



Kamuzu College of Nursing

**NURSE EDUCATOR PERSPECTIVES ON JOB RETENTION AMONG
GOVERNMENT SECONDED NURSE EDUCATORS IN CHRISTIAN HEALTH
ASSOCIATION OF MALAWI NURSING/MIDWIFERY COLLEGES.**

By

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Declaration

I, **Flora Khonje Telalini**, hereby declare that this thesis is my original work and has not been presented for any other awards at the University of Malawi or any other University. Work of other people used in this thesis has been acknowledged appropriately.

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Certificate of approval

The undersigned certify that this thesis represents the student's own work and effort and has been submitted with our approval.

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Dedication

This thesis is dedicated to my mother, Aida Longwe, Katundu Khonje for modelling tenacity, resilience and hardworking spirit in me. My late father, Gilbert Belington Khonje and late sister in-law, Doris Mzingeli Khonje who passed away during the conceptualisation stage of the study.

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“The fear of the Lord is the beginning of wisdom, and the knowledge of the Holy One is understanding. For wisdom will enter your heart, and knowledge will be pleasant to your soul” (Proverbs 9:10;2:10). I thank God for being with me throughout the dissertation.

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Abstract

Background: Educational outcomes are key to any programme success. Retention of nurse educators is a human resource trend and issue to consider when crafting employment policies and strategies for managing people at work. However, it has been observed that retention of nurse educators in CHAM nursing colleges is low over the years.

Aim: The purpose of the study was to explore factors influencing retention of government seconded nurse educators in CHAM Nursing/Midwifery colleges.

Methods: The study used a qualitative approach. An exploratory research design was used to obtain data from 13 nurse educators working at St Luke's, Nkhoma Colleges of Nursing/Midwifery and Kamuzu Central Hospital. A purposive sampling method was used to recruit participants for the study. An interview guide was used to collect data through face to face in-depth interviews. Data was analyzed manually by means of content analysis.

Findings: Findings of the study revealed six major themes: Academic work environment, Nurse Educators' incentives, working conditions, policy decisions, empowerment of educator leader and retention strategies. Incentives were motivators according to the participants' narratives since absence of top up allowances, accommodation; transport as well as staff development opportunities made nurse educators to leave the teaching service in CHAM colleges and these are factors for low retention rates of nurse educators in CHAM colleges.

Conclusion: It is imperative for CHAM colleges to improve on nurse educator's perks and other benefits in order to attract, satisfy and retain the majority of government seconded nurse educators in CHAM colleges.

Key words: *employee retention, employee attrition, nurse educator, job satisfaction, incentive*

List of abbreviations and acronyms

AANC	American Association of Nursing Colleges
CHAM	Christian Health Association of Malawi
COMREC	College of Medicine Ethics Committee
KCH	Kamuzu Central Hospital
KCN	Kamuzu College of Nursing
MCHS	Malawi College of Health Sciences
NEPI	Nursing Education Partnership Initiative
NMCM	Nurses and Midwives Council of Malawi
NMT	Nursing Midwifery Technician
PEPFAR	President's Emergency Plan for Aids Relief
WHO	World Health Organization

Definition of terms

Factor: A factor is something or a circumstance that contributes to the production of a result (Freshwater & Maslin-Prothero, 2005). In this study, activity which increases the chances of government seconded from not being retained in the teaching profession is known as a factor.

Nurse educator: According to Nurses and Midwife Council of Malawi (NMCM), Nursing/Midwifery Standards for Nursing Education, a nurse educator is a registered nurse with an additional qualification in nursing education who has successfully completed a minimum of two-year course of study and who is registered with Nurses and Midwife Council of Malawi (NMCM, 2013). In this study, nurse educators are all nurses/midwives teaching at CHAM Nursing/Midwifery Colleges but have a minimum qualification of any Bachelor of Science Degree in Nursing and Midwifery education obtained at any recognize University in Malawi.

Nurse educator on secondment: A tutor with a BSc or Master's Degree in any nursing program deployed to teach in CHAM nursing colleges by the government (MOH, 2011). In this study, all nurse educators employed by the government to CHAM institutions.

Nursing College: A post-secondary education institution that offers nursing/midwifery education programmes at basic and post-basic levels, where such education programme has been approved according to NMCM regulations. Again, the institution is accredited and licensed to provide nursing/midwifery education and has practical clinical sites that meet the criteria of NMCM (NMCM, 2013). In this study, Nursing Colleges are all CHAM institutions which are licensed by NMCM and offer training in Nurse Midwife Technician (NMT) programme.

Retention: Is an organization's efforts to keep in employment those employees of whom the organization has a positive evaluation, who would normally only leave the

organization through voluntary resignation(Mayhew, 2015). In this study all nurse educator retention will refer to government seconded nurse educators who have remained in their teaching positions for more than 2 years at CHAM colleges.

Vacancy rate: Vacancy rates can be defined as the number of unfilled establish posts at a particular time (Zurn, Dolea, & Stilwell, 2005). In this study, the term “vacancy rate” means shortage of nurse educators.

Turnover: Turnover expresses the percentage of a defined labour force that is lost each year through retirement, death, international migration or moving to work in another sector of the economy (Zurn et al., 2005). In this study, turnover means the rate at which nurse educators are leaving the teaching service for other services because of their own reasons.

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CHAPTER 1: INTRODUCTION AND BACKGROUND

1.0 Introduction

The health care work force in Malawi is largely comprised of nurses and midwives whereby about 77% of the nurses and midwives are Nurse Midwife Technicians (NMTs) trained at college diploma level in nursing colleges (MoH, 2011). According to Muula and Maseko (2005) the majority of nurses and midwives in Malawi, are trained in faith based institutions owned by CHAM. At present, Malawi has 13 CHAM Nursing/Midwifery Colleges (Muula & Maseko, 2005). These colleges are mainly found in rural and semi-urban areas of the country (Caffrey & Frelick, 2006; Muula & Maseko, 2005). These colleges get most of their support from the Ministry of Health, such as deployment of nurse educators (tutors) to train student nurses and midwives as NMTs. Despite the Malawi Government's effort to support CHAM colleges capacity enhancement the researcher has observed that retention of nurse educators is low over the years. Secondment of nurse educators' in CHAM institutions as a strategy to override the challenges was perceived as an effective strategy, and this is true if both parties involved are clear on how socio support should be accorded to the deployed. Therefore, identifying factors influencing retention of government seconded nurse educators in CHAM colleges is the first step in assuring that more nurses and midwives are trained for the country.

1.1 Background

Globally, the nursing education sector is facing a lot of problems on retention of nurse educators in nursing/midwifery colleges (Rosseter, 2014). Even though it is difficult to obtain the actual data of nurse educator's retention in different nursing/midwifery colleges of the world, however, data on vacancy rates of nurse educators seems to be significant in explaining the issue of nurse educators' retention in nursing/midwifery colleges. In America

for example, a Special Survey Report on nursing faculty vacancy position for 2014-2015 academic year; revealed that the nursing faculty vacancy rate was at 8.3% whereby 1,358 faculty positions were unfilled (Rosseter, 2014). This low numbers of nurse educators in nursing colleges prevented about 78,089 eligible student applicants from attaining courses in baccalaureate nursing programmes because they were turned away (Rosseter, 2014). While, in Europe, Well and Norman (2009) state that the position of European nursing faculty is likely to be the same as of America in the context of nursing/midwifery faculty vacancy rates by 2030. This is because older nursing faculty are retiring from the teaching service while other nurse educators are seeking better paying jobs other than teaching in nursing colleges (Well & Norman, 2009).

In Sub- Saharan region, Twining (2010) states that nurses alone make the largest segment of the health care professionals since they are usually the 'front line staff'. To be more precise (Munjanja, Kibuka, & Dovlo, 2005; WHO 2009) state that nurses represent over 75% of all of the health care providers in this region. Even though the nursing profession is the largest segment of the health workers in sub- Saharan Africa, it is being attested that the vacancy rate of nurses in Africa is still huge (Lane, Antunes, & Kingma, 2009; Munjanja et al., 2005; WHO, 2009).

According to Lane et al., (2009) this shortage of nurses/midwives in African countries' hospitals is largely due to low numbers of nurse educators in nurse training colleges to train adequate numbers of nursing staff necessary for the delivery of quality health care services. In Kenya for example Appiagyei et al. (2014) state that none of the training institutions are meeting the optimum faculty-to-student ratio of 1:10 per contact time in clinical area, as recommended by the Nurses Council of Kenya. The ratios are ranging from 1:14 in the private and faith-based institutions while in public institutions the ratio is as high as 1: 40 (Appiagyei et al., 2014). Additionally, a high turnover rate of nursing faculty in

Kenya is also a result of nursing faculty's interest to move into government's positions which are better paying than in nursing training institutions (Appiagyei et al., 2014). These authors further alluded to that, rural location of nursing training institutions, is further contributing to low retention rate of nurse educators in public nursing colleges.

Similarly in Malawi, the health care delivery system depends on well qualified nurse educators to offer quality nursing/midwifery education to students (Caffrey & Frelick, 2006; Martinez et al., 2008; O'Neil et al., 2010). According to Ministry of Health (2011) the vacancy rate of nurses/midwives in the country is at 65%, hence preventing the delivery of effective healthcare services to most of country's population. In view of this, the government of Malawi and other nursing and midwifery education partners (Nursing Education Partnership Initiative [NEPI], President's Emergency Plan for Aids Relief [PEPFAR]) embarked on several initiatives which aimed retaining government seconded nurse educators in CHAM Nursing/Midwifery Colleges with the aim of supporting the training of nurses/midwives in the country (Bandazi et al., 2013; Martinez et al., 2008). Some of the initiatives included; improving health workers welfare through salary top ups, improving nurse educators accommodation in rural and semi-urban areas, training plus deploying more nurse educators trained at Bachelor of Science and Master of Science in Nursing Education in CHAM colleges. However, it is being reported that these initiatives only helped to increase a small percentage of nurses and midwives needed in the country with about 22 percent (Martinez et al., 2008). Additionally, retention of nurse educators is essential because implementation of the curriculum requires those who are familiar with the curriculum and have experience in teaching.

In a quest of increasing the number of qualified health personnel, particularly the nursing and midwifery technicians NMT's in the country's hospitals, the government of Malawi through MoH conducted another needs assessment in all nurse/midwifery training

intuitions in July 2010 (MoH, 2011). The aim of the field visit was to identify the training needs of all nurse training colleges towards the expansion of nursing education and to achieve the targeted number of 265 nurse educators by 2018 (Ministry of Health, 2011). The needs assessment revealed that, CHAM Nursing/Midwifery Colleges are not meeting the optimum faculty-to-student ratio of 1:50 in classroom and 1:10 in clinical practice per contact time as prescribed by WHO (2007) and NMCM (WHO, 2007; US Government, 2011; MOH, 2011; NMCM, 2013). For instance, according to MoH (2011) calculations on the required numbers of nurse educators to be recruited annually due to the increased number of students' intake per year; Malawi College of Health Sciences (MCHS) Zomba campus (which is the only government institution which offers NMT's training at college diploma level) is expected to hire 15 additional tutors and clinical instructors in order to increase annual students' intake from 137 to 240 from 2011-2018. While Mulanje Mission College is expected to hire 15 additional tutors and clinical instructors in order to train 120 students per year from 2011 to 2018. This means that if Mulanje mission doubles the intake of students to 240 annually, then the number of nurse educators should double too. This difference signifies that there is high vacancy rate of nurse educators in CHAM colleges because if Mulanje College of Nursing will need more tutors than MCHS - Zomba campus. As such it is imperative to conduct a study on factors influencing retention of nurse educators in CHAM nursing/midwifery colleges in order to identify the practical strategies of retaining nurse educators in CHAM colleges.

1.2. Problem Statement

Anecdotal reports indicate that retention of government seconded nurse educators in CHAM nursing colleges remains a challenge (MOH, 2011; Bandazi et al., 2013). At present the ratio of nurse educators to students in nursing colleges is at 1:100 in classroom and 1:20 for clinical practice per contact time against the prescribed ratio of 1:50 in classroom and 1:

10 clinical practice (Mbirimtengelenji & Adejumo, 2015; NMCM, 2013). High tutor/ student ratios contribute to poor students' acquisition of psychomotor, clinical skills because students are not adequately supervised or guided by tutors at both clinical practice area and in skills laboratory (Mwale & Kawala, 2016). In addition, there is high failure rates of student nurses at licensure examinations as well as lack of creativity and critical thinking ability among newly qualified nurses in hospital settings. Such being the case, failure to retain nurse educators is an issue at hand which jeopardizes quality of educational outcomes.

Furthermore, a study by Chirwa-Mazengela (2015) on “factors related to intention to stay in nursing colleges among nursing faculty members in Malawi” revealed that nursing faculty members are less likely to stay in nursing colleges because of inadequate numbers of nurse educators in nursing colleges. Therefore, if nursing faculty members are perceiving a low intention to stay at the nursing college, they are less likely to be retained in nursing colleges. As such, it is vital to understand the factors that would influence retention of government seconded nurse educators from their perspectives.

1.3. Justification of the Study

According to Muula and Maseko (2005) the majority of nurses and midwives in Malawi are Nurse Midwife Technicians (NMTs) trained at college diploma level in CHAM institutions (MoH, 2011). At present, there are 13 CHAM Nursing/Midwifery Colleges which train about 77% of all the nurses and midwives in Malawi. Additionally, these CHAM institutions are mainly found in rural and semi-urban areas of the country (Caffrey & Frelick, 2006; Muula & Maseko, 2005). Therefore, the findings of this study will help to identify some of the practical strategies of promoting retention of government seconded nurse educators in rural CHAM Nursing Colleges in order to increase number of skilled health workers in rural areas. Considering that NMT's are the front- line- health care providers in rural health facilities of

Malawi thereby preventing transferring of health care services to the less skilled community-based Health Surveillance Assistants (HAS). Secondly, the study will advance evidence-based practice in the deployment of nurse educators especially those that are deployed to CHAM institutions on secondment. Finally, accommodation and other amenities like good schools for nurse educators children are difficult to find in rural areas (Caffrey & Frelick, 2006; Martinez et al., 2008). Therefore, the findings of this study will help to identify some of the practical strategies of promoting retention of government seconded nurse educators in rural CHAM Nursing Colleges who are not retained because lack of accommodation and other basic amenities for life in rural areas.

Additionally, findings of the study may help to win the donor support with means of improving retention of nurse educators in CHAM nursing and midwifery colleges; because according to the Global Health Initiative Strategy (2010), foretells that the demand for nurses in Malawi will double by 2030 if no precautionary measures of training nurses/midwives are seriously considered. Therefore, the findings from this study will help the management or proprietors of Nursing Colleges and stake holders learn and plan the best ways of retaining nurse educators in nursing colleges thereby meeting the optimum demands of the growing population.

1.4. The Research Purpose/Objective

The study aimed at exploring the factors influencing retention of government seconded nurse educators in CHAM Nursing/Midwifery Colleges from nurse educators' perspective.

1.5. Specific objectives

- To determine factors enhancing retention of government seconded nurse educators in CHAM Nursing/Midwifery Colleges

- To identify factors influencing low retention of nurse educators in CHAM Nursing /Midwifery Colleges
- To identify practical strategies of promoting retention of nurse educators in CHAM Nursing /Midwifery college

CHAPTER 2: LITERATURE REVIEW

2.1. Chapter Overview

This chapter presents a review of existing literature on factors influencing retention of nurse educators in Nursing/Midwifery Colleges. Factors promoting and influencing low retention of nurse educators in nursing colleges as well as strategies of enhancing nurse educators' retention are also discussed. Database used to access literature were Pub Med, Google Scholar, Cumulative Index to Nursing and Allied Health Literature (CINAHL), Medical Literature on Line (MEDLINE) and World Health Organization websites. The following key words were used for the literature research; Employee, Nurse Educator, Retention, Attrition, Incentives, Work environments and Job satisfaction. The literature search was from 2006 to 2016.

Polit and Beck (2012) state that qualitative researchers often avoid extensive literature search prior to collecting their own data in order to avoid study results biases of their own perceptions. However, a simple review of existing literature was conducted before data collection and analysis. This was beneficial as it provided the researcher with important background knowledge of the topic under study.

