Factors Influencing Employee Turnover In Private Chartered Christian Universities In Nairobi City County

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ABSTRACT
This study examined the factors influencing employee turnover in Private Chartered Christian universities in Nairobi. The specific objectives for this study were: career growth, compensation, work environment and organizational culture. The target population for this study was 285 from the selected five private Chartered Christian Universities in Nairobi. A sampling frame eliminates a sampling error and provides an equal opportunity of all individual in the population. The study had sample frame of 245 which was the unit of analysis. All the variables were anchored on theories. Multiple regressions and inferential descriptive statistics were used in this study. The instruments were tested for reliability and validity before the actual collection of data. Data was collected with the help of questionnaires which were both structured and semi-structured. Data was analyzed with the help of statistical package for social science (SPSS) version 23 and presented in form of pie charts, graphs and tables. The research findings indicated that among other factors; compensation, career growth, work environment and organization culture has great influence on employee turnover in the Private Chartered Christian Universities in Nairobi City County. The correlation analysis showed that all the independent variables were predictor of the dependent variable, hence justifying the study. The summary of the findings indicated that the study justified the need for this study. Finally, this study has come up with the existing gap and the new knowledge under the area of study; it therefore means the study has added new knowledge to the existing literature where policy makers, academicians and Government agencies could use the generated best practices to make prudent decisions in related field of education sector. Additionally, the study recommends another study to be carried out to other sister universities both private and public so as to validate these findings with the outcome and arrive at a general consensus to all Institutions of higher learning.

Keywords: Employee Turnover, Christian Universities, career growth, compensation, work environment and organizational culture

INTRODUCTION
Globalization has not only increased competition among organizations but has also created new window of opportunity for the workforce. In the view of Wheelock (2010), the present economic situation of the world has increased the importance of talent management and retention. She further adds that intellectual capital is always an asset for any organization which they must invest in. People, intellectual capital and talent are ever more critical to organizational strategic success.
Retaining talented employees is the priority of many organizations and it is the key differentiator of human capital management (Mohammed, 2015). It is one of the critical issues facing organizations today and the biggest challenge faced by HR in modern economy (Lathitha, 2012) because of shortage of skilled workers, economic growth and high employee turnover. According to Reggio (2003), employee turnover rate is problematic and has a negative impact on an organizations performance as it disrupts
team, raises costs and reduces productivity and also results in lost knowledge. The demand for competent employees is high especially for key decision making workforce; therefore, organizations are exposed to a continuous competitive fight for the best and talented employees. Indeed, there is a paradigm shift from human resource to human capital which consists of knowledge, skills and capabilities of the people employed in an organization which is indicative of their value (Armstrong, 2010).

Major companies are today facing the challenge of retaining their talent competes in the global markets (Sculler et al., 2011; Scullion et al., 2010; Tarique & Schuler, 2010). The directive for organizations in this time of “war for talent” is to reduce turnover in favor of the retention of talented employees (McDonnell, 2010). The main purpose of retention is to prevent competent employees from leaving the organization as this could have adverse effects on productivity and service delivery (Ng‘ethe ,Iravo , &Namusonge, 2012). Research indicates that companies doing best of managing their talent deliver better results (Ntonga, 2007).

The identification and development of internal high-potential employees is referred to as ‘talent management within the human resource function (Nyanjom, 2013). According to Chartered Institute of Professional Development (CIPD, 2013) talent consists of those individuals who can make a difference to organizational performance either through their immediate contribution or, in the longer-term, by demonstrating the highest levels of potential. The growth potential of organizations worldwide depends on the ability of companies to have the right people, in the right place at the right time, strengthen organizational capability through individual development, performance enhancement, career development and succession planning (Iles ,2007).

In Kenya, Business Management Review, (2013) reports that Kenya faces the challenge of shortage of talent. These challenges include hiring, retaining and motivating professional talent. For example, early retirement leads to shortage of staff as there are no qualified personnel to fill these positions (Kagwiria, 2014). Private Charted Christian universities in Nairobi as is the case in most African countries universities, have been faced with a myriad of challenges which include low staff morale and motivation which has been one of the problems afflicting Kenyan private universities leading to loss of qualified personnel (Tetty, 2006).

In spite of this fact, private charted universities in Nairobi will continue to play an important role in the production and creation of wealth necessary for enhancing national development. For them to play this role, it is important that they are governed and managed effectively, efficiently and sustainably (Wario, 2012). The most critical problem is hiring, retaining, training and motivating professional talent in a scenario where there is already critical shortage of human talent. This affects all kinds of areas whether professional or non-professional management in Kenya. Being so, human talent is more critical to ensure the competitiveness of a company for the long term for proper management in Kenya (Athanne, 2012).

Murungi (2012), in his study on staff retention strategies in Kenya, states that many private charted universities in Nairobi are faced with the challenge of staff retention caused by movement of staff to organizations that are receptive to change. In Kenya, many institutions have not yet embraced the concept of talent management and thus face critical challenges in recruitment and retention of talented staff. According to the Saratoga Institute, which specializes in quantitative human resource measurements systems, the average company loses about one million dollars for every 10 professional employees who leaves the organization.

**Global Perspective of Employee Turnover**

Worldwide, retention of skilled employees has been of serious concern to managers in the face of ever increasing high rate of employee turnover. Today’s business environment has become very competitive thus making skilled employees the major differentiating factor for most organizations. Organizations - both public and private rely on the expertise of their employees in order to compete favorably and indeed gain competitive advantage in the international market. However, recent studies have shown that retention of highly skilled employees has become a difficult task for managers as this category of employees are being attracted by more than one organization at a time with various kinds of incentives.
A study of turnover by Boxall et al (2010) in New Zealand confirmed the view that motivation for job change is multidimensional and that no one factor will explain it. In 2011, a meta-analysis of some 800 turnover studies was conducted by Hom and Griffeth, which was recently updated (Griffeth et al, 2011). Their analysis confirmed some well-established findings on the causes of turnover. These include: job satisfaction, organizational commitment, comparison of alternatives and intention to quit. Nevertheless, while actual alternatives appear to be a better predictor of turnover, there is also well-established evidence of the link between perceived alternatives and actual turnover.

