

EXPLORING THE CAUSES AND CONSEQUENCES OF CAREGIVER TURNOVER AT WATOTO CHILDCARE MINISTRIES

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DECLARATION

I Miriam Hamala Nahabo, declare that this is my original work and it has never been submitted to any institution for the award of diploma, a degree or masters.

Signature



MIRIAM HAMALA NAHABO
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Date



APPROVAL

This research report entitled” exploring the causes and consequences of caregiver turnover at Watoto Childcare Ministries” has been done under my supervision and it is ready for submission.

Signature.......... Date 24/03/2026.....
Simon Peter Mukisa
Supervisor

DEDICATION

I dedicate this dissertation to my beloved family. May the Almighty God continue to bless you all with protection, health, and abundant happiness.

ACKNOWLEDGEMENT

I am deeply grateful to the Almighty God for the gift of life, wisdom, and the opportunity to pursue my education. Thank You, Lord, for Your guidance, protection, and blessings throughout this academic journey. As it is written, “*Commit to the Lord whatever you do, and He will establish your plans*” (Proverbs 16:3). This verse has been a source of inspiration and strength as I reached this important milestone.

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Glory be to the Lord, now and forevermore.

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ABSTRACT

The study explored the causes and consequences of caregiver turnover at Watoto Childcare Ministries, with objectives to examine its causes, effects on children, and strategies to reduce turnover. A qualitative case study design was employed, and data were collected through in-depth interviews, key informant interviews, and focus group discussions. Findings revealed that caregiver turnover is influenced by organizational and job-related factors, particularly high workloads and the emotional demands of caring for vulnerable children, which cause fatigue and stress. Frequent turnover disrupts the continuity of care and requires repeated recruitment and training of new staff. The study also found that turnover negatively affects children, as frequent changes in caregivers disturb emotional stability. Children often form strong attachments to caregivers, and their departure can cause sadness, confusion, insecurity, and anxiety, impacting trust and participation in daily activities. To address turnover, the study identified strategies such as regular training programs, mentorship initiatives, supportive supervision, team-building activities, staff meetings, and recognition of caregivers' efforts. The study recommended that management improve working conditions by ensuring manageable workloads, balanced caregiver-to-child ratios, and adequate rest time to enhance caregiver retention and maintain stable, high-quality care for children.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study focused on exploring the causes and consequences of caregiver turnover at Watoto Childcare Ministries. Caregivers play a critical role in providing emotional, psychological, and physical support to vulnerable children within institutional care settings. High turnover among caregivers may disrupt children's stability and attachment relationships, potentially affecting their wellbeing and development. This chapter presents the background of the study, statement of the problem, purpose of the study, research objectives, research questions, scope of the study, significance of the study, justification of the study, and the conceptual framework guiding the research.

1.2 Background of the study

The background of the study is classified under three linked perspectives namely; a historical perspective which gives past overview of the study variables, theoretical perspective will give a theory which will underpin the research study, conceptual perspective which will give definitions of key variables and contextual perspective which will show the problem that the researcher will be investigating(UMI, 2018) .

1.2.1 Historical background

Caregiver support systems for vulnerable children have evolved significantly across the world over time (Olson & Edmonds, 2023). In the early twentieth century, many orphaned or vulnerable children were cared for in large institutional orphanages where

professional caregiving was limited and staff turnover was often high due to demanding working conditions and limited training (Awosoga et al, 2023). After World War II (1945-1960), many countries in Europe and North America began reforming childcare systems by introducing foster care and family-based support models to ensure better emotional and developmental outcomes for children (Johnson et al., 2011). These reforms highlighted the importance of stable caregivers in promoting secure attachment and healthy development among children in care institutions.

In developing countries, however, institutional childcare facilities have remained an important alternative for vulnerable children due to poverty, disease, and social instability (Bhuvaneshwari et al, 2022). During the HIV/AIDS epidemic of the 1980s and 1990s in Sub-Saharan Africa, the number of orphaned children increased significantly, leading to the establishment of many child-care organizations and faith-based childcare ministries (UNICEF, 2017). These institutions rely heavily on caregivers who provide daily supervision, emotional support, and basic care to children (Oosthuizen, et al, 2022). However, the demanding nature of caregiving, emotional exhaustion, and limited resources have contributed to high caregiver turnover in many childcare institutions.

