# FACTORS INFLUENCING NON-TEACHING STAFF TURNOVER IN PUBLIC UNIVERSITIES IN NAIROBI CITY COUNTY

**Prisca Nchoe[1], Daniel Naikuni[2], Jackson Ole Kulet[3] and Diana Kerubo Agoki[4]**

[1]Maasai mara university; school of business and economics
Masters' student.  Narok
nyarmaasai22@gmail.com

[2]Lecturer, Maasai mara university; school of business and economics
Narok
noonyuat3@gmail.com

[3]Lecturer, Maasai mara university; school of business and economics
Narok
jlemomo@gmail.com

[4]Lecturer, Maasai mara university; school of business and economics
Narok

**ABSTRACT**

This study examines the effect of work environment and employee engagement on non-teaching staff turnover in public universities in Nairobi City County, highlighting the need for organizations to understand and manage staff mobility in the 21st century. A descriptive research design was adopted. The target population constituted 2134 employees, who are non-teaching staff, as at January 2023 in the public universities in Nairobi City County. A sample of 204 was selected using stratified and simple random sampling methods. Purposive sampling was used to select the heads of human resource department from each university. Primary data was collected using structured questionnaires, while secondary data was collected from the human resource records and reports. The data was analyzed quantitatively, using both descriptive and inferential statistics. The mean frequency and percentages were used in descriptive analysis, while Pearson correlation and regression analysis was used in testing the relationship between the variables. The statistical package for social sciences (SPSS version 26) was used to aid in the analysis. The null hypothesis was tested at a 5 % significance level. Descriptively, the results showed that most of the respondents agreed with the statements used to describe whether work environmental factors and employee engagement have an effect on non-teaching staff turnover in public Universities. The study further established that, there was a statistically significant positive correlation between the predictor variables work environment; ($r = 0.689$; $P < 0.05$) and employee engagement; ($r = 0.466$; $P < 0.05$) and staff turnover. The overall analysis indicated that work environment and employee engagement have statistically significant effects on staff turnover ($R = .735a$, $R2 = .540$, $F= 41.970$, $df = (4,143)$, $T = 6.417$ and the P value <

**International Journal of Research in Commerce and Management Studies**

**ISSN 2582-2292**

Vol. 7, No. 06 Nov-Dec; 2025 Page. No. 55-70

.05). Work environment was seen to have the highest effect on staff turnover among the non-teaching staff in the universities. The study concluded that non-teaching staff turnover among the public universities was influenced by work environment and employee engagement. Based on the results, work environment and engagement were considered to have the highest positive influence on turnover. It was recommended that institutions of higher learning need to focus more on improving the work environment and employee engagement because they present significant influence on turnover rate of non-teaching staff.

**KEYWORDS:** Employee Turnover, Work Environment, Employee Engagement, Public Universities and Non-Teaching Staff

## INTRODUCTION

Organizations rely heavily on their people, and retaining them is crucial. The shift from human resources to human capital, which includes knowledge, skills, and abilities, is essential. Poor job retention can lead to costs such as additional burden on remaining staff, recruitment and training costs, lost productivity, client loss, and intellectual capital loss. In the competitive business environment, it is crucial for organizations to understand why employees choose to leave or stay and the reasons behind this decision. Dissatisfaction at work can result in less commitment to work, leading to physical or mental turnover (Chee Long, Foon, Osman, &Yin Fah 2020). Kumar (2019).

According to Abassi and Hollman, (2020), turnover is a voluntary thought of an employee voluntarily quitting his/her job, which in turn will certainly influence his/her job performance and could influence productivity level position of an organization. In the current human resource perspective of work setting, employee turnover is the ratio at which employer decreases or increases the number of employees (Kanwar & Kodwani., 2022). It was further indicated that the modest way to define employee turnover is 'how long the employees stays or the rate of traffic through the revolving door' of which the turnover intent generally results to actual turnover. Nasir (2018) reveals that employee turnover is the behavioral trends of employees 'voluntary to leave the organization. Employees who are likely to leave the organization are those who are most talented and smartest within the group.