In their most recent meta-analysis, Griffeth et al (2011) confirmed that perceived alternatives modestly predict turnover. Mobley et al (2009) noted that the relationship between intentions and turnover is consistent and generally stronger than the satisfaction-turnover relationship, although it still accounted for less than a quarter of the variability in turnover. Tang et al’s (2010) study confirmed the link between commitment and actual turnover and Griffeth et al’s (2011) analysis showed that organizational commitment was a better predictor of turnover than overall job satisfaction.

Martin (2007) investigates the determinants of labour turnover using establishment-level survey data for the UK. Martin indicated that there is an inverse relationship between relative wages and turnover (i.e. establishments with higher relative pay had lower turnover). Griffeth et al (2011) noted pay and pay-related variables have a modest effect on turnover. Their analysis also included studies that examined the relationship between pay, a person’s performance and turnover. They concluded that when high performers are insufficiently rewarded, they leave. They cite findings from Milkovich and Newman (2009) that where collective reward programs replace individual incentives, their introduction may lead to higher turnover among high performers.

**Local Perspective of Employee Turnover**

Njoroge (2009) did a survey of factors that influence employee retention in manufacturing firms in Nairobi. The study focused on employees who had been retained by their employers for more than 10 years. Career growth and opportunity, better compensation, structured induction programs, performance management tools, equitable compensation were found to be among the factors that influence employees’ decisions to stay with their current employers.

A recent study was conducted at Masinde Muliro University of Science and Technology by Namasaka, Butali, Poipoi, Wesang’ula & Mamuli in (2013). Based on the findings of the study, the following conclusions were made: dissatisfaction with conditions of work; insufficient career development opportunities at place of work; Bullying and harassment at place of work; the job or workplace not living to the employees’ expectations; Mismatch between the person and the job; Employees feeling devalued and unrecognized; Stresses from overwork and work life imbalance; Loss of trust and confidence in senior leaders; and poor relationship with colleagues as some of the causes of employee turnover at Masinde Muliro University of Science and Technology (MMUST).

**Private Universities**

Private higher education in Kenya can be traced to the colonial period when missionaries established schools and colleges for their converts. The first private institutions of higher learning were the St Paul’s United Theological college (1955) and Scott Theological College (1962). In 1970 the United States International University (USIU) established a campus in Nairobi. These early universities offered degrees in the name of parent universities abroad. For a long time, the government did not give accreditation to these private colleges or universities. However, the increased demand for university education led the government to encourage the establishment and accreditation of private universities in the 1990s.

Employee turnover rates have, within the last decade become a nationwide epidemic. Employees in private universities no longer feel the sense of company loyalty that once existed. According to a joint employ survey done in 2015 in the five universities, 66% out of 100 employees surveyed felt dissatisfied with their current job, hence the need for this study. Private universities in Kenya fall into three categories; chartered, private universities constituent’s colleges and those operating on letters of interim authority (Commission for Higher Education 2013). Most private universities are located in Nairobi (the capital city) and its peri-urban zones. The location of these universities tends to follow the pattern of
Christian missionaries in establishing education institutions in Kenya during the colonial period (Wesonga et al. 2003). Their location implied that women and men who live far from Nairobi are not able to access the part-time (evening and weekend) programmes offered.

The private universities have arisen due to the inability of the public universities to absorb all university-qualifying students. Second, most of the private universities in Kenya are established and run by religious organizations. In Kenya 11 out of the 17 private chartered universities are sponsored and managed by Christian organizations. Most of the Christian-sponsored private universities started by offering courses mainly geared towards training church ministers. Nguru (2009) observed that the major aim of these church-affiliated private universities is the same as it was with the earlier missionary schools, namely, to promote the spread of the Christian gospel. However, these religious sponsored universities have expanded their programmes to include secular courses in the social and natural sciences. The study concentrated on the first 5 private universities that were first to be chartered and are operational in Nairobi city county and not their constituent campuses.

**Statement of the Problem**

Employee turnover is one of the challenges facing many organizations both public and private (Chew, 2004; Ng’ethe, Iravo & Namusonge, 2012). Retention of talented employees has become an even greater challenge confronting human resource practitioners because talented candidates in the global job skills market have a luxury of choice. Research estimates indicate that hiring and training a replacement worker for a lost employee costs approximately 50 percent of the worker’s annual salary (Johnson et al, 2010) but the costs do not stop there. Each time an employee leaves the firm, we presume that productively drops due to the leaving curve involved in understanding the job and the organization. Furthermore, the loss of intellectual capital adds to this cost, since not only do organizations lose the human capital and relational capital of the departing employee, but also competitors are potentially gaining these assets. The increasing importance of talent management in the modern and competitive business world has initiated a need to focus on managing talent as an organizations competitive asset (Nyanjom, 2013).

Employee Turnover is being experienced in the private chartered Christian universities as well as other industries; resulting to the fact that skills set possessed by available workers may not match the more complex advanced skills required by business (Buhler, 2008; Kagwiria, 2014). Nana (2013), suggests that organizations should ensure that they are better positioned to address the turnover. Private chartered Christian Universities in Nairobi County have been affected by mass exodus of employees in search of organizations that are more receptive to change (Murungi, 2012), terms and working conditions (Ndetei, 2008; Nyanjom, 2013). From the statistics some of this private chartered Christian universities for example have lost their well-trained employees and researchers to competitors both locally and regionally on the bases of compensation, career advancement opportunities and working conditions (Mumero, 2012; Nyanjom, 2013). Research shows that up to two thirds (55%) of senior faculty and researchers leave the private chartered Christian universities two to three years after joining to join either other private or public universities while some join the corporate organisations in management level positions. (Mwende, 2011). According to a report by Ndungu (2014), attrition is at 30% in these universities and mostly among the high performers and key players in the institutions. It is therefore imperative that any factors that would hinder the attainment of the Universities education vision 2030 be identified and addressed hence a need to study the factors influencing the turnover at these very important institutions. The study recommends that it is imperative for the private chartered Christian universities to design strategic responses to the problem of staff retention, an area that the current study seeks to address.