In Uganda, childcare organizations such as children's homes and ministries expanded significantly in the late 1990s and early 2000s to respond to the increasing number of vulnerable and orphaned children (Ministry of Gender, Labour and Social Development, 2018). Institutions such as Watoto Childcare Ministries were established to provide holistic care, education, and spiritual development to vulnerable children. Over time,

these organizations have emphasized the importance of consistent caregiving relationships in ensuring children's wellbeing. However, caregiver turnover remains a challenge, potentially affecting the quality of care and emotional stability of children living in institutional environments (Komuhangi, et al, 2022).

1.2.2 Theoretical background

This study was guided by Attachment Theory, developed by John Bowlby in 1969. The theory explains the importance of stable and continuous relationships between caregivers and children in promoting emotional security and healthy psychological development. According to Bowlby, children develop strong emotional bonds with caregivers who consistently provide care, affection, and protection. These attachments form the basis for trust, emotional regulation, and social development later in life.

Attachment theory is relevant to this study because frequent caregiver turnover may disrupt these relationships, leading to emotional insecurity and attachment difficulties among children in institutional care. Stable caregivers provide a sense of safety and continuity, which is essential for children's development (Ebbeck et al, 2022). When caregivers frequently leave their positions, children may struggle to form long-term emotional bonds, affecting their psychological wellbeing and behavior.

1.2.3 Conceptual background

Caregiver turnover refers to the rate at which caregivers leave their positions within an organization and are replaced by new staff members (McCoy, 2024). In childcare institutions, caregiver turnover can occur due to factors such as work stress, limited remuneration, emotional exhaustion, and lack of professional development

opportunities. High turnover may disrupt the continuity of care and affect the quality of support provided to children.

Caregivers are individuals responsible for providing daily care, emotional support, supervision, and guidance to children living in institutional settings (Chinyenze, 2024). Their responsibilities include ensuring children's safety, providing basic needs such as food and hygiene, supporting emotional development, and assisting with educational and social activities. Because caregivers interact closely with children, their presence and stability play an essential role in the children's growth and wellbeing.

Consequences of caregiver turnover refer to the effects that frequent staff changes may have on children, organizational performance, and caregiving environments (Awosoga, et al, 2023). These effects may include disrupted emotional attachment, reduced quality of care, increased workload for remaining staff, and reduced organizational efficiency. Understanding these consequences is important in developing strategies to improve caregiver retention and maintain quality childcare services.

1.2.4 Contextual background

Childcare institutions play a critical role in supporting vulnerable children who lack adequate parental care (Mligo, 2023). In Uganda, many children's homes and childcare ministries provide shelter, education, healthcare, and psychosocial support to orphaned and abandoned children (Ministry of Gender, Labour and Social Development, 2019). These institutions rely heavily on caregivers who work closely with children to meet their daily physical and emotional needs.

Watoto Childcare Ministries is one of the well-known faith-based childcare organizations in Uganda that provides residential care, education, and family-based support to vulnerable children (Feleke & Midakso, 2022). The ministry operates several children's villages where caregivers serve as parental figures responsible for nurturing and guiding children in a family-like environment. These caregivers are expected to provide consistent care and emotional support that promotes children's development and wellbeing.

Despite the importance of caregivers in maintaining the wellbeing of children, many childcare organizations experience challenges related to caregiver turnover (Komuhangi, et al,2022). Factors such as demanding workloads, emotional stress, limited financial incentives, and burnout may contribute to caregivers leaving their positions. Frequent turnover can disrupt caregiving relationships and affect the stability of children who depend on consistent emotional support.