Thean et al. (2021) found that increased staff turnover negatively impacts an organization's reputation and recruitment costs. The turnover rate is inversely related to job enactment, and it can lead to the sharing of methods, technology, and clients with competitors. Universities face this challenge, especially with non-teaching staff, and must prioritize retention as a strategic priority. Despite the growing attention on staff turnover, further research is needed to understand the factors affecting it.

According to Bushe (2020), in higher institutions, there is a growing global interest in matters of

leadership styles, work environment, recruitment and staff turnover. Kubler and DeLuca (2019) noted that the demand and competition for highly qualified non-teaching staff has intensified. The implication of growth in global mobility and shifting demographic profiles is, recruiting and retaining talented and knowledgeable non-teaching staff is an ever-increasing challenge. These trends have engendered a more strategic approach to human resource management across the higher education sector.

### 1.1.1 Global Perspective

As the turnover data in the United States show, the turnover rate has been rising for the past 9 years. The only period that is an exception, as expected, is when the first wave occurred due to the Covid-19 pandemic, in which people had no opportunity to change their work. After this period, the phenomenon undergoes a major acceleration in growth (Great Resignation) (Aregay, 2021). Possible causes of turnover include desire to work for companies with better work policies (i. e. work-life balance, autonomy, smart working), the desire to have a more satisfying job and career advancement opportunities, and safety concerns.

Non-teaching staff retention is a global issue affecting both developing and industrialized countries. In the US, over 40% of non-teaching staff changed careers in 2000. Employee turnover in business organizations is related to job-related reasons, with over half remaining in work institutions for one year or less (Hammerberg, 2021). This issue negatively impacts learning institutions' performance. In Georgia, junior employees experience increased turnover during propagation periods due to increased monetary incentives and positive management treatment. While monetary considerations are common, increasing manager support is the most appreciative factor in slowing down labor turnover (Lewis, 2020).

In a study carried out in Australian higher education institutions, 68% of the non-teaching staff indicated that they wished to leave higher education (Norton & Cakitak, 2020). In Ireland, the issue of increased employee turnover in the industrial sector is largely brought about by low level of employee motivation, inadequate wages, and work-life mismatch (Jagun, 2021). Besides that, organizational instability is highly attributed to increase the rate of labour turnover in many service and business institutions, with advisory given that the employees need to be treated fairly and friendly (Ongori, 2019). Thus, it is a role of human resource management to ensure employee retention as it is a crucial input for the performance and survival of any organization.

### 1.1.2 Regional Perspective

In South African higher education institutions, the problem of staff retention is evident, since available data indicates that a substantial number (between 5% and 18%) of non-teaching staff leave higher

education institutions (Akala, 2018). Adeyemi et al., (2018) note that Nigeria is losing its skilled human resources, especially professional and technical personnel to Europe and America. Further, South Africa and Botswana have become popular destinations for most professionals among the state universities.

In Tanzania, various studies have been conducted about the causes of employee turnover in public and private organizations. For examples, a study by Mbwana (2019) pointed out that employee turnover is inevitable because workers always struggle for personal satisfaction including: sufficient salary, professional development opportunities, promotions, and personal freedom at work. Likewise, a study by Haji (2013) that assessed the factors affecting employee promotion in public institutions in Zanzibar and found that labour turnover was high due to poor concern about and care for employees by their organizational superiors. Also, the majority of the employees are not promoted by their management due to under-implementation of Performance Appraisal Scheme of Services with poor budget allocation for the workers' payment. In most cases, employees' dissatisfaction caused by mismatching job satisfaction and working conditions such as unclear systems of promotion, favoritism, poor compensation for overtime, lack of employees' participation in decision making and unsystematic job rotation reduces work morale and commitment of the employees as well as overall performance (Kombo, 2020).

### 1.1.3 Local Perspective

Locally, Kenya is no exception to the phenomenon of staff turnover which is manifested more in form of brain drain. A study conducted in Kenya by Ruth Nyanga (2015) commented that most of organizations experience high cases of employee turnover due to lack of retention strategies. Issues of low motivation, lack of career development opportunities and poor work environment have been intensifying the magnitude of the labour turnover among public sectors which indeed lead to the collapse in performance of the organization. Given this alarming situation, human resource management needs to consider the grievances of those employees such as pleasant salaries and remuneration, recognition, open communication, improved rewarding system and promotion. This is supported by Ngeny (2019) who observe that qualified non-teaching staff have resigned from Kenyan public universities and secured better paying jobs abroad.