2.2. Factors promoting retention of Nurse Educators in colleges.

Recruiting and retaining qualified tutors or lecturers is a necessary component of a successful nursing/midwifery institution because the quality of the nursing/midwifery education available at the institution is only as good as the quality of nurse educators prevailing at that institution (Caffrey & Frelick, 2006). Employee retention is the ability of an organization to reduce the turnover effect of its organization (Fukofuka, 2014). According to Armstrong (2006) factors influencing retention of nurse educators in academia can be intrinsic or extrinsic in nature. Intrinsic factors develop from the work itself such as a feeling

of being important and learning valuable skills while extrinsic factors include compensation, benefits and welfare (Armstrong, 2006). Even though there are many factors that can affect retention of employees at a work place, it is important for college managers to recognize and manage both sets of characteristics in order to enhance retention of nurse educators at a nursing college.

a) Intellectually stimulating academic environments

Intellectually stimulating academic environment is a main factor promoting retention of nurse educators in nursing colleges. The majority of the nurse educators are working in academic environments because they are intellectually stimulating. For instance, Tourangeau et al. (2013) conducted a cross sectional internet quantitative study on work, work environments and other factors influencing nursing faculty intentions to remain employed in nursing colleges in Canada. Findings of the study revealed that nursing faculty were influenced to remain in their teaching role because they were continuously interacting with students as they were teaching them the art and science of nursing. Additionally, nurse educators reported that they were given challenging tasks like designing curriculums for teaching nursing. These tasks made them to be updating their teaching knowledge through reading and doing research (Tourangeau et al., 2013). As a result, nurse educators were able to bring the needful change in the curriculum this made nursing institutions produce competent nurses who are greatly needed by society in this twenty first century. Lastly, nurse educators were finding value in their work because they were part of students' success (Tourangeau et al., 2013).

Likewise, Evans (2013) in a study on factors influencing recruitment and retention of nurse educators in USA. Findings of the study revealed that most nurse educators who had opportunities of working with students were attracted to remain in their teaching role. Nurse educators were working hard in order to maintain a good reputation. Since they believed that

if competent nurses are produced to the community, then their reputation to the community in which they are serving will be good. Therefore, working in academic environment helped to attract more people join the nursing/midwifery professions because student nurses are drawn from the community and returned to community after graduating (Evans, 2013). Therefore, working in an intellectually stimulating environment made the majority of the nurse educators to be retained.

Similarly, Brady (2007) in USA, conducted a study on recruitment and retention of Associate Degree Nursing (ADN) faculty. The aim of the study was to examine the factors along with strategies that had potential to affect recruitment and retention of nurse educators in academia. Findings of the study revealed that the number one factor which influenced faculty members to either take on the faculty role was the idea of working with students in academic environments. The academic work environment made faculty members to be extremely busy with their teaching role of teaching students. Thus, faculty members were teaching in both classroom settings and clinical settings. As such they were expected to have both classroom skills and clinical expertise in order to produce competent nurses.

On the other hand, a study by Matahela (2012) in south Africa, on factors leading to resignation of nurse educators at Johannesburg college, findings of the study revealed that some nurse educators resigned from the nursing college because they had no opportunities which could make them grow in their profession as nurse educators. Nurse educators indicated that they were not actively involved in curriculum development as well as taking on challenging jobs which could result in expanding their knowledge of teaching (Matahela, 2012). This lack of professional growth and career advancement made nurse educators venture out to more challenging jobs and to jobs which made them find value in their work (Matahela, 2012).

From the above studies it is worthy to conclude that intellectually stimulating environments make nurse educators continuously work with students. Additionally, intellectually stimulating environments make nurse educators find value in their work. However, little is known on what inspires nurse educators in Malawi to continue working in nursing colleges. As such, it is imperative to conduct a study on what really motivates nurse educators in academic nursing colleges in Malawi. This will help to attract more nurse educators to work in academic settings other than working in clinical settings as clinical nurses. Additionally, it is a fact that a low retention rate of nurse educators in academia affects implementation of college's curriculum because implementation of the college curriculum requires those that are experienced in teaching and are familiar with the curriculum.

b) Leadership in Academic environments

Literature has shown that good leadership skills has a positive impact on nurse educators' retention in academia (Billings & Halstead, 2012). In line with this statement, are the results of study by Turrin (2016) entitled "The influence of nursing academic leadership on faculty retention". The aim of the study was to explore how leadership in the work environment can influence retention of nursing faculty at an institution. The results of the study revealed that there is high retention rate of nursing faculty when they are engaged with leaders who like open communication system of managing nursing faculty (Turrin, 2016). The study further revealed that open communication system made faculty feel that they are being valued, respected, and appreciated. Leaders with effective communication systems at an organization make employees gain confidence with the organisation in which they are working with since nurse educators feel that they are part and parcel of the organization (Billings & Halstead, 2012). Nursing leaders who use open door policy attract more nurse educators to remain longer with their teaching role at nursing colleges (Ashfaq et al., 2012).

Open door policy is when employees are visiting their leaders without booking for an appointment (Ashfaq et al., 2012). Therefore, nurse educators are free to interact with their leaders and this increases their likelihood of staying with their institutions in which they are teaching.

Apart from nursing leaders having effective communication system in the work environment, nursing leaders should always engage their nurse educators in decision making process (Turrin, 2016). When nurse educators are involved in decision making process their feelings of uncertainty and vulnerability in the work environment are reduced and this promotes retention of nurse educators in academia. Additionally, participative leadership style enhances collegial work relationships especially with male teaching staff at nursing colleges. According to the findings of a study by Evans (2013) in USA on factors influencing recruitment and retention of nurse educators in academic environment; male nurse educators like collegial work environments. Such being the case, it is worthwhile to find out what leadership style and communication systems motivate male nurse educators to work in Malawian nursing colleges, since the majority of the nurse educators in nursing colleges are females.

c) Provision of psychosocial support to nurse educators.

Provision of institutional support to nursing faculty enhances good performance of teaching staff at an institution. Nurse educators need support from non-teaching staff like secretarial services or internet services in their academic work (Evans, 2013). This is because nurse educators have dual responsibilities of teaching theory in classrooms and supervising nursing students at clinical areas (Brady, 2007). As such, nurse educators do not have adequate time to prepare for other lessons if they have many activities to do (Brady, 2007). In support of these statements are the findings of a nationwide internet in study USA by (Evans, 2013). Findings of the study revealed that provision of administrative support and internet

services to nurse educators who are beginning researchers at doctoral level in nursing colleges influences retention of nurse educators highly at an academic institution. Additionally, Availability of teaching technology at the institution facilitates the connection of newly learned information to pre –existing knowledge of students because students are able to assimilate newly learned content quickly. This in turn gives nurse educators who have multiple roles to do such as conduct research studies have ample time of doing their activities. Again, availability of technology facilities at nursing colleges enhances nurse educators confidence in their teaching styles when they see students grasping new information easily and drawing conclusions from the information given through internet services (Mbirimtengelenji & Adjumo, 2015). In support of these findings, Brady (2010) in South Carolina stated that nurse educators who had full administrative support in teaching services and nursing research had higher levels of productivity and were more willingly to stay longer in their teaching positions than nurse educators who did not have full administrative support. Likewise, a study by Falk (2007), on strategies to enhance retention and effective utilization of aging nurse faculty in United States, findings revealed that faculty members who were provided with teaching resources as well as ongoing recognition on the work which they had done, remained longer with their institutions.

Therefore, it can be drawn from the findings of the studies above, that administrative support plays a crucial role in promoting retention of nurse educators in academia. As such, non-academic staff at nursing colleges should be encouraged to assist nurse educators with their administrative work like secretarial services. College librarians should be encouraged to work closely with nurse educators when they are searching for information necessary for teaching students. In that way, the majority of nurse educators will be attracted and retained in nursing colleges. On the other hand, nursing colleges should invest heavily in supporting administrative services by ensuring availability of internet services in academic institutions in

order to attract and retain nurse educators who are having multiple roles to do so that they should do their activities timely.

d) Nurse educators' incentives

Literature indicates that nurse educators' incentives play a crucial role in promoting retention of nurse educators in academia (Brady, 2007). Nurse educators who are given incentives like good salaries, bonuses, allowances and fringe benefits are more likely to be retained at an organization (Caffrey & Frelick, 2006). Osibanjo et al., (2014) examined the effects of compensation packages of nurse educators in selected private Universities in Ogun State, South-West Nigeria. The results of the study showed that there was a strong relationship between compensation packages and employee's retention in private sector universities. This means that, when employees are given good salaries, incentives are more likely to be retained at an organization. Likewise, Morgan et al. (2014) examined the effects of state-based support-for-service (SFS) programs and their perceived impact on retention of nursing faculty in United States; findings of the study revealed that two thirds of the participants were influenced to stay in nursing faculty positions because of SFS programs. The SFS programs included loan repayment, allowances and provision of scholar-ships programs. Similar results were reported by Onyancha et al., (2014) in Kenya. These authors examined the effects of remuneration on employees' performance in the Ministry of Internal Security: A Case of Kisii Country. Findings of the study showed that an effective remuneration package, can result in attracting, retaining and motivating employees at an organization. On the other hand, Chirwa-Mazengera, (2015) conducted a quantitative study on factors related to Intent To Stay (ITS) in nursing colleges among faculty members in Malawi. Among the related factors studied, was the relationship between pay satisfaction and ITS. Findings of the study revealed that, pay satisfaction was found not to be significantly correlating to nurse educators' ITS ($r = .129$; $p > .05$). This meant that faculty members'

perception of ITS at the nursing college was not influenced by pay. Contrary to the findings above, were the results of a qualitative study by Terera and Ngirande (2014) in South Africa. These authors examined the impact of rewards on job satisfaction and retention among nurses in Eastern province hospitals. The aim of the study was to establish whether there was a relationship between rewards and job satisfaction. The findings of the study revealed that competitive and moneymaking rewards were making nurses to stay with their institutions for a longer period of time. Even though these authors found that moneymaking rewards were making nurses to stay with their institutions for a longer time, however, these authors found that there was no significant relationship between rewards and job satisfaction because job satisfaction is intrinsic in nature.

Therefore, from the studies above, it can be mentioned that good remuneration packages or rewards and loans as incentives are more appealing in influencing retention of nurse educators in academia. However, this information is scanty in nursing colleges of Malawi, as such; there is need to determine the effects of remuneration packages on nurse educators' retention in CHAM colleges. If CHAM colleges have good numbers of nurse educators, then the shortage of nurses/midwives in Malawian hospitals will soon be over. Since, CHAM training institutions will increase their annual students' intakes as they are major trainers of NMT's in Malawi (Muula & Maseko, 2005; MoH, 2011). Additionally, the country's health care workforce, largely depends on nurses/midwives to provide quality health care services to its large population (Caffrey & Frelick, 2006; Muula & Maseko, 2005; MoH, 2011). Therefore, with good remuneration packages of nurse educators in nursing colleges, more nurse educators are going to be retained in the teaching profession.

2.3. Factors influencing low retention of nurse educators in colleges

a) Low remuneration packages of nurse educators in nursing colleges.

The first factor which is demotivating nurse educators to work in the academic environment is the issue of remuneration package. According to Rosseter (2014) the average salary of a nurse practitioner across settings in America is higher in private and clinical sectors than in nursing colleges. For example, in America, the average salary of a nurse practitioner in any specialty across settings other than nursing education is at \$94,050 per month while the average salary for a master's prepared Assistant Professor in nursing colleges is at \$80,690 per month (Rosseter, 2014). This higher compensation packages in the private sector settings is luring current and potential nurse educators away from the teaching profession (Rosseter, 2014).

Likewise, in Europe, Well and Norman (2009) in a guest editorial analysis paper entitled "the 'graying' of Europe- reflections on state of nursing and nurse education in Ireland and London: reported that "it is increasingly difficult to recruit and retain qualified nursing faculty in European nursing colleges because of poor remuneration packages of nurse educators". The remuneration package of nurse educators in academic institutions is not as high as it is in other disciplines like law and medicine (Well & Norman 2009). In addition, it was reported that there are increased career choices of people whereby the nursing profession is classified as a low social status career as compared to law and medicine. As such, it is increasingly difficult to recruit and retain young and potential nursing faculty to work in nursing academic settings (Well & Norman, 2009).

Similarly, Buchan and Black (2011) in a study entitled "The impact of pay increase among nurses 'in labor market indicators in Organization for Economic Co-operation and Development (OECD) countries;" reported that there is no growth in nurse educators'

employment levels because of low remuneration packages. These authors examined on the impact of pay increase among nurses 'in labor market indicators in OECD) countries namely the United Kingdom (UK), New Zealand, Finland and the Czech Republic. Therefore, if nurses are receiving low perks in OECD countries then nurse educators in these countries too are also receiving small perks.

Literature on remuneration packages of nurse educators in African countries like Malawi indicate that nurse educators in public health sectors receive low monthly salaries than in private and faith-based institutions (Palmer 2006; Mangham, 2007; Bell et al., 2014). For example in Ghana, Bell et al., (2014) conducted a cross sectional descriptive, qualitative study with an aim of scaling up the nursing workforce in the country. Findings of the study revealed that the nurse educator's monthly salary in public institutions was far below nurses' monthly salaries in private and faith-based institutions. As a result, there was a limited pool of qualified nursing faculty to work in nursing colleges. Due to this limited pool of qualified nursing faculty in nursing colleges, one physician was made to be a head of nursing program at a certain college because there were no qualified nurse educators to take on that post.

While in Malawi, Mangham (2007) examined the preferences of public sector registered nurses. The aim of the study was to determine the range and relative importance of the alternative factors that affect the motivation of public sector registered nurses. Majority of the nurse educators deployed to CHAM colleges are on secondment, trained at Bachelor's level or at Master's degree level to train nurses/midwives technicians [NMTs] at college diploma level in CHAM colleges). The findings of the study revealed that MoH employees (nurses) receive the lowest remuneration packages in the health sector than CHAM employees. The study further revealed that CHAM institutions proprietors' were topping up basic salaries of their employees with about 10-15 % using revenue drawn from user fee despite being supported by the same government in terms of salaries. Therefore, this

literature indicates that nurse educators employed by CHAM colleges are receiving higher monthly perks than nurse educators on government secondment in CHAM colleges. On the other hand, a study by Palmer (2006) affirms that poverty in Malawi is still rampant. This is, therefore forcing the majority of nurse educators to be moving out of the public health sector. This is a major reason why Malawi's health sector is not able to sustain the cost of training and employing enough staff to work in the country's public health sector (Palmer, 2006).

Although these studies were conducted in different countries of the world including Malawi, however findings revealed similar results on nurses' remuneration packages. This therefore, affirms that the majority of the nursing colleges in the world are offering low remuneration packages to nurse educators working in nursing colleges. Additionally, literature search on nurses' remuneration packages in Malawi is mainly focusing on clinical nurses than on nurse educators (Caffrey & Frelick, 2006). Therefore, there is a need to explore more on nurse educators' remuneration packages in Malawian nursing colleges in order to identify factors which can enhance retention of government seconded nurse educators in CHAM colleges.

b) Work conditions- increased work

Increased workload in nursing colleges is further influencing low retention of nurse educators in academia as such, ensuring that nursing colleges are recruiting the commended tutor-to student ratio of 1: 50 for classroom and 1: 10 for clinical practice helps to offer a healthy work environment for nurse educators (Caffrey & Frelick, 2006). Brady (2007) state that the nurse educator's role is not one that can be left at the office with the hope that it would be cleared up by itself; but this role often expands to homes to be cleared up for many hours. This affirms that nurse educators are continuously busy because of their dual role of facilitating theory in classroom and clinical education at the clinical setting (Brady, 2007).