Getting the right people at the right place and keeping them there continues to be a major pre-occupation for organizations today (Kamau, 2013). Past studies on employee turnover in Kenya have addressed the problems in different perspectives: Wafula,(2010), investigated the effectiveness of strategic talent management practices in organizations, Njiru (2008), analyzed challenges facing human resource management practices in institutions of higher learning, Njoroge (2008, looked at talent management practices in other commercial sectors in Kenya, Ngari,(2012) studied the relationship between intellectual capital accounting and firm performance while Kagwiria (2014) studied the role of talent
management on firm performance in Kenya. This hence demonstrates existence of a major knowledge gap on relationship between talent management and employee retention which results in employee turnover in institutions. In view of the foregoing, the studies available are from developed countries, hence the need to do a study in the Kenyan context so as to validate these findings with the available literature. It is hence against this background this study was undertaken to fill the missing knowledge gap by establishing more factors that influence employee turnover and suggest ways of curbing these problems and reducing high turnover rate.

Objectives of the study
The general objective of this study was to analyze factors influencing employee turnover in Private Chartered Christian Universities in Nairobi City County.

The specific objectives of the study were;
1. To determine how career growth of employees influences turnover in Private Chartered Christian Universities in Nairobi City County.
2. To find out how compensation influences employees turnover in Private Chartered Christian Universities in Nairobi City County.
3. To analyze the extent to which work environment influences employee turnover in Private Chartered Christian Universities in Nairobi City County.
4. To establish how the organization culture influences employee turnover in Private Chartered Christian Universities in Nairobi City County.

Research Questions
1. What is the effect of career growth on employee turnover in Private Chartered Christian Universities in Nairobi City County?
2. How does compensation influence employee turnover in Private Chartered Christian Universities in Nairobi City County?
3. How does the work environment influence employee turnover in Private Chartered Christian Universities in Nairobi City County?
4. To what extent does the organization culture influence employee turnover in Private Chartered Christian Universities in Nairobi City County?

LITERATURE REVIEW
Theoretical Review

Theory of Work Adjustment
Theory of Work Adjustment is considered to be relevant on understanding how career development can influence employee turnover in private chartered universities in Kenya and hence provides the theoretical background for this for this study. Dawis and Lofquist (1984) argues that class of theory in career development that is anchored on the individual difference tradition of vocational behaviour. Viewing career choice and development as continual processes of adjustment and accommodation in which: the person looks for work organizations and environments that would match his/her “requirements” in terms of needs, and employer in turn looks for individuals who have the capabilities to meeting the “requirements” of the organization.

The term satisfaction is used to indicate the degree to which that person is satisfied with the employer, and satisfactoriness is used to denote the degree that employer is satisfied with person. To an employee, the most central requirements to meet from employer are his/her needs (or reinforcers), which could be further dissected into categories of psychological and physical needs that are termed values. To employer, however, the most central requirements are abilities, which are operationalized as dimensions of skills that people possesses that are considered necessary in a given environment. Overall, the degree of employee’s satisfaction and Employer’s satisfactoriness would jointly predict employee’s tenure in that work environment. Recent formulations of Theory work adjustment speculated on the effects of diverse adjustment styles that could be used to explain how employees and employers continuously achieve and
maintain their correspondence by the employee being able to grow in their career and the employer getting the skills and competencies that an employee has utilized to deliver. (Dawis, 2005).

Four adjustment style variables are identified, which are flexibility, activeness, reactiveness, and perseverance. Flexibility refers to people’s level of tolerance to employee-employer dis-correspondence and whether he/she has a tendency to become easily dissatisfied with employers. Activeness refers to whether a person has a tendency to actively change or act on environment to reduce dis-correspondence and dis-satisfaction. Reactiveness, conversely, refers to whether people would resort to self-adjustment in order to deal with dis-correspondence without actively changing or acting on environment. Meanwhile, perseverance refers to one’s degree of resolve and persistence to adjust and accommodate before choosing to exit from the employer. Similar adjustment styles also influence employee’s approach to deal with dis-correspondence and dis-satisfactoriness. Career choice and development is thus conceptualized as a continual process or cycles of work adjustment initiated by dis-satisfaction and dis-satisfactoriness.

**Equity Theory**

Equity theory is considered to be relevant in understanding how compensation can influence employee turnover in private chartered universities in Kenya and hence provides the theoretical background for this study. Redmond (2010) argues that Adams equity theory states that a person’s motivation is based on what he considers to be fair when compared to others. As noted by Gogia (2010), when applied to the workplace, this theory focuses on an employee’s work compensation relationship or exchange relationship as well as that of employees attempts to minimize any sense of unfairness that might arise. To be dealt with equitably is to be treated fairly in comparison with other group or workers.

Armstrong (2006), on equity theory stated that people will be motivated well if they are treated equitably and de-motivated if they are treated inequitably. This can lead to job satisfaction and will boost morale. It is the top management’s role to treat workers’ fairly if they expect to retain them. Okumbe (2001), noted that, compensation levels must be perceived to be fair and just to all participants. He further stated that equity is concerned with felt justice according to natural law. For compensation to be fair, it must be felt to match the level of work and the capacity of the individual to do work. It should be noted that workers have feelings of discomfort and guilt resulting from inequitably higher pay. And this in turn causes them to act in a manner that reduces dissonance. Thus, if the law of natural justice is followed, then staff turnover will not be a priority as employees will be willing to continue working. This theory is linked to this study in that it advocates for employee motivation and the realization that employees, just like other inputs should be well equitably rewarded by ensuring there is balance of rewards in the organization. The theory calls for fair treatment among employees in terms of rewards and creating a fair and equal working environment which leads to retention of employees and having a motivated workforce.