According to Nyanjom (2017) Kenyan public universities do not train for retention and have no retention strategy. They operate on the assumption that there will always be people ready for hire. There is need for policy direction in regard to staff retention in these institutions if they aspire to be competitive locally and internationally. Therefore, this study aimed at establishing factors influencing non-teaching staff turnover in public universities in Nairobi City County. There is a scarcity of published work on determinants of labour turnover among non-teaching staff in public universities in

Kenya, and this study intended to bridge this gap in knowledge that exists by examining the determinants of turnover of non-teaching staff in Kenyan public universities.

## 1.2 Statement of the Problem

Employee turnover remains one of the challenges facing many organizations in the 21st century, as staff mobility has been hastened by advances in technology among other factors. This calls for organizations to really understand and come to terms with the implications of turnover among staff members. Previous researchers have estimated that hiring and training a replacement worker costs over 50% of that employee's yearly salary, and the expenditure does not stop there (Boushey and Glynn, 2019). Each case of employee turnover in an organization therefore has a negative implication on the overall productivity because of the learning curve involved in understanding the tasks associated with both the job and organization's strategies.

The cost of employee turnover is a significant concern for organizations, as it affects their performance and the value of tacit knowledge. While extensive studies have been conducted on employee turnover, there is a research gap in the context and geographical coverage of these studies. Between 2019 and 2022, there was an average turnover of 26 employees in public institutions, with the University of Nairobi having 33 employees and Cooperative University having 25. Between 2023 and 2024, there is no clear documentation of turnover, especially among non-teaching staff in public institutions. The impact of losing an employee on costs and service delivery is significant, and further research is needed to understand the factors driving employees from their current organization. Studies have shown an inverse relationship between leadership style and turnover in learning institutions, and an inverse correlation between remuneration and turnover in public universities. This study aims to determine how work environment, reward systems, staff training, and employee engagement affect turnover of non-teaching staff in Kenyan public universities.

## 1.3 Main objective

The main purpose of the study was to determine effect of work environment on turnover of non-teaching staff in public universities in Kenya with a focus on Universities in Nairobi City County.

### 1.3.1 Specific objectives of the study

The study specifically sought to establish:
i. To establish the extent to which work environment affects non-teaching staff turnover in public Universities in Nairobi City County.

## 1.4 Hypotheses of the study

The study sought to test the following hypotheses.

**International Journal of Research in Commerce and Management Studies**

**ISSN 2582-2292**

Vol. 7, No. 06 Nov-Dec; 2025 Page. No. 55-70

*i. H1: There is no significant relationship between work environment and non-teaching staff turnover in public Universities in Nairobi City County.*

## 2. LITERATURE REVIEW
### 2.1 Theoretical Review
The Two-factor theory developed by Herzberg in 1959 originated from the need to promoting employee retention through minimizing the dissatisfiers and maximizing the satisfiers. It is also known as motivation hygiene theory. The theory states that certain factors cause satisfaction, and a separate set of factors cause dissatisfaction in the work place. The two factors that contribute to this are motivation and hygiene factors. Satisfiers are those factors that cause feelings of satisfaction at the workplace. They come up because the employees have a need for personal growth and they include recognition, work itself, responsibility, achievement, promotion, and growth. These factors challenge a person to develop their talents and fulfill their full potential.

According to Abyad (2018), Herzberg's work suggests three ways to improve employee motivation: job enlargement, job rotation, and job enrichment. Motivated employees contribute to organizational goals and are more satisfied, leading to increased retention rates. Hygiene factors, such as status, working conditions, salary, job security, company policy, and fringe benefits, also contribute to dissatisfaction. These factors should be equivalent to those of other employees in the same industry, maintain employee status, and provide ideal working conditions. Houghton (2020) suggests that individuals seek achievement, recognition, responsibility, advancement, and the nature of the work. To improve job attitudes and productivity, administrators must address both sets of characteristics and not assume that increasing satisfaction leads to a decrease in dissatisfaction.