Previous studies like a study by Okello, Kibanja, and Kobusingye (2024) found that higher job stress significantly increased teachers' turnover intentions in Lira City and Wakiso District highlighting that stable caregiver relationships are essential in promoting children's emotional security, confidence, and social development (McCall, 2011). However, there is limited research focusing specifically on the causes and consequences of caregiver turnover in faith-based childcare institutions in Uganda. The understanding of these dynamics within Watoto Childcare Ministries is important for improving caregiver retention and strengthening the quality of care provided to children.

1.3 Statement of the Problem

Caregivers play an important role in supporting the emotional, physical, and social wellbeing of children in institutional childcare settings. Stable relationships between caregivers and children help to build trust, emotional security, and healthy psychological development, especially among vulnerable children who may have experienced trauma, neglect, or loss (Meng et al., 2022; Gillespie, 2024). Childcare organizations such as Watoto Childcare Ministries therefore require stable and committed caregivers to ensure continuity of care and improved child development outcomes. However, despite this expectation, Watoto Childcare Ministries continues to experience high caregiver turnover, with a reported turnover rate of 79 percent in 2024, meaning that four out of five caregivers leave their positions within a year. Such high turnover disrupts caregiving relationships, affects emotional stability among children, and reduces the quality and consistency of care provided (Komuhangi et al., 2022). Existing studies in related sectors indicate that employee turnover is influenced by factors such as job stress, heavy workload, poor working conditions, low salaries, and limited professional development opportunities, which have negatively affected service delivery in education and health sectors in Uganda (Okello, Kibanja, and Kobusingye, 2024; Akiteng, 2024). Although some efforts have been made in different sectors to improve working conditions and staff retention, there is limited empirical evidence on the specific causes, consequences, and appropriate retention strategies for caregivers at Watoto Childcare Ministries. This creates a gap in understanding how caregiver turnover affects childcare outcomes and organizational effectiveness. There is therefore a need to examine the causes, consequences, and possible strategies for

reducing caregiver turnover in order to improve caregiver stability, strengthen childcare services, and promote the wellbeing of children. Failure to address caregiver turnover may undermine national child protection efforts, Uganda National Development Plan objectives on social protection and human capital development, and international commitments such as the United Nations Convention on the Rights of the Child and the Sustainable Development Goals, which emphasize the importance of ensuring child wellbeing and access to quality care.

1.4 Purpose of the Study

The purpose of this study was to explore the causes and consequences of caregiver turnover at Watoto Childcare Ministries.

1.5 Specific Objectives

- i. To explore the causes of caregiver turnover at Watoto Childcare Ministries
- ii. To examine the consequences of caregiver turnover on children at Watoto Childcare Ministries
- iii. To suggest strategies that can be used to reduce caregiver turnover at Watoto Childcare Ministries

1.6 Research Questions

- i. What are the causes of caregiver turnover at Watoto Childcare Ministries?
- ii. What are the consequences of caregiver turnover on children at Watoto Childcare Ministries?
- iii. What are the strategies that can be used to reduce caregiver turnover at Watoto Childcare Ministries?

1.7 Justification of the Study

This study was justified by the need to understand the factors contributing to caregiver turnover and its consequences within childcare institutions. Caregivers played a critical role in supporting the wellbeing and development of vulnerable children. However, frequent turnover disrupted caregiving relationships and negatively affected children's emotional stability and development. Exploring the causes and consequences of caregiver turnover at Watoto Childcare Ministries in this study generated knowledge that helped improve caregiver retention strategies and enhance the quality of care provided to children. The findings will also support childcare institutions and policymakers in developing effective interventions to strengthen institutional caregiving systems.

1.8 Significance of the Study

To Watoto Childcare Ministries: The findings will provide insights into the causes of caregiver turnover and help the organization develop strategies to improve caregiver retention and enhance the quality of childcare services.

To caregivers and childcare staff: The study may highlight challenges faced by caregivers and suggest ways of improving working conditions, support systems, and professional development opportunities.

To policy makers and child welfare organizations: The findings may inform policies aimed at strengthening staff retention and improving childcare practices in institutional care settings.

To researchers and academics: The study will contribute to existing literature on caregiver turnover and childcare management, particularly within faith-based childcare institutions in developing countries.