**Two Factor Theory**

The two-factor theory is considered to be relevant on understanding how working conditions can influence employee turnover in private chartered universities in Kenya and hence provides the theoretical background for this for this study. Gray Dessler (2011) argues that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction. It was developed by psychologist Frederick (1966), who theorized that job influence and job dissatisfaction act independently of each other. According to Herzberg, individuals are not content with the satisfaction of lower-order needs at work; for example, those needs associated with minimum salary levels or safe and pleasant working conditions. Rather, individuals look for the gratification of higher-level psychological needs having to do with achievement, recognition, responsibility, advancement, and the nature of the work itself.

**Edgar Schein’s and Mary Jo Hatch Theory**

Edgar Schein’s and Mary Jo Hatch theory is considered to be relevant on understanding how organizational culture can influence employee turnover in private chartered universities in Kenya and hence provides the theoretical background for this for this study. Spector, P.E. (2008). Argues that over time as employees remain with an organization, the corporate culture becomes morally binding because it becomes a joint purpose. Schein believed that a founder’s beliefs and values are taught to new members
and, if validated by success undergo cognitive transformation into assumptions (Schein, 2004). He also believed that organizational culture is the basic principles learned by a group through problem-solving experiences that are valued and shared as the perceived way of thinking and feeling about these life practices (Schein, 2004). Cultural influences can play an important role in defining the attributes of an individual employee thereby affecting their potential for success. This is supported by Schein’s theory of organizational culture where he describes three levels of organizational culture: artifacts, values, and implied assumptions.

**Conceptual Framework**

A conceptual framework is a pictorial or diagrammatic representation of the relationship between the independent variables and the dependent variable. Thus for this study to effectively determine the factors that influence staff turnover at private Chartered Christian Universities in Nairobi City County a conceptual framework (Figure 1) was used to graphically demonstrate the relationship between independent variables and dependent variable.

**Independent Variables**

- Career Growth
  - competencies mapping
  - skills acquisition
  - coaching & mentoring

- Compensation
  - tangible
  - non tangible
  - market rate

- Work Environment
  - management style
  - inclusivity at workplace
  - Health & safety

- Organizational Culture
  - Values, beliefs attitudes
  - Teamwork
  - Adaptability to change

**Dependent Variable**

- Employee Turnover of Private Chartered Christian Universities
  - voluntary turnover
  - involuntary turnover
  - Tenure

**Figure 1 Conceptual Framework**
RESEARCH METHODOLOGY

Research Design
According to Creswell (2008), a research design is a framework for collecting and utilizing sets of data that aims to produce logical and appropriate findings with great accuracy, and that aim to adequately and reasonably test a research hypothesis. Descriptive research design was adopted in this study to collect information since this design is believed to be the most appropriate in obtaining conclusive information about phenomenon.

Target Population
The target population for this study was 285 of all the senior managers such as deputy vice chancellors, deans, head of departments and assistants, registrars and assistant registrars and chairpersons in private chartered Christian universities in Nairobi City County as they are the ones responsible for line management of staff in the institutions. This was the unit of observation for this study. From each cadre a stratified random sampling was used. The respondents were picked from each stratum.

Sample and Sampling Technique
Sampling is an approach of picking a sample from a population (Kothari, 2011). A stratified random sampling technique was used to pick the representatives. This means that each of the five universities was represented in each of the stratum under this study. This random sampling technique ensured that the target population was divided into distinct strata with common characteristics out of which individual elements were randomly selected. The list of the respondents was obtained from human resource department. A sample size is a set of observations drawn from a population by a defined procedure (Creswell, 2003). A sample size of 245 employees was considered for this study. According to Mugenda (2003), a sampling fraction of between 10-30% of the total population in a descriptive research design is considered representative. Taro Yamane, (2011) provides a simplified formula to calculate sample sizes. A 95% confidence level is assumed for the equation.

\[ n = \frac{N}{1 + N(e)^2} \]

\[ n = \frac{58}{1 + 58(0.05)^2} \]

\[ n = 50.6 \]

<table>
<thead>
<tr>
<th>Category</th>
<th>Population</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic University</td>
<td>58</td>
<td>50</td>
</tr>
<tr>
<td>Daystar University</td>
<td>72</td>
<td>61</td>
</tr>
<tr>
<td>St. Paul’s University</td>
<td>75</td>
<td>63</td>
</tr>
<tr>
<td>Strathmore University</td>
<td>55</td>
<td>48</td>
</tr>
<tr>
<td>Pan African Christina University</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>285</strong></td>
<td><strong>245</strong></td>
</tr>
</tbody>
</table>

*Source: (2016): Annual reports from, Catholic University, Daystar University, SPU, PAC University and Strathmore University statistical data.*

Data Collection Instruments
The preferred instrument for data collection in this study was mainly through administering a well-structured questionnaire. A questionnaire is a set of systematically structured questions used by a
researcher to get the needed information from respondents. The administered questionnaire comprised of open-ended and closed ended.

**Data Collection Procedure**

Questionnaires were administered on the entire sample through personal delivery. The questionnaires were administered with the help of two research assistants. A response rate of 86.1% was achieved with majority of respondents returning their questionnaires. The researcher also relied on library and desk research, study of various books, scholarly journals and articles, reports and publications on the subject matter and related topics.

**Pilot Testing**

Gerson and Horowitz (2011) indicates that a pilot test is conducted to detect weaknesses in design and instrumentation and to provide proxy data for selection of a probability sample. An instrument is reliable when it can measure a variable accurately and obtain the same results over a period of time (Mugenda and Mugenda, 2003). Cronbach’s alpha methodology, which is based on internal consistency was used. Cronbach’s Alpha measures the average of measurable items and its correlation. The study administered 13 questionnaires to prospective respondents in order to test validity and reliability of the research instrument before the actual collection of data. Where it was found necessary, adjustments were made to achieve efficiency and effectiveness.

**Reliability of the Research Instrument**

Mugenda and Mugenda (2008) refers to reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability of the measures derived from tests and questionnaires refers to consistency, stability and repeatability of the data collection instruments. It is concerned with whether alternative researchers will reveal similar information (Fraenkel and Warren, 2000). Cronbach’s Coefficient Alpha was computed for each item. A reliability coefficient of 0.7 and above is accepted and would reflect the internal reliability of the instrument.