In Africa, at Universities of Botswana, Ghana, Ibadan, Kwazulu-Natal, and at Makerere University, World Bank (2006) conducted a case study analysis entitled “Staff retention in African Universities: Elements of Sustainable Energy. This was largely a qualitative study in order to capture all the data said by participants. The aim of the case study was to identify factors influencing brain drain among faculty members in African universities in order to design appropriate interventions for stemming the brain drain in universities and to promote higher recruitment and retention rates among academic staff. Findings of the study revealed that institutions had unhealthy work environment in which all institutions were operating far below their capacities because of low retention faculty members in academia. The study further revealed that the academic staff were unable to carry out their own research studies due to increased workload. This made the majority of the faculty members to be dissatisfied with the work in the academia and consequently left the teaching service. Similarly, Matahela (2012) conducted a study on factors leading to resignation of nurse educators in Johannesburg nursing college. The findings of the study showed that nurse educators were not having work life balance because of increased workload which was a result of increased numbers of nursing students which were being recruited annually. These factors were making the work environment at a college to be unhealthy thereby forcing the majority of nurse educators to be resigning from the teaching profession. In line with this were the findings of the study by Kasule (2016) in Uganda. This author examined the impact of the prevalent work environment on academic staff job performance in public universities in Uganda. Findings of the study revealed that lack of good work environment, without any reasonable doubt, grossly impairs work performance of employees in any institution, regardless of any context. While, Winter and Sarros (2010) in their study in Australian Universities state that the work environment is demotivating when there is increased workload, low job feedback, low employee participation in decision

making, poor employees' recognition and lack of incentives in an organization to motivate workers.

c) Institution's policy Decisions

Designing institutional policies that target factors that can improve retention of workers and affect turnover effect of any member in an organization is an important area of focus at an academic institution (Durano, 2014). For example, at any nursing college where excellence in research is a major promotion criteria of nurse educators, can influence low retention of nurse educators in academia more especially when there is high workload and shortage of nurse educators in at the nursing college. Selesho and Naile (2014) conducted a study on factors that were influencing poor retention of academic staff at selected universities in South Africa. The findings of the study revealed that the shortage of academic staff and the failure of universities to retain well qualified faculty was a result of ambiguous promotion guidelines existing in most of the Universities. The majority of the Universities were using excellence in research as a promotion criteria of nurse educators (Selesho & Naile 2014). This promotion policy was causing dissatisfaction among academic staff who did not wish to pursue a research-led career and opted to leave their teaching service (Selesho & Naile 2014). While a study by Caffrey and Frelick (2006) in Malawi state that government employees seconded to CHAM institutions as tutors have no promotion prospects until they return to clinical practice. This calls for the need of exploring more on the promotion policies of government seconded nurse educators in CHAM colleges because lack of promotions in any setting can demotivate hard working member of staff in an organization.

Lack of specific policies on retaining young nursing faculty in rural academic institutions is another area of concern. Young nursing faculty members in rural academic institutions can be retained if institutions have specific policies to them on financial and non-

financial incentives, career and professional development of nurse educators just to mention a few (Caffrey & Frelick, 2006). In a study by Caffrey and Frelick (2006) on Health workforce in Malawi it was revealed that the majority of the CHAM colleges are located in rural areas where basic amenities of life are difficult to find. Additionally, Chirwa-Mazengela, (2015) assets that it is extremely difficult to stay in colleges that are located in hard to reach areas of Malawi because housing for accommodation, transportation and good schools for children are scarce to find. These results are in line with the findings of a qualitative study by Darkwa et al. (2015). These authors examined the factors influencing retention of young doctors and nurses at rural healthcare facilities in rural Bangladesh. Findings of the study revealed that the overall shortage of young doctors and nurses in rural Bangladesh was a result of lack of specific policies to motivate young workers in rural areas. Young workers in rural areas were demotivated because of low incentives which they were receiving (Darkwa et al., 2015). Nurses and doctors complained that they were not being given good houses for accommodation as well as opportunities for further trainings as compared to their counterparts in cities (Darkwa et al., 2015). Therefore, this necessitates the need to explore more on policies which can influence retention of young nurse educators in rural CHAM colleges of Malawi in order to promote recruitment and retention of young faculty members in academic institution.

d) Effects of ineffective communication system at a workplace

Literature affirms that good communication at the work place promotes retention of workers at an organization, however lack of effective communication at a work place demotivate workers to remain longer with their organisation. For example, Die leman et al. (2013) in North Viet Nam conducted a study on “effects of communication at the workplace.” Findings of the study revealed that lack of information from managers to their subordinates was one of the most discouraging factors to workers who were staying in rural

districts of Viet Nam. These workers felt that they were not being considered as part of the health workers system since managers were not giving enough information of what was happening to young workers at the institution (Dieleman et al., 2013) , Well and Norman (2009) in a guest editorial analysis paper entitled “the ‘greying’ of Europe- reflections on state of nursing and nurse education in Ireland and London: reported that . This made the majority of young workers to be leaving their institutions early. This literature therefore, necessitates the need to explore more on the nature of the communication systems existing in most of the CHAM nursing institutions in Malawi in-order to retain younger faculty members in the teaching profession. Brady (2007) asserts that young faculty members are more energetic to make the nursing and midwifery profession vibrant because they are capable to work on full time basis because old and retiring faculty members are only interested to work as part time members of staff.

e) Effects of Psychosocial Support

Even though literature reveals that provision of scholarships to workers who would like to go further with their careers promote retention of workers at a work place, however Pillay (2009) states that lack of support from institutions on career growth can demotivate workers who would like to advance with their profession. Pillay (2009) conducted a study on work satisfaction of professional nurses in South Africa. The findings of the study revealed that nurses in public health sector were generally dissatisfied with lack of support from their institutions. Institutions were not providing them with career opportunities like scholarships to advance their education and professional standards. As a result, majority of the nurses did not like to work public health sectors. Pillay’s study concludes by advocating that institutions need to provide workers with career opportunities to grow professionally because workers become more confident and more willingly to handle difficult situations when they have necessary support. Similarly a study by Fritzen (2007) in Singapore on Strategic management

of the health workforce in developing countries; findings of the study revealed that District health managers were not supporting workers through orientation process on how to take on new functions in more complex systems of the organization. Provision of support to workers in time of need gives moral to workers and this increases their likelihood of working with the organization (Fritzen, 2007).

Even though literature from studies above indicates that giving scholarship, or any other institutional support to workers in an organization help to improve retention of workers in an organization, however this information to nurse educators in Malawi is scanty. Therefore, there is a need to explore more on what government seconded nurse educators in CHAM institutions need for them to stay longer at nursing colleges.

2.4 Retention strategies of nursing faculty in nursing colleges

a) Use of Monetary and non-monetary Incentives

As a strategy of retaining nurse educators in Malawian nursing colleges; Caffrey and Frelick (2006) advocated that retention strategies of nurse educators in CHAM nursing colleges should be based on a mix of monetary and non –monetary incentives tied to a position and performance of a nurse educator. The incentives should include, college monthly top up allowances, provision of housing for accommodation of nurse educators, provision of career advancement, provision of training opportunities and their support systems to nurse educators. For example, a quantitative study by Chirwa-Mazengera (2015) on factors influencing Intent to Stay in nursing colleges; findings revealed that colleges that were located in hard to reach areas of Malawi yielded 75-100% levels of low intent to stay. Faculty members were leaving nursing colleges earlier because they were finding it difficult to stay in rural areas because of low nurse educators' incentives. The study further revealed that institutional houses were generally few thereby influencing some faculty members to be

commuting from nearby cities, which in turn increased the nurse educators' transportation costs. Additionally, schools for children were below standard and not meeting the faculty members' needs. These factors made faculty members develop low desires of staying in nursing colleges. Likewise, Bell et al. (2014) recommended that the government of Ghana and nursing colleges should improve on nurse educators' remuneration packages and college infrastructure and provision of scholarships for doctorate programs in nursing education in order to attract more nursing faculty into the teaching position.

b) Use of recruitment and retention campaigns in nursing colleges

As a measure of addressing the shortage of nurses and nurse educators in Malawi, Well and Norman (2009) in Norway and England reported that, European countries embarked on recruitment and retention campaigns. The aim of carrying out such campaigns was to encourage young people to enter in to the nursing profession through university education because previously nursing education was being done in hospital settings. Additionally, all European countries introduced financial incentives for clinical practice education in order to retain nursing students and nurse educators into the profession (Well & Norman, 2009).

c) Developing realistic plans

Development of realistic strategic plans which focus on: building and sustaining desirable work environments as well as discussing and understanding the needs of faculty members are some of the strategies of retaining nurse educators in academia (Falk, 2007; Evans, 2013). These authors collectively advocated that educational institutions should invest time, energy, and financial resources in improving retention of nurse educators in nursing colleges. Other solutions include providing seed money for the development of research proposals, providing tuition assistance for the dependents of faculty and creating special

funds to raise salaries (Falk, 2007). While, Well and Norman (2009) recommended the provision of grants or scholarships to nurse educators who have prospects of higher education because this can promote their willingness to stay with institutions for a longer period of time.

On the other hand, nursing institutions should prevent undue personal and environmental stresses of nurse educators' which contribute to faculty departure like increased workload (Falk, 2007). In a study by Falk (2007) on strategies to enhance retention and effective utilization of aging faculty in United States; literature revealed that working in academic institutions was stressful because of increased workload. Nurse educators were taking some of their work which was supposed to be done at the college and do it at home during their free time (Falk, 2007). Likewise, a study by Brady (2007) in South Carolina, on factors along with strategies that had potential effect in recruitment and retention of associate degree nursing (ADN) faculty; findings of the study revealed that increased workload in academia hinders retention of young nursing faculty of less than 41 years of age because of undue stress. Increased workload of nursing faculty was affecting faculty's flexibility since young faculty members were not going out for holidays. According to Falk (2007) faculty's flexibility is the ability to have time of meeting the planned and unplanned needs of employees and their families. Therefore, lack of work flexibility, made the majority of young faculty members to leave the teaching profession early. Similar results were reported by Brady (2010) in a study on "Healthy nursing academic work environments in South Carolina". The findings of a study revealed that increased workload in academia affected faculty's autonomy and faculty's flexibility which were seen as benefits of nurse educator's role. Correspondingly, Chou et al. (2014) examined association of faculty perception of work life balance, emotional exhaustion and intent to leave academic nursing in China. Findings of the study revealed that the major contributors of nursing faculty's burnout in academia were

increased workload and lack of balance of work and family life. Increased workload made 4 of every 10 participants express their intent to leave academic nursing within 5 years.

Therefore, Nursing colleges in Malawi should have realistic plans of recruiting nursing students in nursing colleges. This will prevent nurse educators who are greatly need to train nurses and midwives because of high workload which can come because of high enrolment of students in nursing colleges.

e) Designing institutional policies for retention of nurse educator in academic institutions

Good policy decisions can greatly help to promote retention of nurse educators in academia. However, some policies in nursing colleges are promoting low retention of nurse educators. For instance, some Universities are advocating for excellence in research as a promotion criterion for nurse educators (Selesho & Naile 2014). This promotion policy was causing dissatisfaction among academic staff who did not wish to pursue a research-led career and opted to leave their teaching service (Selesho & Naile 2014). While a study by Caffrey and Frelick (2006) in Malawi stated that government employees seconded to CHAM institutions as tutors have no promotion prospects until they return to clinical practice. Therefore, if nurse educators are not being promoted in nursing colleges how can they be retained? Therefore, there is a need to advocate for policies which can enhance retention of nurse educators in nursing colleges. For example, Well and Norman (2009) in a guest editorial analysis paper entitled “the ‘greying’ of Europe- reflections on state of nursing and nurse education in Ireland and London: advocated that nursing education should move from hospital based training to University level in order to attract young men and women to join the nursing profession. If similar policies can be adopted by nursing colleges more nurses and midwives can be trained who can later increase the number of nurse educators in nursing colleges.

f) Use of effective communication in nursing colleges

Use of effective communication in nursing colleges can greatly motivate nurse educators to remain longer in nursing colleges. For example, findings of a study by Dieleman et al. (2013) in North Viet Nam revealed that lack of information from managers to their subordinates was one of the most discouraging factors to workers who were staying in rural districts of Viet Nam. These workers felt that they were not being considered as part of the health workers system since managers were not giving enough information of what was happening at the institution (Dieleman et al., 2013). Therefore, if nurse educator leaders can effectively communicate to all nurse educators on issues of their colleges can greatly enhance retention of nurse educators in academia because nurse educators have feelings of being loved, respected or appreciated at a nursing college.

g) Provision of psychosocial support to nurse educators.

Provision of psychosocial support to nurse educators is another area of concern because nurse educators are being bombarded with issues of lack of psychosocial support often times. For example, nurse educators need scholarships to advance with their education, newly qualified nurse educators need mentors to orient them in more complex systems of the teaching profession (Fritzen, 2007; Pillay, 2009). Therefore, if nurse educators can be oriented to their new functions or if they can be given scholarships to those nurse educators who would like to advance with their education can greatly be retained in nursing colleges.

2.5. Conclusion

Literature review has described the global overview of factors influencing retention of nursing faculty in academia. However, review of literature indicates that there is no single determinant factor influencing retention of nurse educators in academia. Nonetheless, nurse educators are motivated to work in academic environments because they like to work with

students in order to make the nursing profession survive. It has been noted that poor remuneration packages, unhealthy work environments being caused by increased workload, ambiguous policies of promoting nurse educators and lack of support from the academic institution on career growth of nurse educators are some of the factors influencing low retention of nurse educators in nursing colleges. Retention of nurse educators in academic institutions can be promoted if academic institutions can invest time, energy, and financial resources in developing plans that focus on building and sustaining desirable work environments.

CHAPTER 3: RESEARCH METHODOLOGY

3.0. Introduction

This chapter presents the procedures which were followed in exploring factors influencing retention of government seconded nurse educators in CHAM Nursing Colleges. It gives an overview on the study design, study setting, study population, sample size and sampling method, the inclusion criteria and exclusion criteria, data collection methods, data management and analysis. It also covers ethical considerations and the chapter conclusion.

3.1 Study Design

This was an exploratory qualitative study design to uncover the perspectives of nurse educators from their emic view. The emic view promotes understanding of the realities since the researcher experiences the culture without being obstructive, thus the exploratory researcher investigates a problem which is not clearly defined but does not provide conclusive results (Creswell, 2008). In this study the nurse educator retention in CHAM nursing colleges is very complex as the colleges are owned by proprietors' hence organizational challenges might be diverse. With this approach despite that it is difficult to understand retention of nurse educators' perspectives due to limited information in literature it can be the best research design due to data collection methods. This is due to the flexibility that the researcher has and the changes that can be adopted in the process (Creswell, 2008). Retention of nurse educators promotes students learning that may result in learning for practice settings ideal for Malawian settings where there are high rates of mortality and morbidity.

3.2. Study setting

The study was conducted at Kamuzu Central Hospital (KCH), Nkhoma and St. Lukes Colleges of Nursing and Midwifery (Appendices 3.3, 3.4 & 3.5). KCH was chosen because the researcher is working at this hospital and observed that there are nurse educators who are currently working at the hospital as clinical nurses, however this setting is not under CHAM but there are a lot of nurse educators who had been working at CHAM colleges on government secondment. While the two nursing/midwifery colleges train nurses and midwives at college Diploma level in Malawi. These CHAM institutions were ideal because they deploy some of the nurse educators on government secondment. Additionally, Nkhoma College is located in central and St Lukes College is located in the southern region of Malawi, as such the researcher thought that the participants from these institutions could provide a diverse information of their experiences on factors influencing retention of government seconded nurse educators in CHAM Nursing/ Midwifery Colleges.

3.3. Study population

Population refers to all elements (individuals, objects , or substances) that meet certain criteria for inclusion in the study (Burns & Grove, 2009).The study population comprised of nurse educators currently teaching at the selected CHAM institutions; and nurse educators who left teaching at CHAM Nursing/Midwifery Colleges but are working at KCH as clinical nurses. As such, the researcher recruited 5 participants from each study setting. This population was chosen because these nurse educators had enough information to uncover the factors influencing retention of government seconded nurse educators in CHAM Nursing/Midwifery Colleges of Malawi; since they were once deployed at any CHAM institution as nurse educators.

3.4. The inclusion criteria

The inclusion criteria of the study participants was based on the fact that participants must have worked as nurse educators on government secondment at any of the CHAM institution for more than six months, or participants must be serving at Nkhoma or St. Lukes Nursing colleges on government secondment for more than six months. Additionally all participants who were recruited expressed voluntarily their willingness to participate in the study. Therefore, to recruit the participants at both CHAM institutions, the Dean of faculty at each college was approached as a gate keeper to explain to prospective participants about the study. While, at KCH, the chairperson of the KCH research committee was approached to do the same. Only those participants who showed interest in participating in the study were asked to meet the researcher for detailed explanation of the study. The information letter was used to explain the details of the study (Appendix 2a).

3.5. Exclusion criteria

All nurse educators who did not serve at any of the CHAM institution on government secondment for more than six months were excluded in the study because the chief investigator thought of seeking perspectives from nurse educators on government secondment with vast experience of teaching in CHAM colleges. Additionally, all nurse educators who had refused to participate in the study were excluded because participants' participation in the study was on voluntary basis.