According to Alrawahi (2020) Herzberg's two-factor theory suggests that hygiene and pay are the main motivators for employees to stay in a job. This theory can help firms retain employees by providing growth opportunities, appreciation, compensation, and improving job content. In private universities, Herzberg's model can help cater to employee welfare and reduce turnover due to dissatisfaction (Modau et al., 2018). Employers should prioritize employee welfare and ensure well-catered working environments. Employees need to feel valued, appreciated, and participate in the firm's operations. Adejare, et al., 2020) is also crucial as it allows employees to grow within the firm. However, private universities often lack adequate working conditions, particularly for non-academic staff. Herzberg's theory can help connect literature and findings for a candid conclusion and recommendation.

### 2.1.2 Effect of Work Environment on Employee Turnover
Work place environment entails observable physical, psychological and behavioral elements in the

workplace (Msengeti and Obwogi, 2015). Both the physical elements around the place and all things that form part of the employee's involvement with the work itself are inclusive. Al Mamun & Hasan (2017), states that employee turnover that promotes the rate of turnover is working in a healthy environment, while Taylor (2014) suggested that working environment with a culture that promotes openness and shared information fosters employee satisfaction and turnover. Work environment is where a task is completed or the actual place where the employees operate from, for example, the work station and the equipment.

Kurniawatya, Mansyur, Ramlyb and Ramlawati (2019) did a study on the effect of work environment, stress, and job satisfaction on employee turnover intention. The study aimed at investigating the factors that influence Bank Mandiri employees' turnover intention including work environment, stress, and job satisfaction. The study used a quantitative method with the Path Analysis model and the resulted model analyzes both direct effect and indirect effects of independent variables on dependent variable. The sample size of the study was 100 employees of Mandiri Bank who were selected from a population of 430 employees based on purposive random sampling technique. The findings of this research indicated that, work environment had a positive and significant effect on job satisfaction. The current study focused on how work environment impacts the employee turnover in public universities in Kenya.

Read & Laschinger (2019) a positive work environment benefits employees by providing a sense of belonging, motivation, and a sense of satisfaction. Organizations that offer privacy and sound controls improve motivation and commitment, leading to increased satisfaction and retention. A positive work environment is a crucial element of an organization's total reward strategy. A study by Ngantung (2018) found that job stress, workload, and work environment have a significant effect on employee turnover at PT Hasjrat Abadi Manado, a public university in Nairobi City County, Kenya. The study used a descriptive study design to assess the impact of employee turnover in public universities in Nairobi City County.

Jagun (2018) noted that the work environment can significantly impact employee turnover, with unsociable conditions, unfriendly working hours, and social interactions affecting satisfaction. Factors such as working hours, temperature, ventilation, noise, hygiene, lighting, and resources contribute to a comfortable and safe work environment. Poor working conditions can affect mental and physical well-being, leading to low morale. Employees may use underperformance as an excuse to fail to meet company targets. Ng'ethe et al. (2019) argue that the work environment is a significant factor affecting employee retention, including inclusive office space, equipment, air conditioning, and comfortable chairs.

Schneider et al., (2017) noted that Organizational climate refers to the shared perception of the working environment within an organization, including attitudes, feelings, and behaviors. Employees have different perceptions of the work environment, so organizations should consider factors such as ventilation, corporate mission, culture, and value system, and flexible operating policies and procedures. A comfortable working environment leads to more efficient and effective work, increased employee morale, and reduced staff turnover (Hughes, 2019). Disturbance elements like noise can be addressed by providing ear protection, rotating staff close to machines, and warning people about noisy areas. Ensuring a safe and comfortable working environment increases employee morale and reduces staff turnover (Ramlall, 2018).

Chin's (2018) study examined the impact of job satisfaction on employee turnover intention in Malaysia's manufacturing industry. The research used an inferential, descriptive, and correlation research design, with management level respondents. The findings showed a negative relationship between career development, supervision, and employee turnover intention. Additionally, the lack of office equipment negatively affected employee turnover. The study suggests that the current study will focus on assessing the impact of organizational equipment on employee turnover in public universities in Kenya.

