



University of Malawi
KAMUZU COLLEGE OF NURSING

**FACTORS THAT CAN INFLUENCE THE RETENTION OF NURSE
EDUCATORS IN CHAM NURSING EDUCATION INSTITUTIONS**

BY

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**A RESEARCH DISSERTATION SUBMITTED IN PARTIAL
FULFILMENT FOR THE BACHELOR OF SCIENCE DEGREE IN
NURSING**

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27TH NOVEMBER 2008

DECLARATION

I hereby declare that this proposal is a result of my work, except
where otherwise stated.

SIGNATURE:

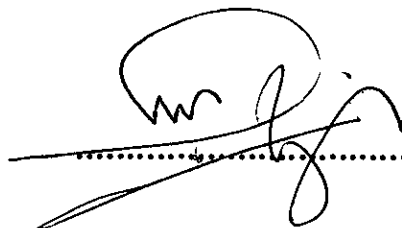
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27/11/08.....

DEDICATION

I dedicate this dissertation to my husband Jonas and my son Pokani for the love and perseverance. You were deprived of motherly care and love during the period of my study.

To my late MUM and DAD for teaching a girl child and for instilling in me the desire for education.

ACKNOWLEDGEMENTS

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First, the author would like to thank Mr P. Mandalazi, the study supervisor for the direction he gave me by encouraging clear and concise thinking.

The researcher is thankful to Mrs Kanthiti, the Principal Nursing Officer, MOH and Mr Chingwalu, KCN on the assistance rendered to me on list of Post Basic Graduates who graduated from KCN since 1999 up until 2007.

Finally, the researcher is thankful to **GOD** who is the author of both knowledge and the ability to search it out. I will proclaim your greatness my GOD and my king, and I will praise and thank you for ever and ever (Psalm 145 vs1-2).

LIST OF ABBREVIATIONS

AACN	:	American Association of College of Nursing
CHAM	:	Christian Health Association of Malawi
DFID	:	Department for International Development
EHP	:	Essential Health Package
EHRP	:	Emergency Human Resource Program
GTZ	:	Gasellschaft für Technische Zusammenarbeit
KCN	:	Kamuzu College of Nursing
MOH	:	Ministry of Health
MSF	:	Medicine San Frontiers
NMT	:	Nurse Midwife Technician
PBMEP	:	Post Basic Mature Entry Programs
QECH	:	Queen Elizabeth Central Hospital
RAM	:	Roy Adaptation Model
USAID	:	United States Agency for International Development
VSO	:	Voluntary Service Overseas

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ABSTRACT

This report presents findings of the study on Factors that can influence retention of nurse educators in CHAM nursing education institutions. The study was conducted at Mulanje Mission College of Nursing and Midwifery and QECH. A purposive sampling was done in which 10 nurse educators, the college principal and 4 nurse educators who left CHAM nursing colleges and are working in government hospitals were recruited making a total of 15 participants. The study relied on descriptive quantitative method in which data was collected through self administered questionnaire, analysed using frequencies and percentage and presented using tables, graphs and charts. Results indicated that monetary and non-monetary incentives, recognition and promotion, working conditions, location of CHAM nursing institution and leadership and administration are some of the factors necessary for retention of nurse educators in CHAM nursing education institution, with monetary incentive ranking high. The study concludes that there is need to review staff retention strategies in all CHAM nursing education institutions.

KEY WORDS:, Nurse educator, Retention, Turnover, Incentives

CHAPTER ONE

1.1 INTRODUCTION/BACKGROUND

In a well established nursing education institution, there must be adequate human, financial and material resources for thorough running of the institution of which the key human resource is the nurse educator whose main responsibilities are to design, evaluate and revise academic programs for student nurses, and prepare student nurses who provide nursing and midwifery care to meet the health care needs of the population.

The availability of nurse educators in a nursing education institution will influence and determine the output in that particular training institution. Where there are adequate nurse educators, achievement of program objectives becomes easier since nurse educators will be able to share and deliver the curriculum content where as inadequate nurse educators will increase workload, reluctant and unwillingness to teach and supervise student nurses as a result the curriculum content is partly and inaccurately covered and less knowledgeable, incompetent graduates are produced.

In Malawi, over 77% of Nurse Midwife Technicians (NMT) are produced from Christian Health Association of Malawi (CHAM) nursing education institutions which are denominational nursing colleges that train nurses for the period of 3 years (Muula & Maseko, 2005). After graduation, these nurses are deployed to different government and CHAM health facilities where they deliver nursing and midwifery services to the population of Malawi.

Since the establishment of these denominational nursing colleges there has been an outcry of shortage of nurse educators and current statistics for January 2008, as narrated by Miss Grace Banda,

Director of Training at CHAM secretariat indicate that CHAM nursing colleges have a total of 76 Tutors against 10 nursing colleges, thus combination of nurse educators, registered community health nurses and nurse managers who have undergone a Post Basic Degree Mature Programs at Kamuzu College of Nursing (KCN) and Mzuzu University. There are also 23 Assistant Tutors and 35 Clinical Instructors of which 15 are Malawians and 20 and Voluntary Service Overseas (VSOs) making a total of 134. This increase has come about because in 2007 KCN produced 20 nurse educators of which 19 were Government sponsored and 1 was sponsored by CHAM. These graduates were deployed to all CHAM nursing colleges because on their own CHAM nursing colleges have inadequate nurse educators employed by the proprietors, who have increased workload in both teaching theory as well as supervising the students when they go for clinical practice. Worse still, between 2002 and 2005 there has been increased funding from donors such as GTZ, USAID and DFID through the government to CHAM education institutions to enable higher enrolment levels of student nurse since Ministry of Health (MOH) had recognised the human resource health situation Malawi as a priority issue.

For this reason, the Government of Malawi has developed a 6 year crisis response plan known as Emergency Human Resource Program (EHIP) with the possibility of increasing output from training institutions and this has increased enrolment of NMT students by 165% and 79% for post graduate courses (Muula and Maseko). The increased enrolment of students in CHAM nursing colleges is demanding adequate human resources especially nurse educators such that government through KCN has only sponsored post basic students who are willing to pursue Nursing Education Program in order to increase number of nurse educators but what will matter is how to retain these nurse educators because the possibility of increasing output is curtailed by shortage of tutors.

In addition, since the introduction of Post Basic Mature Entry Program (PBMEP) in 1999, KCN has produced 158 graduates who upon completion were told to teach in CHAM nursing colleges for the minimum period of 2 years however, statistics indicate that only 13 tutors served CHAM nursing colleges for the period of 2 years, and went back to their previous work allocation, 4 worked for less than 2 years and went back and 9 did not even report to CHAM nursing colleges, they just went straight to either district and central hospitals despite the agreement that was there with their sponsors.

In view of the above, the study was conducted to explore factors that can influence the retention of nurse educators in CHAM nursing education institution.

1.2 PROBLEM STATEMENT

Despite much effort that are put in place by the MOH and CHAM to increase the production and supply of nurse educators who are deployed to all CHAM nursing colleges in order to achieve the recommended tutor student ratio of 1: 10, there have been an outcry of inadequate or shortage of nurse educators in these education institutions because when they are deployed to these institutions they do not stay long and others do not even report to these institutions despite the agreement and incentives that were introduced for nurse educators and this is bringing a drawback in students learning experience.

1.3 SIGNIFICANCE OF THE STUDY

The study is of significance in the sense that:

- the results of the study will help Principals in different CHAM nursing education institutions to have a base line data on how nurse educators can be retained in their respective institutions.

- the results will also assist CHAM, which is the main stakeholder together with the MOH collaborate and bring solutions aimed at retention of nurse educators, ensure adequate and equal distribution of nurse educators in all CHAM institutions. MOH is coming in because the majority of nurse educators are government employees.
- The findings will also assist future researchers to find a basis for their studies.

1.3 OBJECTIVES OF THE STUDY

1.3.1 BROAD OBJECTIVE

To explore factors that can influence retention of nurse educators in CHAM nursing education institutions.

1.3.2 SPECIFIC OBJECTIVES

1. To assess the experience of nurse educators in CHAM nursing education institutions
2. To explore the challenges faced by nurse educators in CHAM in CHAM nursing education institutions
3. To identify strategies that nurse educators believe are most effective in retention of nurse educators in CHAM nursing education institutions.
4. To assess institution management on retention of nurse educators in CHAM nursing education institutions.
5. To explore reasons for leaving CHAM nursing colleges from nurse educators who left CHAM nursing colleges and are working in Government hospitals.

