

**ORGANIZATION'S STRATEGIC ORIENTATION AND INTENTION TO LEAVE  
AMONG STAFF: A CASE STUDY OF STAFF OF NATIONAL HOUSING AND  
CONSTRUCTION COMPANY LIMITED, KAMPALA**

**BY**

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**DECLARATION**

I, **Stelson Ashaba**, declare that this dissertation is my original work and has not been published or submitted to any university or institution of higher learning for any award.

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**APPROVAL**

This dissertation has been done under our supervision and has met the dissertation requirements of Kyambogo University and is now ready for submission.

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## **DEDICATION**

I dedicate this dissertation to family and friends who have stood with me up to this point of my academic journey.

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## **LIST OF ACRONYMS**

CIPD: Chartered Institute of Personnel Development

GOU: Government of Uganda

LAICO: Libyan Arab African Investment Company

NHCCLL: National Housing and Construction Company Limited

PERD: Public Enterprises Reform and Divestiture Act 1993

SPSS: Statistical Package for Social Sciences

UBOS: Uganda Bureau of Statistics

## ABSTRACT

This study sought to investigate the influence of organization's strategic orientation on staff intention to leave the public institutions of Uganda. The specific objectives of the study included; (a) to examine the influence of customer orientation of the organization on intention to leave work, (b) to analyze the influence of learning orientation of the organization on intention to leave work, and (c) to assess the influence of entrepreneurial orientation of the organization on intention to leave work. The study was guided by expectancy confirmation theory. A case study research design was utilized in the study, where the study sample comprised of 45 out of 79 staff members of National Housing and Construction Company Limited. Both quantitative and qualitative data analysis techniques were adopted. Regression was used to determine the influence of organization's strategic orientation of the organization on staff intention to leave. The study established that both learning orientation (Adjusted  $R^2=0.073$ ,  $P\text{-value}<0.05$ ) and entrepreneurial orientation (Adjusted  $R^2=0.080$ ,  $P\text{-value}<0.05$ ) had significant influences on staff intention to leave work. However, customer orientation had no significant influence on staff intention to leave work (Adjusted  $R^2=0.016$ ,  $P\text{-value}>0.05$ ). The study therefore concluded that learning orientation and entrepreneurial orientation were good predictors of staff intention to leave hence organizations that encourage such orientations may register reductions in staff intention to leave work. The study therefore recommends public institutions especially NHCCCL to promote learning orientation through encouraging constant research and innovations, understanding current likely future changes in the business environment. There is also a need for public institutions especially National Housing and Construction Company Limited to encourage entrepreneurial orientation through involving employees into decision making especially when there is a need to develop new ideas that are beneficial for the institution.

**Key words: Strategic orientation, customer orientation, learning orientation, entrepreneurial orientation and staff intention to leave**

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

The study investigated the influence of the organization's strategic orientation on staff intention to leave in the public institutions of Uganda. The strategic orientation of the organization was conceptualized in terms of staff perception of their organization with regard to its customer orientation, learning orientation and entrepreneurial orientation. The emphasis of the study was triggered by the growing concerns of intention to leave in public institutions in Uganda.

This chapter delineates the background to the study, statement of the problem, purpose of the study, specific objectives, research questions, conceptual framework, and scope of the study and significance of the study.

### **1.1 Background to the study**

The background to this study was drawn from the historical, theoretical, conceptual and contextual perspectives as presented in the following subsections.

#### **1.1.1 Historical background**

Intention to leave is not a new phenomenon. However, it has taken different forms over the course of time. Going back to 1920s, intention to leave was majorly employee initiated. Intention to leave, for instance accounted for about 70% of staff exists. The depressed labor markets of the 1930s led to a decline in annual intention to leave rates which reduced up from 123.4% in 1920 to 37.1% in 1928 (James & Thomas 2020). In the 1930s and 1940s the volatility in labor market increased the layoffs which kept the total labor turnover rates relatively high on average 57% between 1930 and 1939.

It was during the tight labor markets of the World War II years (1939-1945) when the staff intention to leave rates again increased to more than 100%. After the war that was between 1950 and 1970, the staff intention to leave rates were less volatile and significantly reduced(Owen & Owen, 2020).

Staff intention to leave across institutions over the course of the last ten years, has received wide consideration among academicians and professionals. Attention has been on comprehending the sources of employee turnover, while a number of employers have tried to comprehend what makes employees leave their place of work (Ogony& Majola, 2018). According to Davidson et al. (2010) about 59 million employees in the United States of America (USA) left their employment in 2015. Relatedly, the Chartered Institute of Personnel Development, United Kingdom indicates that the intention to leave rate was at 18% in 2019 (CIPD, 2019). Globally the average rate of employees who are actively looking for new jobs and ready to leave is 40% which is very high(Gartner, 2019). This is an indicator that intention to leave is a big challenge faced globally both in developed and developing countries.

The above statistics imply that Ugandan public institutions are not an exceptional as far as high staff turnover and intention to leave is concerned. Uganda in the 80s and 90s went through structural reform programs. In 1992, the Government undertook a major review of the structure of the civil service with the view to improving its efficiency and effectiveness, the focus being on having fewer Ministries with smaller and effective management teams (Odekon, 2015).This restructuring of the civil service is believed to have triggered the intention to leave amongst staff in the public institutions of Uganda.



### **1.1.2 Theoretical Background**

This study was guided by the expectancy confirmation theory which was developed by Vroom in 1964 (Lunenburg, 2011). The expectancy confirmation theory asserts that employees enter work institutions with expectations and values and if these expectations and values are met by the employer, they will most likely remain a member of the employer (Jiang & Klein, 2009).

The theory illustrates that employees join the organization with a number of expectations such as orientation towards employees' needs, commitment to learning, shared vision, open mindedness, autonomy, innovativeness. If these expectations are not addressed by the employer, then the likelihood of employees' intentions to leave will be very high whereas they will be low if the employees' expectations are met (Rathakrishnan & Kok, 2016).

Studies have also revealed that the current generation of employees is less willing to remain in the same organization with less commitment to learning, implying that organizations which are not committed to learning are most likely to lose employees recurrently (D'Amato & Herzfeldt, 2008). Employees also join organizations expecting them to be exercising entrepreneurial orientations dimensions notably autonomy and innovativeness. Organization which do not embrace entrepreneurial orientation practices fail to meet expectations employees thus increasing their probability of the employees' intentions to leave (Osman et al. 2017).

There is additional evidence to support the expectancy theory-based frameworks that have guided much of the research on turnover intent (Hom et al. 1984). In the perspective of the Expectancy Confirmation Theory, management efforts to assess and meet the expectations of their workers can be considered to be a retention strategy especially for endowed staff and this may eventually curtail the turnover intentions (Ngo-Henha, 2017).

### **1.1.3 Conceptual Background**

In this study, the dimensions of strategic orientation investigated included customer orientation, learning orientation and entrepreneurial orientation as independent variable which studies have established to have an influence on staff intention to leave. Intention to leave was the dependent variable. In the existing literature each of these variables were conceptualized differently as discussed below.

Customer orientation is defined as the extent to which an organization obtains and uses information from customers, develops a strategy which will meet customer needs, and implements that strategy by being responsive to customers (Evans, 2007). Customer orientation is also a set of beliefs, internal customer needs and satisfaction which should be the priority of an organization (Srivastava, Jaideep; Cooley, R; Deshpande, M; Tan, 2000). Customer orientation focuses on dynamic interactions between the organization and its internal stakeholders.

Customer orientation helps as an organization to find the right information about employees' needs and wants for the present and future in order to provide them with superior value-added offerings for retention purposes (Awan, 2013). Customer orientation requires that the basic needs of employees must be satisfied in a similar manner to satisfying external customer needs before an organization is able to provide quality service to the external customers (Wisner & Stanley, 1999).

The term internal customer usually used interchangeably with employees evolved in part from both the process and continuous improvement perspectives. In short, internal customer service serves as a useful framework for implementing a process approach to quality management on a continuous basis (Wisner & Stanley, 1999). Therefore, the ultimate goal of any business should be to keep keeping its internal customer satisfied to bring high efficiencies into an organization. It is

a good practice is to internalize the customer orientation of the organization which involves defining internal customers and ensuring their satisfaction from internal services with overall aim to reduce their intentions to leave the organization. Organization's customer orientation towards employees' needs was conceptualised in terms of supervisor's support, social support, training needs and empowerment needs.

Learning orientation is the degree to which organizations obtain and share information concerning changes in the market, customers' expectations and needs, competitors' actions, and new technologies' development, in order to create new products or services that are superior to those of competitors (Calantone et al. 2004). Commitment to learning necessitates top management support training initiatives, and the payment of who translates their learning into practice. Learning orientation encourages employees to challenge the status quo, to develop new ideas, innovate, and continuously evaluate their activities with a view to adding value to themselves and the employer (Bennett, 2004). According to Joo and Park (210), learning orientation and organizational learning culture are significant predictors of intention to leave by employees. Learning Orientation therefore improves on the tendency of seeking to increase one's knowledge and skills, toward valuing the learning process as a means to accomplish mastery over a task, toward being interested in challenging activities; and toward using information seeking as an organizational strategy in problem solving.

Miller (2011) defines an entrepreneurial firm as one that engages in product-market innovation, undertakes somewhat risky ventures and is first to come up with proactive innovations, beating competitors to the punch. Entrepreneurial orientation dimensions (autonomy, risk-taking, innovativeness, pro-activeness and competitive aggressiveness) are significant predictors of employees' intention to leave or stay in their current employment. Osman et al. (2017) reveals that

as the entrepreneurial orientation of employees increase, the intention to stay will also increase. This is because employees require entrepreneurial orientation in order to support their freedom of ideas and thoughts to exploit opportunities, produce creativity, and solve task-related problems and uncertainty situations. Entrepreneurial orientation by its dimensions of innovativeness and pro-activeness have a strong influence in the creation of innovation. Entrepreneurial activity will eventually boost to the innovative behavior in the organization a factor that is considered by some employees in determining their intention to leave their employment.