The following formula for Cronbach’s alpha was used to measure the reliability and internal consistency.

\[ \alpha = \frac{K \bar{c}}{(\bar{u} + (K - 1)\bar{c})} \]

Where:

- \( K \) is the number of test items
- \( \bar{u} \) is the average variance, and
- \( \bar{c} \) is the average of all covariance between the components across the current sample.

All the scales were found acceptable with all alpha levels above the 0.7 threshold. More specifically, Compensation had the highest reliability (\( \alpha = 0.901 \)) followed by Career growth (\( \alpha = 0.898 \)) then Organizational culture (\( \alpha = 0.873 \)) while work Environment was (\( \alpha = 0.862 \)) had the lowest respectively. The study found that the analysis was reliable and could be used for further investigation.

**Validity of the Research Instrument**

The validity of an instrument is the degree to which it measures what it is supposed to measure and consistently permits appropriate interpretation of scores. According to Kothari (2011) validity is the strength of the conclusions, inferences or propositions. It is the best available approximation to the truth or falsity of a given inference, proposition of conclusion. Data need not only to be reliable but also true and accurate. The questionnaires were given to other three research experts who have knowledge on the subject matter for their opinion on the adequacy of the variables being measured.
Data Analysis and Presentation
Collected data was analyzed using statistical package for social science (SPSS) version 23. The study further adopted multiple regression model at 5% level of significance to establish the strength and direction of the relationship between the independent variables (career growth, compensation, work environment, organizational culture) and the dependent variable (employee turnover). The employee turnover was regressed against four independent variables. The multiple regression formula was applied as follows:

\[ Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon, \]

Where: \( Y \) = Employee Turnover, \( \beta_0 \) = constant (coefficient of intercept), \( X_1 \) = Career Growth; \( X_2 \) = Compensation; \( X_3 \) = Work Environment; \( X_4 \) = Organization Culture; \( \epsilon \) = error term; \( \beta_1 \ldots \beta_4 \) = regression coefficient of four variables.

An Analysis of Variance was used to measure statistically the significance in predicting how dependent variables influence employee turnover. The test of significance was correlation coefficient, the \( R^2 \) as a measure of significance. The coefficient is a standard measure of an assumed linear relationship between variables. A coefficient of value between (+ve) 0.5 and (-ve) 0.5 or higher indicates a strong relationship and by extension a significant variable in influencing the trend of the dependent variable. The findings were presented using tables, graphs and charts and for further analysis and to facilitate comparison.

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The study found that the analysis was reliable and could be used for further investigation

RESULTS AND DISCUSSION
General Information
This section captures the respondents’ age, gender, their qualifications, as well as the department where they worked and their length of service.

Age
The study sought to establish respondents’ age categories, in order to get an overview of the age distribution of the respondents under this study. From Table 2 shown below, that a majority, 43.8% (97) of the respondents lie within the 31-40 years age bracket. This was followed by 25.2% (62) within the 21-30 years category. About 18.6% (56) were between 40-50 years and finally 12.4% (30) of the respondents were over 50 years respectively. From the result analysis the age of the respondents was varied hence diverse perspectives in responses as informed by perspective age brackets and experiences thereof on employees’ turnover and the influence on private chartered Christian universities.

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Frequency</th>
<th>Percent</th>
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<tbody>
<tr>
<td>21-30</td>
<td>62</td>
<td>25.2</td>
</tr>
<tr>
<td>31-40</td>
<td>97</td>
<td>48.3</td>
</tr>
<tr>
<td>40-50</td>
<td>56</td>
<td>18.6</td>
</tr>
<tr>
<td>Over 50</td>
<td>30</td>
<td>12.4</td>
</tr>
<tr>
<td>Total</td>
<td>245</td>
<td>100</td>
</tr>
</tbody>
</table>

Gender of the respondents
Majority of the respondents were male 65.6% (161) as compared to their female counterparts at 34.4% (84). It follows then, from the findings, that gender in the study areas is skewed with the males making the dominant gender.
Respondents were further asked to indicate their levels of education. This would serve to show the academic backgrounds among respondents in their respective positions in the study area. This would also show the respective levels of conversance with area of study concepts and theory in addition to the practice in their current businesses. Majority of the respondents (113) indicated having attained a Degree level. This was closely followed by 73 of the respondents who indicated that they have attained Master Level and 59 respondents indicated that PhD level of education.

Employee Cadre
Respondents were further asked to indicate employee cadre in the institution. This would serve the purpose of what type of respondents the researcher interacted with during the data collection and thus conversance with the concepts under study. Majority 74.7% (183) of the respondents were in the middle cadre. About 18.8 % (46) of the respondents were at higher level cadre and only 6.5% (16) of the respondents were in lower cadre.

<table>
<thead>
<tr>
<th>Cadre</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
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<tbody>
<tr>
<td>Higher</td>
<td>46</td>
<td>18.8</td>
</tr>
<tr>
<td>Middle</td>
<td>183</td>
<td>74.7</td>
</tr>
<tr>
<td>Lower</td>
<td>16</td>
<td>6.5</td>
</tr>
<tr>
<td>Total</td>
<td>245</td>
<td>100</td>
</tr>
</tbody>
</table>

Influence of Career Growth on employee turnover
The study sought to find out the influence of career growth on employee turnover in private chartered Christian universities in Nairobi City County. The respondents were provided with structured, closed, and
open-ended questions. The range was ‘strongly agree’ (5) to ‘strongly disagree’ (1). The scores of strongly disagree and disagree had an equivalent mean score of 0 to 2.5 on the continuous Likert scale; \(( \leq S, D/D<2.4)\). The scores of undecided had an equivalent mean score of 2.5 and 3.4 on the continuous Likert scale; \((2.5\leq U<3.4)\). The score of agree and strongly agree had an equivalent mean score of 3.5 to 5.0 on a continuous Likert scale; \(3.5\leq S.A/A<5.0\). Standard deviation of > 5 implies a significant difference on the impact of the variable among respondents.