3.6. Sampling Method and Sample Size

A purposive sampling method was used to select study participants who had voluntarily accepted to provide information on factors influencing retention of government seconded nurse educators in CHAM nursing colleges. Five participants were recruited from Nkhoma College of nursing and KCH respectively while three participants were recruited

from St. Lukes College of Nursing. In summary, a total of thirteen nurse educators from all the study settings were recruited in the study. The initial plan was to recruit fifteen study participants that is five from each study setting, however, the sample size decreased because the researcher reached data saturation earlier than the desired number of participants. According to Boswell and Cannon (2011) sample size in qualitative research is based on the principle of data saturation. While Holloway and Wheeler (2010) asserts that about six to eight participants may be used in a qualitative study. In this study, data saturation was achieved with thirteen participants because their responses did not generate any more new ideas.

3.7. Data collection method

A face-to-face interview method was used to collect in-depth, authentic information regarding the factors influencing retention of nurse educators in CHAM Nursing/Midwifery Colleges from nurse educator's perspective. This interview method provided an opportunity to the researcher to ask probing questions where necessary and observe the non-verbal cues of the participants in order to ascertain if what the participant is saying is indeed true. This is consistent with Rubin and Rubin (2012) who asserts that face-to-face interviews allow participants to express their opinions freely, without pressure from the interviewer.

3.8. Data collection instrument

The researcher used an interview guide to collect data from the study participants (Appendix 1a & 1b). The researcher modified the questions from the tool which was used by Mackusick and Minick (2010) in a study entitled "Why are nurses leaving? Findings from an initial study on attrition," in order to answer the objectives of the study after obtaining permission from the owner (Appendix: 1c). As such it was an adopted tool.

The interview guide was chosen because it contained open ended questions based on the objectives that were set for the study. According to De Vos et al. (2009) an interview guide permits the researcher to obtain multiple responses to the set questions and allows for detailed responses. The first part of the interview guide had information on the demographic data of nurse educators. The second part of the interview guide had questions pertaining to factors influencing retention and recommendations on practical strategies of retaining nurse educators in CHAM Nursing/Midwifery Colleges.

3.9. Pretesting of the tool

A tool pre- testing is a small-scale version of the major study designed to recognise and address problems in the practical aspects of the study (Polit & Beck, 2012). Pre- testing of the tool was conducted at Malawi College of Health Sciences Lilongwe Campus with three participants who had taught at any CHAM Nursing Colleges before joining the Malawi College of Health Sciences (MCHS) from 10th July to 15th July 2016 (Appendix 3.6). This was done in order to test the accuracy and clarity of the instrument (Brink et al., 2012). Questions which were not clear were modified and rephrased. Additionally; the exercise helped the researcher to determine the maximum duration of each interview session which ranged from 45 minutes to 1 hour.

3.10. Data Collection Procedure and Data management

Individual interviews were conducted by the researcher herself both during pretesting of the tool and during data collection. Actual data collection commenced on 1st August, 2016, to 1st September, 2016 after obtaining an ethical approval from the COMREC secretariat (Appendix 3.2) and permission to conduct the study from KCH director and principals of the selected colleges. Then, an audience was sought with nurse educators' at the selected CHAM nursing colleges and KCH, where the dean of faculty at both colleges and the chairperson of

the research committee at KCH, explained about the study and the procedures that were to be followed while conducting the study. This was done in order to get verbal consent from the participants.

Since acceptance to participate in the study was voluntarily, those who accepted were also asked to choose a private, quiet place where we could conduct a face-to face interviews. The interviews were conducted at date and time which was convenient to the study participant. Before the start of each interview session, each participant was allowed to read the information sheet, which was stating the aims of the study and what was involved in the study. After that, the participant was allowed to sign a consent form. A permission was also sought from each study participant to record the responses using a laptop's sound recorder. An explanation was given to all participants that the researcher will be taking field notes during the interviews so as to supplement the recorded data during data transcription. It was observed by the researcher that each session of interviews should last within 45minutes to 1 hour, so as to ensure that all the necessary data was captured. Each study participant was verbally thanked for participating in the study at the end of each interview session.

All the recorded interviews were then transcribed verbatim and filed together with the narrative data and consent forms in large administrative envelopes for safety while the recorded data was kept in the laptop and flash disc protected by a password known by the researcher only, ready for analysis. After data analysis all data was kept by the researcher in a locked filing cabinet including the electronic data which was in the flash disc. The data which was in the researcher's personal was kept under strict confidentiality until at a time of publishing the research paper.

3.11. Data analysis

Data analysis is a cognitive skill that the researcher uses to clarify, refine, and sharpen concepts and statements (Miles, Huberman & Saldana, 2014). It is also a process of identifying data patterns and themes in the data, besides drawing the conclusions (Walker & Avant, 2011). In this study data analysis was done manually after conducting and recording interviews each day. It should be noted that analysis of data and data collection occurs simultaneously in a qualitative study (Creswell, 2009; Polit & Beck, 2012). The individual interviews were transcribed verbatim from the recorder and the transcriptions were done on each day. The process of transcription was a good opportunity to the researcher because it helped the researcher to become immersed in the data and understand it more clearly. The researcher read and reread the transcripts over and over so as to familiarize herself with range and diversity of the data.

Apart from that, the researcher also sought support from the supervisor to assist with categorization of the themes which were emerging from the data. Themes are patterns of data across data set that are important to the description of a phenomenon and are associated to a specific question (Guest, 2012). Content analysis goes beyond counting phrases or words in a text and moves on to identifying implicit and explicit ideas within the data (Saldana, 2009). This was done in order to label or code the raw data. A code is a label that is given to a particular pieces of data that contributes to a theme. An open data coding system was used throughout this process because it is the first level of conceptual analysis of the data (Polit & Beck, 2012; Punch 2014). Open coding necessarily involves a close examination of the data, identifying conceptual categories implicit or explicit in the data, and theoretical possibilities that the data is carrying (Punch, 2014). Open coding was also maintained by writing of a reflective journal. According to Saldana (2009) reflective journals are useful for reflecting on emergent patterns of concepts and themes.

The researcher proceeded analysing the data by using Tesch's protocol of analysing data using four steps as described below (Creswell, 2009) .

3.11.1 Transcribing interviews

The recorded interviews were listened to as soon as the interviews were completed, and verbatim transcription was done. Taking note of the tone of voice and pauses, these were recorded too as they were indicating participants' emotions. Then, all the transcripts were read carefully by the researcher in order to understand the transcribed scripts in a more detailed manner. Ideas were written down as they were coming.

3.11.2 Organizing Data

A list of all topics was made, and similar topics were clustered together, these topics were arranged into the following columns –major topics, unique topics and left-overs. These topics were abbreviated as codes, and codes were written next to appropriate segments of text.

3.11.3 Reducing Data

Then, the researcher found the most descriptive wording for each topic and arranged the data into categories of sub-themes and themes. The total list of sub themes and themes were reduced by grouping the topics that were related to each other. Lines between categories were drawn to show interrelationships. A final decision was made on the abbreviation for each sub-theme and theme, then, these codes were alphabetically arranged.

3.11.4 Description of Data

Description of data forms the basis of data analysis (Creswell, 2009). In this study the description of data was done together with an exploration of the existing literature. Therefore, data material belonging to each category was assembled in one place and a preliminary analysis was performed (See Table 2, p 40. for themes and Sub themes).

3.11.5 Integration of data with literature

Lastly, the researcher made interpretations of the themes derived from the study which were later presented to and discussed with the research supervisor with the intention of checking whether the interpretations made were accurate thus ensuring internal validity of the findings. Additionally, a follow up interview with some participants at KCH, was conducted to verify the findings. Conclusive statements were formulated and described as the results of this study.

3.12. Ethical consideration

Ethical consideration in research is very important to ensure that subjects of the study are protected from harm resulting of the research processes and activities (Punch, 2014). In this study, to ensure that ethics and the rights of the subjects were respected, the following ethical considerations were applied:

The research proposal was submitted to College of Medicine Research Ethics Committee (COMREC) with a support letter from the Dean of Post Graduate studies of KCN for formal approval (Appendix 3.1). Permission to conduct the study at any study setting was sought from the Director of KCH and college principals of Nkhoma and St. Lukes Nursing Colleges (Appendices 3.3,3.4 & 3.5) .

An information sheet was attached to each data collection tool to explain to the participants the purpose, the objectives and the methodology of the study (Appendix 2a). This was done because human beings need to be treated as autonomous agents who should be allowed to choose to participate in research without external controls (Burns & Grove, 2012). Therefore, signing of written consent was sought and done by all participants after obtaining an informed consent on the benefits and risks associated with their participation in the study (Appendix 2b). Participants were given an opportunity to ask questions in relation to the

study. The researcher observed this in order to give respect for human dignity which is one of the primary ethical principles of research.

To ensure anonymity of participants, numbers instead of personal names were used during data collection and reporting of the findings in order to protect participants identity. Participants who were no longer willing to participate in the study were allowed to withdraw at any time without any penalty. Their decision not to participate in the study was not in any way used to affect their job. Participants were also informed that only the research supervisors and the principal investigator will have access to the data obtained from the study participants until at a time when the research paper will be published, in order to ensure that confidentiality is maintained.

3.13. Trustworthiness of the research findings

LaBanca (2010) defines trustworthiness as a “demonstration that the evidence for the results reported is sound and the argument made on the results is strong”. Trustworthiness in this study was accomplished by using Credibility, transferability, dependability and conformability as outlined by (Lincoln & Guba, 1985).

3.13.1. Credibility

Credibility addresses the question of whether the research has established the confidence in the truth and authenticity of the results (Corbin & Strauss, 2008). To achieve this, the researcher read and re-read the transcripts carefully during data analysis so as to get a sense of whole before making conclusions on factors influencing retention of nurse educators in CHAM nursing/midwifery colleges. Some of the analysed verbatim transcripts were sent to my research supervisor to verify if similar patterns of sub themes and themes were emerging. A consensus meeting was held between the researcher and the research supervisor for discussions on the emerging sub themes and themes. Participants' validation

exercise of the research findings was also done. In participant's validation exercise of the research findings, the participants were viewed as experts in the information regarding the factors that are influencing retention of government seconded nurse educators in CHAM Nursing/ Midwifery colleges of Malawi, whereby they were viewed as capable of delivering judgement on whether the researcher's interpretations of their experiences were indeed true. The researcher verified the findings by going back to some of the participants found at KCH with the identified sub themes and themes after data analysis and conducted a follow up interviews to verify the subthemes and themes, and whether they were correctly quoted and interpreted in order to avoid making assumptions. An example of a statement made by the researcher was "I am not sure if I understood what you were saying, can you clarify that point?"; and this assisted the researcher to confirm her interpretations of the information.

3.13.2. Transferability:

This is concerned with the extent to which the outcomes of the specific study can be applied to other situations (Miles et al., 2014). Polit and Beck, (2012) state the expectation for determining whether the findings are transferable rests with possible users of the findings and not with the researcher. Different study settings with a diverse sample of nurse educators were included. A detailed report of the findings has been given in order to allow other individuals to assess the extent to which the findings are transferable to their own situation.

3.13.3. Dependability:

This is concerned with issues of quality and integrity in a research and whether the process of the study is consistent, reasonably stable over time and across researchers and methods (Miles et al., 2014). In order to address the dependability issue more directly Shenton (2004), states that all the processes in the study have to be reported in detail so as to enable future researchers to repeat the study and if possible gain the same results. In this study, a detailed step by step process of all what was done in the process of carrying out the

study has been outlined and included in the report in order to indicate that the findings are consistent and can be repeated. In addition to that, a detailed description which show how certain actions and opinions are rooted in, and develop have been reported.

3.13.4. Confirmability

This deals with freedom from unacknowledged researcher biases (Miles et al., 2014).

To ensure that this research is free from biases the researcher has explicitly described the study's general methods and procedures in detail which can be audited by an outsider. This can enable anyone to follow the actual sequence of how data was collected, processed, condensed/ transformed, and displayed for specific conclusion drawing. The study's data can be retained and be made available for reanalysis by any other institutional review board and any other researcher- with permission from study participants.

3.14. Chapter Summary

Chapter three provided a detailed account of how the study was conducted in order to achieve the research objectives. The study utilized an exploratory qualitative research design to explore the factors influencing retention of government seconded nurse educators in CHAM nursing/midwifery colleges from nurse educators' perspective. An in-depth description of the research method and sampling method used for data collection, and data analysis has also been provided. Trustworthiness in this study was accomplished by using Credibility, transferability, dependability and conformability as outlined by Lincoln and Guba's model

CHAPTER 4: PRESENTATION OF FINDINGS

4.1. Introduction

This chapter presents the findings of the study on factors influencing retention of government seconded nurse educators in CHAM colleges. Results presentation starts with; socio-demographic data as summarised in Table 1 on p 35; followed by elaboration of the emergent themes which promote retention of nurse educators, influence low retention of nurse educators and themes on retention strategies at an institution. Five themes emerged from the analysis of data as summarised in Table 2, p 36. The study findings are presented with quotes from the participants interviews expressing their experiences on factors influencing retention of government seconded nurse educators in CHAM colleges.

4.2 Socio - demographic characteristics of the participants

The findings indicated that the majority (92.3%, n = 12) of the participants who took part in the study were females, with age of more than 41 year (62.2%, n=9). The majority of the participants (61.5%, n = 8) were married. A greater proportion of the participants who took part in the study were Masters prepared nurse educators (61.5%, n = 8), and only 7.7% (n = 1) of the participants ever taught for more than 10 years in urban nursing colleges. The majority of the nurse educators taught at rural CHAM nursing colleges (69.2 %, n= 9).

Table 1: Socio – demographic characteristics of the participants

Variable	Frequency (n)	Percentage %
Sex		
Male	1	7.7
Female	12	92.3
Age (years)		
31-40	2	15.4
>41	11	84.6
Marital Status		
Single	1	7.7
Married	8	61.5
Widowed	3	23.1
Separated	1	7.7
Educational qualification		
MSc	8	61.5
BSc	5	38.5
Designation		
Principal Nursing Officers	2	15.4
Senior Nursing Officers	5	38.5
Nursing Officers	6	46.2
Allowance grade was the same (NO)	13	100
No. of years of teaching - 1-2 years	4	30.7
- 2-5 years	4	30.7
- 5-10 years	4	30.7
- 10-15 years	1	7.7
Allocation of colleges taught- Rural	9	69.2
- Urban	4	30.7

QUALITATIVE FUNDINGS

4.3. Themes and Subthemes

Table 2: Summary of Themes and Sub themes which emerged from the analysis of data

Specific Objectives	Themes	Sub- themes
To determine factors enhancing retention of government seconded nurse educators in CHAM Nursing/Midwifery Colleges	4.3.1. Academic work Environment	4.3.1.1. Learning new things in nursing practice. 4.3.1.2. Interested in mentorship 4.3.1.3. Satisfied with academic progression of students 4.3.1.4. Work flexibility
To establish factors influencing low retention of nurse educators in CHAM Nursing/Midwifery Colleges	4.3.2 Theme 2: Nurse educators incentives	4.3.2.1. Monthly top up allowance 4.3.2.2 Accommodation 4.3.2.3. Transport provision 4.2.2.4. Staff development opportunities
	4.3.3.Theme 3: Working conditions	4.3.3.1. Increased work 4.3.3.2. Resources 4.3.3.3. Effective communication 4.3.3.4 Promotions and recognitions 4.3.3.5. Psychosocial support
	4.3.4 Theme 4: Policy decisions	4.3.4.1. Empowerment of leader educator 4.3.4.2. Inconsistence in management of educator welfares
To identify practical strategies of enhancing retention of nurse educators	4.3.5 Theme 5: Retention strategies	4.3.5.1. Revisiting recruitment and deployment procedures 4.3.5.2. Staff development opportunities 4.3.5.3. Student numbers 4.3.5.4. Resources 4.3.5.5. Leadership 4.3.5.6. Nurse educators welfare

4.3.1 Theme 1: Academic Work Environment

In this section, study participants were asked to identify the factors which were motivating them to remain teaching at CHAM colleges. Majority of the participants expressed that they like teaching as their profession as such they want to be updating their knowledge through reading books, conducting nursing researches in order to teach students the needful things in the curriculum. Majority of the participants said that the academic work environment affords them opportunities of mentoring others in nursing practice because they are capable of learning new trends of nursing practice. Furthermore, majority of participants expressed that they are happy to see nursing students progressing from novice to nurses and this brings satisfaction in their lives that they have contributed to the development of the country. Finally, majority of the participants expressed they like to work in academic environment because they have flexible work schedules.