1.9 Scope of the Study

1.9.1 Geographical scope

The study was conducted at Watoto Childcare Ministries in Suubi children's village located in Mpigi District. The district to the East borders Wakiso District; to the West, it borders Butambala District; to the South, it borders Kalangala District across Lake Victoria; and to the North, it borders Mityana District.

1.9.2 Content scope

The study focused on exploring the causes and consequences of caregiver turnover at Watoto Childcare Ministries. Specifically, the study examined causes, consequences, and strategies that can be used to reduce caregiver turnover at Watoto Childcare Ministries.

1.9.3 Time scope

The study covered a period of five years from 2019 to 2024. This period is considered appropriate because it allows the researcher to examine recent trends in caregiver turnover and its implications on childcare services at Watoto Childcare Ministries.

1.10 Conceptual Framework

Cause Factors

- Work stress and burnout
- Limited remuneration
- Emotional exhaustion
- Heavy workload
- Lack of professional support



Caregiver Turnover (Core Phenomenon)



Consequences

- Disrupted caregiver-child attachment
- Emotional insecurity among children
- Reduced quality of care
- Increased workload for remaining staff
- Organizational instability

Source: Adapted from Bowlby (1969) and modified by the researcher (2025).

The conceptual framework illustrates how various factors contribute to caregiver turnover within childcare institutions. Factors such as work stress and burnout, limited remuneration, emotional exhaustion, heavy workload and lack of professional support

may influence caregivers' decisions to leave their positions. Caregiver turnover in turn affects the continuity of care provided to children and may disrupt emotional attachment relationships between caregivers and children, lead to emotional insecurity among children, reduced quality of care and organizational instability. These disruptions can influence children's psychological wellbeing and increase workload for remaining staff. The understanding of these interactions provides insight into how childcare institutions can strengthen support systems and improve caregiver retention.

1.10 Transitional Paragraph

Having outlined the background, problem, purpose, scope, significance and justification of the study, the next chapter reviewed relevant literature on causes and consequences of caregiver turnover and identify possible strategies that will improve caregiver retention. This review situated the study within existing scholarly work and further justified the chosen qualitative approach.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of literature related to caregiver turnover in childcare institutions. The literature is organized according to the study objectives: the causes of caregiver turnover, the consequences of caregiver turnover on children, and strategies for reducing caregiver turnover. The review was drawn on existing studies and theoretical perspectives to highlight factors influencing caregiver retention and the implications of turnover in institutional childcare settings.

2.1 Causes of caregiver turnover at childcare institutions

Caregiver turnover is a major challenge in institutional childcare settings because it affects the stability and quality of care provided to vulnerable children. According to Meng et al. (2022), caregivers working in residential childcare environments often experience demanding responsibilities, including providing emotional support, supervision, and daily care for children who may have experienced trauma or neglect. These demanding responsibilities can lead to stress, emotional exhaustion, and burnout, which contribute significantly to turnover. When caregivers experience persistent stress without adequate support, they may choose to leave their jobs in search of less demanding employment opportunities (Kim & Lee, 2021; Zhang et al., 2023).

Job stress and workload are widely recognized as major causes of employee turnover in care institutions. Akiteng (2024) found that heavy workloads, poor working conditions, and inadequate staffing levels contribute significantly to employee attrition

in care-related sectors. Caregivers often manage multiple responsibilities simultaneously, including child supervision, administrative tasks, and counseling roles. When institutions fail to provide sufficient staffing levels or supportive working conditions, caregivers may feel overwhelmed and unable to effectively perform their duties (Nabukenya & Kato, 2021; Osei et al., 2022). As a result, they may leave their positions to seek better working environments (Mwangi et al., 2023).

Low remuneration and limited financial incentives also contribute to caregiver turnover. According to Boatman et al. (2022), employees in care professions often receive relatively low wages compared to the emotional and physical demands of their work. Caregivers may feel that their compensation does not adequately reflect the responsibilities they undertake. In many childcare institutions, limited funding restricts the ability to offer competitive salaries or benefits (Kiggundu et al., 2021; Ssenyonga & Namusoke, 2022). Consequently, caregivers may seek employment opportunities in other sectors that provide higher pay and better financial stability (Okello et al., 2023).