## 2.2 Conceptual Framework
Conceptual framework is a hypothesized model identifying the concepts under study and their relationships (Mugenda, 2017). The conceptual frame work shows the relationship between the variable understudy; it gives a picture of the relationship between work environment and employee turnover, the reward systems and employee turnover, employee engagement and turnover and staff training and turnover.

## 2.3 Summary of gaps
The current study aims to address conceptual, contextual, methodological, and geographical gaps in labor turnover studies in Kenya. Most studies have been conducted in countries other than Kenya, focusing on teaching staff and their fast job changes. This study fills these gaps by examining the effects of four main factors on employee turnover among non-teaching staff in public universities in Nairobi City County. The study also fills the geographical gap by examining the effects of these factors on the turnover of teaching staff. The research aims to provide a more comprehensive understanding of the factors affecting non-teaching staff turnover in Kenyan public universities.

## 3. RESEARCH METHODOLOGY
Descriptive research design adopted for the purpose of this study. The design used for this study because it allows   the researcher to describe the results of the study based on the opinion and views

of the respondents. The design is also appropriate for the study because it allows the collection of both qualitative and quantitative data that can be analyzed using both descriptive and inferential statistics. This design assisted to describe, clarify and interpret factors and variables that affect turnover in public universities. It is useful in obtaining information concerning the population being under study; (Cooper & Schindler, 2019).

The target population for this study were non-teaching staff who are on permanent and pensionable terms from Technical University of Kenya, University of Nairobi- main campus, Cooperative University and Multimedia University. According to data collected from the Human Resource departments in the four target public Universities in Nairobi City County, the total target of non-teaching staff who are on permanent and pensionable terms and have worked at the university for at least five years from 2018-2023 were 2134. The researcher only targeted these employees because of their experience and working period, which gives them the opportunity to effectively provide the required data for the study. The five-year period is also appropriate for one to have understood the operations of the university and also what makes the employees want to leave or stay at the institution. The ideal sample size should be large enough to serve as an adequate representation of the population about which the researcher wishes to generalize and small enough to be selected economically. In order to select the appropriate sample size from the target population, (N= 2134) the sample size determination formula by Nassiuma (2000) was used. The study used a coefficient of 30% and a standard error of 2%. The use of these coefficient values was aimed at ensuring that the sample was wide enough to justify the results being generalized. Higher coefficient of variation helps to determine an appropriate sample. This was used to ensure that there is low variability and a minimum error in the sample selected. The formula is defined as follows:

$$n = \frac{NC^2}{C^2 + (N-1)E^2}$$

Therefore, the sample size for this study

$$n = \frac{2134 \times 0.3^2}{0.3^2 + (2134-1)0.02^2}$$

= 204 respondents

This is estimated to be 9.5% of the target population of 2134. The sample size was distributed proportionately as per the target in the respective Universities and grades.

**3.4 Data Collection Instrument and procedure**
Primary data was collected from the sampled population using a structured questionnaire. The questionnaire was structured to reflect the indicators defining the objectives of the study. The

**International Journal of Research in Commerce and Management Studies**

**ISSN 2582-2292**

Vol. 7, No. 06 Nov-Dec; 2025 Page. No. 55-70

questionnaire had structured questions to present to the respondents a fixed set of choices and some unstructured questions aimed at giving the respondents an opportunity to respond in their own words (Cooper and Schindler, 2019).

Mugenda and Mugenda (2015) suggested a 5%-10% of the sample size as an appropriate sample for piloting the research instruments. Therefore 20 non-teaching staff from one of the public universities was used for piloting. The pilot study enabled the proposed study to check whether the items used are valid and reliable and also correct misunderstanding, check language level, and eliminate ubiquity beforehand. The piloting for this study involved 20 randomly identified non-teaching staff from Kenyatta University.