1.4. OPERATIONAL DEFINITIONS

Nurse Educator: Is a nurse who teaches and prepares practical and registered student nurses for practical into practice

Retention: Is keeping of nurse educators in an education Institution

Turnover: Is the act of moving out of an organisation or institution

Incentives: Benefits that can motivate an individual to do something.

CHAPTER TWO

2.1 LITERATURE REVIEW

Shortage of nurses in America is well documented as estimates indicate that there will be 1 million fewer nurses than needed by 2020. This shortage can be covered if more people and best recruitment strategies are followed. However, the strategies will be ineffective if there are no faculty available to teach potential nurses. Furthermore enrolment of bachelor's degree nursing programs rose by 10.6% to 112,081 students in 2004 but nursing schools rejected 26,340 applicants because of faculty shortage and 16,000 qualified applicants were also rejected in 2003 (American Federal of Teachers, 2005). This means that the faculty shortage is exacerbating the overall shortage of nurses.

Literature has highlighted that nurse educators' shortage directly affects nursing shortage since less nurses are produced therefore academia needs to retain qualified nurse educators to adequately prepare future nurses. The study also indicates that many factors affect nurse educators such as retirement, competition for qualified nurse educators, as well as dissatisfaction with the multiple stressors and expectations in the academic setting therefore academia should implement supportive strategies to aid in the retention of nurse educators (Halcomb, Greg and Roberts, 2003).

In the current studies done by Yordy (2006) and Powers (2007) results have shown that the health care industry suffered from critical problem of nursing shortage which is projected to worsen in future because the demand to enrol more students brought in a dilemma as to who will teach these students since there was a biggest problem of shortage of nursing faculty. Furthermore, Yordy identified four elements that determine the adequacy of faculty to meet future needs which are supply, demand, educational preparation and productivity

but the main challenge is to turn more attention into productive policies and support that ensures an adequate supply of nursing faculty and ultimately of nurses in the health care system. In addition, Powers indicated that the faculty shortage came in because a pool of candidates who can become nursing faculty members diminishes and the nursing profession suffers. This means that the nursing shortage in the health care delivery system can decrease only if there are adequate faculty to teach and supervise the students both theory and practical.

Results of the study which was done by Shader (2001) have shown that, the more job stress, the lower group cohesion, the lower the work satisfaction and the higher anticipated turnover. The higher the work satisfaction, the higher group cohesion and the lower anticipated turnover. It also indicated that the more stable the work schedule, the less work related stress, the lower anticipated turnover, the higher the group cohesion and the higher the work satisfaction. As health care institutions including nursing education institutions face staff shortage and a new generation of nurses enter the workforce or new faculty joining a nursing education institution, considerations of factors that can influence turnover is essential to create a working environment that retains nurses and nurse educators.

In 2004, The American Association of College of Nursing (AACN) recognised that the shortage of faculty in schools of nursing is a continuing and expanding problem as a result it conducted two surveys the first one was to determine the vacancy rate for faculty and the other survey was aimed at determining factors contributing to the shortage of faculty. The results of the first survey indicated that in a sample of 395 nursing schools (68.5% of AACN member institutions) there were 8,907 budgeted full time faculty positions. Of these positions, 717 (8.1%) were vacant, 122 schools did not have any vacancies but needed additional faculty members and only 30

nursing schools without vacancies reported no additional faculty members were needed. The mean number of vacancies per school was 2.9 with a range of 1-15. On the second survey, these factors were identified as contributing factors to the shortage of faculty; faculty age, departure from academic life, salary differentials, tuition and loan burden for graduate study, age of doctoral recipients and time to degree, faculty workload role expectation issues and alternative career choices (Dracup, 2005)

Furthermore, Barrett, Goldenberg and Faux (1992) conducted a study on Canadian nurse educators and the subjects were university nurse educators and college nurse educators in which intrinsic factors such as challenge of the job, independence in making professional decisions and individual autonomy as the 'very satisfied' job satisfaction because they had highest ratings by the university subjects where as college subjects said these factors were 'some what satisfied'. Factors such as opportunity for promotion and recognition for doing my work well received lowest satisfaction rating indicating that they are 'lowest satisfaction' by both subjects. On extrinsic factors, university subjects suggested that fringe benefits, amount of paid vacations per year, freedom to choose own international methods, motivating and stimulating students, individual office space and geographical location of employing agencies are 'very satisfied' job satisfaction where as college subjects were also 'very satisfied' with fringe benefits, amount of paid vacation per year, salary, reputation of the school and working relationships with co-workers in contrast to university subjects. Both subjects reported factors such as time and facilities to do nursing research as 'some what satisfied' while college subjects were also dissatisfied with their administrative style and leadership.

The researchers believed that concept of job satisfaction is difficult to measure with reasonable accuracy and the concept itself lacks adequate definition. University subjects also suggested that the

increased salary, more peer support and less division by competition, increasing the status and understanding of the discipline of nursing within the university as a whole would retain faculty while college subjects recommended that opportunity for professional growth and development would attract faculty. It would seem then that extrinsic factors such as salary, peer support and professional development are viewed as important factors in attracting and retaining faculty.

Cavenor (1987) also looked at job satisfaction in a different angle in a study which was looking at factors influencing job satisfaction and retention among faculty members at the school of nursing. Results of the study indicated that geographical location of the nursing schools had greatest impact followed by role ambiguity and role conflict are factors that reduces job satisfaction and retention of faculty.

Mathauer & Imhoff (2004) and Dambisya (2007) emphasised that a combination of monetary and non-monetary incentives are the most effective strategies for retention of staff in the health care system. However, in the study Mathauer & Imhoff indicated that non-monetary incentive scheme is difficult to survive as long as other development partners provide high top-up allowances as financial incentives. On the other hand in his study Dambisya indicated that incentives are used to attract and retain health professionals and those policies that address the retention of health workers also address poor motivation, low productivity and poor health workers' behaviour and attitude towards clients. Furthermore the researcher states that non-monetary incentive provides stability where as monetary incentive provides immediate signals.

A study on the working life of nurse educators and their spouses in Finland was done by Harri (1995) in which nurse educators evaluated their working life as being good and they also estimated that they did an average of 9.6 hours overtime a week but according to their

spouses the figure was 12.7 hours and more than moderate amounts of negative stress derived mainly from work were reported.

However, participants reported that they were not satisfied with relationships with college directors but were generally satisfied with relationships with students. Spouses estimated nurse educators working life more negatively than did the nurse educators themselves with the exception of the balance between work and leisure time. All these indicated that the quality of their working life was far from optimal and these findings raise a question of whether nurse educators working communities are supporting them enough in achieving their full potential and to be able to keep with changes.

In Malawi, the perceptions of health professionals towards survival practices depended on the nature of the survival practice. In a study done by Muula and Maseko (2006) on how are health professionals earn their living in Malawi, results has shown that poor remuneration, lack of stimulating work conditions and poor access to continued professional training were identified as some of the challenges faced by the health professionals. Participants also suggested that those that fund the health sector must also realise that if workers continue to be poorly paid, they will find a way to supplement their salaries through various means. In addition, the efforts the Malawi Government and the international community are doing to retain health workers in Malawi need to be evaluated if these human resource retaining measures are having the desired effect.

Medicine San Frontiers (MSF, 2007) conducted a study in Lesotho and Malawi in facilities supported by MSF which was examining the general attitude about work, assessing the overall job satisfaction and identifying factors affecting retention. Results confirmed that insufficient remuneration package is one of the major reasons for job dissatisfaction. Furthermore, Malawian participants indicated that

attending workshops is more lucrative than doing clinical work as nurses could increase their basic monthly salary by 25- 40%.

2.2 CONCLUSION

From the literature review, there is evidence that nurse educators worldwide are facing a lot of challenges in their working environments which put their working life far from optimal, hence increased turnover and this is negatively affecting the teaching and learning process in an education institution.

The reviewed literature are more focused on limiting costs by decreasing staff turnover rates and increasing nursing productivity and that job satisfaction and retention of qualified nurse educators is a primary concern to employers. In Malawi and worldwide, creative mechanism are put in place to train more nurse educators and are being implemented by the government but how to retain them is of more importance hence the need for further study.

CHAPTER THREE

3.1 CONCEPTUAL FRAMEWORK

The conceptual framework that was used in this study is Roy's Adaptation Model (RAM) which was developed in 1964 and was published in Nursing Outlook entitled Adaptation: A conceptual Framework for Nursing (Keegan 2005).

In her model, Roy conceptualises a person as a holistic adaptive system who not only has the capacity to adjust effectively to the environmental changes but also can affect the environment. Roy further stated that there are stimuli received externally from environment outside the person (External Stimuli) and internally from within the self (Internal Stimuli) that can affect man. These stimuli can be managed or manipulated by removing, increasing, decreasing, maintaining or altering the stimuli (Fitzpatrick and Whall, 1996).