Lack of professional development opportunities is another factor contributing to caregiver turnover. Kosnin (2024) argues that employees are more likely to remain in organizations that provide opportunities for career growth, training, and skill development. In childcare settings, caregivers often require continuous training in child development, trauma-informed care, and counseling techniques. When institutions fail to provide adequate professional development programs, caregivers may feel stagnated and unmotivated (Kato & Babirye, 2021; Twinomugisha et al., 2022). This lack of career

progression opportunities encourages employees to seek employment in organizations that offer better prospects for advancement (Achieng et al., 2023).

Organizational leadership and management practices also influence caregiver retention. Ghamrawi (2023) notes that ineffective leadership, lack of communication, and limited employee participation in decision-making processes can lead to dissatisfaction among staff members. Caregivers who feel undervalued or excluded from organizational processes may lose motivation and commitment to their work (Namirembe & Ssekiziyivu, 2021; Odoch et al., 2022). Conversely, institutions with supportive leadership and transparent management practices tend to experience lower staff turnover (Baluku et al., 2023).

Work-life balance is another important factor influencing caregiver turnover. According to Williams (2023), employees who struggle to balance professional responsibilities with personal life demands are more likely to experience burnout and leave their jobs. Caregivers in residential institutions often work long hours, including night shifts and weekends, which may interfere with family and personal commitments. When institutions fail to provide flexible schedules or adequate leave policies, caregivers may seek alternative employment that allows them to maintain a healthier work-life balance (Nansubuga et al., 2021; Kusi et al., 2022).

The emotional demands of caregiving also contribute significantly to turnover. Gillespie (2024) explains that caregivers working with vulnerable children frequently encounter emotionally challenging situations, including trauma, behavioral difficulties, and psychological distress among children. Continuous exposure to such experiences can

lead to compassion fatigue and emotional burnout (Mugisha et al., 2021; Atwine et al., 2022). Without adequate psychological support or counseling services, caregivers may find it difficult to cope with these challenges and eventually leave their roles (Asiimwe et al., 2023).

Organizational culture is another important factor contributing to caregiver turnover in childcare institutions. A positive organizational culture fosters teamwork, respect, and shared values among staff, which enhances job satisfaction and retention. However, in environments where there is poor collaboration, lack of recognition, and weak interpersonal relationships, caregivers may feel isolated and demotivated. Such negative work environments can increase dissatisfaction and encourage employees to leave the organization (Kanyike et al., 2021; Ssekamatte et al., 2022; Tumwesigye et al., 2023).

Job insecurity and lack of employment stability also contribute to caregiver turnover. Caregivers working under short-term contracts or uncertain employment conditions may feel anxious about their future within the organization. This uncertainty can reduce commitment and motivation, leading caregivers to seek more stable employment opportunities elsewhere. Institutions that fail to provide clear job security measures may experience higher turnover rates as employees prioritize long-term stability and career assurance (Nuwagaba et al., 2021; Kyomuhendo et al., 2022; Wanyama et al., 2023).

Limited involvement in decision-making processes further contributes to caregiver turnover. When caregivers are not given opportunities to participate in decisions that

affect their work, they may feel undervalued and disconnected from the organization. Employee participation enhances a sense of ownership and commitment, which is essential for retention. Conversely, exclusion from decision-making processes reduces morale and increases the likelihood of turnover among caregivers (Nakate et al., 2021; Babirye et al., 2022; Ocen et al., 2023)

2.2 Consequences of caregiver turnover on children

Caregiver turnover has significant consequences for children living in institutional childcare settings because it disrupts the stability of relationships and care routines. Meng et al. (2022) emphasize that consistent caregiver-child relationships are essential for fostering trust, emotional security, and healthy psychological development among vulnerable children. When caregivers frequently leave their positions, children may struggle to build strong emotional attachments with new caregivers. This lack of continuity in caregiving relationships can negatively affect children's emotional wellbeing and sense of security (Kim & Lee, 2021; Zhang et al., 2023).