Both descriptive and inferential statistics. Quantitative data was analyzed both descriptively and inferentially. Descriptive data was analyzed using mean, frequency, percentages, and standard deviation. While inferential statistics was analyzed using Pearson's correlation to test the relationship between the dependent and independent variables (Kothari, 2014). It helped to generate the p values that guided the researcher on whether to accept or reject the null hypothesis at a 5 % significance level. Regression analysis was also used to test the percentage change in the dependent variable caused by a change in the independent variable.

The following equation will be applied.

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Where Y refers to employee turnover in public universities in Nairobi City County.
$X_1$ refers to Work Environment
This test was used to disclose whether there is any effect between two or more attributes or not. All this was done by the help of statistical software for social sciences SPSS version 26.

## 4. RESEARCH FINDINGS AND DISCUSSION
### Correlation analysis
The nature of the relationship between work environment and turnover of non-teaching staff in public universities in Kenya was established. This was tested using correlation coefficients as suggested by Cohen, West, and Aiken, (2018). Correlation analysis helps to test the Linearity of the study variables in order to   make inference. The   results are presented in table 1.

## Table 2: Correlations analysis

|  |  | Work environment | Employee turn over |
|---|---|---|---|
| Work environment | Pearson Correlation | 1 | .689** |
|  | Sig. (2-tailed) |  | .000 |
|  | N | 148 | 148 |
| Employee turn over | Pearson Correlation | .689** | 1 |
|  | Sig. (2-tailed) | .000 |  |
|  | N | 148 | 148 |

**. Correlation is significant at the 0.01 level (2-tailed).

The results show that work environment has a positive and significant correlation ( $r = 0.689$; $p < 0.05$) with employee turnover. This implies that having an appropriate work environment gives an assurance of an institution reducing the rate of turnover among the non-teaching staff. Improving work environment helps to reduce the chances of employees leaving the institution. The study by Daly etal (2016) and Selesho (2019) did present similar results though their study focused on general business organization not a learning institution. Their findings also reflected a strong correlation between work environment and employee turnover. This indicates that institutions that offer good work environment are in a position to retain most of their employees than those that do not.

Further analysis was done using simple linear regression analysis and ANOVA to test the hypothesis and assess the contribution of the independent variable to the change in the dependent variable. The results are presented in table 2.

## Table 2: Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  | R Square Change | F Change | df1 | df2 | Sig. F Change |  |

**International Journal of Research in Commerce and Management Studies**

**ISSN 2582-2292**

Vol. 7, No. 06 Nov-Dec; 2025 Page. No. 55-70

| 1 | .689ᵃ | .475 | .471 | .40242 | .475 | 131.877 | 1 | 146 | .000 | 2.002 |
|---|-------|------|------|--------|------|---------|---|-----|------|-------|

The results show that the relationship between work environment and employee turnover is (R = 0.689; P < 0.05), indicates that there is a strong positive relationship between the variables. The result further shows that an improvement in the work environment will influence employee turnover by 47.1% among the non-teaching staff in public universities. Therefore, institutions that intent to minimize the rate of employee turnover have an obligation of ensuring that the working environment that includes effective supervision, reliable equipment and general ambiance of the working place are improved effectively.

Analysis of variance (ANOVA) was computed to assess whether to accept or reject the null hypothesis. The hypothesis under test was that there is no statistical relationship between work environment and turnover. The results are presented in table 3.

**Table 3: ANOVA**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|---------|-------|
| | Regression | 21.356 | 1 | 21.356 | 131.877 | .000ᵇ |
| 1 | Residual | 23.643 | 146 | .162 | | |
| | Total | 45.000 | 147 | | | |

The results show that the F statistic was significant at a 5% level of significance implying that the model is a suitable predictor of the relationship between work environments. The study also established the model fitness by comparing the F- calculated and F-critical values. The results show that the F calculated, F 0.05, 1,146, = 21.356, was greater than F-Critical, F 0.05, 1, 146 = 3.873; the study concluded that the model fits well in explaining the relationship between the work environment and employee turnover. Since the F calculated is greater than the F critical then the null hypothesis that there is no significance relationship between work environment and employee turnover is rejected implying that there is a statistical relationship between work environment and employee turnover.

In order to establish the degree of change in the dependent variable that a unit change in the independent variable will cause, the simple linear regression Coefficients were computed and presented in table 4.