4.3.1.1 Learning new things in nursing

The majority of the participants expressed that working in CHAM colleges helped them to learn and update their nursing knowledge unlike when working in a hospital setting as expressed in the following sentiments;

“.... there are several factors why I am working here; one of the factors is like am updating my knowledge,...We are maybe learning new things unlike when you are in wards or hospitals....you forget the reading culture” (Tutor ≠ 8).

Apart from learning and updating knowledge, the majority of the participants expressed that working at an academic institution helped nurse educators in bringing the needful change in the nursing/ midwifery profession as narrated by another participant.

“...I am motivated because generally I like teaching..... I want to be teaching the students the current knowledge on emerging issues which are in line with the needs of the population.....here we attend frequent trainings, and this gives me chances of learning and change things in our profession.....” (Tutor ≠ 7).

The sentiments above demonstrate that an academic work environment offers opportunities to nurse educators of learning new issues in nursing. An academic work environment enables nurse educators to be searching for new information in nursing and midwifery practice in order to share with students and clinical staffs thereby affect change in the nursing/ midwifery profession.

4.3.1.2 Sub theme 2: Interested in mentorship

The majority of the participants expressed that the academic work environment offered them an opportunity of mentoring others. The majority of the participants aged above 41 years expressed that they have spent much of their time working in the clinical settings and they are about to retire as such, they would want to mentor students as well as nursing staff on how to practice and conduct themselves as nurses/ midwives as expressed in the following sentiments:-

“..I think I feel comfortable working here doing this teaching role because I know that I have done much work at the clinical area..... So I want others to work as I did..... I want to mentors others in taking responsibilities in the clinical area for these remaining years of my life” (Tutor ≠ 7).

Another participant had this to say;

“ ..being trained as a tutor, you are automatically mentoring others in nursing, in one way or another.....you make sure that you should dress professionally and work professionally, this is why I wish to be working at an academic environment because I know that I am mentoring others in this noble profession...” (Tutor ≠ 4)

Availability of mentors at a work place demonstrates that the work environment is satisfying. A good academic work environment helps the majority of nurses/midwives to be up to date with the standards of practice of the profession. Some nurses/ midwives joined the nursing profession because they were attracted with the code of dressing of nurses and others joined the nursing profession because they were satisfied with the help they received from nurses. This calls for nurse educators to be exemplary in order to pass on the mantle to others. Therefore, the majority of nurse educators who are now working as clinical nurses in some hospitals would like to go back to work as nurse educators in CHAM colleges.

4.3.1.3 Sub- theme 3: satisfied with students' academic progression

The majority of the participants expressed that they like working with students because they are satisfied with students' academic progression as narrated by one participant who had been teaching for more than 11 years;

"I generally like teaching.....am being motivated especially when I see students progressing in academic life..... coming in as novice and when you finally see them graduating. This makes me feel that I have contributed to the development of the country and I am satisfied because one has changed from a novice to a nurse."(Tutor ≠ 10).

Another participant said

"I am happy to see, someone graduating and to be working as a colleague in the hospital or teaching like myself.... that brings in satisfaction in me...especially when you see someone you taught in class and is now working as qualified nurse" (Tutor ≠ 12)

The sentiments above clearly demonstrate that the majority of the participants are motivated with students' academic progression. Nurse educators are motivated to remain in the teaching service

because they want to produce nurses for the country. This feeling is good because the nurse patient ratio in Malawi at current is at 1:60 and this situation calls for more nurses/ midwives to be trained in order to offer quality health care services to the Malawian population. As such, CHAM institutions need more nurse educators who are interested with their students' academic progression so that more nurses/midwives could be trained for the country.

4.3.1.4 Sub-theme 4: Flexible work

The majority of the participants expressed that the academic work environment provided them with ample time to do their personal things if they are not actively teaching in classes. The following are some of the sentiments made by participants;

“ I have time for doing my own thingsI have flexible work hereI can conduct my personal research and do my personal academic work herethis is a flexible career to me than working in a hospital settings because I cannot schedule for my work as I do here andSometimes here you find some free time to rest when you don't have a class to teach we also don't have night shifts here you see! I can easily plan my academic work here than there (Tutor ≠ 13).

Another participant said;

“I usually don't like waking up in the morning and start working at 7:30am sharp like the way we do when working in the hospitals mainly because of my other problemsThis nature of working motivates me so much because I have more time to rest... I start my day late and afford 10: 30am classes. I usually knock off at 7:30pm after preparing for the next class” (Tutor ≠ 3).

The sentiments above demonstrate that nurse educators are motivated to continue teaching at CHAM colleges because they can easily manoeuvre their working schedules and effectively accomplish what they had planned for the day unlike when they are working in a hospital settings. Additionally, tutors of above 41 years do not like night shifts. This flexibility in working hours in academia is also being favoured by the majority of the nurse educators of 1 ‘age less than 41 years with prospects of higher education because they are able to continue with their academic life.

4.3.2 Themes and Sub Themes Influencing Low Retention

After expressing the factors which are promoting retention of nurse educators in CHAM colleges, the majority of the study participants expressed some of the factors influencing low retention of government seconded nurse educators in CHAM colleges. Therefore, the section below presents three major themes influencing low retention of nurse educators in CHAM colleges. The themes are: Nurse educators’ incentives, working conditions and policy decisions.

4.3 .2. Theme 2: Nurse educators’ incentives

Nurse educators’ incentives emerged from two key sub-themes. Monetary incentive and non-monetary incentives. Monetary incentives include issues of monthly top up allowances while non-monetary incentives include issues of accommodation / transport provision and scholarships /workshops.

4.3.2.1 Sub theme: Monthly top up allowance

The majority of the participants expressed that the monthly top-up allowance they were receiving was far too low to attract them to work in rural academic institutions as expressed by one participant:

“the top up allowance was just a peanut, which cannot attract me to be staying there..... the allowance was also taxed, and it was like I was getting nothing....so I cannot continue teaching there with that....” (Tutor ≠ 1)

While the majority of the married people who had children going to school expressed that staying in rural areas deprived their children with good schools for quality education as such they needed more money to be supporting their children to access quality education in towns as evidenced by the following sentiments made by one participant;

“I think the teaching allowance (top up allowance) we were getting as part of nurse educators incentives, was not even enough.... It was far too low for everything..... the allowance was very low which could not attract me to be there...With that allowance I could not afford to pay for my children’s education.....that time good schools were in town.....” (Tutor ≠ 5)

The sentiments above clearly shows that government seconded nurse educators who are staying in rural CHAM colleges have problems in finding basic amenities for life. It is a fact +that government seconded nurse educator’s needed money to socialize, manage their families and also access quality education of their children in towns. All these factors were increasing the nurse educators ‘expenditure rate as such the majority of nurse educators opted to leave the teaching service because of lack of basic amenities for life.

4.3.2.2 Sub – theme 2: Accommodation

At all CHAM colleges where the researcher visited, there were some sort of housing facilities available for nurse educators which were built by Norwegian Church Aid and some houses were built by the owners (proprietors) of the institution. However, the majority of the participants expressed that the houses were not enough to accommodate all of the nurse educators to stay at college campuses as expressed by one participant.

“... we don't have adequate accommodation. Some of us stay in town which is 50km from here. So, we need to be travelling on a daily basis 50km one way and 50km back that is 100km in a day. we are always tired by the end of the week. We are tired because of travelling.....”

(Tutor ≠ 11)

The majority of the participants complained that they were being force to share a house and this was depriving them their right to privacy as it was difficult to live with their spouses and families at colleges where they shared houses. Following are some of the sentiments made by participants:

“we were staying in one house,... three of us at X....., so you can just imagine,..... it was difficult for a visitors to visits you, because it was like, we were sharing a room in a house”(Tutor ≠ 4).

4.3.2.3 Sub theme 3 -Transport Provision

Additionally, nurse educators who were not given accommodation at the colleges' campuses complained over lack of transport provision when going to and from work as narrated by on participant:

“I was travelling by a public transport... I could not afford paying for the transport with my own money, so my husband was adding up all the time begging aaa! I thought we were being ill-treated because that was not my fault to be deployed there....” (Tutor ≠ 13)

Reflecting on the above sentiments it is clear that low nurse educators' incentives at CHAM institutions made the majority of government seconded nurse educators to leave the nursing colleges. Additionally, nurse educators who were staying away from the college campuses complained of being tired each day they were travelling to and from work. Again, it also appears

that CHAM institutions were not offering money to nurse educators for transport. This is why the majority of the government seconded nurse educators were leaving the teaching service in rural CHAM colleges because their expenditure rate was very high in order to afford a comfortable life.

4.3.2.4 Sub- theme 4. Staff development opportunities

This sub -theme was identified as another factor demotivating nurse educators to remain teaching in CHAM colleges. The majority of the participants with BSc expressed that they had prospects of higher education and that they were hopeful that working at CHAM institutions would enable them pursue courses like master's degrees or postgraduate diplomas in nursing. However, the majority of the participants were dismayed over lack of such opportunities in CHAM colleges. The following are some of the sentiments made by participants:

“I thought working here will enable me to have scholarships to do my Masters in reproductive health.....but now am disappointed because I was told that we don't have funding for nurse educators on secondment. Now I have realised that staying here will not benefit me..... am going back to the wards.....” (Tutor ≠ 10).

While other nurse educators hoped that working in CHAM colleges will give them more opportunities of attending workshops in order to update their knowledge on emerging issues in nursing profession. Expressing their disappointment over lack of workshops and trainings one participant said;

“..... I can say that since I came here I have not been at any workshop, here the college cannot even sponsor me for a long training because am on secondment..... Lack of workshops and trainings here will really force me to go back to the hospital setting where I was.....” (Tutor ≠ 8).

Thus, it can be alluded that incentives can motivate nurse educators to remain longer at a teaching institution. It is a fact that attending frequent workshops to nurse educators teaching and staying in rural CHAM institutions act as addition source of income because it difficult to conduct other incomes in rural areas which can help to increase their cash inflow. Therefore, lack of workshops or long-term trainings to nurse educators working in rural CHAM colleges demotivated the majority of nurse educators who were of the opinion attending frequent workshops help nurse educators to earn more money.

4.3.3 Theme 3: working conditions

The majority of the participants expressed their dissatisfaction with the working conditions existing at most of the CHAM nursing /midwifery colleges. The majority of the participants expressed that they had increased work load, inadequate teaching/ learning resources, they had ineffective communication systems, they were lacking social support and the majority of participants were not promoted to the existing college positions.

4.3.3.1 Sub-theme 1: increased work

The majority of the participants complained that they have increased workload in CHAM colleges. They expressed that the same teachers who are teaching theory in class, are also involved in students' clinical supervision. The following were sentiments made by one of the participants:

“we have too much work the quality of teaching is going down.... if we go by the NMCM standards, we are not there now, for example in Nursing, it is supposed to be 1:5 or 10 students in the clinical area, but this is not the case with us now, in midwifery the ratio is at 1:35 in clinical area, this current class has 118, but how many educators are we? I mean complete

midwives! ... we are only three! Can I supervise 35 students at once properly?the workload is just too high. (Tutor ≠ 12)

Sometimes nurse educators were in a dilemma and were just awarding clinical practice marks to students for the work which they did not supervise because of increased workload as evidenced by the following statement

“we have high teacher: students’ ratios more especially in midwifery, you find out that you are alone to supervise 10 students in the ward and 5 of the students are telling you that they have found women who are about to deliver..... so you should supervise them all.....for their case studies. We are just awarding marks anyhow for the things we have not seen, because you can’t say I did not observe you doing this, because you were also busy with others..... this is unfair to the part of the students” (Tutor ≠ 13)

Apart from having increased numbers of students in CHAM institutions, government seconded nurse educators also complained that their workload was high because CHAM college managers were just recruiting nurses who did not have relevant qualifications in nursing education to work as nurse educators. This was giving government seconded nurse educators additional work evidenced by the following statement:

“most of Nurse educators that are employed by CHAM they don’t stay here longer, just this year alone seven nurse educators have already gone for other better jobs (greener pastures). But this is only October... now they have employed some nurses to work as nurse educators.....we need to mentor them so as to enable them work as nurse educators.....this is additional work we are being overworked here because we cannot leave unless we finish our bond of service here” (Tutor ≠ 12)

The sentiments above illustrate that nurse educators were being overwhelmed with increased workload which was as a result of increased enrolment of students. Additionally, CHAM institutions were just recruiting nurses to work as nurse educators. These nurses did not have any background in nursing education. This meant that government seconded nurse educators had more work to teach the nurses on how to teach and conduct themselves as nurse educators. As a result, majority of the nurse educators were frustrated with the teaching service in CHAM colleges.

4.3.3.2 Sub- theme 2: Resource

The majority of the participants indicated that most of the time the delivery of lessons were frustrating because each day, nurse educators were scrambling for teaching and learning resources. The following were some of the sentiments made by participants;

“There are a lot of challenges in teaching ... we don’t have enough teaching and learning resources for example, we don’t have enough LCD’s for each class,.. you prepare your lesson in power point you find out that there is none left for you....., this is frustrating, Library too is full of old books.... No internet... Our skills lab is too small for large numbers of students.....there is no adequate space at clinical sites for our students as well sometimes they send our students back because they cannot accommodate us all in clinical sites..... so that affects our teaching....” (Tutor ≠ 10)

Another participant had this to say:

“Like this time, there is no electricity, am sorry to tell you that we don’t have a generator. Again, the college as it is does not provide for individual Laptops. We use the one which belongs to the department for teaching in class as well as for preparing lessons as a result, we scramble.... and we don’t take it home so that we can use it in prospect of power at home for

fear that it can be stolen. So, with these electricity blackouts how can we manage? Working here is frustrating!” (Tutor ≠ 12)

Quotes above clearly demonstrate that nurse educators were facing challenges to teach effectively in CHAM colleges because of inadequate teaching and learning resources.

Additionally, nurse educators were having problems in finding clinical practicing sites for large numbers of students because of high enrolment of students annually in nursing colleges. All these factors contributed to poor working conditions of government seconded nurse educators in CHAM since they could not accomplish their planned work in time.

4.3.3.3 Sub- theme 3 effective communication

The majority of the government seconded nurse educators expressed ignorance of most the issues happening in CHAM colleges because of lack of effective and official communication. The following were some of the statements made by one of the participants;

“there were other things which are demotivating at this college..... we are having communication breakdown in most of the issues happening here. Official communication is a problem....., for example this college was closed, and I went in class to teach at that time. I had to wait for the students for more than 30 minutes, then I got the news from the watch man that there are no students at the campus I asked why? Why not informing us in advance.....? you just see things happening.....this is frustrating.” (Tutor ≠ 7)

Another participant narrated this

“....We were not even working as a team there..... the communication was poorthings were not made known to us, especially us from the government side.....but to the cream of the college, the owners not us....”(Tutor ≠ 4)

Some of the male nurse educators felt that they are being side-lined in most of activities because they are few in number because of lack of effective communication as narrated by one of the male participants;

"This college is full of women Sometimes we think that we are at a wrong place.... the problem is....! There is no official communication of things happening here.... This is very discouraging..... " (Tutor ≠ 10).

The above citation indicates that effective and official communication in CHAM colleges is a challenge. Lack of effective communication can make people feel that they are being side lined in most of the activities happening at the colleges. This in turn can demotivate nurse educators who have a feeling that they are being side lined thereby promoting low retention of government seconded nurse educators in CHAM institutions.

4.3.3.4 Sub theme 4: Promotions and recognition

The majority of the participants expressed that they are not recognised or given opportunities to take on college positions in CHAM colleges.

".....in nursing the only thing is that when you are at the teaching institution you are not recognised or promoted by Ministry of health because they think that you are a CHAM employee, nurse educators are not promoted as their counterparts in clinical settings in this government system..... I think this is why most of the government seconded nurse educators don't go back for teaching. This is demotivating! " (Tutor ≠ 3)

Nurse educators with higher qualifications are treated as mere tutors as narrated by one of the participants:

“Here they don’t look at the grade or qualifications of a person when giving college positions....A person with BSc can be a boss of someone with Masters Degrees here because of the mere fact that this is a CHAM employee.....Nurse educators on secondment with Masters are not treated well here.....people just take us as their helpers and this puts us off most of the time”
(Tutor ≠ 7)

Quotes above clearly demonstrated that government seconded nurse educators were leaving the teaching profession because of lack of clear promotion ladder. It is frustrating to work as a mere tutor when having higher qualifications in CHAM colleges.