Intention to leave refers to the subjective estimation of an individual regarding the probability of leaving an organization in the near future (Weisberg, 1994). Intention to leave is a conscious and deliberate desire to leave the organization within the near future and considered as the last part of a sequence in the withdrawal cognition process (Mobley et al., 1979). Intention to leave working for an employer is an individual's psychological response to specific organizational conditions, which fall along a continuum of organizational withdrawal behaviors ranging from daydreaming to the physical act of leaving (Harris et al., 2002). Intention to leave is one of the biggest predictors and an immediate sign of employees turnover (Griffeth, 2000). Intention to leave was in this context used to refer to an employee's plan to leave their current job in the future.

#### **1.1.4 Contextual Background**

The study examined the influence of strategic orientation in influencing intention to leave in the context of National Housing and Construction Company Ltd, Kampala, Uganda. National Housing and Construction Company Ltd is a housing developer and its mandate is to increase the housing stocks in Uganda, rehabilitate the housing industry and encourage Ugandans to own homes in an

organized environment. By 2020 the housing requirement in Kampala alone will be at 750,791 units, other towns 1,092,318 units, rural areas 8,482,889 units and nationally 10,325,990 units.

National Housing Corporation was founded in 1964 fully owned by Government of Uganda and later rebranded into National Housing and Construction Company Limited. National Housing Corporation was established by an Act of Parliament (Cap 321) of 1964. Under the provisions of the Public Enterprises Reform and Divestiture (PERD) Act 1993, which places National Housing in Enterprise Class II, the Company was later privatized through a sale of 49% of voting shares to Libyan Arab African Investment Company (LAICO) of the Government of Libya. Government of Uganda (GOU) currently owns the minimum allowed of 51%.

National Housing and Construction Company is a government business owned entity under the Ministry of Lands, Housing & Urban Development. The public sector of Uganda provides 23% (230,000) of the formal employment in Uganda (Uganda Bureau of Statistics, 2017). Of the 23% employment contributed by the public sector, National Housing and Construction Company Limited directly contributes 0.03% that is a total of 79 staff. The construction industry contributes 1.3% of all employment in Uganda (Colonnelli & Ntungire, 2018). The construction industry in Uganda accounts for 7% of the gross domestic product (UBOS, 2018). There are 458,106 businesses in Uganda of which only 653 (0.14%) are in construction business (UBOS, 2011). According to the available statistics, National Housing and Construction Company Limited contributed 5,500 housing units that is 63.9% of the total market share (Kalema & Kayiira, 2011). However, the turnover rate in NHCCL should not be underrated which is currently standing at 15% per annum. This justifies existence of a problem that requires a study to establish the effect of strategic orientation of staff intention to leave work.

## **1.2 Problem statement**

Staff intention to leave and eventual departure from the organization poses a recurrent challenge to most public institutions in developing countries. Ideally, every institution would want to maintain its talented and productive employees for as long as it is in existence moreover after incurring recruitment and training costs on the employees. However, this is not the reality. The recent available statistics in Uganda suggest that labor turnover problem stands at 40% in the public institutions and on average 15% of employees are ready to leave the institutions and are searching for new jobs (Uganda Bureau of Statistics, 2017). While these statistics are general, the status at National Housing and Construction Company Limited (NHCCLL) is not exceptional. The available statistics from the Auditor general report indicate that the entity lost more than 41 staff (55%) in the last six years including 6 Heads of Department (Auditor General, 2017). While in the existing literature, it is well argued and conceptualized that strategic orientation has a role in explaining organizational outcome including attracting, retaining, motivating and inspiring staff, there is limited research addressing this particular focus in light of growing concerns of intention to leave and eventual departure of staff in public institutions in Uganda. Moreover, most studies have looked at the influence of remuneration and promotion on staff intention to leave whereas in the public institutions the problem is observed among those categories who are well facilitated. It is therefore such inconsistencies in the retention levels and literature gaps that prompted the need for this study. As a result, in order to address this gap the study examined the influence of strategic orientation on intention to leave in the public institutions drawing on the case study of National Housing and Construction Company Limited.

### **1.3 Purpose of the study**

The purpose of the study was to investigate the influence of the organization's strategic orientation on staff intention to among staff in National Housing and Construction Company Limited, Kampala.

#### **1.3.1 Specific objectives**

The specific objectives are based on the three aspects of the strategic orientation, namely, customer orientation, learning orientation and entrepreneurial orientation. This therefore led to the following three specific objectives of the study.

- a) To examine the influence of the customer orientation of the organization on intention to leave National Housing and Construction Company Limited, Kampala.
- b) To analyze the influence of the learning orientation of the organization on intention to leave National Housing and Construction Company Limited, Kampala.
- c) To assess the influence of the entrepreneurial orientation of the organization intention to leave National Housing and Construction Company Limited, Kampala.

#### **1.3.2 Research hypothesis**

**H1:** Customer orientation of the organization significantly influences intention to leave at National Housing and Construction Company Limited, Kampala.

**H2:** Learning orientation of the organization significantly influences intention to leave at National Housing and Construction Company Limited, Kampala.

**H3:** Entrepreneurial orientation of the organization significantly influences intention to leave at National Housing and Construction Company Limited, Kampala.

## **1.4 Scope of the Study**

The scope of this study was presented in three categories that is to say; content scope, geographical scope and time scope.

### **1.4.1 Content Scope**

The study examined the influence of strategic orientation of the organization in influencing staff intention to leave in public institutions. Specifically, the strategic orientation dimensions focused on customer orientation, learning orientation and entrepreneurial orientation and how they influence staff intention to leave in public institutions of Uganda.

### **1.4.2 Geographical Scope**

The study was conducted at National Housing and Construction Company Limited headquarters located Plot 3/5, Seventh Street Industrial in Kampala, Uganda.

### **1.4.3 Time Scope**

The study covered the period between 2013 and 2019 due to the fact this is the time when most of the senior managers frequently left the organization under the study.

## **1.5 Justification of the Study**

A number of empirical studies about staff intention to leave in public institutions in Uganda cover a number of factors that influence intention to leave (Mwosi, 2017; Marwa, 2016; Sebyala, 2018). But most of these have not looked at the influence of strategic orientation on staff intention to leave and intention to leave public institutions in Uganda. The focus of most studies is on low pay, organizational instability, poor promotion methods, conflicts, training opportunities, poor working

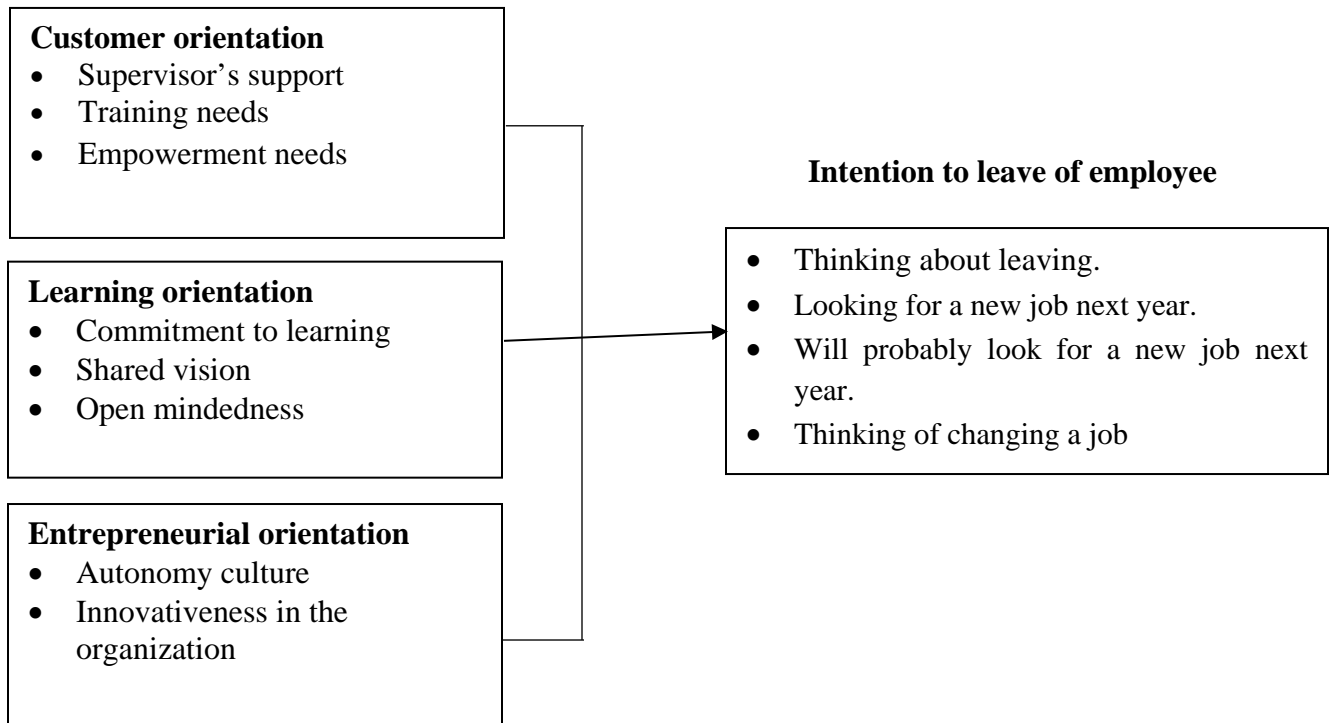


environment, and staff development among others. Yet in some of the public institutions such as National Housing the pay and benefits are comparatively in line with the prevailing labor market rates. The study therefore sought to address the gap between strategic orientation and high staff intention to leave in public institutions of Uganda.

### 1.6 Conceptual framework

Based on the theoretical background and literature reviewed, a conceptual framework was developed for this study. The framework is given in figure 1 below. Specifically, the figure shows the influence of the three strategic orientation dimensions on intention to leave indications. Strategic orientation is the independent variable while intention to leave is the dependent variable.

#### Strategic orientation



*Source: Adapted from Wisner & Stanley (1999), Osman et al. (2017), and Zúñiga et al. (2019)*

**Figure 1: Conceptual Framework**

The above conceptual framework is based on the theoretical framework of the expectancy confirmation theory developed by Vroom in 1964 and the literature reviewed in empirical studies made by different scholars. The framework above indicates the relationship between strategic orientation as the independent variable and intention to leave as the dependent variable.