Furthermore Roy believes that person can handle input of stimuli through two sets of control processes in an attempt to reach a level of adaptation or adapt to internal and external stressors and these processes are Regulator and Cognator subsystem. The adaptive system exhibits behavioural responses as output that is either adaptive (effective) or maladaptive (ineffective) behaviours which can bring responses that are observed through four modes, physiological, self concepts, role functions and interdependence (see Fig 1).

This is to say, situations or particular concern to nursing are those where the environmental changes strain the person's coping mechanisms in which unusual stressors or weakened coping mechanisms make a person to cope ineffectively. However, through management of stimuli, factors precipitating ineffective behaviour are changed or the person's ability to cope is increased, that is, the

adaptation level is broadened which enhances the ability of the person to respond positively.

Historically, RAM has been utilised to understand and guide nursing practice in the care of individuals. This research study will apply RAM as it relates to the adaptive and maladaptive behaviours of nurse educators who might adapt effectively or ineffectively to situations in their working environment. If there is ineffective adaptation nurse educators decide to leave and those who cope to these environmental changes will remain in these nursing colleges.

3.2 APPLICATION OF THE MODEL TO THE STUDY

The model appears to be an essential framework to conceptualise factors that can influence the retention of nurse educators in CHAM nursing colleges. In this case, factors that can influence the retention of nurse educators can either be external stimuli or internal stimuli (stressors).

The stressors in educational institutions could be; increased workload due to shortage of nurse educators, leadership style, poor relationship, low salary, no incentives just to mention a few.

These stressors put much strain on the nurse educators which demand coping mechanisms (regulators and cognators) for them to adapt effectively. When there is effective adaptation, the nurse educators will retain in these education institutions and will display their roles effectively and efficiently as expected. When there is ineffective adaptation there will be increased turnover of nurse educators and those that remain will not display their roles as expected.

However, the administrators in these nursing colleges should assess and identify these stressors, manage, manipulate or remove these

stressors so that a nurse educator, who in this case, is the person as well as the key human resource in a nursing education institution should effectively respond and positively adapt to these stressors and the environment as a whole.

3.3 A DIAGRAMMATIC CONCEPTUAL FRAMEWORK

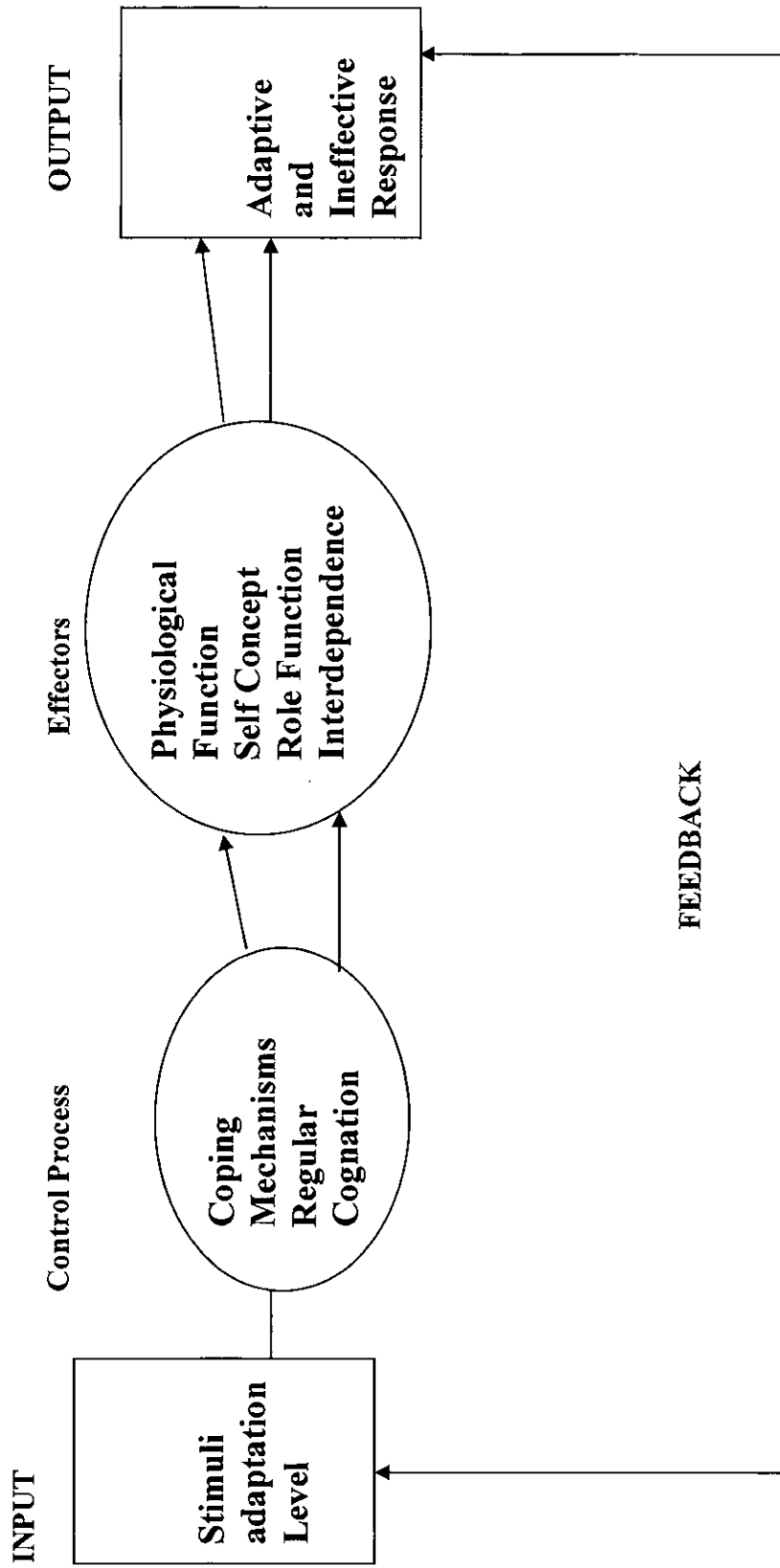


FIG 1 AN ADAPTATION MODEL (FROM ROY 1964)

CHAPTER FOUR

4.1 RESEARCH METHODOLOGY

Chapter four describes the methodology which was used in this study. The description includes research design, sample size, sample site, data collection and instrument, pilot study ethical consideration and limitation of the study.

4.2 RESEARCH DESIGN

A non- experimental descriptive quantitative research design was used to assess strategies the nurse educators believe are the most effective in retention of nurse educators in CHAM nursing colleges. A Quantitative design was chosen because the researcher wanted to determine causes and effects of high turnover of faculty in CHAM nursing colleges (Burns & Grove, 2007)

Therefore a descriptive and exploratory method was used to describe and explore strategies that can influence the retention of nurse educators in CHAM nursing colleges.

4.3 SAMPLE SETTING

The study was conducted at Mulanje Mission College of Nursing and Midwifery and Queen Elizabeth Central Hospital (QECH) which is in the Southern Region of Malawi. The sample settings were selected because the college has a maximum number of nurse educators amounting to 10 than other nursing colleges which have less nurse educators and a significant number of nurses who left CHAM nursing colleges and working in government hospitals were identified at QECH.

4.4 SAMPLE SIZE

Researcher recruited 10 nurse educators, 1 Principal and 4 nurse educators who left CHAM nursing education institutions and working in government hospitals making a total of 15 participants (N=15). The sample was a mixture of male and female nurse educators with Post Basic Degree obtained from a recognised university because these people have adequate knowledge on how to train or teach nursing students therefore their absence in the nursing college have negative effect on the success of the nursing program.

The sample was chosen using purposive sampling because the sample chosen is typical (nurse educators), specific and often underrepresented minority population (LoBiondo-Wood & Haber, 2006).

The characteristics of the subjects were that the mean age is 38 and 67% were female nurse educators and 33% were male nurse educators. The majority of the subjects (80%) were married and 40% belong to CCAP, 33% are Pentecost, 13% are Catholics and the other 13% belong to Seventh Day Adventist Church. Sixty percent (60%) of the subjects are Government employees and 40% are CHAM employees. All participants (100%) are holders of Post Basic Degree in nursing.

4.5 DATA COLLECTION

Collection of data was through a self- administered questionnaire containing both close and open ended questions. The participants were answering and filling up the questionnaire.