Table 4: Influence of career growth on employee turnover

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution always plans on employee career growth by carrying out a competency analysis</td>
<td>37.6%</td>
<td>5.7%</td>
<td>52.8%</td>
<td>2.0%</td>
<td>1.9%</td>
<td>3.93</td>
<td>1.23</td>
</tr>
<tr>
<td>As a line manager, I frequently coach and mentor staff to enable them to grow.</td>
<td>29.36%</td>
<td>22.24%</td>
<td>12.69%</td>
<td>11.11%</td>
<td>24.6%</td>
<td>3.21</td>
<td>1.67</td>
</tr>
<tr>
<td>The institution has in house development programs to develop employees</td>
<td>59.5%</td>
<td>28.1%</td>
<td>10.0%</td>
<td>1.5%</td>
<td>1.4%</td>
<td>4.13</td>
<td>1.37</td>
</tr>
<tr>
<td>In our institution, progress and career development policy is clearly outlined and known to all employees</td>
<td>24.8%</td>
<td>32.9%</td>
<td>23.3%</td>
<td>10.0%</td>
<td>9.0%</td>
<td>3.40</td>
<td>1.12</td>
</tr>
<tr>
<td>Employees career development programs are linked to professional development</td>
<td>42.4%</td>
<td>50.0%</td>
<td>6.2%</td>
<td>1.0%</td>
<td>0.5%</td>
<td>4.1</td>
<td>0.89</td>
</tr>
</tbody>
</table>

As shown in the Table 4 above, majority of respondents (52.8%) were neutral that their institutions have in house development programs. 37.6% of the Respondents agreed on the statement that their institutions always plan on employee career growth by carrying out competency analysis. A good number of respondents also agreed that their institution offers career development programs which are linked to professional development needs as indicated by 32.9%. The findings concur with Joiner & Bakalis (2011) who insinuate that career growth programs make employees know that their interests are considered and that the institution values them to an extent of investing in their career development.

**Influence of Compensation on Employees Turnover**

The study sought to find out the influence of compensation on career on employee turnover in private chartered Christian universities in Nairobi City County. The respondents were provided with structured, closed, and open-ended questions. The range was ‘strongly agree’ (5) to ‘strongly disagree’ (1). The scores of strongly disagree and disagree had an equivalent mean score of 0 to 2.5 on the continuous Likert scale; \(( \leq S, D/D<2.4)\). The scores of undecided had an equivalent mean score of 2.5 and 3.4 on the continuous Likert scale; \((2.5\leq U<3.4)\). The score of agree and strongly agree had an equivalent mean score of 3.5 to 5.0 on a continuous Likert scale; \(3.5\leq S.A/A<5.0\). Standard deviation of > 5 implies a significant difference on the impact of the variable among respondents.

From the findings, majority of respondents agreed that other reward incentives are in place in their institution and that they understand how they are determined as indicated by a mean of 4.13. Majority of employees also understand the scope for pay and merit review process as indicated by a mean of 4.22. The respondents were neutral on the statement that compensation is linked to performance management as indicated by a mean of 3.11. Further, majority of respondents agreed that the pay in their institution is benchmarked and guided by market rates as indicated by a mean of 3.89.
Table 5. Influence of Compensation on employee turnover

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pay at the institution is benchmarked and guided by market rates</td>
<td>26.98%</td>
<td>34.13%</td>
<td>14.29%</td>
<td>12.69%</td>
<td>11.91%</td>
<td>3.89</td>
<td>1.24</td>
</tr>
<tr>
<td>Other reward incentives /bonuses are in place in your institution</td>
<td>63.8%</td>
<td>14.8%</td>
<td>4.8%</td>
<td>16.7%</td>
<td>0%</td>
<td>4.13</td>
<td>0.97</td>
</tr>
<tr>
<td>Management communicates pay matters periodically both individually and collectively</td>
<td>36.2%</td>
<td>51.9%</td>
<td>7.1%</td>
<td>2.9%</td>
<td>1.9%</td>
<td>3.83</td>
<td>1.11</td>
</tr>
<tr>
<td>Employees understand scope of pay and merit review process</td>
<td>89%</td>
<td>5.7%</td>
<td>2.4%</td>
<td>2.4%</td>
<td>0.5%</td>
<td>4.22</td>
<td>0.88</td>
</tr>
<tr>
<td>Compensation is linked to performance management</td>
<td>24.8%</td>
<td>32.9%</td>
<td>23.3%</td>
<td>10.0%</td>
<td>9.0%</td>
<td>3.1</td>
<td>1.12</td>
</tr>
<tr>
<td>The institution regularly undertakes salary survey and reviews the salary structure</td>
<td>7.1%</td>
<td>36.2%</td>
<td>51.9%</td>
<td>2.9%</td>
<td>1.9%</td>
<td>3.32</td>
<td>0.77</td>
</tr>
</tbody>
</table>

The respondents were also neutral on the statement that their institution regularly undertakes salary survey and reviews the salary structure as indicated by a mean of 3.32. The findings concur with Lincoln (2010), who asserts that compensation is a key factor in retention of employees and as such, organizations should put measures to ensure that compensation packages and policy align well with employee needs and that both tangible and non-tangible rewards are factored in.

**Influence of Work Environment on employee turnover**

The study sought to find out the influence of work environment on employee turnover in private chartered Christian universities in Nairobi City County. The respondents were provided with structured, closed, and open-ended questions. The range was ‘strongly agree’ (5) to ‘strongly disagree’ (1). The scores of strongly disagree and disagree had an equivalent mean score of 0 to 2.5 on the continuous Likert scale (≤S.D /D<2.4). The scores of undecided had an equivalent mean score of 2.5 and 3.4 on the continuous Likert scale (2.5≤U<3.4). The score of agree and strongly agree had an equivalent mean score of 3.5 to 5.0 on a continuous Likert scale; 3.5 ≤S.A/A<5.0). Standard deviation of > 5 implies a significant difference on the impact of the variable among respondents.