Strategic orientation as the independent variable was operationalized in terms of internal customer orientation, learning orientation and entrepreneurial orientation of the organization basing on earlier studies of (Wisner & Stanley, 1999; Sinkula et al. 1997; and Osman et al. 2017). Customer orientation in the study was conceptualized in terms of orientation towards employees' needs (Alzayed & Ali Murshid, 2017).

Learning orientation was operationalized by; commitment to learning; shared vision and open mindedness (Sinkula et al., 1997). Entrepreneurial orientation was operationalised in terms of autonomy and proactiveness (Osman et al. 2017). Intention to leave as a dependent variable was conceptualized in terms of perceived probability of finding a new job and perceived career progression (Kumar & Govindarajo, 2014).

### **1.7 Significance of the Study**

The study will address the influence of strategic orientation on intention to leave in public institutions of Uganda drawing lesson from National Housing and Construction Company Limited. This will go a long way to assist decision makers in understanding labor turnover and intention to leave from an informed strategic point of view.

The findings of this study will assist the policy makers such as the Ministries, Departments and Agencies (MDAs), Senior Management and Board of Directors governing Public Institution of

Uganda to develop tailored strategic policies and actions to curtail the high intentions to leave in public institutions of Uganda.

The study will assist future researchers in studying staff intention to leave public institutions and other related areas.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the related literature on empirical and theoretical studies on the role of the organization's strategic orientation in influencing staff intention to leave in public institutions of Uganda. The literature in this study was reviewed basing on empirical works and studies by other research scholars regarding expectancy confirmation theory, customer orientation, learning orientation and entrepreneurial orientation.

#### **2.2 Theoretical review**

The expectancy confirmation theory was drawn upon to explain and understand the role of strategic orientation in influencing staff intention to leave in an organization

##### **2.2.1 The Expectancy Confirmation Theory**

The expectancy confirmation theory was initially through the works of Vroom in the 1960s (Van Eerde & Thierry, 1996). According to the review of expectancy confirmation theory conducted by (Jiang & Klein, 2009), the concept behind this theory is that, prior to any event, one must have an expectation. If that expectation is met positively, then one is said to be satisfied. If that expectation is met negatively, then one is said to be dissatisfied. The expectancy confirmation theory argues that both the expectation prior to an event and the subsequent evaluation after the event merge to determine satisfaction with the event (Van Eerde & Thierry, 1996).

The expectancy confirmation theory asserts that employees enter work institutions with expectations and values and if these expectations and values are met by the employer, they will most likely remain a member of the employer (Jiang & Klein, 2009). Similarly, it is argued that employees join the organization with some expectations, thus, negative behaviors such as absenteeism and turnover intention will occur if those expectations are not met (Rathakrishnan et al. 2016).

There is additional evidence to support the expectancy theory-based frameworks that have guided much of the research on turnover intent (Hom et al. 1984). In this regard, it affirms the fact that turnover intention can be associated with the expectation of internal customers (employees) on issues such as orientation towards employees' needs, commitment to support learning, shared vision, support of open mindedness, autonomy in an organization, innovative culture (Rathakrishnan et al., 2016). In the perspective of the expectancy confirmation theory, management efforts to assess and meet the expectations of their workers can be considered to be a retention strategy especially for endowed staff and this may eventually curtail the turnover intentions.

### **2.3 Influence of customer orientation on intention to leave**

A well thought out orientation program is likely to help in retention of employees. It is believed that organizations that have good orientation programs get new people up to speed faster, have better alignment between what the employees do and what the organization needs them to do, and have lower intention to leave. Employee turnover intention increases as employees feel they are not valued, or are put in positions where they can't possibly do their jobs. Orientation shows that the organization values the employee, and helps provide the tools necessary for succeeding in the

job (Brown, 2007). The study examined the influence of customer orientation in terms of supervisory support, social support, training and empowerment needs orientation (Brough & Frame 2004; Price, 2001; Jun et al. 2006; Mathieu & Taylor 2006).

### **2.3.1 Supervisor's support**

Immediate supervisors are the closest link to employees where they can communicate regarding work related issues (Mercy & Hazel, 2014) Therefore, supervisor support plays an important role in turnover intention. Employee's commitment is affected based on the strength of support they receive from their supervisors (Dawley et al., 2008). Strong supervisor support helps decrease burnout and subsequently lowers intention to leave (Kalliath & Beck, 2001) cited by (Rathakrishnan et al., 2016). However, non-supportive supervisors are linked to high turnover intentions (Brough & Frame, 2004). Therefore, employees who have strong support from their supervisors are less likely to leave their jobs.

Huffon (1998) found out that employee intention to leave and actual turnover were related to the level of practical support from supervisors. Although a number of organizational factors can make employees begin to think of leaving their jobs, according to this researcher the supervisor plays an important role in whether they actually do so. Whereas Stinglhamber & Vandenberghe (2003) also found out that there is a relationship between supervisory support and intention to leave, they contend that affective commitment to the supervisor intercedes the effect of supervisor support on turnover. However, there is an argument which suggests that supervisor support may negatively be associated with intention to leave.

### **2.3.2 Social support**

Social support is defined as the amount of concern, respect, and treatment that is exchanged by one employee and his colleagues in their social network. The concept of the social support is an important tool for solving job-related problems (Price, 2001). Social support has been revealed to play an important role in mitigating intention to leave, although not all findings have been in agreement (Firth et al., 2004). For example, Teasdale et al. (2002) found out that social support from supervisors reduced the level of employees' burnout and indirectly, through reduced levels of burnout, reduced employees' intention to leave. Researchers have also indicated that the participation of employees in the decision-making process is likely to influence positively the employees' intention to leave (Pepe, 2010). Saks (2006) elucidated that the employee's perception of organizational support will result in keeping the employees' perceptions of psychological safety with high levels. This implies that the employee is capable of employing and exploiting himself without being afraid of negative consequences.

### **2.3.3 Training needs**

Training is regarded as a crucial part of the human resources strategy for different organizations which seek to motivate and retain their employees in order for it to be successful. Alzayed and Ali Murshid (2017) revealed that training practices are designed by different firms to support individual learning that increases employee competency by amplifying employees' skills and inspiring their career development in a way that blocks their minds from the intentions to leave. Employee training provides employees with opportunities that enable them to extend their knowledge, experience, and skills for more efficient teamwork and enable them to have the desired individual growth and development (Jun et al. 2006). On the other hand, organization training is a supportive factor that raises employee adjustments as employees with higher education levels and

enough talents will be more effective, successful, and finally with no or less intention to leave (Barbara et al., 2005). Understandably, the training has been regarded as a positive impact on employee's decisions to proceed on or leave their jobs (Mattox & Jinkerson, 2005).

#### **2.3.4 Empowerment needs**

Employee empowerment is defined as the process of delegating power and other specific responsibilities of top management to the other employees within the organization. Mathieu and Taylor (2006) reported that there are two key notions of employees' empowerment: structural empowerment and psychological empowerment. Structural empowerment is associated with the employee's job satisfaction levels and turnover rate. Psychological empowerment makes employees more committed to their jobs and organizations and it decreases their intentions to leave their current job positions (Bartram & Casimir, 2007). Researchers such as Alzayed and Ali (2017) concluded that the internal customers' perception of support needs orientation negatively influences the employee's intention to leave their current job.

#### **2.4 Influence of learning orientation on intention to leave**

Learning orientation is defined as a set of organizational values that defines the ability to create, disseminate, and utilize knowledge as a means to achieve the agreed strategic goals. Learning can be considered as a process whereby members in an organization are stimulated to continually strive for new approaches and acquire, as well as share, knowledge consequential to interactions with environments (Sinkula et al. 1997). For purposes of this study on learning orientation we focus commitment to learning, open-mindedness and shared vision (Sinkula et al. 1997).



Learning orientation values the role that learning contributes in the development of employees and organizational effectiveness. This is demonstrated by having an inspiring vision for learning and a learning strategy that will support the organization in achieving its vision. Learning orientation leaders understand the importance of learning and clearly communicates that learning is critical to organizational success. The leadership recognizes the importance of providing the motive, means, and opportunity for learning. Leaders take an exemplary leading role in creating and sustaining a supportive learning culture (Perryer et al. 2010).

#### **2.4.1 Commitment to learning**

Commitment to learning is the degree to which an organization values and promotes learning which is most likely to foster a learning climate (Calantone et al. 2002). Commitment to learning creates people who are intellectually curious about their work, who actively reflect on their experience, who develop experience-based theories of change and continuously test these in practice with colleagues, and who use their understanding and initiative to contribute to knowledge development. Ideally, commitment to learning needs people who are reflective practitioners (Calantone et al. 2002).

Reflective practitioners understand their strengths and limitations and have a range of tools, methods, and approaches for knowledge management and learning, individually and in collaboration with others (Perryer et al. 2010). An organization not committed to learning might find it difficult to retain employees who are reflective practitioners on account of not empowering them to learn and applying the lessons learnt with ease which increases the likelihood of intention to leave. It is further argued that organizations which are committed to learning attract

knowledgeable individuals, enhance their level of commitment towards the organization (Jo & Joo, 2011) and this reduces the workers' intention to leave the organization (Perryer et al. 2010).

#### **2.4.2 Shared Vision**

Shared vision is one of the five disciplines essential for building an effective learning orientation culture. Eigeles and Motzkin (2003) in Senge (1994) defines shared vision as a vision that is created and shared by the members of the organization rather than a vision imposed upon them. Shared vision refers to the extent to which a vision gains widespread acceptance by individuals within a team (Anderson & West, 1998). Alternatively, shared vision can be defined as the extent to which members of an entity agree on a vision for the future, which may then form the basis for action (Ensley et al. 2006).

Shared vision helps to inspire employees with compelling, consistent, clear pictures of what they want. In an ambiguous and uncertain environment, even if employees are motivated to learn, it is difficult to know what to learn which increases the possibilities of intention to leave. With shared vision, managing through a maze of conflicting interests in an organization becomes easier and less stressful. Therefore, empowering people toward a collective vision is a key characteristic of organizational learning (Hoe, 2007). The result of such conflicting assumptions undermine the ability of the management team to develop a focused response to internal customer learning needs (Sinkula et al. 1997).