4.6 PRE-TESTING

The questionnaire was tested at Nkhoma College of Nursing and Midwifery in which 4 nurse educators and the Principal were interviewed on a one to one basis. This assisted in the evaluation of

the data collection instruments regarding its capacity to obtain relevant information to the study. Modifications were made upon feedback from pre-testing such as instructions were added and that the researcher decided that the questionnaire should be self-administered.

4.7 DATA ANALYSIS

Data obtained was analysed manually, and frequency and percentages were used to summarise the data. Content analysis was used especially for the qualitative data. Tables, graph and charts were also used for clear presentation of the research findings.

4.8 ETHICAL CONSIDERATIONS

Clearance letters were written and sent to the concerned authorities requesting for permission to conduct the study. A letter was written and sent to Research and Publication Committee of KCN seeking their clearance and approval to conduct the study and the request was approved, ~~see Appendices II & III.~~

Letters were also written and sent to the Principal of Mulanje Mission College of Nursing and Midwifery with copies, one sent to CHAM and the other copy was sent to The Hospital Administrator as proprietors of the college as directed by Director of Training at CHAM secretariat. Permission to conduct the study was granted by concerned authorities.

An informed consent to seek consent from individual participants prior to participation was formulated, See Appendix ~~X~~^{II}.

All participants were informed the purpose of the study and methods of data collection. Data collected was treated with strict confidential and their identity were not disclosed.

4.9 LIMITATION OF THE STUDY

The study was restricted to tutors with Post Basic Degree only, not Assistant Tutors and Clinical Instructors as such the results may not be generalised to all the faculty. Furthermore, the study was also restricted to nurse educators in CHAM nursing colleges only, not other nursing education institutions that train NMT in the country.

CHAPTER FIVE

RESEARCH FINDINGS

5.1 EXPERIENCE OF NURSE EDUCATORS WORKING IN CHAM NURSING COLLEGES

Among the issues the research study aimed at was to explore the experience of nurse educators in CHAM nursing colleges with much emphasis on their perception, basis for high turnover rate, job satisfaction, challenges they face as well as a comparison of their present work allocation with the previous work allocation.

5.1.1 Perception of nurse educators on working in CHAM nursing colleges

One of the issues the study wanted to establish is nurse educators' perception working in CHAM nursing colleges.

Responding to the question that was asking about the perception of nurse educators' working in CHAM nursing colleges, most of the subjects (55%) indicated that they will probably leave CHAM nursing colleges, some (27%) said that they will definitely leave, a few (9%) said will probably not leave and the remaining (9%) pointed it out that they will definitely not leave. Table 1 indicates perception of nurse educators working in CHAM nursing colleges.

However, all participants who indicated that they will probably leave are female nurse educators as evidenced by findings on demographic data and this significance is of great concern because the majority of nurse educators in Malawi especially in CHAM nursing colleges are females.

TABLE 1: PERCEPTION OF NURSE EDUCATORS ON WORKING IN CHAM NURSING COLLEGES.

OPINION	FREQUENCY	PERCENTAGE
Definitely will not leave	1	9%
Probably will not leave	1	9%
Probably will leave	6	55%
Definitely will leave	3	27%
Total	11	100%

When participants were asked to give reasons for leaving CHAM nursing colleges, the following reasons highlighted:

- want to face other challenges
- nurse educators on government secondment are on 2 year contract with their employer therefore they will leave after finishing the contract
- looking for greener pastures
- poor working conditions
- lack of motivation
- no access to loans especially to government employees
- going for further studies

However, the most common reasons for leaving CHAM nursing colleges as cited by respondents are lack of staff motivation (70%) and poor working conditions (60%).

5.1.2 Staff turnover

The introduction and literature review have highlighted that there is high staff turnover of nurse educators in CHAM nursing colleges

therefore the study wanted to explore the basis for high staff turnover as perceived by respondents.

Among the reasons cited by respondents as contributing to high turnover rates of nurse educators in CHAM nursing colleges included the following;

- inadequate monetary incentives
- increased workload due to shortage of human and material resources
- location of CHAM nursing colleges which is in remote areas so tutors were separated from their families especially female tutors
- looking for greener pastures poor staff retention policies and strategies
- not fully motivated
- poor working conditions

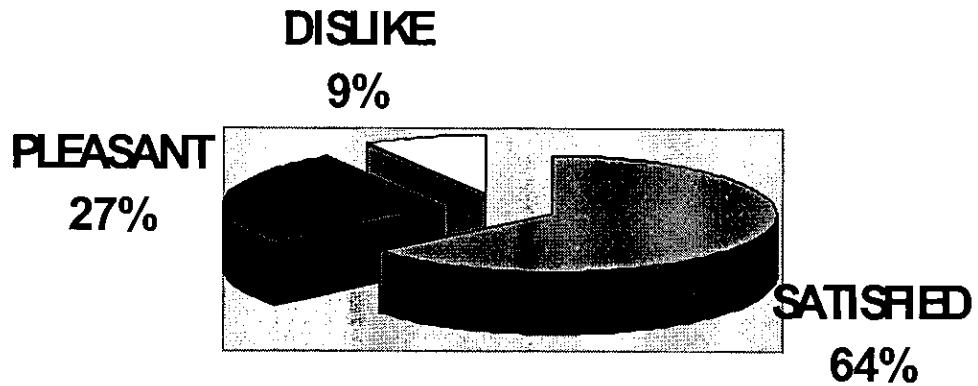
However, inadequate monetary incentive package was cited by all participants (100%) as the main reason why there is increased turnover rate of nurse educators and a few (40%) said there are poor working conditions in CHAM nursing colleges.

5.1.3 Job satisfaction

One of the issues that this study was trying to explore was nurse educators' job satisfaction working in CHAM nursing colleges.

Responding to the question asking about how much they perceive teaching in CHAM nursing colleges, majority of the respondents (64%) indicated that they were fairly satisfied, a few(27%) considered teaching in CHAM nursing colleges rather pleasant and the remaining few participants (9%) dislike teaching in CHAM nursing colleges see figure 1.

FIGURE 1: JOB SATISFACTION OF THE PARTICIPANTS



However results have shown that all participants who indicated that they dislike teaching in CHAM nursing colleges are Government employees as indicated on the demographic data that most of the participants (60%) are government employees. In addition, all participants who considered teaching in CHAM rather fairly satisfied are Christians from different Christian denomination as indicated on the demographic data, therefore working in Christian nursing education institution is fair and good to them.

5.1.4 Challenges faced by nurse educators

The study also explored the challenges faced by nurse educators in CHAM nursing colleges.

The results revealed that nurse educators face the following challenges;

- heavy workload
- lack of material resources for teaching and learning process
- no recognition by both the Government and CHAM as evidenced by delay or no promotion
- loss of benefits if a tutor resigns from one CHAM nursing colleges since they are not carried forward

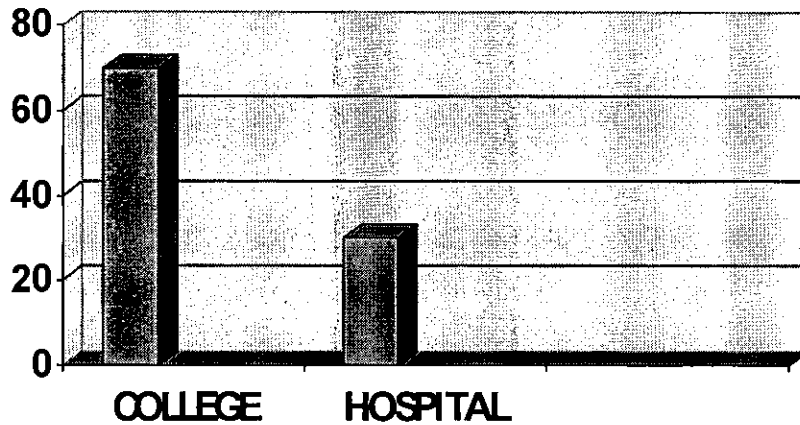
However, the greatest challenge as cited by nurse educators is increased workload due to inadequate nurse educators. This is evidenced by number of sample population for the study against number for student. This shows that there are inadequate nurse educators at nursing college hence increased workload.

5.1.5 Present work allocation versus previous allocation

Comparison of participants' present allocation with the previous work allocation was among the issues assessed in the study.

Findings revealed that majority of the participants (70%) preferred working in CHAM nursing colleges despite the challenges they are facing see figure 2. Most of the participants (50%) indicated that nurses working in hospitals attend more workshops and in-service training than tutors in CHAM nursing colleges. However, a few (27%) indicated that there is increased workload both in nursing education institutions and in hospitals, therefore there is no difference.