**Table 4: Simple Regression Coefficients**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | P value |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.501 | .177 | | 8.482 | .000 |
| | Work environment | .471 | .041 | .689 | 11.484 | .000 |

The results show that a unit change in the work environment will influence employee labour turn over by 47.1%. This relationship is very significant given that the t statistic (t = 11.484; p< 0.05). This implies that with improved work environment employees are ready to stay with the institution than when the work environment is poor. The results support the work of Holmefur, Sundberg, and Wettergren & Langius-Eklöf, (2019), who indicated that work environment is a very critical factor in determining whether employees will choose to remain with the organization or will decide to leave for another organization. A similar view was held by other scholars such as Rasdi and Chen (2018) and Weko et al (2018) who also stressed that having a good working environment attracts more employees to stay other than start the exit process. The results clearly show that work environment has a very great influence on the rate of turnover in the public universities. The results support the two-factor theory that explains that the rate of employee turnover is influenced by the good work environment as a factor that satisfy employees and make them stay with the organization. The study has observed that without an effective work environment employees will still leave the organization irrespective of any other benefit being offered to them by the institution. As recommended by the two-factor theory, also known as motivation hygiene theory, minimizing the dissatisfiers and maximizing the satisfiers plays a key role in ensuring that employees desire to stay longer in their current work station. The practical implication is that the management should put a lot of focus on ensuring that the working environment is as hygienic as possible so as to align effectively with the expectation of the employees.

## 5. CONCLUSIONS AND RECOMMENDATIONS
### 5.1 Conclusion
Based on the results the study makes the following conclusions:
I Work environment has a statistically significant contribution to the rate of turnover among the non-teaching staff in the University. Therefore, an improvement in the work environment would result to

a great effect on the intention of the employees to either leave of staff in the institution.

ii The study generally concludes that employee turnover at the institution s of higher learning is greatly influenced by among other factors the work environment, the reward system, the level of employee engagement and staff training opportunities available, hence the university should invest more resources into developing these areas in order to reduce the rate of turnover among the non-teaching staff.

## 5.2 Recommendation

Based on the findings and conclusions of the study, the following recommendations were made. The Universities should consider improving the work environment by providing the required equipment and facilities and ensuring that there is good leadership and supervision to assist the employees to perform their duties. This was noted to have the highest effect on the turnover among the non-teaching staff.

## 5.3 Areas for further study

The study recommends the following areas for further research:

i Comparative cross-section research could be conducted to assess the status of employee turnover in public and private universities, to be able to ascertain the causes and impacts.

ii Research should be conducted to determine other factors that contribute to employee turnover other than the four selected for this study. This could ensure that the contextual gap is filled, and more data is made available to the researchers.

iii Research to cover a much wider scope in terms of the factors that affect employee turnover both among the teaching and non-teaching staff in public universities could be conducted in order to develop a comprehensive model to be used in assessing employee turnover.

## REFERENCES

Abyad, A. (2018). Project management, motivation theories and process management. *Middle East Journal of Business, 13(4), 18-22.*

Adejare, B. O., Olaore, G. O., Udofia, E. E., & Emola, T. B. (2020). Inefficiency among Non-Academic Staffs in Nigerian Tertiary Institutions: The Role of Training and Development. *Journal on Efficiency and Responsibility in Education and Science, 13(2), 56-66.*

Adeyemi, R. A., Joel, A., Ebenezer, J. T., & Attah, E. Y. (2018). The effect of brain drains on the economic development of developing countries: Evidence from selected African countries. *Journal of Health and Social Issues (JOHESI) Vol, 7(2).*

Akala, H. S. (2018). *Factors influencing employee retention among the non-teaching staff at the University of Nairobi, Keny*a (Doctoral dissertation, University of Nairobi, Kenya).

Al Mamun, C. A., & Hasan, M. N. (2017). Factors affecting employee turnover and sound retention

strategies in business organization: A conceptual view. *Problems and Perspectives in Management*, (15, Iss. 1), 63-71.