Vision sharing on the other hand supports to strengthen the employee commitment and share the organizational values in order to bring excellent and desirable performance of an organization in the near future (Kotler, 1995). It is argued that poor sharing of the vision riggers the tiny and/or non-involvement of employees in the organizational work culture; ultimately it becomes the cause

of unsatisfactory staff which increases the likelihood of intention to leave (Kotler, 1995). The vision also depicts the corporate policy, and vision enlightens the eye-catching future shape of an organization. Good leaders formulate and implement the vision according to the strategy of the organization which connects the employees with organizational core values, philosophy and ideology of the organization (Mahmood & Ur Rehman, 2016).

Vision sharing keeps moving and motivating the employees in the accurate direction regardless of key hindrances of change in technology, business and political environments. An inspiring and desirable vision is the appealing for employee needs, norms, values and emotions, primarily the ideology and core values of the organization formulated in the light of an effective vision. Inspirational essence of vision sharing also bound employees to identify the new opportunities in the dynamic environment, and it also exhibits the better future for the unsatisfied employees as well as it connects the employee commitment with the core values, mission, philosophy and objectives of the organization (Mahmood & Ur Rehman, 2016). The presence or absence of all the above has a direct influence on an employee's decision to determine whether stay or leave the organization.

Shared vision also ensures that only relevant and pertinent knowledge is acquired and subsequently disseminated within the organization to achieve the business goals. If employees have a shared vision, then the knowledge acquisition and dissemination processes may not tolerate some inefficiencies. This is because a shared vision helps to set the broad outlines for strategy development and leaves the specific details to emerge later. Every action may not be exactly on target but all actions will be pointed in the right direction. Another benefit of having a shared vision is that employees throughout the organization can make decisions that are synergistic with the

organization's business outcomes. There is no need to run those decisions up the chain of command because every employee, not just senior management, has a clear idea of the organization's strategic outcomes. Therefore, shared vision replaces other forms of control as the driver of consistency of purpose within the organization (Hoe, 2007). There is limited literature and studies that have explored the influence of shared vision on intent to leave. For purposes of this study, we shall hypothesize that a shared vision among employees most likely decreases their intent to leave.

### **2.4.3 Open-Mindedness**

Open-mindedness is the willingness to critically evaluate the organization's operational routine and to accept new ideas (Sinkula et al. 1997). Organizations must cope up with the rapidly changing and turbulent operating environment if they are to succeed. The rate of knowledge obsolescence is high in most sectors including public institutions. Therefore, lessons learned in the past may still be helpful if the organization has the open-mindedness to question them (Locke et al. 2000). It is therefore very crucial to unlearn old ways as it is to renew or update the organization's knowledge base.

In today's fast paced business environments where employees are constantly striving to achieve business goals under time restrictions; open mindedness and transparent work culture plays a vital role in employee retention. Companies invest lots of time and money in training and educating employees. These companies are severely affected when employees check out, especially in the middle of some big company project (Sumathi, 2017). It is therefore imperative that for organization to retain her employees in this era it has to adopt the open-mindedness culture. Most organizations which do not embrace open mindedness have lost a number of staff. This is because

most staff would want to be in a work environment where they are free to learn, generate new ideas ultimately adding value to their professional careers.

Learning orientation enables a place where people continuously expand their capacity to create the results, they truly desire, where collective aspiration is set free, where new and expansive patterns of thinking are nurtured, and where people are constantly learning to see the whole together (Senge, 1990).

Commitment to learning in organizations promotes a culture of; dialogue sharing, chances to learn on a continuous basis, encourages learning in teams, shared learning, uses leaders to promote learning at individual and team level, creates a connection between environment and organization and empowers individuals to openly share common values and vision (Marsick & Watkins, 2003). With all these advantages of leaning, it is probable that an organization which may not be committed to learning may increase the employees' intentions to leave than the one that is committed to learning.

### **2.5.0 Influence of entrepreneurial orientation on intention to leave**

It is thought that the use of entrepreneurial orientation is likely to resolve intention to leave behaviors of employees to another job. If an organization knows how to control employees' Entrepreneurial Orientation within an organization high intention to leave behaviors can be circumvented (Lee, 1994). Covin (2018) defines entrepreneurial orientation as the organizational process of risk taking, autonomy, innovativeness, and pro-activeness. The study will focus on pro-activeness and innovativeness dimensions.

### **2.5.1 Autonomy**

Autonomy is one of the dimensions of entrepreneurial orientation which refers to the authority given to the employees to make decisions on how they are going to perform their job in terms of scheduling, preparing, and presenting (Galletta et al. 2011). Autonomy also refers to the independent action of an individual or a team in bringing forth an idea or a vision and carrying it through to completion (Lumpkin & Dess, 1996). It also implies the ability and will to be self-directed in the pursuit of opportunities(Lumpkin & Dess, 1996). The extent to which work environment sustains and promotes the job autonomy of employees, allows them to activate positive and autonomous work behaviors. This condition is considered as a fundamental factor which is capable of promoting employees' work motivation, well-being and satisfaction which reduces the likelihood of intention to leave the job. Employees who have intrinsic reward of their job, also have ownership over their tasks. This makes them more committed to management and in return, could reduce their intention to leave the organization (Galletta et al. 2011).

### **2.5.2 Innovativeness**

Another critical dimension of entrepreneurial orientation is innovativeness. Innovativeness is defined as an organization's propensity to engage in and support new ideas, uniqueness, experimentation, and imaginative processes that may result in new products, service, or technological processes (Lumpkin & Dess, 1996). From an individual's perspective, innovative behaviors pursue an individual's ability to explore new opportunities creatively (Bolton & Lane, 2012). Bolton and Lane (2012) conducted a study and revealed that 1,102 individuals' innovative behaviors were positively correlated with entrepreneurial propensity. There is some evidence that innovativeness directly influences intention to leave outcomes on individual employees. It is argued that employees need the freedom to be inventive, original and permanently involved in any

innovation and changes within organizations (Gandomi & Alavi, 2012 & Williamson et al. 2013). It is believed that a considerable amount of autonomy will boost employees' independent behaviors to resolve work-related problems. From an individual's perspective, entrepreneurial orientation should strive for a high degree of autonomy. Emphasizing the individual's attitude towards innovation and autonomy will enable public institution employees to produce challenging and interesting tasks which will in turn reduce the likelihood of intention to leave.

## **2.6 Summary of empirical research**

As reviewed from the above empirical literature, strategic orientation may influence staff intention to leave in many ways. As far as customer orientation is concerned, organizations that have good orientation programs get new people up to speed faster, have better alignment between what the employees do and what the organization needs them to do, and have lower intention to leave. Customer orientation dimensions include; supervisor's support, social support, training needs and empowerment needs.

The second dimension of strategic orientation which is learning orientation defined a set of organizational values that defines the ability to create, disseminate, and utilize knowledge as a means to achieve the agreed strategic goals. Learning orientation values the role that learning contributes in the development of employees and organizational effectiveness. Learning orientation focuses on commitment to learning, shared vision and open mindedness. Learning orientation enables a place where people continuously expand their capacity to create the results, they truly desire, where collective aspiration is set free, where new and expansive patterns of thinking are nurtured, and where people are constantly learning to see the whole together. Due to the advantages associated with leaning, it is probable that an organization which may not be

committed to learning may increase the employees' intentions to leave than the one that is committed to learning.

The third and final dimension of strategic orientation is entrepreneurial orientation. It is thought that the use of entrepreneurial orientation is likely to resolve the turnover intention behaviors of employees to move to another job. Autonomy one of the dimensions of entrepreneurial orientation which refers to the independent action of an individual or a team in bringing forth an idea or a vision and carrying it through to completion. The extent to which work environment sustains and promotes the job autonomy of staff, allows them to activate positive and autonomous work behaviors. Innovativeness which is another critical dimension of entrepreneurial orientation is defined as an organization's propensity to engage in and support new ideas, uniqueness, experimentation, and imaginative processes that may result in new products, service, or technological processes. Emphasizing staff attitude towards innovation and autonomy may enable public institution staff to produce challenging and interesting tasks which may in turn reduce the likelihood of staff intention to leave.

## **2.7 Knowledge gap**

A number of studies have been conducted on the factors influencing staff intention to leave organizations for example, Cho et al. (2009) conducted a an empirical study on employees' intent to leave comparing determinants of intent to leave versus intent to stay, Rizwan et al. (2014) did an analysis of determinants of employees intention to leave in Pakistan, Gamage and Buddhika (2013) conducted a study on job satisfaction and intention to leave of it professionals in Sri Lanka among others.



However, few empirical studies have been conducted in relation to the influence organizations' strategic orientation on staff intention to leave in public institutions from Uganda's perspective. This study therefore contributed to this knowledge gap by investigating on the influence of an organization's strategic orientation on staff intention to leave in Uganda's public institutions to supplement the existing literature by specifically examining the influence of organization's customer orientation, organization's learning orientation and organization's entrepreneurial orientation on staff intention to leave in public institutions of Uganda.

## **2.8 Conclusion**

Despite of these great strides by previous researchers, a careful investigation of the existing literature on strategic orientation and intention to leave especially developing countries, reveals a contextual gap in the regarding analysis of the influence of strategic orientation on intention to leave in public institutions of Uganda from the researcher's point of view. The literature on influence of strategic orientation and intention to leave in public institutions is very scanty particularly in developing countries like Uganda leaving a conceptual gap to be filled. Nonetheless, lessons have drawn from developed countries to compare whether the situation in Uganda is different or not from the empirical literature from the stated scholars.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter explains the methodological choices that were adopted in conducting the study. The chapter specifically underscore the research design which was used in the study, study population, description of the sample size and selection, sampling techniques that were utilized as well as the procedure of data collection and data collection methods. Further, the chapter addresses the likely validity and reliability concerns in the study and how these were addressed. In this chapter, data analysis methods as well as the necessary diagnostic tests to ensure that data analysis methods adopted were appropriate for the data to be collected are presented. This chapter also presents the ethical considerations and limitations of the study.