FIGURE 2: PREFERENCE OF WORK PLACE



5.2 INSTITUTION LEADERSHIP AND STAFF RETENTION

The study also wanted to establish the institution leadership and administration in relation to retention of nurse educators in CHAM nursing colleges as well as retention strategies present at the institution.

5.2.1 Leadership and administration

One of the key issues was to explore the leadership and administration at the college.

Responding to the question on how participants perceive the leadership and administration at the institution, majority of the respondent (70%) indicated that they are not satisfied with the leadership and administration of the institution and some (30%) said were satisfied with the institution leadership and administration.

However, 90% of the participants revealed that there is lack of teamwork and no implementation of staff retention strategies and

policies. Subjects think that the administration does not play an active role in the education administration especially on teamwork and implementation of staff retention strategies.

5.2.2 Incentives

The study also wanted to assess if there are any incentives for nurse educators at the college.

When participants were asked if there are any incentives for nurse educators at the college, all participants (100%) highlighted that the following incentives are available;

- monetary incentive package (teaching allowance)
- free housing
- free airtime
- transport to and from town for shopping every fortnight

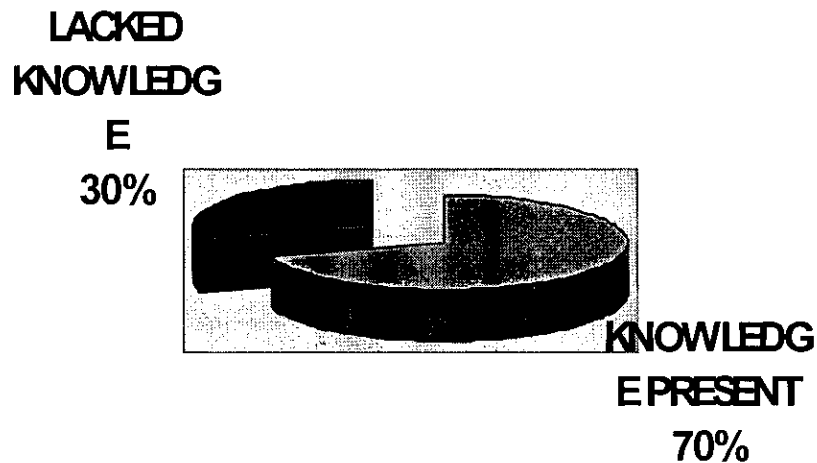
However all participants (100%) revealed that monetary incentive package is not adequate.

5.2.3 Professional development

Knowledge of professional development was among the issues assessed in the study.

Findings indicate that majority of the respondents (70%) know that there are staff professional development. On the other hand (30%) lacked knowledge on the presence of staff professional development see Figure 3.

FIGURE 3: KNOWLEDGE ON PROFESSIONAL DEVELOPMENT



However respondents with knowledge on staff professional development indicated that continuing education is only for CHAM employees since they are sponsored by their proprietors. Participants also indicated that they do attend workshops, in-service training though not frequently.

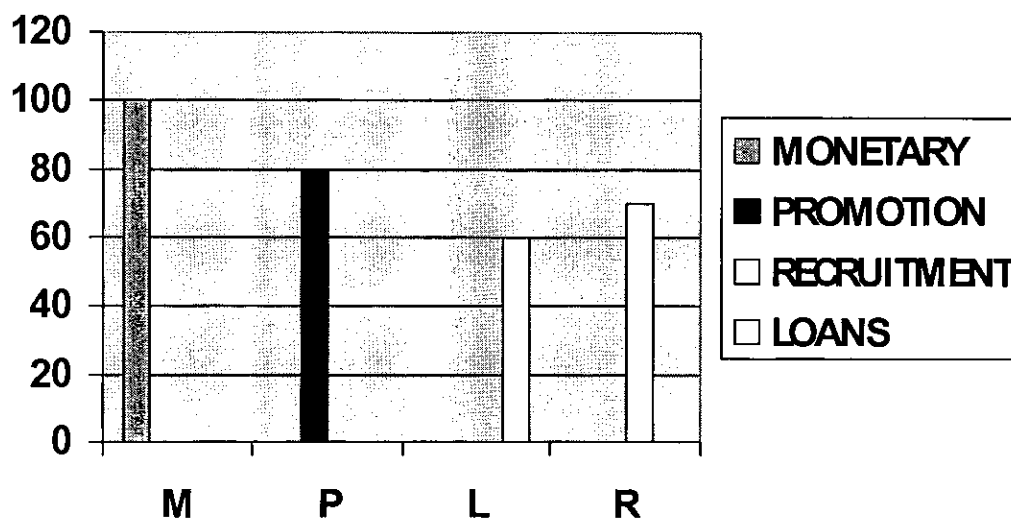
5.3 RETENTION STRATEGIES

The study also tried to identify strategies that nurse educators believe are most effective in the retention of nurse educators in CHAM nursing colleges.

Responding to the question on the new strategies to be incorporated for retention of nurse educators in these colleges, all participants (100%) demanded an increase in monetary incentive package. Majority of the participants (80%) considered promotion of staff should reach

those teaching in CHAM nursing colleges especially to government employees, (70%) indicated that recruitment of more tutors to reduce workload and most participants (60%) indicated that government employees should have an access to loans as well as availability of scholarships to both government and CHAM employee. See figure 4.

FIGURE 4: RETENTION STRATEGIES



Since the majority of the respondents were married and have a lot of responsibilities that require adequate financial support, therefore increased monetary incentive package is needed to suit the present cost of living.

On the other hand when asked to identify strategy (ies) to be removed from already existing retention strategies, all respondents (100%) indicated that nothing should be removed from the current existing strategies.

The results also indicated that some strategies need to be improved. All participants (100%) revealed that monetary incentive package

should be increased; majority of respondents (80%) said that more tutors should be recruited by each education institution and most participants (50%) indicated that teaching and learning resources should be increased and made available to the institution.

5.4 INSTITUTION MANAGEMENT INTERVENTION ON STAFF RETENTION

Among the issues the study considered was to assess the college principal's knowledge on retention of nurse educators at the college.

Responding to the question asking for qualification of nurse educators at the college, respondent indicated that majority of nurse educators (83%) are holders of Post Basic Degree in Nursing obtained from KCN, a few (17%) have Bachelor of Science in Nursing following a four year Generic Degree Program. This is evidenced in the demographic data as it is indicating that all study participants have a Post Basic Degree Nursing.

When asked to highlight strategies that are put in place at the college for staff motivation and retention, respondent outlined the following;

- Improving financial stand through topping up incentive package
- Lobbying for more houses for staff accommodation
- Good interpersonal relationship

However, the respondent indicated that these strategies are not fully implemented but said that is advocating and working towards the implementation of these strategies.

Responding to the question on reasons why nurse educators keep on coming and leaving, and even not reporting to CHAM nursing colleges, the respondent gave the following reasons:

- bad road especially during the rainy season
- low incentive package

- lack of accommodation
- increased workload due to shortage of nurse educators

However, the respondent emphasised that the main reason given for high turn over is low incentive package.

5.5 EXPERIENCE OF NURSE EDUCATORS WHO LEFT CHAM NURSING COLLEGES

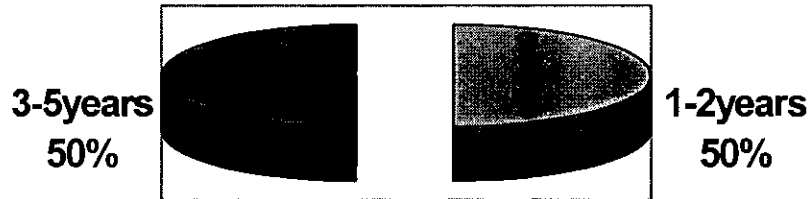
One of the issues the study was trying to explore is the knowledge, basis and experience of nurse educators who left CHAM nursing colleges and are working in hospitals

5.4.1 Duration of stay

Among the issues the study considered was to determine how long did they stay in CHAM nursing colleges.

Responding to the question on how long did they work in CHAM nursing colleges, most of the respondents (50%) worked for the period ranging from 1-2 years and the other 50% worked for the period ranging from 3-5years see Figure 5.

FIGURE 5: DURATION OF STAY



5.4.2 Experience when working in CHAM colleges

The study was also interested to establish experience these nurses had when they were working in CHAM nursing colleges.

When participants were asked to explain the experience they had in CHAM nursing colleges, the majority of the respondents (75%) revealed that they had good experience, however a few participant (25%) indicated that had poor working experience. The participant said :

Proprietors had too much control of the college activities, making decisions for the college and some conditions were not given to nurse educators as promised.