4.3.3.5 Sub- theme: psychosocial support

The majority of the participants expressed their dissatisfaction over lack of psychosocial support as evidenced by the following statement;

“One of us who was on secondment died, the college did not provide a coffin for the deceased.... Yet that person had stayed here for more than three years.... The coffin came from the hospital where she was working as a nurse..... this is very unfair to us..... should we say that they care for us like that.... I feel we are not being supported here when we have problems.” (Tutor ≠ 8)

Another participant said

“When I had a surgery, I paid for the hospital bills myself because am from government. In fact, I was told to go back to where I was coming from so that the operation should be done there yet we have surgeons here who can equally do the same procedure because they were fearing to pay for the procedure and for the hospital bill. I felt that was unfair to me.... What is our benefit now? I was not treated as a member of staff.” (Tutor ≠ 11)

Citations above indicate that government seconded nurse educators lack some psycho-social support in CHAM colleges. As human beings, nurse educators can become sick or die in the course of duty, as such they need support from the colleges they are working with. These factors should be looked at critically by CHAM college proprietors in order to attract more government seconded nurse educators to join the teaching service in CHAM colleges.

4.3.4. Theme 4: Policy decisions

The majority of the participants complained that most policies which are being implemented in CHAM institutions favour employees that are employed by CHAM because principals just follow proprietors' decisions and they don't have powers to change any of the proprietors' decisions. For example, some institutions policies were stating that no housing allowance should be paid to nurse educators who stay in their personal houses. Some policies were stating that prominent positions in nursing colleges should be given to employees employed by CHAM only, such as the position of college principal, deputy principal or dean of faculty. These policies interfere with the effectiveness of the college management or leadership because principals were implementing policies which were segregating in nature to nurse educators on secondment in order to secure their positions. This theme had the following two sub themes of policy decisions empowerment of educator leader and inconsistencies in management of educator welfares

4.3.4.1 Sub- theme 1: empowerment of educator leader

Even though CHAM colleges have principals to manage the institutions, however the majority of the participants complained that college principals did not manage institutions independently and that affected the smooth running of the colleges as reflected in the following statements:

“The principal cannot make an independent decision over the issues of the college here. Any position endorsement comes from the hospital management or college proprietors..... For example, we can vote for a nurse educator on secondment to be a Dean of faculty, but according to their policy, we could just see that the dean of faculty is someone who was not voted for. When we try to ask why it is like that, the principal says, the name came in as a directive from the college proprietor or from the hospital management. We were told openly by the college principal that the proprietors of the college say that all college positions should be given to CHAM employees only.....That is why some of the people who were given positions here do not have a back ground in nursing education... we are just working as mere tutors and just see things happening..... no input from us is valid....” (Tutor ≠ 9)

Another participant said:

“.....Maybe the other thing which is also a problem is like we from government side are just taken as helpers, but the owners here have their own internal policies..... for example, during selection of students, proprietors just bring their own students who even fail the entrance exams and start training here.... Sometimes these students fail exams, but the principal cannot expel them from the college because she fears too.....the proprietor’s decisions is final, the selection list comes from the college proprietor....., the principal has no say over that...” (Tutor ≠ 1)

The above citations indicate that principals are just taken as rubberstamps and this is why they seem as if they are ineffective in one way or another because they have to abide by the proprietor’s policies or decisions. This management system is ineffective and demotivating to nurse educators on government secondment who are hardworking and interested to continue with teaching in CHAM colleges.

4.3.4.2 Sub theme 2: inconsistencies in management of educator welfares

The current sub-theme narrates some of the unequal treatment which was being experienced by nurse educators on secondment because of poor proprietors' policy decisions. The majority of the participants felt that nurse educators were not receiving equal treatment most of the time despite having the same qualifications and doing the same work because of the institutional' policies.

“As I said there was some favouritism in CHAM.... If you were not employed by CHAM.... you were not be given a better position, even if you were eligible. This was their policy...all positions in CHAM colleges were given to nurse educators employed by CHAM. I feel that was a pushing factor to nurse educators on secondment. This was the same with allowances..... Our friends had higher allowances than us. Yet, you could do the same work, if marking you could mark the same load but when it comes to allowances and other benefits they could say you are from MoH and this is for CHAM. (Tutor≠ 5)

Another participant had this to say:

“... I see some other inequalities amongst us in the manner we are being treated as members of staff..... For instance, all nurse educators who are employed by CHAM have good houses than us from government despite having the same qualifications.... According to their policy, they say that CHAM employees should be given houses first than those on secondment. Or say this house belongs to a CHAM employee because it is a good one.... This really makes you feel that you are not part of the system here. Yah! This type of living really pieces me off!” (Tutor ≠ 13).

Reflecting on the above sentiments it is clear that CHAM institutions deliberately implement policies which are discriminatory in nature. These policies promote social inequalities in the

treatment of nurse educators whereby government seconded nurse educators experience unfavorable and traumatic experiences. Poor policies at CHAM institutions impinge college principals to govern institutions independently. As a result, the majority of government seconded nurse educators are being demotivated to continue working with CHAM institutions because they are not taken as part of the teaching staff in CHAM colleges who capable of making valid decisions for the colleges.

4.3.5. Theme 5: Retention strategies

After expressing their views on factors influencing low retention of nurse educators in CHAM colleges, participants suggested some strategies of retaining and attracting government seconded nurse educators in CHAM Nursing /Midwifery Colleges. The majority of the participants suggested the following:

4.3.5.1 Sub-theme 1: revisiting recruitment and deployment procedures

The majority of the participants suggested that the government as well as CHAM managers should do a review of staff establishment, recruitment and deployment procedures of government seconded nurse educators to CHAM colleges. Following are some narratives by participants

“...I have never seen any revision in the staffing levels or nursing educator’s establishment of CHAM, as such the same numbers that I found in 2008 still exist up to now.....I feel that the recruitment and deployment process of government seconded nurse educators to CHAM colleges should be reviewed now since student enrolment has gone high.....” (Tutor # 12)

Other participants suggested government should make sure that CHAM institutions are recruiting well qualified nurse educators with nursing education background to teach in CHAM colleges other than recruiting nurses to work as nurse educators. This will make government seconded

nurse educators not to be over whelmed with increased work load like teaching the nurses some principles of nursing education as reported by one participant:

“.... oh! Government too should make sure that CHAM colleges are recruiting their own tutors, those who had done nursing education..... because the majority of these tutors here were not trained as nurse educators there should be intensive supervision in CHAM institutions in order to see if standards are being adhered to.....”(Tutor # 7)

Another participant suggested that CHAM colleges should deploy retired nurse educators as follows:

“there are some people who are retiring in government hospitals but they had a nursing education back ground,others would like to go back and teach if given an opportunity.... they should look at it..... ” (Tutor ≠ 4).

On the other hand, some participants suggested that CHAM institutions should neither employ young tutors nor more nurses with any degree to work in rural CHAM facilities.

“CHAM institutions should deploy their own tutors now..... but not young ones and those who do not have nursing education background.....because government seconded nurse educators should not have additional duty of teaching nurses to become teachers..... ..” (Tutor ≠ 5)

Above all another participant suggested that there should be a policy from government on recruitment strategy of government seconded nurse educators in CHAM.

“there should be a deliberate policy or policies that should aim at equalizing issues Actually, you should be given that copy of the policy before you resume the duties. So that you know what is exactly expected of you... (Tutor ≠ 13).

4.3.5.2 Sub –theme 2 : Staff development opportunities

The majority of the participants suggested that CHAM colleges should develop training plans and lobby for scholarships for all nurse educators on the ground as follows;

“CHAM institutions should develop training plans for all nurse educators and also lobby for scholarships from well-wishers and should not bank on the same government for scholarships....because this makes you feel that we are one because you know that if someone goes for a training this time, then, the next person is going to be me.....that brings peace”

(Tutor ≠ 6)

Majority of the participants expressed that they are lagging behind in terms of in-service trainings and workshops as reflected in the following suggestions:

“I think the ministry of Health should look at the ways of involving all of us when it comes to issues of trainings.....we are missing current issues in nursing practice.....Nurse educators should also be seen as a priority, because we are here to train the students....usually we are involved in trainings very late than our friends in the clinical areas” (Tutor ≠ 10)

4.3.5.3 Sub theme 3: Student numbers

Majority of the participants expressed that if colleges were having manageable numbers of students, their workload would not be as high as it is now. Majority of the participants expressed that increased workload in CHAM colleges forced them to leave the teaching service as narrated by one participant;

“what I see as a problem here is that we have plans that are not in line with our problems... students’ intakes should be according to our structures.... I propose that CHAM colleges should reduce their students’ intakes for us or enroll students as stipulated by NMCM in order to manage the students well. Until when colleges have enough tutors” (Tutor ≠ 7)

4.3.5.4 Sub-theme 4: Resource

The majority proposed that colleges should buy teaching and learning resources so that they should be working comfortably in CHAM colleges

“Colleges should set money aside for buying teaching and learning resources, they should budget for these resources because it is frustrating to teach without resources....” (Tutor # 6)

4.3.5.5 Sub-theme 5: leadership

Majority of the participants suggested that colleges should be independent, should not be managed as churches because this brings confusion among nurse educators as recommended by one participant;

“there should be separation of powers between college proprietors and college principals in the sense that CHAM institutions proprietors should not interfere with the powers of the college principals..... this will help to come up with better policies which will not intimidate employees from the government side..... ”(Tutor # 4).

4.3.5.6. Sub theme 6: Nurse educator’s welfare

Majority of the participants were of the opinion that CHAM proprietors and principals should not push every problem which government seconded nurse educators face to the government because this makes nurse educators on government feel that they are not part of the teaching team as reported by one participant.

“Colleges should have supportive management on nurse educator’s welfare... issues like funnels, nurse educator’s illness.....benefits of nurse educators should be looked at carefully.... We should have the same treatment....” (Tutor # 8).

Another participant suggested that nurse educator's children should have chances of accessing quality education in towns because schools in rural areas do not provide quality education due to shortage of teachers and learning resources.

“I know it is a problem to have better schools for our children here, our primary school here do not have teachers, learning resources like books, if possible there should be a chance of giving our children transport to where good schools are found for better education of our children please....” (Tutor # 12)

4.4. Chapter summary

The findings revealed that nurse educators on government secondment to CHAM colleges are motivated to work in CHAM colleges because they want to be contributing to the profession of nursing/midwifery by training more nurses and midwives in order to address the shortage of prepared nurses and midwives in Malawi. However, low nurse educators incentives like monthly college top up allowances, lack of accommodation for nurse educators, lack of promotion to existing college positions, lack of social support, increased workload and poor proprietors policy decisions which are influencing social inequalities in the treatment of nurse educators by college management are the major attributable reasons influencing low retention of government seconded nurse educators in CHAM colleges.

CHAPTER 5: DISCUSSION OF STUDY FINDINGS AND RECOMMENDATIONS

This chapter discusses the findings of the study which aimed at exploring factors influencing retention of nurse educators in CHAM Nursing/Midwifery Colleges from the faculty's perspectives. The discussion focuses on understanding how the contextual factors influence retention of nurse educators in CHAM Nursing/Midwifery Colleges in relation to findings of prior studies in the same topic of interest. The presentation of the discussion chapter will mainly focus on the current study demographic data and the key themes which emerged in this current study in respect to the study objectives.

Demographic data

The current study socio- demographics indicated that the majority of nurse educators in CHAM colleges are females (92.3%, n=1) while males were in minority (7.7%, n=1). These findings are consistent with the findings of Well and Norman (2009). These authors stated that the nursing profession is largely dominated by females because nursing as profession is regarded as a low status career as compared to other professions like Law and Medicine (Well & Norman, 2009). However, if nursing education can be offered at university level, more men can be attracted into the nursing profession (Well & Norman, 2009). Therefore, there is need for policy makers to upgrade the nursing education to University education so as to attract a lot of males into the profession this will in turn increase the number of men joining the nursing teaching service.

The current study has further revealed that the greater proportion of the participants who took part in the study were master's prepared nurse educators (61.5%, n = 8), and only 7.7% (n = 1) of the participants ever taught for more than 10 years in urban nursing colleges. These findings demonstrate that master's prepared nurse educators can also teach in rural CHAM nursing colleges. However, lack of scholarships in nursing education sector make majority of people not

to join the teaching service because as it is now, teaching is low paying job. Life in rural CHAM facilities is somehow cheaper than in urban settings. Therefore, there is need for stake holders to ward more scholarships for nurses who would like to advance with their teaching career so that more nurse educators should be retained in either urban or rural nursing colleges. Since the quality of the nursing education existing at the nursing college is only as good as the quality of the nurse educators available at the nursing college (Caffrey & Frelick, 2006).

FACTORS PROMOTING RETENTION OF NURSE EDUCATORS IN CHAM COLLEGES

5.1 Academic Environment

Findings of the current study has revealed that the majority of the government seconded nurse educators like to work in an academic environment because they like to be updating their knowledge while contributing to the nursing profession by training more nurses/midwives for the country. This was noted to be an important part in nursing profession. In support of the findings above were the findings of a study by Brady (2007). This author looked at recruitment and retention of Associate Degree nursing faculty at Charleston university, in South Carolina. The results of the study revealed that the number one factor which was influencing nurse educators to be retained in the academia was their contribution to the nursing/midwifery profession. Evans (2013) stated that these findings are consistent with intrinsic motivation of a nurse educator. A study by Evans (2013) on factors influencing recruitment and retention of nurse educators in academia; revealed that the majority of the nurse educators are attracted to work in academic institutions because they want to make a difference in the health care system or they want to give back to their profession by training more nurses to the society.

The current study findings have further revealed that the majority of the government seconded nurse educators are attracted to work in academic settings because they want to mentor nursing students and staff on how to practice and conduct themselves as professional nurses. This is an important idea because some of the nurses and nursing students today, were attracted into the nursing profession because of the quality of care they received from “good” nurses and midwives. Additionally, a study by Darkwa et al. (2015) on factors influencing retention of young doctors and nurses at rural healthcare facilities in rural Bangladesh affirms that most nurses working in rural areas tend to forget some of their clinical skills which they had learnt in class because of lack of refresher courses. While, Brady (2007) states that in nursing, clinical expertise is essential to professional success, but clinical proficiency alone is not sufficient to convey nursing knowledge and practice to others in a meaningful, useful appropriate way; because “excellent nurses are not necessarily expert teachers.” Therefore, nurses in the clinical areas need mentors for clinical proficiency. Furthermore, it is a fact that nurses alone make the largest segment of the health care professionals because they are usually the 'front line staff' (Twining 2010). For instance, in Sub- Saharan region, nurses alone represent over 75% of all of the health care providers (WHO, 2009). As such, availability of nurse educators in the clinical settings enhances the training and mentoring of young nurses, midwives and staff who are greatly needed to serve communities (Rosseter, 2014).

The current study finding has added insight that government seconded nurse educators are being attracted to work in the academic work environments because they have work flexibility. Work flexibility is the ability to meet other life obligations (Evans, 2013). Work flexibility includes flexibility in scheduling working hours and flexibility in job contents. Similar findings were reported by (Evans, 2013). Evans (2013) stated that work flexibility in the

academic environment gives opportunity to meet obligations of life especially to young nurse educators of age 45 and less. However, Brady (2010) states that work in academic environment is stressful because of increased workload. Increased workload in academia is affecting nurse educators work flexibility and nurse educator's 'autonomy' in academic life, which are seen as benefits of the teaching role (Brady., 2010). Therefore, it is imperative that nurse educators in the academic work settings should be provided with work environments with aspects of work flexibility in order to satisfy their personal needs. Having work autonomy in academic work settings helps in boosting nurse educators' morale thus reducing the effects of nurse educators' burnout (Brady, 2007). When more nurse educators are retained in nursing colleges, more nurses and midwives are going to be trained in Malawi. The absence of nurse educators in CHAM colleges will greatly hinder the production of nurses and midwives who are greatly needed by country's health sector (MOH, 2011). Since nurses and midwives in Malawi accounts for 75% of all the health care workforce (Munjanja, Kibuka, & Dovlo 2005).