#### **3.1 Research design**

The study adopted a case study research design because the research focused on studying one case. According to Saunders, Thornhill and Lewis (2015) and Bhattacharjee (2012), a case study research design is used to collect both quantitative and qualitative data from respondents. This is because a mixed method approach where both quantitative and qualitative data is collected using a questionnaire and structured interviews allows triangulation by ensuring that the limitations of one type of data are balanced by the strengths of another.

#### **3.2 Study population**

This study focused on a study population of 79 employees of National Housing & Construction Company Limited one of the public institutions of Uganda. The study population constituted the

company's senior management team, staff, strategic management specialists and human resource consultants.

### 3.3 Sample size and composition

According to Krejcie and Morgan (1970) sample size determination model, a sample size of 45 respondents was selected from employees of National Housing and Construction Company Limited. The sample selection was based on the management levels and departments highly affected by staff intention to leave. To make a composition for the sample size of 45, 6 senior management team members, 8 middle managers, 7 senior officers, 13 officers, 11 assistant officers. In addition, 3 strategic management consultants and 2 human resource management specialists for interviews.

**Table 3. 1 Population and sample distribution**

Department	Population	Sample size	Sampling technique
Senior managers	8	6	Purposive sampling
Middle managers	10	8	Simple random sampling
Senior officers	9	7	Simple random sampling
Officers	27	13	Simple random sampling
Assistant officers	25	11	Simple random sampling
<b>Total</b>	<b>79</b>	<b>45</b>	

*Source: NHCCL employee register (2020)*

### **3.4 Sampling techniques**

Stratified sampling was applied to identify and extract strata according to department level of the employees. Purposive sampling was used to select the respondents at the top management level of NHCCL who participated in the interview because those respondents were presumed to have much information on strategic orientation necessary for this study while employees who belonged to various strata were selected to participate in the study using simple random sampling.

### **3.5 Data collection instruments**

The researcher used both questionnaires which were used to collect quantitative data and interview guides which supported the collection of qualitative data from strategic management and human resource management director within NHCCL.

#### **3.5.1 Questionnaire**

The questionnaire method was applied to collect quantitative data from the employees because it helps in obtaining information from large samples in the shortest time possible (Sansoni, 2011). The questionnaire comprised of close ended questions for easy coding and statistical analysis of the research findings (Hyman & Sierra, 2010).

#### **3.5.2 Interview guides**

The research study used the interview method to obtain qualitative data from strategic management and human resource management specialists so as to obtain additional information. An interview guide was prepared consisting of open-ended questions which was used to interview the specialists in line with the objectives of the study.

### **3.6 Data collection procedure**

When the research proposal was approved, the researcher obtained an introduction letter from the University to allow and introduce him to the respondents and conduct the study as this made the study more authentic and also instilled confidence in the research participants. From there, the researcher conducted a pilot and main study of National Housing in order to understand the nature, size and structure of the Company and present the University introduction letter to the Chief Executive Officer to grant permission for conducting the study. With the aid of research assistants, the data collection tool in form of self – administered questionnaires were introduced to the respondents. During this process, the researcher explained the main purpose of the study and its benefits to the respondents. Then the researcher made all the necessary arrangements to meet the specialists for interviews. Lastly, the researcher together with the research assistants administered the questionnaires and interview guides to collect data from the respondents.

### **3.7 Data analysis**

The study adopted both quantitative and qualitative data analysis for triangulation (Singh, 2007). Using both quantitative and qualitative data helped to improve the results of the study by ensuring that the limitations of one type of data approach are balanced by the strengths of another.

#### **3.7.1 Quantitative data analysis**

Analysis of the quantitative data was done in relation to the objectives of the study, data obtained from questionnaires was first cleaned, and edited and coded uses EpiData Software before the analysis was done. The data was then analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics were used to compute the mean and standard deviation. Thereafter,

regression analysis was conducted to establish the influence of organization's strategic orientation on intention to leave among the staff.

### **3.7.2 Qualitative data analysis**

The qualitative data collected from the interviews inform of open-ended questions was edited regularly to ensure completeness and accuracy of the results was obtained. The qualitative data was categorized into meaningful information and then analyzed using content analysis in which the findings were presented in themes to supplement quantitative data according to Creswell (2014).

### **3.8 Measurement and operationalization of variables**

The independent variables in the study were customer orientation, learning orientation and entrepreneurial orientation. customer orientation being the first predictor variable relates to commitment to address the staff's supervisory support, social support, training and empowerment needs in light of intention to leave (Alzayed & Ali Murshid, 2017). These constructs were evaluated on a five point likert scale ranging from strongly disagree (1), Disagree (2), Not sure (3), Agree (4), and Strongly agree (5).

Learning orientation relates to the process of whereby members in an organization are stimulated to continually strive for new approaches and acquire, as well as share, knowledge consequential to interactions with environments (Sinkula et al. 1997) in terms of motivating employees to reduce their intentions to leave. Learning orientation was contextualized in the perspectives of commitment to learning, open-mindedness and shared vision (Calantone et al. 2004). These

constructs were evaluated on a five point likert scale ranging from strongly disagree (1), Disagree (2), Not sure (3), Agree (4), and Strongly agree (5).

Emphasizing the individual's attitude towards innovation and autonomy may enable public institution employees to produce challenging and interesting tasks which may in turn reduce the likelihood of intention to leave.

Entrepreneurial orientation was measured using innovation and autonomy. Emphasizing the individual's attitude towards innovation and autonomy can enable public institution employees to produce challenging and interesting tasks which can turn reduce the likelihood of intention to leave (Osman et al. 2017). These constructs were analysed on a five point likert scale ranging from strongly disagree (1), Disagree (2), Not sure (3), Agree (4), and Strongly agree (5).

### **3.9 Validity and reliability**

According Mohajan (2017), validity and reliability are fundamental features which should be put into consideration when evaluating a measurement instrument or tool for a decent research study. Validity and reliability increase transparency as well as removing bias in research (Singh, 2007).

#### **3.9.1 Validity**

Validity is the precision and significance of inferences based on research results. It is the ability of an instrument to measure well what it purports to measure (Fraenkel et al. 2015). First, the research instruments were verified and rectified by internal consultants who included the supervisors. Besides, construct validity was used to examine how similar constructs or items relate with each other when measuring a specific variable by using factor analysis (Creswell, 2014). Content validity was also tested by computing the content validity index.

Content validity index was computed using the formula below:

$$CVI = \frac{\textit{Total Number of items rated as relevant by all respondents (27)}}{\textit{Total Number of items in the Instrument (35)}}$$

A content validity index of 0.77 was determined which was above the threshold of 0.7. This implied that the instrument was valid as per Yusoff (2019) thereby qualifying it for the study

### **3.9.2 Reliability**

Reliability of a research instrument is defined by (Kothari 2004) as the extent to which research findings can be simulated to determine whether another study was undertaken using the identical research tools. This was achieved after conducting the piloting of questionnaires at National Housing where data was collected from 50 respondents and captured in Statistical Package for Social Scientists (SPSS) and tested for Cronbach's reliability test to determine the levels of reliability that should be equal or above the threshold of 0.7 as suggested by (Amin 2005) for the instrument to be administered.



**Table 3. 2 Reliability results**

<b>Variables</b>	<b>N of Items</b>	<b>Cronbach's Alpha</b>
Customer orientation	8	.853
Learning orientation	7	.725
Entrepreneurial orientation	7	.736
Intention to leave	5	.882
<b>Overall average</b>	<b>7</b>	<b>.809</b>

*Source: Primary data*

### **3.10 Ethical consideration**

A number of ethical issues were put into consideration including but not limited:

- i)** Confidentiality of respondents where the names and their contacts were not be revealed.
- ii)** All the data gathered was used only for the purpose of the study and nothing else.
- iii)** The research procedures were explained to all the respondents before they took part in the research and their informed consent was obtained.
- iv)** All the sources of literature were acknowledged throughout the whole study through proper citations and referencing.
- v)** Objectivity and independence were observed throughout the study so as to avoid bias that is during interviews, data analysis and reporting.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS**

#### **4.0 Introduction**

The study sought to establish the influence of the organization's strategic orientation on staff intention to leave in the public institutions of Uganda. This chapter comprises of presentation, analysis and interpretation of the study findings as seen below.

#### **4.1 Response rate**

The study targeted a sample size of 45 respondents. A total of 45 questionnaires was supplied and were all returned fully answered and ready for analysis which constituted a 100% response rate. This was achieved because two staff members of NHCCL were employed to support in the distribution and collection of the questionnaires.

#### **4.2 Sample characteristics**

This section presents the descriptive statistics of respondents' gender, marital status, age, education levels, length of service and their position in the organization.

**Table 4. 1: Sample characteristics**

<b>Demographic</b>	<b>Descriptive statistics</b>	
<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	30	66.7
Female	15	33.3
Total	45	100
<b>Marital status</b>	<b>Frequency</b>	<b>Percent</b>
Married	30	66.7
Single	14	31.1
Widow	1	2.2
Total	45	100
<b>Age of respondents</b>	<b>Frequency</b>	<b>Percent</b>
31-45 years	23	51.1
18-30 years	15	33.3
Above 45 years	7	15.6
Total	45	100
<b>Education of respondents</b>	<b>Frequency</b>	<b>Percent</b>
Masters	22	48.9
Undergraduate	20	44.4
Diploma	3	6.7
Total	45	100
<b>Length of service</b>	<b>Frequency</b>	<b>Percent</b>
Above 5 years	18	40

3-5 years	16	35.6
1-2 years	6	13.3
Less than 1 year	5	11.1
Total	45	100

<b>Position in the organization</b>	<b>Frequency</b>	<b>Percent</b>
Officers	13	28.9
Assistant officer	11	24.4
Managers	8	17.8
Senior officer	7	15.6
Senior management team	6	13.3
Total	45	100

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**Source: Primary data**

Table 4.1 shows that majority of the respondents who participated in the study were male comprising of 66.7% while female constituted only 33.3%. In regards to the marital status of respondents, majority of the respondents are married (66.7%). Respondents who are single were 31.4% while only 2.2% of the respondents are widowed. In regards to the age of respondents, the study established that 51.1% of the respondents were between 31-45 years who constituted the majority. This was followed by respondents who were between 18-30 years who constituted 33.3% while only 15.6% of the respondents were above 45 years.