Frequent caregiver turnover can also hinder the development of trust between children and caregivers. Gillespie (2024) argues that children who have experienced neglect or trauma require stable and predictable relationships to rebuild trust in adults. When caregivers leave frequently, children may develop feelings of abandonment or insecurity. This situation may cause children to withdraw emotionally or exhibit behavioral challenges as they attempt to cope with repeated changes in caregivers (Mugisha et al., 2021; Atwine et al., 2022).

Another consequence of caregiver turnover is disruption of daily routines and caregiving practices. According to Little and Green (2022), consistent routines are important for helping children feel safe and supported in institutional environments. When caregivers leave, new staff members must adapt to the institution's routines and the specific needs of each child. During this adjustment period, children may experience inconsistencies in discipline, guidance, and emotional support, which can negatively affect their development and behavior (Nabukenya & Kato, 2021; Osei et al., 2022).

Caregiver turnover may also affect children's academic and social development. Byrne (2022) notes that caregivers often play a supportive role in children's education by assisting with homework, monitoring school attendance, and encouraging learning. When caregivers leave, children may lose important sources of motivation and academic support. This disruption may lead to reduced academic engagement and lower educational outcomes for children living in institutional care (Okello et al., 2023; Mwangi et al., 2023).

The emotional wellbeing of children may also be affected by repeated caregiver changes. Dumitru and Halpern (2023) explain that children living in care institutions often require emotional stability to overcome past trauma. High caregiver turnover may create an environment characterized by uncertainty and instability, making it difficult for children to feel secure. In some cases, children may develop anxiety, attachment difficulties, or behavioral problems as a result of unstable caregiving relationships (Asiimwe et al., 2023; Kusi et al., 2022).

Institutional effectiveness may also decline due to high caregiver turnover. According to Blanco et al. (2022), frequent staff turnover disrupts organizational operations, increases recruitment and training costs, and reduces overall service quality. For childcare institutions, this can translate into reduced consistency in caregiving approaches and limited capacity to provide individualized attention to children. Consequently, caregiver turnover not only affects children but also undermines the effectiveness of the institution's mission (Baluku et al., 2023; Nansubuga et al., 2021).

Caregiver turnover can also lead to weakened emotional attachment and bonding among children in institutional care. Strong attachment relationships are essential for children's psychological growth and sense of belonging. When caregivers frequently change, children may find it difficult to form deep emotional connections, which are necessary for their development. This disruption may result in feelings of loneliness and emotional detachment, ultimately affecting their ability to build relationships later in life (Kanyike et al., 2021; Ssekamatte et al., 2022; Tumwesigye et al., 2023).

Frequent changes in caregivers may also contribute to increased behavioral problems among children. Children who experience instability in caregiving relationships may express their frustrations through aggression, withdrawal, or defiance. The lack of consistent guidance and discipline can make it difficult for children to develop appropriate social behaviors. As a result, children may struggle with emotional regulation and interpersonal interactions within the institution and beyond (Nakate et al., 2021; Babirye et al., 2022; Ocen et al., 2023).

Caregiver turnover may further reduce the quality of individualized care provided to children. New caregivers often require time to understand each child's unique needs, preferences, and history. During this transition period, children may not receive the personalized attention necessary for their growth and wellbeing. This can lead to unmet emotional and developmental needs, ultimately affecting their overall quality of life within the institution (Nuwagaba et al., 2021; Kyomuhendo et al., 2022; Wanyama et al., 2023).

2.3 Strategies for reducing caregiver turnover in childcare institutions

Reducing caregiver turnover requires implementing strategies that address the underlying causes of employee dissatisfaction and burnout. One important strategy is improving working conditions and reducing excessive workloads. Akiteng (2024) suggests that organizations can reduce employee turnover by ensuring adequate staffing levels and distributing responsibilities more evenly among staff members. When caregivers have manageable workloads, they are in a better position to perform their duties effectively and maintain job satisfaction (Nabukenya & Kato, 2021; Osei et al., 2022).