FACTORS INFLUENCING LOW RETENTION OF NURSE EDUCATORS IN CHAM COLLEGES

5.2 Nurse educators' incentives

It has been noted from the current study findings that government seconded nurse educators are dissatisfied to work in CHAM academic institutions because they are being given low incentives for teaching in CHAM colleges than their counterparts employed by CHAM. The majority of the participants lamented over lack of accommodation, transport provision, lack of scholarships to advance with their own education, lack of psychosocial support, lack of promotions to existing college positions and low monthly college top up allowances. These results are in line with the results of a study by Morgan et al. (2014). This author examined the

preferences of public sector registered nurses in Malawi. The findings of the study revealed that government employees on secondment in CHAM institutions do not receive a salary top up allowance drawn from hospitals' revenues. Similarly, a fact sheet report by Rosseter (2014) stated that the average salary of a nurse practitioner across settings is higher in private and clinical sectors than in nursing colleges. While, Well and Norman (2009) in their guest editorial analysis paper entitled "the 'greying' of Europe- reflections on state of nursing and nurse education:" revealed that it is increasingly difficult to recruit and retain qualified nursing faculty in European nursing colleges because of poor remuneration packages. The remuneration package of nurse educators in academic institutions is not as high as it is in other disciplines like law and medicine (Well & Norman 2009). As such, it is increasingly difficult to recruit and retain young and potential nursing faculty to work in nursing academic settings (Well & Norman, 2009). Therefore, CHAM colleges should identify ways of attracting nurse educators in their own colleges. Since high attrition rate of government seconded nurse educators in CHAM colleges will make nursing institutions have problems in producing well qualified NMT's for the country. Considering that 77% of the nurses and midwives in Malawi are Nurse Midwife Technicians (NMTs) trained by CHAM institutions (Muula & Maseko, 2005).

5.3. Working conditions

The current study finding has revealed that the majority of the government seconded are dissatisfied with the work conditions of most of the CHAM nursing /midwifery colleges. The majority of the participants expressed that they have increased work load, inadequate teaching/ learning resources, ineffective communication, they lack psycho social support and above all nurse educators complained bitterly over lack of promotions when serving with CHAM institutions on government secondment. These findings are in consistent with the findings of a

study by Falk (2007) in USA. This author looked at strategies of enhancing retention and effective utilization of aging nursing faculty in nursing colleges. The findings of the study revealed that increased workload of nursing faculty in academia was a major cause of stress to nurse educators; and this was forcing the majority of the nurse educators to be retiring early in the teaching service because nurse educators were not having enough time of resting. While Chou et al. (2014) in China found that increased work load in the academic environment is a major contributor of nurse educators burnout. As a result, this is causing low retention of nurse educators in nursing colleges. Therefore, it is important to reduce nurse educators' burn out in order to improve retention of government seconded nurse educators in CHAM colleges. According to Mandazi et al. (2013) low retention of nurse educators in CHAM colleges is still a major challenge because of poor working conditions resulting from low numbers of nurse educators available in nursing colleges to teach large numbers of nursing students. As such it is important for CHAM institutions to recruit and retain nurse educators in nursing colleges in order to reduce nurse educators' burnout. A problem of nurse educators' burn out can also be reduced if CHAM colleges are following the recommendations set aside by NMCM for recruiting students in CHAM colleges in order to have manageable numbers of nursing students in nursing colleges. This will help in attracting more nurse educators to work in CHAM colleges because their workload will be reduced.

The current study adds insight that lack of teaching and learning resources in CHAM colleges is a result of poor budget allocation of funds for procuring teaching and learning resources. Participants lamented that colleges were failing to buy enough teaching and learning resources like LCD's individual laptops or equipment in skills laboratory to cater for increased numbers of students in CHAM colleges yet annually, colleges get funds for training nurses/

midwives from the government. As a result, nurse educators' are being frustrated to continue with teaching without teaching and learning resources in CHAM colleges. Bozeman, Scogin, and Stuessy (2013) state that teachers' feelings of job satisfaction begin to diminish because of lack facilities and equipment for teaching. Also in support of the above findings, are the findings of the study by (Matahela., 2012). Matahela whose study looked at factors leading to resignation of nurse educators at Johannesburg nursing college, findings indicated that nurse educators were resigning because of lack of teaching and learning resources. Lack of teaching and learning resources was further affecting nurse educators 'choices of teaching strategies which had a bearing on students' performance. Similar findings are being reported by Mbirimtengelenji and Adejumo (2015) in their study of effective utilization of teaching strategies among nurse tutors in Malawian Nursing Colleges. The study revealed that nursing tutors were finding problems in implementing some of the teaching strategies because of lack of teaching and learning resources. Mbirimtengelenji's study further revealed that nurse educators with large classes are fond of using lecture method as a form of instruction which had a bearing on student's knowledge acquisition and retention. Additionally, Quinn and Huges (2007) state that use of lecture method create extra work to nurse educators as they are busy most of the time looking for information enough for students effective learning. This creates the burden to the remaining nurse educators. Nurse educators become frustrated with increased workload and lack of resources. Therefore, this study advocates for proper utilization of funds which nursing colleges receive from the government in order to provide quality nursing education to all nursing students.

While agreeing that increased numbers of students in nursing colleges is making colleges to have shortages of teaching and learning resources, however this study advocates for the need of having patriotic leaders who can make rational use of the limited resources which colleges are

having. According to Tourangeau et al., (2013) retention of nursing faculty at an academic institution is largely being influenced by the quality of education which is available at the nursing college. Being part of students' success and finding value in ones work are some of the factors influencing nurse educators intentions to remain employed at an academic institution (Tourangeau et al., 2013). Reflecting on these sentiments made by participants it is clear that lack of essential tools for teaching, equipment and supplies increases the chances of nurse educator's burnout at an academic workplace as stated by Falk (2007). This calls for CHAM college proprietors as well as college administrators look for innovative ways of finding resources in order to improve on problems of shortage of teaching and learning resources in CHAM facilities instead relaying on government funding alone.

This study has added insight that there is poor communication system in CHAM colleges. Majority of nurse educators agreed that there was lack of clear and transparent communication system especially from the college principals on issues affecting the teaching service in CHAM colleges. In a study by Turrin (2016) findings demonstrated that effective communication in the work environment results in higher employee retention since subordinates engage in open communication with leaders thereby leading to greater job satisfaction. Referring from the current study findings, it can be argued that nurse educators require open and transparent communication system from college principals and proprietors. Open and transparent communication system approach gives an assurance to government seconded nurse educators to feel that they are valued hence they are motivated to stay longer with the Nursing College.

5.4 Policy decisions

It has been noted from the current study findings that government seconded nurse educators were dissatisfied with proprietors' policy decisions of managing nurse educators in CHAM Colleges. Nurse educators on government secondment complained that college principals were not managing institutions independently. The majority of the participants expressed that college proprietors were interfering much in issues of the colleges; thus, proprietors had possessed more powers to manage nursing colleges than college principals. This made the majority of proprietors prescribe unfavourable conditions to nurse educators on government secondment; thereby, affecting the smooth running of nursing colleges. For instance, nurse educators on government secondment were not allowed to take on existing college position such as the position of Dean of Faculty even if they were qualifying for that post because of poor policies from proprietors which barring government seconded nurse educators to take on those positions. Sometimes nurse educators on government secondment were not given better houses for accommodation because they were not CHAM employees. According to CHAM proprietors' college policies for housing distribution to nurse educators was stating that good houses for nurse educators should be first be given to CHAM employed nurse educators than nurse educators secondment. Similar results were also reported by Caffrey and Frelick (2006); Chirwa-Mazengera (2015). Chirwa-Mazengera found that promotions to academic promotions differed among nursing faculty members, despite similar educational qualifications. The study further revealed that some faculty members employed by CHAM but with lower grades benefitted more from the incentives and benefits that go along with higher positions like good houses for accommodation. Being promoted or being given a good house for accommodation at an institution was based on person's conduct or relationship with proprietors. Therefore, this study

advocates that CHAM colleges should use individual's qualifications as criteria for promoting or allocating houses for accommodation to nurse educators in nursing colleges.

On the other hand, the current study findings add insight that the administrative systems for human resource management in Malawi's Ministry of Health are weak because they don't have clear guidelines for promoting nurse educators. Government seconded nurse educators to CHAM colleges do not have promotion prospects until they return to work in the government clinical service. It is imperative to have guidelines for recognizing and promoting nurse educators who are being seconded in CHAM institutions because this will promote nurse educator's retention in CHAM colleges. The absence of guidelines of recognising and promoting nurse educators on secondment can lead to frustration and feelings of despair to government seconded nurse educators. In a study by Mangham (2007) on addressing the human resource crisis in Malawi's Health Sector: Employment preferences of public sector registered nurses advocated for effective guidelines for deployment and promoting nurses in the ministry of Health. Mangham further recommended that government should recognize the "tutors' position" in the conditions of service. However, Malawi government is failing to honour this recommendation up to date and this is further attributing to low retention of nurse educators in CHAM colleges. It should be noted that remuneration and benefits like job promotions are important aspects of job satisfaction (Morgan et al., 2014). Therefore, increasing nurse educators' incentives is imperative in promoting retention of seconded nurse educators in CHAM Nursing Colleges.

5.5. Recommendations

Based on the results of this study the researcher recommends that: -

- It is important that CHAM colleges should be independent in terms of governance. CHAM college principals should be given powers to manage nursing colleges without being coerced by colleges' proprietors. This will make college leadership to be independent. As a result, colleges management team will be able to make rational decisions for their colleges such as how colleges can best manage nurse educators on secondment.
- Government through MoH and CHAM proprietors or principals should do a review of staff establishment, recruitment and deployment procedures of government seconded nurse educators to CHAM colleges. It was observed that most of the government seconded nurse educators who did not stay long at the teaching institution did not like teaching as their career. These nurse educators were forced to teach in CHAM colleges because they wanted to serve a bond, after obtaining a scholarship from the Malawi government. Therefore, reviewing recruitment process of nurse educators seconded to CHAM college will help to nursing colleges have nurse educators who have passion in teaching. Additionally, CHAM colleges will ensure that all nurse educators who are being recruited in nursing colleges have required qualifications for teaching in nursing colleges. Additionally, CHAM colleges will not recruit nurse educators without any background in nursing education to serve as teachers. Again, young and unmarried nurse educators should not be deployed in rural areas for fear of them leaving the teaching service early because of lack of basic amenities for life in rural areas.
- CHAM institutions should provide work environments which are fair and just to all nurse educators, paying attention to nurse educators concerns and professional growth through

scholarships provision. This recommendation is in line with the recommendation made by (Tettey, 2006; Mulenga, 2010; Selesho & Naile, 2014 ; Kasule, 2016). These authors in summary made the following recommendations that administrators of academic institutions can affect faculty retention in academia:-

- a) Recognizing the tutor position in the scheme of service and offer career progression for workers regardless of employee's entity or employer.
 - b) Leaders should portray excellence in leadership style, provide open communication systems and ensure provision of distributive justice.
 - c) Institutions' owners should not advance social relationships when implementing policies that would help to retain nurse educators in nursing colleges.
- It is a fact that most of the CHAM colleges are located in rural areas where accommodation and other basic amenities for life are scarce. In addition, participants in this study frequently mentioned about low nurse educators' incentives as a major factor influencing low retention of nurse educators in CHAM colleges. Therefore, issues of nurse educators' compensation cannot be ignored completely. As such, improving or increasing nurse educators' remuneration package can greatly improve nursing faculty's retention in rural CHAM facilities. .
 - Finally, CHAM colleges should enrol students following the standards as stipulated by NMCM. This can help CHAM Colleges to retain nurse educators who are leaving the teaching profession because of increased workload which is causing undue stress to nurse educators because of teaching large numbers of students with limited teaching and learning resources.

5.5.1. Study Limitation

The researcher intended to include three CHAM institutions in this study; one in the South, Central and Northern regions of Malawi, however due to lack of funds the researcher failed to include any CHAM Nursing college in the Northern Region of Malawi which offers NMT training programme. Therefore, the findings of this study cannot be generalized to all nursing colleges in Malawi because nursing colleges have unique leadership and problems.

Time was another limiting factor. The researcher was supposed to get data within a month from the date of commencement of data collection period since the research was for academic purpose and was supposed to be finished in time. However, some eligible participants were at satellite clinical sites for students' clinical supervision. As such, the researcher extended the data collection period because the researcher was unable to follow up all the participants who were away due to limited funds. Additionally, some participants were extremely busy to spare their time for interviews. As such, they were tired, during data collection a thing which can make the researcher gather less information to enrich the study findings.

Finally, this is a qualitative study in nature and employed in depth, face to face interviews method whereby the presence of the researcher cannot be ignored during data collection. This could therefore affect or influence unfavourable responses of the study from the subjects.

5.5.2 Area of Further Study

This study may also be replicated on a larger scale to nurse educators employed by CHAM or in other Malawian academic disciplines or specialties, different institutions and different academic positions. Such knowledge is needed to plan and implement strategies that can motivate nurse educators to be retained in CHAM colleges or other private colleges in Malawi.

5.6. Conclusion

In conclusion, a positive working environment can influence retention of secondment nurse educators in CHAM colleges, if the work environment is conducive to working, nurse educators have opportunities of updating their knowledge, making academic progression, advancing issues of mentoring and having flexible working schedules. Leadership that is empowering fosters empowerment among nurse educators as their psychosocial needs are met. For CHAM institutions to increase the retention rates of nurse educators on secondment, it is reckoned that they understand the confounding factors to override the barriers to retention. Nurse educator retention has an implication on students learning which the mandate for nursing colleges is. Retained nurse educators are an asset to institutional capacity in terms of sound curriculum development, implementation and evaluation. It was therefore, the impetus of this study that the results of the study should inform CHAM proprietors to be cognizant of the trends in nurse educators' retention. However, incentives were motivators according to the participants narratives since absence of top up allowances, accommodation, transport and staff development opportunities made nurse educators to leave and these are factors for low retention rates.

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APPENDICIES

Appendix 1: Interview Guide for nurse educators CHAM Colleges

PART ONE

Demographic Data: Number:

1. Gender:
 - a.) Male
 - b.) Female
2. Can you tell me about your nationality?
3. Can you tell me about your marital status?
4. Can you tell me about your age category among these categories? Probe on the following categories.
 - a.) Less than twenty years
 - b.) 21-30 years
 - c.) 31-40 years
 - d.) More than 41 years
5. What qualifications do you have?
6. Can you tell me your designation?
7. Can you tell me the number of years you have been teaching?
8. Is this Nursing College allocated in rural area; Semi-urban area or urban area?
9. Can you tell me your allowance grade among these grades: Grade J; NO-SNO; PNO CNO?
10. Can you tell me the number of Nursing Colleges you have ever taught?

PART TWO:

Factors influencing low retention of nurse educators and strategies of retaining nurse educators in CHAM Nursing /Midwifery Colleges

1. Can you tell me about your role as a nurse educator at this institution?
2. Are you motivated to work as a nurse educator?
 - a) If yes: Can you tell me what motivates you?
 - b) If no: Can you tell me what demotivate you?

3. According to your perception, what is it that has made you to be teaching this institution?

Probe on factors of retention such as:

- i.). Participation in Decision Making,
- ii.). Organizational Support,
- iii.). Satisfaction with leadership style,
- iv.). Availability of training opportunities,
- v.). Job Security,
- vi.). Houses for accommodation,
- vii.). Relationship with colleagues,
- viii.). Existence of good communication

4. According to your perception do you think the institution is having adequate nurse educators in relation to the numbers of students? Probe on the reasons for the response.

5. How is teaching being affected by number of nurse educators at this institution? Probe on the impact of low retention of nurse educators on:

- i) Workload
- ii). Performance of students in examinations

6. For how long do you intend to stay at this institution? Probe on the reasons for the response

7. Have you considered leaving the teaching service?

a.) If yes: What are some of the influences that are guiding your decision?

b.) If no: Why?

8. How would you describe the type of teachers that have chosen to leave?

- a) What do you think are the factors are influencing nurse educators leave teaching?

- b) In your own opinion where are the teachers that are deciding to leave teaching going?
Probe if they went to other colleges or they are leaving the teaching profession all together?
- c) Do you feel there is a certain group of nurse educators that is mostly leaving at this college? Probe on the groups that he/she has mostly observed to be leaving; focusing on:
 - i) age
 - ii). marital status
 - iii). educational qualification

9. Are there any measures that are supporting nurse educators to stay at this college?

If yes

- i) probe on the measures,
- ii) What has made you to choose these measures?

11. What challenges do you encounter in your role as a nurse educator at this institution?

Probe on:

- a) relationship with students
- b) relationship with colleagues
- c) Work environment
- d) Accommodation
- e) Allowances
- f) Others.....