Table 6. Influence of Work environment on employee turnover

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are flexible schedules that allow work life balance in tour institution</td>
<td>62.4%</td>
<td>26.2%</td>
<td>8.6%</td>
<td>1.4%</td>
<td>1.4%</td>
<td>3.9</td>
<td>0.97</td>
</tr>
<tr>
<td>Existing management and leadership styles are clear and well known by the staff</td>
<td>47.6%</td>
<td>4.8%</td>
<td>25.7%</td>
<td>11.5%</td>
<td>10.0%</td>
<td>3.46</td>
<td>1.21</td>
</tr>
<tr>
<td>Management allows inclusion of staff in decision making</td>
<td>7.1%</td>
<td>31.1%</td>
<td>43.3%</td>
<td>9.0%</td>
<td>8.6%</td>
<td>3.98</td>
<td>0.86</td>
</tr>
<tr>
<td>Your institution embraces diversity and inclusivity at the workplace</td>
<td>72.5%</td>
<td>18.6%</td>
<td>1.0%</td>
<td>10.0%</td>
<td>0%</td>
<td>4.12</td>
<td>1.13</td>
</tr>
<tr>
<td>Health and safety measures are properly put in place in the institution</td>
<td>42.4%</td>
<td>50.0%</td>
<td>6.2%</td>
<td>1.0%</td>
<td>0.5%</td>
<td>4.08</td>
<td>1.71</td>
</tr>
<tr>
<td>The institution plans adequately for the future and responds promptly to new technical innovations</td>
<td>62.8%</td>
<td>4.8%</td>
<td>14.8%</td>
<td>16.7%</td>
<td>1%</td>
<td>3.36</td>
<td>1.25</td>
</tr>
</tbody>
</table>

From the study findings, majority of respondents agreed that they have flexible work schedules that allow work life balance as indicated by 88.6%. Majority also agreed that their institution embraces diversity and inclusivity at the work place as indicated by 91.1%. Further majority of respondents agreed that there are
clear health and safety measures properly put in place at the work place as indicated by 92.4%. However, the respondents were neutral on the statement that the existing management and leadership styles are well known by the staff. These findings are in tandem with Pugh and Bergin (2011) who recommend that organizations should continuously strive to ensure that they provide a conducive work environment for its employees as this may affect an institution’s performance and retention.

Additionally, respondents were requested to express their own opinions on the influence work environment has towards employees’ turnover. Majority 91.2% (223) of the respondents were of the opinion that a good working environment conditions can be an impetus of employees’ turnover for any modern and strategizing company. This can be achieved by providing physiological influence such as physical appearance, design of products or service and quick response to customers’ needs and wants and more importantly being creative and innovative towards achieving total quality management systems. Only 8.8% (22) of the respondents indicated that working environment without other factors inclusive may not influence the employees’ turnover.

**Influence of Organizational culture on Employees Turnover**

The study sought to find out the influence of organizational culture on employee turnover in private chartered Christian universities in Nairobi City County. The respondents were provided with structured, closed, and open-ended questions. The range was ‘strongly agree’ (5) to ‘strongly disagree’ (1). The scores of strongly disagree and disagree had an equivalent mean score of 0 to 2.5 on the continuous Likert scale ; ( ≤S. D/D<2.4). The scores of undecided had an equivalent mean score of 2.5 and 3.4 on the continuous Likert scale ; ( 2.5≤U<3.4). The score of agree and strongly agree had an equivalent mean score of 3.5 to 5.0 on a continuous Likert scale;3.5≤S. A/A<5.0). Standard deviation of > 5 implies a significant difference on the impact of the variable among respondents.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your institution live authentically by the institution values that guide its operations in relation to staff engagement</td>
<td>2.0%</td>
<td>35.7%</td>
<td>50.0%</td>
<td>3.3%</td>
<td>9.0%</td>
<td>3.96</td>
<td>0.80</td>
</tr>
<tr>
<td>Institution’s climate is directly related to productivity and performance outcome</td>
<td>79.1%</td>
<td>12%</td>
<td>5.9%</td>
<td>2.0%</td>
<td>1.0%</td>
<td>4.10</td>
<td>1.20</td>
</tr>
<tr>
<td>Your institution fosters a culture of transparency, honesty and communication</td>
<td>37.6%</td>
<td>5.7%</td>
<td>52.8%</td>
<td>2.0%</td>
<td>1.9%</td>
<td>3.22</td>
<td>0.98</td>
</tr>
<tr>
<td>Management encourages teamwork and group dynamics that help in building a culture of cohesiveness</td>
<td>70.5%</td>
<td>18.6%</td>
<td>10.0%</td>
<td>0%</td>
<td>0%</td>
<td>4.01</td>
<td>1.31</td>
</tr>
<tr>
<td>Your institution values play a key role in the hiring process and performance reviews</td>
<td>47.6%</td>
<td>10.0%</td>
<td>25.7%</td>
<td>11.9%</td>
<td>4.8%</td>
<td>2.91</td>
<td>1.01</td>
</tr>
</tbody>
</table>

As depicted in table 7 above majority of the respondents agreed that their institutions’ climate is directly related to productivity and performance outcome as indicated by a mean of 4.10. The respondents were neutral on the statement that their institution’s values play a key role in the hiring process and performance reviews as indicated by a mean 2.91. Further, majority agreed that the management encourages teamwork and group dynamics that help in building a culture of cohesiveness as indicated by a mean of 4.01. Finally, most number of respondents were neutral that their institutions live authentically by the institution’s values that guide them in operations as indicated by a mean of 3.96.

**Regression analysis**

Regression analysis is a statistical process for estimating the relationship among variables. It includes many techniques for modelling and analyzing several variables, when the focus is on the relationship
Regression analysis was utilized to investigate the relationship between the variables. These included an error term, whereby a dependent variable was expressed as a combination of independent variables. The unknown parameters in the model were estimated, using observed values of the dependent and independent variables. The study opted for a multiple regression because there was more than one independent variable under study.