Alrawahi, S., Sellgren, S. F., Altouby, S., Alwahaibi, N., & Brommels, M. (2020). The application of Herzberg's two-factor theory of motivation to job satisfaction in clinical laboratories in Omani hospitals. *Heliyon, 6(9), 04829.*

Armstrong M. (2020). PHR/SPHR: Professional in Human Resources certification study guide. *Indianapolis. Wiley Publishing, Inc.*

Bushe, S. (2020). What impact does training have on employee commitment and employee turnover. In Schmidt Labour Research Centre Seminar Research Series (pp. 1-13). case study: *SA Journal of Human Resource Management, 3(2), pp.36-40.*

Chen, M. (2019). *The Effect of Training on Employee Turnover. Proceedings of the 2014* International Conference on Global Economy, Commerce and Service Science.

Chin, C. L. (2018). The influence of job satisfaction on employee turnover intention in the manufacturing industry of Malaysia. *Journal of Arts & Social Sciences, 1(2), 53-63.*

Cooper, D., & Schindler, P. (2019). *Business research methods (8th ed.). New York:*

Hermann, R. (2016). *Implementing Total Reward Strategies.* Society for Human Resource Management Press, USA.

Houghton, D., Pressey, A., & Istanbulluoglu, D. (2020). *Who needs social networking? An empirical enquiry into the capability of Facebook to meet human needs and satisfaction with life*. Computers in Human Behavior, 104, 106153.

Hughes, P. (2019). *Introduction to Health and Safety at Work.* Elvister Limited, Slovenia.

Jagun, V. (2018). *An investigation into the high turnover of employees within the Irish hospitality sector, identifying what methods of retention should be adopted* (Doctoral dissertation, Dublin, National College of Ireland).

Kothari, C. R. (2014). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers.

Kubler E. and DeLuca F. (2019). Employee Turnover: Organizational and Personal Perspectives. *Vocations and Learning, 2(3), 195-215.*

Mugenda, O. (2017). Research methods: Quantitative and qualitative approaches.2nd. Rev.

Mulenga, R., Charles, M., & Henry, M. (2017). Retention of Lecturers at the University of Zambia, 1990 to 2016. *International Journal of Humanities, Social Sciences and Education, 4(9), 20-31.*

Ng'ethe, J., Iravo, M. E., &Namusonge, G. S. (2019). Determinants of academic staff turnover in Public universities in Kenya: Empirical review. *International Journal of Humanities and Social Science, 2(13), 205-212*.

Ngeny, P. K. (2019). *Effect of Working Environment on Job Satisfaction among Non-Teaching Staff in Secondary Schools in Keiyo South Sub-County, Kenya* (Doctoral dissertation, Kisii

University).

Norton, A., Norton, A., & Cakitaki, B. (2020). *Mapping Australian higher education* 2016.

Nyanjom, C. R. (2017). *Factors influencing employee retention in the state corporations in Kenya* (Doctoral dissertation, University of Nairobi).

Rasdi, R. M., & Chen, Y. S. (2018). People management for managing employees' retention in the organizations. *International Journal of Academic Research in Business and Social Sciences, 8(12), 499-509.*

Read, E. A., & Laschinger, H. K. (2019). The influence of authentic leadership and empowerment on nurses' relational social capital, mental health, and job satisfaction over the first year of practice. Journal of advanced nursing, 71(7), 1611-1623.

Samuel, M. O., & Chipunza, C. (2018). Attrition and retention of senior academics at institutions of higher learning in South Africa: The strategies, complexities, and realities. *Journal of Social Sciences, 35(2), 97-109.*

Schneider, B., González-Romá, V., Ostroff, C., & West, M. A. (2017). Organizational climate and culture: Reflections on the history of the constructs. *Journal of applied psychology*, *102*(3), 468.

Taylor, S. (2014). *The employee turnover handbook, London: CIPD*. London: CIPD.

Tella, J.W. (2017). *Staff Retention in African Universities: Elements of a Sustainable strategy.* Washington DC: World Bank.

Wells, M., &Thelen, L. (2018) "*What does your workspace say about you? The influence of personality, status, and workspace on personalization." Environment and Behavio*r, 3:300-321.Wiley.