5.4.3 Past work allocation versus the present work allocation

The study also wanted to compare past work allocation (working in CHAM nursing colleges) with the present work allocation of those nurse educators who left CHAM nursing colleges.

Results has shown that majority of the subjects (75%) indicated that working in government hospitals is much better as compared to teaching in CHAM nursing colleges and few participants (25%) indicated that they were satisfied with teaching in CHAM nursing colleges despite the low tutor incentive package.

Those who said working in government hospital is much better gave the following reason:

- nurses are promoted when working in government but are not promoted when teaching in CHAM nursing colleges
- are attending more workshops as compared to when they were teaching in CHAM nursing colleges

Respondents gave the following basis when asked on factors that made them leave CHAM nursing colleges and joined government hospital:

- had finished their 2 year contract as agreed by the government
- inadequate incentive package
- lack of accommodation therefore commuting to and from was very expensive as cited by one participant who said:
I was not given accommodation therefore commuting to and from home was expensive.
- following their husbands who are working somewhere far from the nursing college
- was not promoted when working in CHAM nursing colleges as cited by one participant who said:

I was not promoted yet my friends who graduated together with me, the same year, and working in government hospital were promoted but soon after joining the government I was promoted

However inadequate incentive package (100%) and finishing 2 year contract (75%) were cited as the main reasons for leaving CHAM nursing colleges

CHAPTER SIX

DISCUSSION

6.1 INTRODUCTION

A variety of factors have been identified from the study as essential aspects for the retention of nurse educators in CHAM nursing education institutions which produce NMT who provide nursing care to clients in different government, CHAM and private hospitals in the country. This chapter will discuss the findings on experience of nurse educators in CHAM nursing colleges, institution leadership, retention strategies, institution management on staff retention and experience of nurse educators who left CHAM nursing colleges.

6.2 EXPERIENCE OF NURSE EDUCATORS WORKING IN CHAM NURSING COLLEGES

The study wanted to determine the experience of nurse educators in CHAM nursing colleges based on their perception working in CHAM, staff turnover, job satisfaction, challenges faced by nurse educators and a comparison of their present and previous work allocation.

6.2.1 Perception of nurse educators on working in CHAM nursing colleges

The results suggest that 55% and 27% of the respondent mentioned that they will probably and definitely leave CHAM nursing colleges respectively on the basis that there is lack of staff motivation and poor working conditions. These results suggest that there is high likelihood that 82% of nurse educators would leave CHAM nursing education institution. The study also established that only 18% (9% will definitely not leave and 9% will probably not leave) of nurse educators have a higher chance of remaining in these institutions. These results reflect that there is a need to improve the working conditions and staff motivation in these institutions in order to reduce high turnover of nurse educators in CHAM nursing colleges.

6.2.2 Staff turnover

The study also established that there is high staff turnover in CHAM nursing colleges.

A number of contributing factors were identified and these include; inadequate monetary incentive, increased workload due to shortage of human resources, location of CHAM nursing colleges, lack of motivation, poor working conditions, looking for greener pastures and poor staff retention strategies/policies. In a similar study done by Cavenor on factors influencing job satisfaction and retention among faculty members at school of nursing, results revealed that geographical location of the school had the greatest impact on job satisfaction and retention of staff. These findings suggest that nurse educators face a lot of problems which are both internal and external stressors in CHAM nursing colleges therefore they leave because they fail to adapt effectively to these stressors.

However, inadequate monetary incentive package was mentioned as the main basis for increased turnover as cited by all participants because the cost of living has increased therefore, individuals might go to work in areas where they will be getting extra money through workshops, in-service training to supplement their salary for basic necessities such as food, water and clothing.

The results revealed that there are poor working conditions in these institutions as cited by 40% of respondents. This percentage though small can influence high staff turnover since people will prefer good working conditions which can motivate them hence perform as expected.

6.2.3 Job satisfaction

The results of the study confirm that a high percentage of respondents 64% are fairly satisfied working in CHAM nursing colleges and 27% indicated that teaching in CHAM nursing colleges is rather pleasant. These results suggest that 91% of nurse educators are happy on the contrary to 9% of nurse educators who dislike teaching in CHAM nursing colleges. The implication for these findings suggest that despite the problems faced by nurse educators in these colleges, there are also some job satisfaction from the professional aspects since there is high student pass rate and that teaching promotes development of individual knowledge.

6.2.4 Challenges faced by nurse educators

Also assessed was the challenges faced by nurse educators in CHAM nursing colleges. Results indicate that there is heavy workload, lack of material resources and recognition as evidenced by delay or no promotion. These results can assert job dissatisfaction and demotivation among nurse educators hence high staff turnover.

In addition, there is heavy workload in both teaching and student' clinical supervision as evidenced by 80% of respondent therefore this demand more nurse educators to be recruited in these nursing colleges. In a related study done by Newman, Maylor & Chansarkar (2000) on factors influencing nurse satisfaction and retention had mentioned that nursing shortage create undue work pressure for existing staff and that both personal and organisation consequences such as overwork, frustration, low morale and inadequate access to professional development.

6.2.5 Present work allocation versus previous work allocation

The study tried to compare nurse educators past work allocation in government hospital with the present work allocation in CHAM nursing colleges.

The study results confirm that nurse educators (70%) preferred working in CHAM nursing colleges. The results suggest that the chances of retaining adequate nurse educators in CHAM nursing conditions are high if the working conditions are improved.

In comparison, (70%) of the respondents indicated that they were exposed to more workshops and in-service training when they were working in government hospitals than when they are working in CHAM nursing colleges where they are denied of frequent workshops and in-service training where they get allowance and advanced knowledge. The findings suggest personal and professional development through workshops and in-services training is vital if nurse educators are to deliver current and evidence-based knowledge on current health issues to student nurse and have and have a notable influence on retention of nurse educators.

However, 27% of the respondent revealed that there is increased workload in both CHAM and government hospitals. These results suggest that the increased health care problems of the population are demanding adequate human resources especially nurses therefore nurse educators should train more nurses to provide nursing services to increased number of clients in the hospitals hence increased workload in nursing education institution.

6.3 LEADERSHIP AND ADMINISTRATION

The study also tried to establish the institution leadership and administration in relation to retention of nurse educators in CHAM nursing colleges.

6.3.1 Perception of nurse educators on leadership and administration

The study results confirm that 70% of the respondents are not satisfied with the general leadership and administration of the institution. The results have a negative impact on staff retention since poor leadership result in job dissatisfaction and people prefer working in an environment of good leadership style and administration where subordinates are involved in decision-making and administrative issues. In a similar study done by Boyle, et al (1999) on manager's leadership and critical care nurses' intent to stay, results show that leadership is correlated with job satisfaction and commitment towards achievement of institutional goals. It was then concluded that managers with leadership style that promote climate in which information is shared effectively, promote decision-making at the staff nurse level.

The results of the study also indicate that good communication and interpersonal skills are essential factors for staff retention. The results suggest that there is good communication and interpersonal relationship between the administration and the faculty as cited by 80% of the participants. This information suggests that good communication and interpersonal relationship with subordinates in a working environment promotes staff morale, decision-making and they perform their responsibilities as expected with less fear.

On the other hand, 90% of respondents indicated that there is lack teamwork especially on student clinical supervision. The respondents believe that lack of teamwork results is due to lack of reinforcement by the administrators. The results suggest that lack of teamwork results in the production of incompetent nurses who will not provide quality nursing care to clients since there is inadequate clinical supervision.

Lack of teamwork also increases workload to few nurse educators who are dedicated, committed and willing to do the supervision hence they become demoralised. In this case developing teamwork in nurse educators by the administrator is important for the production of skilled and competent NMT, resulting in the success of the nursing program.

6.3.2 Implementation of retention strategies

There are retention strategies in CHAM nursing colleges however, the study tried to explore the implementation of staff retention strategies from the subjects.

Results have shown that implementation of retention strategies are not up to standards, the strategies are just on paper and that others are less motivating as cited by all participants (100%). In addition the administrator also agreed that retention strategies are not fully implemented but is working towards the implementation of these strategies. The results imply that there is inadequate implementation of planned strategies especially on human resource management by both administrators as well as the authorities who are responsible for these education institutions. Poor implementation of retention strategies also results in job dissatisfaction hence high staff turnover.

6.4 Staff retention strategies

The study also explored the staff retention strategies present at the institution.

