate staff development or other mediating factors.

Perception on management support towards staff development

The managerial factors (needs assessment, budget and HRM policy) appear to impact on nurse turnover. From the research, about 43% of the respondents don't agree that staff development policy is effective. About 78.2% argued that their needs are not considered when designing a training program as many more others argue that they don't get as much training as expected.

Nurse perception on staff development program

Employee (nurse) attitude towards training programs is negative because nurses would leave their work places due to too few opportunities for advancement, for example, to attend training sessions and continuous professional development to meet National Council of Nurses of Kenya (NCK) requirements. It could be ascertained from the responses why more than half of the respondents (68.8%) perceived lack of advancement opportunities to influence nurses' turnover rates at their places of work in the Chogoria hospital while others did not perceive this to be an important issue. Conclusion-a lack of advancement opportunities at the work places was also considered to be influencing turnover rates.

Nurse attitude towards training and development program

The respondents' perception on to what extent they were dissatisfied with the hospital's staff development programs, 78.1% said that they were fairly dissatisfied. This means that there's room for the hospital to improve in staff development. However, one needs to be careful on this conclusion because it appears staff development has lean relationship with staff turnover at the hospital.

Factors in staff training and development that influence nursing turnover

The study revealed that the most influencing factors in order of significance are:

- Limited opportunities for seminars and workshops
- Lack of support for nurse upgrading/training
- No clear policy on nurse training
- Inadequate Continuous Professional Development

The respondents made the following proposals: Create more opportunities for seminars/updates and workshops, Sponsor nurses for further training and reduce long bonding period, Distribute seminars and updates equally to all nurses, Award recognition to those to who train or develop their skills and Reimbursement of part of training costs for self sponsored staff.

5.2 Conclusions

The conclusions are based on the analysis of the data obtained from 20 structured questionnaires completed by nurses working at Chogoria hospital in Kenya. The conclusions will be presented according to the objectives guiding the study. On item 4 (nurse categories) and item 13 (career path), one may conclude that only a small number of nurses are promoted to senior level while majority are at middle level indicating rigid or stagnant career advancement for nurses. The nurses may perceive their jobs to be dead-end jobs and this may influence nurse turnover and turnover intentions.

The researcher found out that the majority of the respondents were females comprising of 87.5% and most of them had fewer years of experience with the present employer. About 56% of the nurses who were between 25-34 years of age are the young (Y) generation that is difficult to retain as the number of those in the age group 35-44 is very low. As 34.4% reportedly had three years to less than five years experience with the organization, high nurse turnover could be experienced within the organization where almost 40% of the nurses had only worked for five years or less. About 31% of respondents were aged 45-55years. This is the group that comprises of the nurses who are almost retiring and have established themselves and hence no intention to leave. Matrunola (1996) found that nurses in this older age range had fewer intentions of leaving as they had survived numerous stresses and had more years of service than younger nurses.

A lack of advancement opportunities at the work places was also considered to be influencing turnover intentions and rates. About 21% who were undecided about the effectiveness of training policy may imply that they were either not aware of the policy or have never read it. In conclusion, there is need to review Staff development policy and disseminate it to staff in order to effectively address the training issues of staff. The current Human Resource manual (2006) requires an enrolled (certificate) nurse who has been upgraded (trained) by the hospital for one and half years to Kenya Registered nurse (diploma) to be bonded for four years. Ineffective policy may influence staff to migrate to employers whose staff development policy is favorable or effective.

On the question whether the respondents were proud to tell others if they are part of this hospital, 65.7% were proud to tell others about the hospital yet showing intention to leave if an opportunity arose. This may mean that there are other reasons rather than staff training and development that may influence nurse turnover.

5.3 Recommendations

The researcher's recommendation is for the hospital to initiate and implement more short term and long term staff development strategies (such as medical/professional updates and upgrading of enrolled nurses) in order to minimize turnover. This is in line with question 18, where 56% of the respondents agreed that limited opportunities for seminars and workshops may negatively influence their turnover intentions.

It is recommended that the hospital institutes a strong induction and orientation program. This is supported by the fact that 65.6% of the respondents disagreed with the statement that the hospital provides adequate induction and orientation. This is in line with Sullivan and Decker (2005) who notes that a well planned orientation reduces the anxiety that new employees feel when beginning the job while at the same time socializing the employee into the work place contributes to unit effectiveness by reducing dissatisfaction, absenteeism, and turnover.

The researcher recommends that managerial support (training policy, assessment of training needs and allocation of training budget) be reviewed to integrate nurses' needs and employer mission, and if possible these variables be studied independently to determine their relationship with nurse / employee turnover.

During staff development, the management should address such issues like promotions, advancement opportunities and achievements in order to prevent feelings of dissatisfaction influencing nurses' intentions of leaving the mission hospitals.

5.4 Suggestions for Further Study

- Duplication of the same study in other mission hospitals in Kenya may be done to obtain comparative data about the impact of staff development on nurse turnover.
- Further research should be conducted using in-depth interviews to further explore the impact of staff development on nurse turnover.
- It will be necessary to do further study on factors influencing nursing turnover in mission hospitals.

In conclusion, staff development in hospitality industry is one of the major human resource management practices/component that is meant to continually improve and develop the skills of workers at the work place in order to improve performance. Lack of or limited opportunities for staff development may hinder the organization from competing well in the ever changing socio-economic where resources are scarce against the need for quality service/product. Staff development thus acts as motivator to the workers retention and as a means to achieve the mission of the organization. The workers are likely to leave the organization if they are not given opportunity to develop.

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