In terms of respondents' education, majority of the respondents were Master's degree holders constituting 48.9 %. This was followed by those holding undergraduate degrees who constituted 44.4% and only 6.7% of the respondents were diploma holders. This was a clear indication that respondents were informed of the study concepts.

Furthermore, findings in Table 4.1 also show that the majority of respondents had served for more than five years (40%). Respondents who worked between 3-5 years constituted 35.6%. Those that had served between 1-2 years were 13.3% and only 11.15% of the respondents had worked for less than one year.

Lastly, responses in terms of respondents' position in the organization showed that officers constituted 28.9%, assistant officers constituted 24.4%, managers were 20% of the respondents, and senior officers were 15.6% and senior management team constituted 13.3%.

### **4.3 Descriptive statistics**

In order to understand the respondents' perception of the study variables which included customer orientation, learning orientation and entrepreneurial orientation, the study used descriptive statistics. Mean scores were obtained to measure central tendency which gave a conscious picture of where most responses lied on average. Standard deviations were also obtained to give a measure of dispersion of responses from the mean.

#### **4.3.1 Customer orientation**

The study measured customer orientation basing on; practical support offered by supervisors, relationships amongst employees, provision of necessary tools, communication, extent to which supervisors value employee's work, training offered, delegation and inspiration of employees by supervisors. The Table 4.3 below presents descriptive statistics.

**Table 4. 2: Customer orientation**

<b>Items</b>	<b>Mean</b>	<b>Std. Dev</b>
There is a good relationship between me and my supervisor	3.44	1.216
My supervisor tries his/her best to practically support me on my job	3.42	1.234
My supervisor tries his/her best to provide necessary tools for my job	3.40	1.214
My supervisor escalates my views to ensure they are addressed	3.29	1.254
My supervisor regularly encourages me to do part of his/her activities	3.09	1.311
My supervisor values my contribution to the organization	3.04	1.261
My employer values the purpose of employee training	3.02	.988
My supervisor regularly inspires and prepares me to succeed in my career	2.93	1.405
<b>Grand mean</b>	<b>3.20</b>	

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N=45

As indicated in Table 4.3 above, the respondents customer orientation to be high at NHCCL with majority of the items included having mean scores above grand mean of 3.00 except on whether supervisors value employee contribution registered a mean score of 3.04 and SD of 1.261, whether employer values the purpose of training had a mean of 3.02 and SD of .988, whether supervisors regularly encourage employee (Mean =3.09, SD=1.311) and whether supervisors regularly inspire employees to succeed in career (Mean=2.93, SD=1.405).

#### **4.3.2 Learning orientation**

Organizations are expected to encourage staff learning orientation of the organization. This study therefore sought respondents' perception of how NHCCL applied various items that were included to measure this variable. The mean and standard deviations are presented in Table 4.4.

**Table 4. 3: Learning orientation**

<b>Items</b>	<b>Mean</b>	<b>Std. Dev</b>
Senior Management plays an exemplary role in creating and sustaining a supportive learning culture	3.71	1.342
National Housing has an inspiring vision for learning	3.51	1.440
NHCCL supports employees who are intellectually curious about their work and develop experience-based theories of change and continuously test these in practice with colleagues.	3.42	1.323
National Housing has an effective and supportive learning strategy	3.36	1.282
NHCCL's vision helps to inspire employees with compelling, consistent and clear picture of what they want.	3.27	1.268
Employees are continuously supported and encouraged to learn	3.02	1.076
NHCCL empowers employees to learn and apply the lessons learnt	2.84	.928
<b>Grand mean</b>	<b>3.30</b>	

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N =45

As evidenced in Table 4.4 above, there was a notable variation on respondents' perception of various items that were included to determine the level of learning orientation of the organization at NHCCL as evidenced in the varying mean scores and standard deviation results. On whether senior management plays an exemplary role in creating and sustaining a supportive learning culture, respondents attached high level of importance with mean being above the grand mean (Mean =3.71, SD=1.342). However, respondents showed that there was a low level of empowerment of employees to learn and apply lessons at NHCCL (Mean = 2.84, SD=.928).

### **4.3.3 Entrepreneurial orientation**

Basing on the fact that organizations should encourage staff entrepreneurial orientation of the organization, this study sought to establish respondents' perception of how NHCCL encouraged entrepreneurial orientation in terms of employees' ability and willingness to pursue opportunities, provide job autonomy, employee work behavior, employees' engagement in developing new ideas, freedom for employees to be inventive, independent behaviors in solving work related problems and lastly distribution of resources amongst employees to support their work. Below are the descriptive statistics from the study.



**Table 4. 4: Entrepreneurial orientation**

<b>Items</b>	<b>Mean</b>	<b>Std. Dev</b>
NHCCL sustains and promotes job autonomy of employees	3.40	1.031
NHCCL encourages employees to have the ability and willingness to be self-directed in the pursuit of opportunities	3.24	1.048
NHCCL allows employees to activate positive and autonomous work behaviors	3.22	1.020
NHCCL has a propensity to engage in and support new ideas, uniqueness, experimentation, and imaginative processes that may result in new products, service, or technological processes	3.18	.886
NHCCL gives employees freedom to be inventive, original and permanently involved in any innovation and changes	3.11	1.071
NHCCL supports employees to possess independent behaviors towards resolving work-related problems	3.09	.973
Employees are supported with the required resources to develop new products and services thus promoting an entrepreneurial culture.	2.98	1.033
<b>Grand mean</b>	<b>3.17</b>	

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**N =45**

As indicated in Table 4.5 above, respondents attached great importance on learning orientation of the organization with respondents perceiving that NHCCL encourages employees to have the ability and willingness to be self-directed in pursuit of opportunities (Mean=3.24, SD=1.048), promotes job opportunities (Mean =3.40, SD=1.031), allows employees to activate autonomous work behaviors (Mean =3.22, SD=1.020) and to engage and support new ideas, uniqueness,

experimentation and imaginative processes (Mean =3.18, SD=.886). However, respondents indicated a low perception on whether NHCCL gives employees freedom to be inventive, original and permanently involved in any innovation (Mean=3.11, SD=1.071). On whether employees are supported to possess independent behavior towards resolving work related problems (Mean=3.09, SD=.973) and lastly Mean of 2.98 and SD of 1.033 was registered on whether employees are supported with required resources.

#### 4.3.4 Intention to leave

Intention to leave was measured basing on how often employees thought of leaving the job, likely that they will leave within the year, look for new jobs, think of changing jobs and lastly whether they had alternatives to reinforce their intention to leave. Table 4.6 below presents the descriptive statistics from the findings of the study.

**Table 4. 5: Intention to leave the job**

<b>Items</b>	<b>Mean</b>	<b>Std. Dev</b>
Will probably look for a new job in the next year	4.33	.522
I often think of changing my job.	4.33	.522
It is likely that I will actively look for a new job next year	3.98	.988
I often think about leaving this job	3.91	1.164
I have many alternatives to reinforce me leave my current job	3.69	.763
<b>Grand mean</b>	<b>4.05</b>	

**N =45**

As indicated in Table 4.6, respondents' perception to leave the job was high. It is indicated that employees often thought of leaving with a mean score of 3.91. In regards to whether it is likely

that employees would actively look for a new job recorded a mean score of 3.98. Furthermore, mean score of 4.33 registered on whether employees would probably look for a new job and on whether respondents often think of changing jobs also indicated that the employees' intention to leave was high. Lastly, respondents also demonstrated level of agreement to having many alternatives to reinforce their intention to leave the job (mean =3.69).

#### 4.4 Relationship between study variables

In this section, a Pearson correlation analysis was done to establish the nature of relationships between the different study variables as presented in Table 4.7.

**Table 4. 6: Correlations between study variables**

		<i>Correlations</i>			
<b>Variables</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Customer orientation (1)	Pearson Correlation	1			
	Sig. (2-tailed)				
Learning orientation (2)	Pearson Correlation	.203	1		
	Sig. (2-tailed)	.182			
Entrepreneurial orientation (3)	Pearson Correlation	.242	.579**	1	
	Sig. (2-tailed)	.110	.000		
Intention to leave (4)	Pearson Correlation	-.085	-.306*	-.317*	1
	Sig. (2-tailed)	.578	.041	.034	

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

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

**N =45**

As indicated in Table 4.7 above, there is a statistically significant negative relationship between learning orientation and intention to leave ( $r = -0.306$ ,  $P < 0.05$ ). Implying that respondents who perceive the organization to be a learning organization are observed to report low levels of staff intention to leave. It is also revealed that respondents who the organization to be entrepreneurial were observed to also report low intention to leave ( $r = -0.317$ ,  $P < 0.05$ ). Implying that organizations that focus on high entrepreneurial orientation will also likely have staff reporting low levels of intention to leave. However, the study found no significant relationship between customer orientation of the organization and intention to leave since the P-value  $> 0.05$ .

#### **4.5 Regression analysis**

The study conducted linear regression analysis to establish the number of variations independent variables would have on the dependent variable of the study. This therefore supported in addressing the study objectives that sought to establish the influence of customer orientation, learning orientation and entrepreneurial orientation on employee's intention to leave the job. However, before that actual analysis was done the study fulfilled the assumptions associated with a linear regression model which included normality tests and homoscedasticity test as presented below.

**Table 4. 7: Tests of Normality**

Variable	N	Skewness		Kurtosis	
		Statistic	Std. Error	Statistic	Std. Error
Customer orientation	45	-.099	.354	-1.329	.695
Learning orientation	45	.214	.354	-1.327	.695
Entrepreneurial orientation	45	.126	.354	-1.011	.695
Intention to leave	45	-.184	.354	-.648	.695
Valid N (listwise)	45				

**Source: Primary data**

The descriptive statistics in the Table above show that both the Skewness and Kurtosis of all items were below the standard errors indicating that there was no significance in degree of skewness and kurtosis of data. This therefore implied that the data was normally distributed as supported by Vaus (2002) who purported that significant problems arise when the skewness and Kurtosis are greater than standard errors.