6.4.1 Monetary and non-monetary incentive

Results confirm the aspects of tutor incentives as a prominent factor necessary for staff retention in CHAM nursing colleges with tutor monetary incentive package coming as the main element encompassing tutor incentives. As mentioned by all participants (100%) that there is monetary incentive package, free housing, free air

time. These results imply that staff retention strategies are present in CHAM nursing colleges. However, the issue is whether they are adequate or not. In a similar study done by Dieleman (2003) results indicated that financial incentive is significant in nurse recruitment and retention. In this study, therefore the relevance of adequate monetary incentive cannot be undermined in the modern world where the cost of living has really increased and is demanding adequate financial resources for basic necessities such as food water and clothing. In support of the above, financial incentive is one of the hygiene factors of Hertzberg Hygiene Motivating Theory which do not provide motivation but prevent dissatisfaction hence there is needed to meet this need (Liphalala, 2006). It is therefore justified that the study came up with tutor incentive monetary incentive package ranking high on factors that influence the retention of nurse educators. This is evidenced by a significant response from all participants (100%) demanding an increase in tutor monetary incentive package.

On the other hand, the study also confirmed that institutions provide free accommodation, airtime, free water and electricity as non-monetary incentive for tutors. The study suggest that provision of free housing for accommodation by perspective employers/ proprietors to nurse educators addresses the basic need of safety as highlighted by Maslow's hierarchy of human need . Similar findings were outlined by McKibbins (1990) in which nurse managers mentioned that housing for new recruits enhanced nurse recruitment and retention.

Provision of accommodation to nurse educators reduces the burden of commuting to and from their homes which are far away from the work place therefore it is a relevant factor that influences retention of nurse educators in CHAM nursing colleges.

The study confirms that nothing should be removed from already existing retention strategies as cited by all participants (100%). This implies that the retention of strategies are not adequate enough that is why they demanding an increase or improvement of retention strategies than removing any from the already existing strategies.

6.4.2 Incentive to be improved

The study results confirm that there is need to improve some strategies. Results have shown that 80% and 50% of the respondents mentioned that recruitment of more faculty, increasing teaching and learning resources and monetary incentive should be increased as factors that need to be improved for staff retention. The results imply that adequate human resources is necessary to reduce workload which is there because of shortage of staff. With shortage of faculty, individuals get demotivated and don not even perform as expected. In a related study done by Newman, Maylor & Chanskar (2000) on factors influencing nurse satisfaction and retention had mentioned that nursing shortage create undue work pressure for existing staff. The study further mentioned that staff shortage have both personal and organisation consequences such as overwork, frustration, low morale and inadequate and inequitable access to professional development.

Adequate material resources undermines nurse educators ability and willingness to teach therefore overlooking the element of material resources warrants increase in turnover of nurse educators as they will opt to work at an environment where there is adequate human and material resources.

6.4.3 New strategies to be incorporated

The study also explored for new strategies to be incorporated into the already existing strategies.

The study findings confirm that promotion of staff especially government employees should be done while teaching in CHAM colleges as cited by 80% of the respondents, recruitment of more faculty as cited by 70% and accessibility of loans especially to government employees as cited by 50%. The study further disclosed that nurses working in government hospitals get promoted and recognised yet those teaching in CHAM government secondment are not recognised until they go back and work in hospitals. These findings suggest that it brings frustration and resentment to nurse educators as a result they do not stay long since they prefer joining the government to gain recognition and promotion. Accessibility of loans is a motivating factors warranting job satisfaction and retention of staff since they will be able to purchase personal items such as cars and furniture which they cannot afford to buy based on the monthly salary.

6.4.4 Professional development

The study also confirms that knowledge on the availability of staff professional development is high among nurse educators. It was found out that 70% of the respondents know that there is staff professional development but only CHAM employees especially when it comes to continuing education. Furthermore it was emphasised that nurse educators do attend workshops and in-service training though not frequently. This implies that professional development is vital if nurse educators are to deliver current and evidence-based knowledge to student nurses. Furthermore attaining further education implies climbing the ladder in nursing practice which directly entails professional advancement.

However, 30% of the participants lacked knowledge on the presence of staff professional development. This suggests that there are few workshops attended by nurse educators and that there might be no equity on who should attend these workshops. In addition, all those

who lacked knowledge on continued education are government employees and this implies that government employees working in CHAM nursing colleges are not send for further studies than CHAM employees since proprietors are responsible to pay school fees for their employees only.

6.5 INSTITUTION MANAGEMENT INTERVENTION ON STAFF

RETENTION

The study also assessed the institutional management intervention on staff retention.

6.5.1 Faculty qualification

The study explored the type of qualification of the faculty at the institution. Results confirmed that 83%of nurse educators are holders of Post Basic Degree in Nursing obtained from a recognised university. This implies that the college has well qualified nurse educators and this is necessary for the success of the nursing program. Well qualified nurse educators enable proper selection and organisation of appropriate content to be put in the curriculum as well as selection of appropriate teaching and learning strategies for effective teaching and learning process

6.5.2 Staff motivation and retention

The study findings confirm that improving financial stand through topping up monetary incentive package, lobbying for more houses and good interpersonal relationship are factors that are put in place for staff motivation and retention but are not fully implemented. This implies that there is need for the administrators and the responsible authorities to take an active role in the implementation of retention strategies because if the strategies are not implemented, nurse educators become frustrated hence high staff turnover.

6.5.3 Basis for leaving CHAM nursing education institutions

The findings also suggest indicate that nurse educators come and leave and even do not report to CHAM nursing colleges on the basis that the road is bad especially during the rainy season, low incentive package, lack of accommodation and increased workload due to shortage of nurse educators. However, the respondent emphasised that the main reason for high staff turnover is low monetary incentive package. This combination of low monetary incentive package and lack of accommodation suggest that nurse educators had to commute to and from home and that this require adequate money for transport therefore an increase in monetary incentive would be of great significance on retention of these nurse educators. In addition during the rain season transportation to and from was difficult because of bad roads therefore chances of missing classes were high and this had a negative impact on the success of a nursing program.

6.6 EXPERIENCE OF NURSE EDUCATORS WHO LEFT CHAM NURSING COLLEGES

The study also assessed the experience of nurse educators who left CHAM nursing colleges and are working in government hospitals.

6.6.1 Duration of stay

The study results confirm that 50% of respondents worked in CHAM nursing colleges for the period ranging from 1-2 years and the other 50% of the respondents stayed for the period ranging from 3-5 years. This implies that these nurse educators complied to the agreement that was there with their employer (government) that they should teach for 2 years in these CHAM nursing colleges. In addition, the 2 year agreement (contract) is also one of the contributing factors for high staff turn over since majority of the nurse educators only exist in CHAM nursing colleges to finish the bond that is there with their employers.

6.6.2 Experience when working in CHAM nursing colleges

The study results confirm that majority of nurse educators had good experience when they were teaching in CHAM nursing colleges. This implies that in some nursing colleges, despite the challenges the faced by nurse educators, there are still good working experience.

However, 25% indicated that had poor experience as one participant commented;

Proprietor had too much control of the college activities, making decisions for the college and some conditions were not given to nurse educators as promised

These findings are clear testimony that leadership and administration of some CHAM nursing colleges contribute to high staff turnover since nurse educators are not involved in decision-making for the success of the nursing program.

6.6. 3 Past work allocation versus the present work allocation

The study findings confirm that working in government hospitals is much better as compared to teaching in CHAM as cited by majority of the respondents 75% on the basis that nurses are promoted when working in government but are not promoted when teaching in CHAM nursing colleges and that they attend more workshops as compared to when they were teaching in CHAM nursing colleges. The implication of these findings suggest that staff recognition and promotion is significant aspects for staff retention since it is one of hygiene factors for job satisfaction and motivation.

However, 25% of the respondents indicated that were satisfied with teaching in CHAM nursing colleges despite the low monetary incentive. The percentage is low that suggest that few nurse educators are satisfied and prefer teaching or working in CHAM

nursing colleges and this means that shortage of faculty will still persist in these nursing colleges.

6.6.4 Justification for leaving

The findings confirm that nurse educators left CHAM nursing colleges and joined the government hospitals on the basis that had finished their 2 year contract as agreed, inadequate monetary incentives package and lack of accommodation therefore commuting to and from was expensive as commented by one participant;

I was not given accommodation therefore commuting to and from home was expensive

All participants (100%) were following husbands and that were not promoted when working in CHAM nursing colleges as commented by one participant who said;

I was not promoted yet my friends who graduated the same year with me, and are working in government were promoted but soon after joining the government I was promoted .

This implies that there are a lot of factors that demotivate nurse educators especially on government secondment and these factors are contributing to high staff turnover in these colleges. However, factors such as inadequate monetary and non-monetary incentives, lack of staff recognition and promotion, inadequate human and material resources as well as finishing a 2 year contract are significant factors that need to be revised for retention of nurse educators in CHAM nursing colleges.