12. How can these challenges be addressed?

Thank you for participating in the study

Appendix 2 : Interview Guide for nurse educators working at KCH

PART ONE

Demographic Data: Number:

1. Gender:
 - a.) Male
 - b.) Female
2. Can you tell me about your nationality?
3. Can you tell me about your marital status?
4. Can you tell me about your age category among these categories?
 - e.) Less than twenty years
 - f.) 21-30 years
 - g.) 31-40 years
 - h.) More than 41 years
5. What qualifications do you have?
6. Can you tell me about your designation?
7. Can you tell me the number of years you have been teaching at CHAM Nursing /Midwifery Colleges?
8. Was the CHAM College allocated in rural area; Semi-urban area or urban area?
9. Can you tell me your allowance grade among these grades: J; NO-SNO; PNO; CNO?
10. Can you tell me the number of Nursing Colleges you have ever taught?

PART TWO:

Factors influencing low retention of nurse educators and strategies of retaining nurse educators in CHAM Nursing /Midwifery Colleges

1. Can you tell me about your role as a nurse educator at the Nursing/Midwifery College you were teaching?
2. Were you motivated to work as a nurse educator at CHAM Nursing /Midwifery College which you were deployed?
 - a). If yes: Can you tell me what motivated you?

b). If no: Can you tell me what demotivated you?

3. According to your perception, what is it that had made you to leave teaching at CHAM Nursing / Midwifery Colleges? Probe on factors of attrition such as:

- i.). Lack of participation in decision Making,
- ii.). Lack of Organizational Support,
- iii.). Poor leadership style,
- iv.). Lack of training opportunities,
- v). Job insecurity,
- vi) Lack of houses for accommodation,
- vii). Poor relationship with colleagues,
- vii). Poor communication
- ix) Others.....

4. According to your perception, do you think that the CHAM Nursing /Midwifery College you taught had adequate nurse educators in relation to the numbers of students? Probe on the reasons for the response

5. How was teaching being affected by numbers of nurse educators? Probe on the reasons for the response focusing on:

- i) Workload
- ii). Performance of students in examinations

6. Have you thought of going back to teaching service at CHAM Nursing/Midwifery College? Probe on the reasons guiding the decision

7. How would you describe the type of nurse educators who would go back to teaching in CHAM Nursing /Midwifery Colleges? Probe the reasons for the response.

8. What do you think are the factors that are influencing them to go back?

9. In your opinion do you feel that there was a certain group of nurse educators that was mostly leaving the teaching profession at the institution you were deployed? Probe on the groups that he/she has mostly observed to be leaving; focusing on:

- ii) age
- ii). marital status
- iii). educational qualification

11. Are there any measures that are supporting nurse educators stay at CHAM Nursing /Midwifery college?

If yes

- a). Probe on the measures
- b). What has made you choose these measures?

11. With your role as a nurse educator at CHAM Nursing/Midwifery College, did you encounter any challenge? Probe on:

- g) relationship with students
- h) relationship with colleagues
- i) Work environment
- j) Accommodation
- k) Allowances
- l) Others.....

12. How can these challenges be addressed?

Thank you for participating in the study

Appendix 3 : Response E-mail from Dr Carol Isaac MacKusick

Carol Isaac MacKusick

cmackusick@gmail.com

Clayton State University

Morrow, GA 30260

[678.466.4906](tel:678.466.4906) (v)

[678.466.4999](tel:678.466.4999) (f)

Flora,

You are more than welcome to use the research tool / interview schedule I used in that study or adapt to fit your needs.

Please accept this email as acknowledgement of that.

Best regards,

Carol Isaac MacKusick

Appendix 4 : Information sheet for Nurse Educator

I am **Flora Khonje Telalini**, a student at Kamuzu College of nursing pursuing a master's degree in nursing education. I am carrying out a research titled, “**Factors influencing Low Retention of Nurse Educators in Christian Health Association Nursing Colleges of Malawi: Faculty's Perspective**”. You are being invited to take part in this study. The study will involve conducting an interview in order to get the perceptions of faculty on factors promoting low nurse educators retention at two selected CHAM nursing colleges. This information sheet tells you the purpose of the study and your role in the study. Feel free to ask if there is anything that is not clear or if you would like further information. Please, take your time to think over it if you wish to participate in the study.

What is the purpose of the study?

The purpose of the study is to assess the impact of low retention of nurse educators in selected CHAM nursing colleges. This will help in attracting and recruiting nursing faculty because most of faculty prefer to stay in semi urban areas where accommodation and amenities are available and in nursing colleges which are in rural areas. The study will run for nearly one month.

Why have I been invited?

You have been asked to participate in this study because you are a nurse educator this college, so you are eligible to participate.

Do I have to take part?

Your input will be of particular interest in this study.

What will happen to me if I take part?

Participation in this study does not require you to adjust the services in any way. However, you need to answer the questions which the researcher will be asking you. The researcher will be taking notes based on your responses. The researcher will also use a sound recorder which is in the laptop so as not to miss any information. This will take about 30 to 45 minutes.

What are the benefits of taking part?

There are no immediate benefits for your participation in this study. However, participation in this study will provide useful information to assist policy makers and college managers' advocate for most important and realistic measures of retaining nurse educators in nurse training institutions.

What are the advantages of taking part?

There are no advantages or likely dangers to your taking part in the study. You will not be forced to talk of the issues that you would not prefer to say. If there are some of the questions you would not be free to respond, you are free to do so. This will have no implication upon your work.

What will happen if I do not want to carry on with the study?

If you decide to withdraw from the study after taking part in the interviews, the data will be retained and be used as part of the results for this study.

Will my taking part in this study be kept confidential?

All information taken will be confidential and used for the purpose of this study only. In addition to that data collected will be anonymous. You will be required to use numbers instead of names. The information will be stored in a locked filing cabinet at the researcher's school to restrict unauthorized access of data. The recorded interviews will be saved in the researcher's laptop and a password will be used to avoid access of the information.

What if there is a problem?

If you have any problem, please ask the principal investigator to address any concern or answer your question.

What will happen to the results?

This is an academic requirement being carried out as part of the requirement for the completion of master's degree in Nursing and Midwifery Education at KCN. However, the anonymous results will be made available to you if you need them.

Who has reviewed the study?

This study is under the supervision of Dr. G. Mwalabu

Who can you contact if you have any questions about the study?

If you have any questions or you wish to have more information about this study, please feel free to contact;

1. The principal investigator: Flora Khonje Telalini

Address: Kamuzu college of Nursing, P/ Bag 1, Lilongwe

Cello phone numbers: 0888525692 or 0994110502

Email: flora.khonje @gmail.com or telalini2014flora@kcn.unima.mw

2. Dr G. Mwalabu, Kamuzu College of Nursing, Private Bag 1, Lilongwe. Cello Phone number: 0996960677

3. The Secretariat, COMREC, Private Bag 360, Chichiri Blantyre 3. Tel. 01877245

Thank you very much for taking time to read this information sheet

Appendix 5 : Consent Form for Nurse Educators

Study Title: Factors influencing Low Retention of Nurse Educators in Christian Health

Association Nursing Colleges of Malawi: Faculty's Perspective.

Principle investigator: Flora Khonje Telalini

First Supervisor: Dr. G. Mwalabu

Second Supervisor: Mr M. Muotcha

I have read and understood the participant's information sheet. In signing this consent form, I confirm that I understand:

1. The purpose of the study and my involvement in it.
2. My participation in this study is entirely voluntary.
3. I may withdraw from the research at any point without giving any reasons, withdrawing will not penalize or disadvantage me in any way.
4. Interviews will be recorded if authority to do is accepted from me /us.
5. The data is for research purpose only.
6. All the data is confidential and the data will be destroyed after two years of completion of the study.
7. Extracts from the interviews may be anonymously quoted in any report or publication arising from the research.
8. If I have any questions about the research or would like to see a copy of the final findings of the study, I can contact the principal investigator by calling her on the number given or write her on the address given.

I agree/ do not agree to participate in this study.

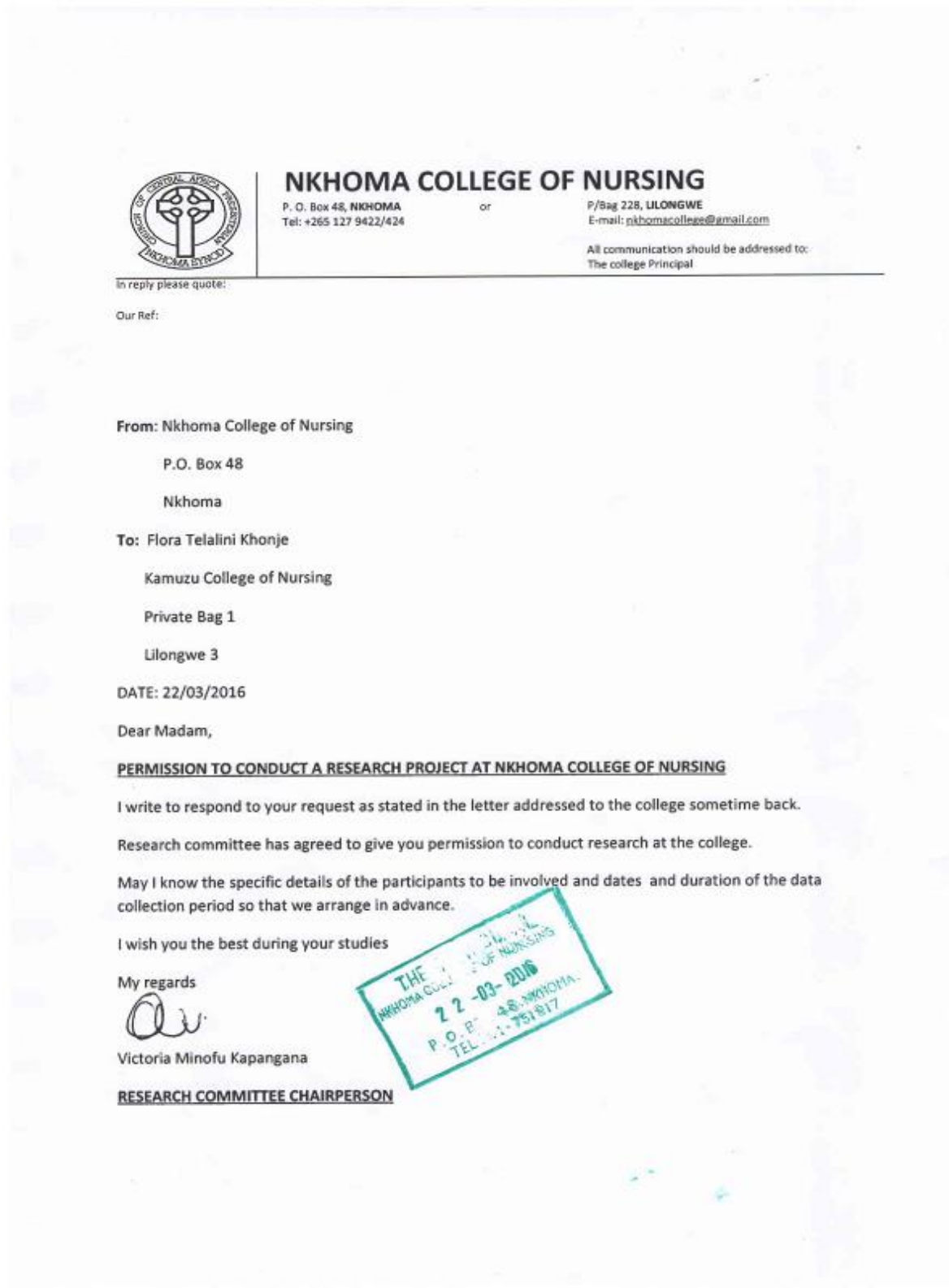
Participant

Name.....Signature.....Date.....

Researcher obtaining consent 's

Name..... Signature..... Date.....

Appendix 6 : Support letter



Appendix 7: Certificate of Approval

 **CERTIFICATE OF ETHICS
APPROVAL**

This is to certify that the College of Medicine Research and Ethics Committee (COMREC) has reviewed and approved a study entitled:

P:05/16/1949 – Factors influencing low retention of nurse educators in Christian Health Association Nursing Colleges of Malawi: Faculty perspective version 2 by Flora Telalini Khonje

On 1st July 2016

As you proceed with the implementation of your study, we would like you to adhere to international ethical guidelines, national guidelines and all requirements by COMREC as indicated on the next page


Dr. C. Dzamalala- Chairman (COMREC)

Approved by
College of Medicine
30 JUN 2016
(COMREC)
Research and Ethics Committee

Date
18 July 2016

Appendix 8: Approval letter from KCH

Kamuzu College of Nursing
Private Bag 1
Lilongwe.

18th February, 2016.

Through: Dr G. Mwalabu
Kamuzu College of Nursing
Private Bag 1
Lilongwe

To: The Hospital Director
Kamuzu Central Hospital,
P.O Box 149
Lilongwe .

Dear Sir,

REQUEST FOR A PERMISSION TO CONDUCT A RESEARCH PROJECT AT KAMUZU CENTRAL HOSPITAL.

I write to ask for a permission to conduct a research project on "Factors influencing low retention of nurse educators in Christian Health Association Nursing Colleges of Malawi: Faculty's perspectives," as part of a requirement for the acquisition of a MSc Degree in Nursing and Midwifery Science Education. Kamuzu Central Hospital has been chosen because there are some nurse educators who are practicing as clinical nurses.

This study is under the supervision and guidance of Dr. G. Mwalabu and Mr M. Muocha from Medical Surgical Nursing and Basic Studies Departments respectively, of Kamuzu College of Nursing.

I promise to adhere to all ethical principles of research. The research will commence as soon as the permission to conduct the study is granted by COMREC:-

My contact details are as follows:

Cell: 088 852 569 2 or 099 411 050 2

e- mail: flora.khonje@gmail.com or telalini2014flora@kcun.unima.mw

Postal Address: Kamuzu College of Nursing, Private Bag 1, Lilongwe

Thanking you in advance,

Flora Khonje Telalini (MSc NED)

DR. G. Mwalabu (1st SUPERVISOR)

Mr M Muocha (2nd SUPERVISOR)

Authority granted
18/02/16

RECEIVED
KAMUZU CENTRAL HOSPITAL
DIRECTOR
18 FEB 2016
P.O. BOX 149
LILONGWE

UNIVERSITY OF MALAWI
KAMUZU COLLEGE
NURSING
P.O. BOX 149
LILONGWE

Appendix 9: Approval letter from Nkhoma College of Nursing

	NKHOMA COLLEGE OF NURSING P. O. Box 48, NKHOMA Tel: +265 127 9422/424	or P/Bag 228, LILONGWE E-mail: nkhomacollege@gmail.com
All communication should be addressed to: The college Principal		

In reply please quote:

Our Ref:

From: Nkhoma College of Nursing
P.O. Box 48
Nkhoma

To: Flora Telalini Khonje
Kamuzu College of Nursing
Private Bag 1
Lilongwe 3

DATE: 22/03/2016

Dear Madam,

PERMISSION TO CONDUCT A RESEARCH PROJECT AT NKHOMA COLLEGE OF NURSING

I write to respond to your request as stated in the letter addressed to the college sometime back.


Research committee has agreed to give you permission to conduct research at the college.

May I know the specific details of the participants to be involved and dates and duration of the data collection period so that we arrange our schedules accordingly.

I wish you the best during your studies

My regards

Victoria Minofu Kapangana
RESEARCH COMMITTEE CHAIRPERSON



Appendix 10: Approval Letter from St Lukes College

Maxwell Pangani <stlukesnm@gmail.com>
to me

Dear Flora,


I would like to inform you that you have been granted a permission to conduct a research project at St Lukes College of Nursing and Midwifery.

Wishing you all the best.

Yours faithfully,

Maxwell (Principal)

Appendix 11 : Approval letter from Malawi College of Health Sciences



Malawi College of Health Sciences

Lilongwe Campus

Tel: (265) 01 756 908/752 208
Fax: (265) 01 753 144/01750709
Email: registrar@mchs.mw; mchscentraloffice@gmail.com

P.O. Box 30368
Lilongwe 3
www.mchs.mw


Ref. No. ACD/MCHS/LLC/2

Flora Khonje Telalini
Kamuzu College of Nursing
P/B 1
Lilongwe

**REQUEST FOR PERMISSION TO CONDUCT A PRE-TEST OF DATA
COLLECTION TOOL AT MALAWI COLLEGE OF HEALTH SCIENCES**

Please refer to your letter of 18 February, 2016 in connection with the above subject.

I am pleased to inform you that, your request to conduct a *Pre-test of Data Collection Tool* has been approved. You can therefore, proceed with arrangements to carry out the study.



D.J. Simango
PRINCIPAL

22 February, 2016