***Tests of Normality***

Variable	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Customer orientation	.154	45	.070	.935	45	.064
Learning orientation	.126	45	.092	.920	45	.074
Entrepreneurial orientation	.093	45	.200	.957	45	.096
Intention to leave	.117	45	.143	.957	45	.094

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As per the Shapiro Wilk test for the variables presented in the Table above, it was found that the P values are greater than the Significance level of 0.05 implying that there was no significance evidence of deviation from the normality distribution.

#### **4.5.1 Influence of the customer orientation of the organization on intention to leave**

This section sought to establish the influence of customer orientation of the organization on employee's intention to leave work. A linear regression analysis was therefore conducted to determine the amount of variation on employee's intention to leave the job as a result of customer orientation. Table 4.9 presents the analysis.

**Table 4. 8: Regression results on the influence of the customer orientation of the organization on their intention to leave**

Model	<i>Coefficients</i>				
	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1	(Constant)	3.988	.261	15.308	.000
	Customer orientation	-.043	.077	-.085	.578

R square = 0.007

Adjusted R<sup>2</sup> = 0.016

F value = 0.314

Sig = 0.578

N =45

a. Dependent Variable: Intention to leave

As indicated in Table 4.9 above, The F-value of 0.314 and P>0.05 show that customer orientation of the organization by staff has no statistically significant influence on their intention to leave. The study therefore finds no statistical evidence to support its hypothesis that stated that customer orientation has a significant influence on employee’s intention to leave the job. In an interview with the Human Resource Manager, he had this to say;

*“NHCCCL allocates supervisors to employees to oversee employees’ daily activities and receive reports. The supervisors sometimes offer direct support to employees on how they should carry out their tasks. Employees are trained and expected to know what they are supposed to do. We also offer feedback and conduct frequent meetings*

*in a bid to support our employees. However, the employee turnover is still high. Therefore, to me I have observed that employees' intention to leave NHCCL is not directly attributed to how well organization consider employees as internal customers but rather inability to extend learning and entrepreneurial orientation.”* (Human Resource Manager)

#### 4.5.2 Influence of the learning orientation of the organization on intention to leave

The study used linear regression analysis to establish the influence of learning orientation of the organization on intention to leave and the model outcomes are presented in Table 4.10 below.

**Table 4. 9: Regression results on the influence of the learning orientation of the organization on their intention to leave**

Model	<i>Coefficients</i>					
	Unstandardized		Standardized	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	4.422	.283		15.651	.000
	Learning orientation	-.174	.082	-.306	-2.108	.041

R square =0.094

Adjusted R<sup>2</sup> =0.073

F value =4.44

Sig = 0.041

N =45

a. Dependent Variable: Intention to leave



As shown in Table 4.10, the regression model was statistically significant. It was a good fit for the data (F-value =4.44, P<0.05). In addition, it was revealed that 7.3 percent variations in staff's intention to leave is explained by learning orientation of the organization (adjusted R<sup>2</sup> =0.073). The model indicates that a unit increase in learning orientation of the organization may result into 0.306 reduction in employee's intention to leave the job (Beta = -306, P<0.05). Therefore, the study obtained a statistical evidence to support the hypothesis that learning orientation of their organization negatively and significantly influences their intention to leave.

In addition, an interview with the Human Resource Manager also revealed;

*“NHCCCL encourages flexibility whereby employees rotated so that they can learn from different departments. They are also shown career path and offered other learning platforms to perfect their ability to perform tasks. This has supported us to reduce on the employees' intention to leave for instance the turnover rate has dropped by 15% ever since we started considering employees' need to learn more about organization and how they can simplify work. Therefore, I strongly believe that learning orientation is very important in reducing employee intention to leave.”*

(Human Resource Manager)

#### **4.5.3 Influence of the entrepreneurial orientation of the organization on intention to leave**

In order to address the study objective that sought to establish the influence of entrepreneurial orientation on employee intention to leave, the study conducted a linear regression analysis as indicated in Table 4.11 below.

**Table 4. 10: Regression results on the influence of the entrepreneurial orientation of the organization on their intention to leave**

		<i>Coefficients</i>				
Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
	(Constant)	4.610	.355		12.983	.000
1	Entrepreneurial orientation	-.240	.109	-.317	-2.194	.034

R square =0.101

Adjusted R<sup>2</sup> =0.080

F value =4.812

Sig =0.034

N =45

<sup>a</sup>. Dependent Variable: Intention to leave

Table 4.11 shows that the regression model was a good fit for the data and significantly explains the variations in employee's intention to leave (F-value =4.812, P=0.034). It was found out that entrepreneurial orientation explains 8.0 percent variations in employee intention to leave the job (adjusted R<sup>2</sup> =0.08). In addition, any unit increase in entrepreneurial orientation of the organization by the employee is observed to result into 0.317 reduction in his or her intention to leave (Beta = -0.317). This provided a statistical evidence to support the hypothesis that entrepreneurial orientation of the organization significantly influences staff intention to leave the organization.

The interview with the Head of Department for Operation revealed that;

*“Entrepreneurial orientation at NHCCL is reflected in the vision. The employees are encouraged and supported to be innovative so as to create value for customers. Employees who fail to cope up with the changes find it difficult to fit into the organization and as a result they develop intentions to leave. It was noted that entrepreneurial orientation is very vital in minimizing employees’ intention to leave.”*

(Head of department for operations)

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This study sought to examine the influence of the organization's strategic orientation on staff intention to leave the public institutions of Uganda. This chapter therefore presents a summary, discussion of findings, conclusion and recommendations. The presentation is in accordance to the study objectives.

#### **5.2 Summary of findings**

The first objective of the study was to establish the influence of customer orientation on intention to leave by employees. It was hypothesized that customer orientation of the organization significantly influences intention to leave at National Housing and Construction Company Limited, Kampala. The study applied linear regression analysis to determine the amount of variation in intention to leave that is explained by customer orientation. However, from the findings of the study it was found out that customer orientation had no significant influence on intention to leave with P-value being greater than 0.05. As a result, the study rejected this hypothesis.

In the second objective of the study that sought to establish the influence of learning orientation on the intention to leave, the study also applied linear regression analysis to establish the amount variation in intention to leave explained by learning orientation. It was found out that learning orientation had a significant influence on intention to leave by employees. This prompted the study

to accept its hypothesis; “*learning orientation of the organization significantly influences intention to leave*”

Lastly, the study also set out to establish the influence of staff entrepreneurial orientation on intention to leave by employees. Linear regression analysis was therefore used to address this objective. From the analysis it was found out that entrepreneurial orientation had a significant influence on intention to leave by employees. As a result, the study also accepted its hypothesis that entrepreneurial orientation of the organization significantly influences intention to leave.

### **5.3 Discussion of findings**

This section presents discussion of findings in relation to the study objectives as presented below.

#### **5.3.1 Customer orientation at the organization and intention to leave**

The study found no significant influence of customer orientation on intention to leave by employees. This implied that there is no statistical evidence to claim that the amount of variation in intention to leave by employees is explained by customer orientation as noted by Dawley et al. (2008). This is contrary to the general view that organizations that adopt internal-customer (staff) focused orientation may have observable reduction on staff intentions to leave.

The finding does not support the arguments of the expectancy confirmation theory. The theory asserts that employees’ prior expectations for instance fair treatment and continuous support from supervisors significantly influence employees’ intention to leave yet this was not the case with what the study revealed (Jiang & Klein, 2009). Furthermore, the above finding receives no evidence to support the findings of Dawley et al. (2008) who urges that customer orientation inform of supervisor support plays an important role in reducing turnover intention. In the same

way, the finding was also in disagreement with Kalliath and Beck (2001) who also pointed out to the need for strong supervisor support since it was a strong contributor to the reduction of employees' intention to leave.

The deviations of this research findings from other studies may be as a result of study context. For instance, when compared to other studies that were majorly done in the private sector organizations where staff orientation by organization is very critical in reducing employee's intention to leave and driving the overall performance of the organization, this study was done in the public sector organization where employees are complacent and are not willing to receive any support from their supervisors.

This finding is supported by interview responses from the human resource manager who when asked what the organization has done to ensure customer orientation noted that the organization only allocates supervisors to employees to overlook at the daily activities performed by the employees and receive reports. The supervisors offer little direct support to employees on how they should carry out their tasks because most of the employees know what they are supposed to do. He also indicated that the employees' intention to leave NHCCL is not directly attributed to how well organization treats employees but rather inability to extend learning and entrepreneurial orientation.

### **5.3.2 Learning orientation and intention to leave**

In regards to establishing the influence of staff learning orientation of the organization on staff intention to leave, the study found out that there is a significant influence of staff learning orientation on intention to leave by employees. This provided a supporting evidence to accept the study hypothesis that learning orientation of the organization significantly influences employee's

intention to leave NHCCL. This provides supporting evidence to the assertion of the expectancy confirmation theory that indicate that employees' prior expectations before joining the organization such as learning orientation will be a driving force towards reducing turnover intentions (Jiang and Klein, 2009).

The finding is in support with Brown (2007) who contends that learning orientation shows that organization values the employees and provides learning platforms which are necessary requirements for employee retention. The study identified elements such as commitment to learning, open mindedness and shared vision amongst employees and employers were very important in influencing intention to leave. This was supporting the contentions of Sinkula et al. (1997) who also identified learning orientation contributes to the development of employees who will have no intentions to leave the organization.

The findings of the study also show consistency with Kotler (1995) who found out that shared vision is one of the most important elements of learning that draws commitment from employees. He urges that good leaders who have learning orientation should involve employees in formulating and implementing a shared vision according to organizations strategy. This in his view will connect employees to the organization values and thereafter reducing on employees' intention to leave.

The finding was also supported by interview response where the human resource manager noted that NHCCL encourages flexibility where employees can learn from different departments. He added that employees are shown career path and offered other learning platforms to perfect their ability to perform tasks. He identified that ever since the organization started doing the above there has been a reduction on turnover rate implying that learning orientation is very important in reducing employee intention to leave.

However, the study finding is in contrary to Hoe (2007) who noted that the uncertainty of the environment makes it difficult for employees to know what to learn even if they are motivated to learn. This therefore is identified to most likely increase the possibilities of intention to leave amongst employees.