6.7 CONCLUSION

The study sought to explore factors that can influence the retention of nurse educators in CHAM nursing education institutions. The study has revealed that both monetary and non-monetary considerations are significant factors of influence as it has cited tutor incentive

package, accommodation motivation working conditions, staff promotion and recognition as some of the factors that can influence retention of nurse educators in CHAM nursing colleges. The study has also proved that despite the problems faced by nurse educators in CHAM nursing colleges; these are also some factors that motivate nurse educators such as incentives, continuing education and job satisfaction especially due to increased pass rate.

If these institutions that produce a high percentage of nurses (NMT) in the country have adequate and well qualified nurse educators, the production of more competent nurses who are responsible for the provision of nursing care to customer who in this case is the client is justifiable. However, the study has shown that a combination of financial and non-financial incentives is the most effective strategy that can assist in the retention of nurse educators in CHAM nursing colleges.

The study has also provided recommendations that would be a basis for evaluating the existing retention strategies as well as initiating new strategies by CHAM, the Government and proprietors that can as much as possible motivate and retain more nurse educators in these CHAM nursing colleges.

CHAPTER SEVEN

7.0 RECOMMENDATIONS

Based on the research findings, the researcher recommends the following:

- CHAM, MOH and Proprietors should review retention scheme regularly to ensure that they meet nurse educators need and to achieve its intended purpose.
- Increment of monetary incentive package and allowances for nurse educators should be implemented alongside the provision of other non-monetary incentives. The incentives should be competitive with other nurse employing institutions if high turn over rate is to be reduced.
- Proprietors of these nursing education institutions should come together and agree on the uniformity of incentives for nurse educators in all CHAM nursing colleges to avoid high turnover rate in one institution than the other.
- Proprietors of CHAM nursing education institutions should recruit more nurse educators of their own so that there is no severe shortage of nurse educators when those on government secondment leave CHAM nursing colleges after finishing their 2 year contract.
- CHAM as the major stakeholder and mother body of these CHAM nursing colleges should collaborate with the government to promote and recognise government employees whilst they are working in CHAM nursing colleges as this can facilitate retention of nurse educators as well as ensuring of equity among its employees.
- Government in collaboration with CHAM should offer career progression to all nurse educators regardless of employment arrangement and there should be frequent workshops, in-service training so that nurse educators should be well updated with current health issues related to nursing hence incorporate the

information into the curriculum as well as for personal and professional development.

- CHAM and the Government should collaborate and consider provision of loans to all nurse educators as demanded by participants in the study so that nurse educators can manage to purchase personal assets.
- Nurse educators from different CHAM nursing education institutions should come together to form a committee to look into issues affecting nurse educators and bring them forward to those responsible thus CHAM, the Government and Proprietors.
- Administrators in these CHAM nursing colleges should play an active role in the leadership and administration of these colleges especially advocating to the authorities on the implementation of retention strategies for nurse educators.

7.2 ISSUES FOR FURTHER RESEARCH

- Perception of nurse educators on Objective Structured Clinical Examination (OSCE)
- Perception of nursing student on clinical supervision by nurse educators

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APPENDIX I

RESEARCH QUESTIONNAIRE

My name is Mary is Mary Muzombwe, a second year Bachelor of Science in Nursing (mature entry) student. I am conducting a study on **FACTORS THAT CAN INFLUENCE THE RETENTION OF NURSE EDUCATORS IN CHAM NURSING EDUCATION INSTITUTION.**

Would you please participate by answering the following questions?

CODE NUMBER:

DATE:

INSTRUCTIONS

1. Nurse Educators should fill section A, B & C only
2. Principals should fill Section A & D only
3. Section A & E to be filled by those who worked in CHAM Nursing Colleges and left

SECTION A :

DEMOGRAPHIC DATA

1. What is your age?

- | | |
|--------------------|-----|
| Less than 25years | () |
| 26-30 | () |
| 31-35 | () |
| 36-45 | () |
| 46- 55 | () |
| 56-65 | () |
| More than 65 years | () |

2. GENDER

Male ()

Female ()

3. Who is your employer?

CHAM employed ()

Government employed ()

4. Marital status

Single ()

Married ()

Widow/Widower ()

Divorced ()

5. RELIGION

Roman Catholic ()

Presbyterian ()

Seventh Day ()

Islam ()

Others (specify)

6. What is your highest educational preparation in nursing?

Diploma ()

Degree ()

Masters Degree ()

7. How long have you worked in CHAM nursing colleges?

Less than 1 year ()

- 1-2 years ()
- 3-5 years ()
- More than 5 years ()

SECTION B :NURSE EDUCATORS' EXPERIENCE WORKING IN CHAM NURSING COLLEGES

8. Which of the following statements are most clearly reflecting your Feelings about your future working in CHAM nursing colleges

- a. Definitely will not leave ()
- Probably will not leave ()
- Probably will leave ()
- Definitely will leave ()

b. Give reasons for your answer in (a)

.....

9. Tutors have been coming and leaving CHAM nursing colleges, others even before finishing 2years, what reasons do they give for leaving?

.....

10. How much do you feel teaching in CHAM nursing colleges?

- a. Fairly satisfied ()
- Bored ()
- Dislike teaching in CHAM colleges ()
- Consider rather pleasant ()

b. Justify your answer in (a)

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.....

11. What challenges do you face since joining CHAM nursing educational institution?

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.....

12. Compare your work experience in your previous work allocation with the present work allocation

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SECTION C: INSTITUTION LEADERSHIP AND STAFF RETENTION

13. Could you please tell me what you think the administration is operating on the following;

Communication skills (both oral and written)

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.....

Interpersonal relationship

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.....

Teamwork

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Delegation

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Retention of faculty

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Success of the nursing program

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4. On your own are you satisfied with the educational administration discussed above? Give reasons for your answer

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.....

15a. Are there any incentives for nurse educators?

Yes ()

No ()

b. If yes, what are they?

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.....
.....
.....

16a. Do you know of any staff professional development that are carried out in CHAM nursing colleges?

Yes ()

No ()

b. If yes, what are they?

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17. What new strategies do you think should be incorporated for nurse educators retention?

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18. What strategies should be removed from the already existing retention strategies?

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19. What strategies do you think should be improved on retention of nurse educators?

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SECTION D: INSTITUTION MANAGEMENT ON RETENTION OF NURSE EDUCATORS

20. How many nurse educators do you have?

With Post Basic Degree ()

With a General Nursing Degree ()

With Diploma in Nursing ()

21. How do you intend to retain the nurse educators currently working in this nursing college?

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24. Are the strategies being implemented?

If yes, what strategies

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If no why?

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25. Nurse educators have been coming and leaving CHAM nursing colleges, what do you think are the reasons why they leave or not even report in these CHAM nursing colleges

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.....

SECTION E: EXPERIENCE OF NURSE EDUCATORS WHO LEFT CHAM NURSING COLLEGES AND ARE WORKING IN GOVERNMENT

26. For how long did you work in CHAM nursing college?

- Less than 1 year ()
- 1-2 years ()
- 3-5 years ()
- Above 5 years ()

27. What was your experience working in a CHAM nursing college?

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28. Compare your working experience and conditions in Cham nursing colleges with your present working place.

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.....

29. What are the factor that made you leave CHAM nursing college and go back to your present working place?

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THANK YOU FOR PARTICIPATING IN THIS STUDY.

MAY GOD BLESS YOU!

APPENDIX II

CONSENT TO PARTICIPATE IN A STUDY ON FACTORS THAT CAN INFLUENCE THE RETENTION OF NURSE EDUCATORS IN CHAM NURSING EDUCATIONAL INSTITUTIONS

My name is Mary Muzombwe, a 2nd year mature student currently pursuing a Post Basic Degree in Nursing at Kamuzu College of Nursing.

In partial fulfilment of the degree program, I am expected to conduct a research study and the topic of my study is as underlined above. It is my request to you to participate in the study in which you will be required to answer questions while the researcher shall be taking down notes.

Please take note that the participation is voluntary and you are free to participate or not and you are free to withdraw at any time without being penalised. There are no known risks associated with the study, no any bodily experiments that may harm you and the answers you will provide will be kept in confidence except the researcher and my research supervisor. It is important for you to note that you are not forced to participate but rather make an informed choice to participate in the study.

During the interview you will not be required to mention your name for confidentiality and if you agree to participate in the study, you will be required to sign below.

Your participation will be greatly appreciated.

Researcher

Signature..... Date.....

I, the undersigned, have read the above information, understood it fully and wish to give consent to participate in the study.

Signature..... Date.....