**Table 8. Model Summary**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.8566(a)</td>
<td>.733</td>
<td>.7011</td>
<td>.7638</td>
</tr>
</tbody>
</table>

a Predictors: (Constant), $X_4$, $X_3$, $X_2$, $X_1$

Adjusted R square is coefficient of determination which shows variation in the dependent variable due to changes in the independent variable. From the findings in the table above, the adjusted R squared was 0.7011 an indication that there was variation of 70% on employee turnover due to changes in career growth, compensation, organizational culture and work environment at 95% confidence level. This shows that 70% changes in employee turnover could be accounted to changes in career growth, compensation, organizational culture, and work environment. R is the correlation coefficient that shows the strength of relationship between the study variables. From the findings shown above there was a strong positive relationship between the study variables as shown by 0.856.

**Table 9. Analysis of Variance ANOVA**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>2.508</td>
<td>4</td>
<td>0.445</td>
<td>5.427</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>27.716</td>
<td>238</td>
<td>0.082</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30.386</td>
<td>244</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Predictors: (Constant), $X_4$, $X_3$, $X_2$, $X_1$
b Dependent Variable: $Y_1$

From the ANOVA table above, the processed data which is the population parameters had a significance level of 0.000 which shows that the data is ideal for making a conclusion on the population parameters as the value of significance (p-value) is less than 5%. The F calculated value was greater than the F Critical Value (5.4257>1.894) an indication that the independent variables were significantly influencing the dependent variable. The value of F statistic ,5.427 at (p<0.05) indicates that the overall regression model is significant hence it has some explanatory value i.e. there is a significant relationship between the predictor variables career growth, compensation, work environment and organizational culture (taken together) and employee turnover in private chartered Christian universities in Nairobi City County.

**Table 10. Regression Coefficient Results**

<table>
<thead>
<tr>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>.000</td>
<td>.307</td>
<td></td>
</tr>
<tr>
<td>Compensation</td>
<td>.421</td>
<td>.135</td>
<td>2.311</td>
</tr>
<tr>
<td>Career growth</td>
<td>.353</td>
<td>.118</td>
<td>1.532</td>
</tr>
<tr>
<td>Work Environment</td>
<td>.334</td>
<td>.113</td>
<td>1.256</td>
</tr>
<tr>
<td>Organizational Culture</td>
<td>.231</td>
<td>.023</td>
<td>2.145</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Employee Turnover,
b. Constant: Compensation, Career growth, Work Environment, Organizational culture

From the data above table, the established regression was;
Y = 0.000 + 0.421X1 + 0.353X2 + 0.334X3 + 0.231X4

The standardized beta coefficients give a measure of the contribution of each variable to the model. A large value indicates that a unit change in this predictor variable has a large effect on the criterion variable. The t and Sig (p) values give a rough indication of the impact of each predictor variable—a big absolute t value and small p value suggests that a predictor variable is having a large impact on the criterion variable.

At a 5% level of significance and at 95% level of confidence, Compensation had a 0.21 level of significance, career growth 0.002 level of significance, work environment 0.10 level of significance and organization culture had a 0.13 level of significance. Overall compensation had the greatest effect on employee turnover, followed by career growth, then work environment while organizational culture had the least effect on employee turnover. All variables were significant (p < 0.05).

### Table 11. Correlation Results

<table>
<thead>
<tr>
<th></th>
<th>X11</th>
<th>X22</th>
<th>X33</th>
<th>X44</th>
<th>Y11</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compensation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Growth</td>
<td>.751(**)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X2</td>
<td></td>
<td>.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X3</td>
<td></td>
<td></td>
<td>.733(**)</td>
<td>.653(**)</td>
<td>1</td>
</tr>
<tr>
<td>Work Environment</td>
<td></td>
<td>.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X4</td>
<td></td>
<td></td>
<td></td>
<td>.724(**)</td>
<td>.854(**)</td>
</tr>
<tr>
<td>Organization culture</td>
<td></td>
<td>.000</td>
<td></td>
<td>.007</td>
<td>.038</td>
</tr>
<tr>
<td>X5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.743(**)</td>
</tr>
<tr>
<td>Y1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>Employee turnover</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

The correlation matrix in the table above indicates that compensation is strongly and positively correlated with employee turnover as indicated by a correlation coefficient of 0.743. Further the matrix also indicated that career growth is positively correlated with employee turnover as indicated by a coefficient of 0.722. The correlation matrix further indicates that work environment is strongly and positively correlated with employee turnover as indicated by a coefficient of 0.619. Lastly the correlation matrix further indicates that organizational culture is strongly and positively correlated with employee turnover as shown by a coefficient of 0.572. The correlation matrix implies that the independent variables (compensation, career growth, work environment and organizational culture) are very important in reducing employee turnover.

**CONCLUSION**

The study established that providing employees with good compensation package and ensuring that employees understand how reward incentives and bonuses are determined, motivates employees, increases productivity and helps in employee retention thus reducing turnover. The study concludes that
compensation has a positive influence in employee turnover in private chartered Christian universities in Kenya.
The study further established that offering employees career growth opportunities signals to employees that the management is keen in developing them and this improves their motivation by the employees’ perceptions that they are valued by the institution. The study concludes that career growth positively influences employee turnover in private chartered Christian universities in Kenya.
The study established that work environment can influence internal work motivation, increase satisfaction, increase quality work performance and reduce absenteeism and turnover. The study therefore concludes that work environment positively influences employee turnover in private charted Christian universities in Kenya.
The study also revealed that when an institutions climate is directly related to productivity and performance outcome, fosters a culture of transparency, honesty and communication, it creates a positive organizational culture, which will aid in reducing employee turnover. The study therefore concludes that organizational culture positively influences employee turnover.

RECOMMENDATIONS
The study recommends that institutions should always plan on employee career growth by carrying competency gap analysis which helps in identifying need. They should also design in house development programs to develop employees and have a clearly outlined career development policy.
The study recommends that institutions should benchmark their pay to the current market rates and ensure that employees understand how rewards and bonuses are determined in the institution. Institutions should regularly undertake salary surveys and ensure that compensation is linked to performance management.
The study further recommends that institutions should ensure that health and safety measures are put in place to avoid unnecessary accidents. Institutions should also have flexible work schedules and allow staff in to participate in the decision making process.

REFERENCES
Dawis, Rene V. (2007). *Career Development and Counselling; Putting theory and research to work* (pp.3-23).

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