### **5.3.3 Entrepreneurial orientation and intention to leave**

The last objective of the study was to investigate the influence of entrepreneurial orientation on intention to leave by employees. The study conducted a linear regression analysis and found out that there was a significant influence of entrepreneurial orientation on intention to leave. It was found out that organizations that would increase their focus on employee entrepreneurship are observed to be the ones to register a reduction on intention to leave. The study findings provided an evidence to accept its hypothesis that stated that entrepreneurial orientation of the organization significantly influences employee's intention to leave at NHCCL.

The study findings therefore provided supporting evidence to the contentions of the expectancy confirmation theory that urges that firms should take note of their employees' expectations from the organization which act as driving factors for the long stay in the organization (Jiang and Klein, 2009). The findings are also consistent to the general observation and discussion by managers of the organizations who claim that entrepreneurial orientation is likely to resolve intentions to leave by employees in organizations today.

In the same vein, findings support Lee (1994) who also identified that entrepreneurial orientation within an organization can help to circumvent the intention to leave behavior amongst employees. Covin (2018) identifies that the major elements that should be taken into consideration by firms that are entrepreneurial oriented should ensure autonomy, innovativeness and pro-activeness.



These elements have been studied and found to be contributors towards reducing intention to leave which is in line with findings of this study (Galletta et al., 2011).

The study finding is consistent to Lumpkin and Dess (1996) who assert that innovativeness is one of the most critical dimensions of entrepreneurial orientation that engages employees into processes that may result into new products. The innovativeness of employees enables them to explore new opportunities that provide a positive feeling for the organization there by reducing on intention to leave work (Bolton & Lane, 2012).

The finding was also supported by interview response from the head of department of operations who noted that entrepreneurial orientation at NHCCL is reflected in the vision. The employees are encouraged and supported to be innovative so as to create value for customers. He noted that employees who have failed to cope up with the changes find it difficult to fit into the organization and as a result they develop intentions to leave. He also asserted that entrepreneurial orientation is very vital in minimizing employees' intention to leave.

#### **5.4 Conclusion**

This study sought to examine the influence of the organization's strategic orientation on staff intention to leave the public institution with specific focus on National Housing and Construction Company Limited. Specific focus was on determining the influence of customer orientation, learning orientation and entrepreneurial orientation on staff intention to leave in public institution. In order to address the study objectives, a linear regression analysis was conducted. From the findings, the study therefore found no significant influence of staff customer orientation on staff intention to leave. It was therefore concluded by rejecting the study hypothesis that stated that customer orientation has a significant influence on staff intention to leave. This implies that there

is no statistical evidence to support that customer orientation of the staff has an influence on staff intention to leave. Besides, the study found a significant influence of learning orientation and entrepreneurial orientation on staff intention to leave. It is therefore concluded that organizations that register likely improvement in learning and entrepreneurial orientation are observed to have a reduction staff intention to leave. This implies that organizations that have an improvement in their orientation towards learning by staff and adopt an entrepreneurial orientation may have a reduction on intention to leave work.

## **5.5 Recommendations**

The recommendations of this study to public institutions and their management are;

With the study establishing that an effort to increase learning orientation is likely to reduce staff intention to leave, the study recommends public institutions especially NHCCL to promote and direct their efforts towards becoming learning-oriented organizations. For instance, there should be constant research and innovations, understanding current likely future changes in the business environment, career development sponsorships, and supervisor support for employees during work and fronting of learning culture. This is because learning orientation has been found to have a significant influence in staff intention to leave.

In addition, given that the study established that an effort to adopt an entrepreneurial orientation by an organization is likely to reduce staff intention to leave, the study recommends public institutions especially NHCCL to involve their employees into decision making especially when there is a need to develop new ideas that are beneficial for the institution. This is because employees who perceive the organization to have an entrepreneurial orientation of the employees are observed to have a reduction in the intention to leave work.

## **5.6 Areas of further research**

The study found no significant influence of customer orientation on staff intention to leave. This calls for further research into this area with a relatively bigger sample or future studies done on other contexts in the public sector.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE

Dear respondent,

I am **Stelson Ashaba**, a student of Masters in Business Administration under the Department of Management Science, Faculty of Graduate School of Kyambogo University conducting a study on strategic orientation and intention to leave. This study is to investigate why the intention to leave is still high in public institutions of Uganda by examining the influence of customer orientation, learning orientation and entrepreneurial orientation on staff intention to leave the jobs. Your response is highly appreciated.

**Please tick in the box the option of your choice**

#### SECTION A: DEMOGRAPHICS

1. Gender of respondents.

- a) Female       b) Male

2. What is your marital status?

- a) Married   
b) Single   
c) Widow   
d) Divorced

3. How old are you?

- a) 18 -30 years       b) 31 - 45 years       c) Above 45 years

4. What is your level of education?



- a) Certificate  c) Undergraduate   
b) Diploma  d) Masters

If others, please specify.....

**5. For how long have you been working with National Housing?**

- a) Less than a year   
b) 1-2 years   
c) 2-5years   
d) 5years and above

**6. What is the title of your position?**

- a) Accounting Officer   
b) Head of Department   
c) Manager   
d) Senior Officer   
e) Officer   
f) Assistant Officer

**7. Have you ever thought of leaving your current job?**

- a) Yes   
b) No

**8. If yes, how often does this thought occur to you?**

- a) Daily   
b) Weekly

c) Monthly

d) Once a year

**Note:** In the subsequent sections, please show your level of agreement or disagreement in regards to the following statements.

<b>Strongly disagree (SD)</b>	<b>Disagree (D)</b>	<b>Not sure (NS)</b>	<b>Agree (A)</b>	<b>Strongly agree (SA)</b>
1	2	3	4	5

### SECTION B: CUSTOMER ORIENTATION

<b>Code</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
PSU1	My supervisor tries his/her best to practically support me on my job					
PSU2	There is a good relationship between me and my supervisor					
PSU3	My supervisor tries his/her best to provide necessary tools for my job					
PSU4	My supervisor escalates my views to ensure they are addressed					
PSU5	My supervisor values my contribution to the organization					
TNS6	My employer values the purpose of employee training					
TNS7	My employer supports employee training needs					
TNS8	My employer conducts employee training needs regularly					
ENS9	My supervisor regularly delegates responsibility and authority to me					
ENS10	My supervisor regularly encourages me to do part of his/her activities					
ENS11	My supervisor regularly inspires and prepares me to succeed in my career					

**SECTION C: LEARNING ORIENTATION**

<b>Code</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
PLO1	Employees are continuously supported and encouraged to learn					
PLO2	National Housing has an effective and supportive learning strategy					
PLO3	National Housing has an inspiring vision for learning					
PLO4	Senior Management plays an exemplary role in creating and sustaining a supportive learning culture					
CTL5	NHCCL empowers employees to learn and apply the lessons learnt					
CTL6	NHCCL supports employees who are intellectually curious about their work and develop experience-based theories of change and continuously test these in practice with colleagues.					
SVI7	NHCCL has a vision that is created and shared by all employees and not imposed on them					
SVI8	NHCCL's vision has widespread acceptance by all employees					
SVI9	NHCCL's vision helps to inspire employees with compelling, consistent and clear picture of what they want.					

**SECTION D: ENTREPRENEURIAL ORIENTATION**

<b>Code</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
PEO1	NHCCL encourages risk taking, autonomy, innovativeness, and proactiveness.					
AUT2	NHCCL encourages employees to have the ability and willingness to be self-directed in the pursuit of opportunities					

AUT3	NHCCL sustains and promotes job autonomy of employees					
AUT4	NHCCL allows employees to activate positive and autonomous work behaviors					
AUT5	Employees have intrinsic reward of their jobs and ownership over their tasks					
INN6	NHCCL has a propensity to engage in and support new ideas, uniqueness, experimentation, and imaginative processes that may result in new products, service, or technological processes					
INN7	NHCCL gives employees freedom to be inventive, original and permanently involved in any innovation and changes					
INN8	NHCCL supports employees to possess independent behaviors towards resolving work-related problems					
INN9	Employees are supported with the required resources to develop new products and services thus promoting an entrepreneurial culture.					

**SECTION E: INTENTION TO LEAVE**

<b>Code</b>	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ITL1	I often think about leaving this job					
ITL2	I will soon be leaving this job					
ITL3	It is likely that I will actively look for a new job next year					
ITL4	Will probably look for a new job in the next year					
ITL5	I often think of changing my job.					
ITL6	I have many alternatives to reinforce me leave my current job					

**Thank you for participating in this session.**

## **APPENDIX II: INTERVIEW GUIDE**

Dear respondent,

This study is investigating the influence of customer orientation, learning orientation and entrepreneurial orientation on staff intention to leave the jobs in public institutions of Uganda. The study is conducted by the school of management and entrepreneurship, Kyambogo University. Your responses shall be confidential and used only for academic purposes. Therefore, you are cordially requested to spare some time and share your responses.

**An interview guide schedule for the interviews with strategic management and human resource consultants to obtain information about intention to leave.**

- 1) In your view, what could be the strategic causes of high intention to leave among employees in public institutions?
- 2) How does internal customer orientation of the organization influence intention to leave in public institutions of Uganda?
  - a) How have you managed to use internal customer orientation to mitigate staff intention to leave in your institution?
  - b) In your view, what is the relationship between internal customer orientation and staff intention to leave?
- 3) How does learning orientation of the organization influence intention to leave in public institutions of Uganda?
  - a) What are some of the organizational learning orientation strategies used by your institution in influencing staff intention to leave?
  - b) How have you managed to use organizational learning orientation to mitigate staff intention to leave in your institution?

- c) In your view, what is the relationship between organizational learning orientation and staff intention to leave?
- 4) How does entrepreneurial orientation of the organization influence intention to leave in public institutions of Uganda?
  - a) What are some of the entrepreneurial orientation strategies used by your institution in influencing staff intention to leave?
  - b) How have you managed to use entrepreneurial orientation to mitigate staff intention to leave in your institution?
  - c) In your view, what is the relationship between entrepreneurial orientation and staff intention to leave?
- 5) What could be some of the strategic areas that could be considered by top management of public institutions to reduce staff turnover intention?

**Thank you**

### APPENDIX 3: KREJCIE AND MORGAN TABLES FOR SAMPLE SIZE

#### DETERMINATION

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