Providing competitive salaries and financial incentives is another strategy that can enhance caregiver retention. According to Boatman et al. (2022), employees are more likely to remain in organizations that offer fair compensation and benefits. Institutions can introduce incentives such as performance bonuses, housing support, or health benefits to motivate caregivers and improve job satisfaction. Financial recognition

helps caregivers feel valued and appreciated for the important work they perform (Kiggundu et al., 2021; Ssenyonga & Namusoke, 2022).

Professional development opportunities also play a critical role in reducing turnover. Kosnin (2024) emphasizes that training programs and career development initiatives can increase employees' commitment to their organizations. Childcare institutions can provide regular training in areas such as child psychology, trauma-informed care, and counseling skills. These opportunities not only enhance caregivers' competence but also demonstrate the institution's investment in their professional growth (Twinomugisha et al., 2022; Achieng et al., 2023).

Supportive leadership and effective management practices are also essential for improving caregiver retention. Ghamrawi (2023) notes that organizations with transparent communication, participatory decision-making, and supportive supervision experience lower employee turnover. Leaders who recognize caregivers' contributions and provide constructive feedback help build a positive work environment. When caregivers feel respected and supported, they are more likely to remain committed to their roles (Namirembe & Ssekiziyivu, 2021; Baluku et al., 2023).

Psychological support services are another important strategy for reducing caregiver burnout. According to Gillespie (2024), caregivers working with vulnerable children often require emotional support to cope with the challenges of their work. Institutions can provide counseling services, peer support groups, and stress management programs to help caregivers manage emotional demands. Such support systems contribute to

improved mental wellbeing and job satisfaction (Mugisha et al., 2021; Atwine et al., 2022).

Flexible work arrangements and improved work-life balance can also help reduce turnover. Williams (2023) explains that employees are more likely to remain in organizations that accommodate their personal and family responsibilities. Childcare institutions can implement flexible schedules, adequate leave policies, and shift rotations to ensure caregivers have sufficient time for rest and personal commitments (Nansubuga et al., 2021; Kusi et al., 2022).

Recognition and appreciation programs are another strategy for enhancing caregiver motivation and retention. Fasanmi (2025) suggests that organizations that acknowledge employees' contributions through awards, promotions, or public recognition create a positive workplace culture. When caregivers feel valued for their work, they are more likely to remain committed to the organization (Okello et al., 2023; Mwangi et al., 2023).

Enhancing organizational culture is another effective strategy for reducing caregiver turnover in childcare institutions. A positive and inclusive work environment promotes teamwork, mutual respect, and a sense of belonging among caregivers. When institutions foster open communication, collaboration, and shared values, employees are more likely to feel satisfied and committed to their roles. A supportive organizational culture can significantly reduce stress levels and improve overall job satisfaction among caregivers (Kanyike et al., 2021; Ssekamatte et al., 2022; Tumwesigye et al., 2023).

Improving job security and employment stability is also essential in retaining caregivers. Providing long-term contracts, clear career paths, and assurance of continued employment can increase caregivers' confidence and commitment to the organization. When employees feel secure in their positions, they are less likely to seek alternative employment opportunities. Institutions that prioritize job stability tend to experience lower turnover rates and improved staff retention (Nuwagaba et al., 2021; Kyomuhendo et al., 2022; Wanyama et al., 2023).

Encouraging employee participation in decision-making processes is another strategy that can enhance caregiver retention. When caregivers are involved in decisions that affect their work, they develop a sense of ownership and responsibility towards the organization. This participation improves morale, motivation, and commitment to institutional goals. Conversely, organizations that exclude employees from decision-making may experience dissatisfaction and higher turnover rates, making participatory management a key strategy for retention (Nakate et al., 2021; Babirye et al., 2022; Ocen et al., 2023).

2.4 Summary of the literature review

The literature reviewed shows that caregiver turnover in childcare institutions is influenced by several factors including heavy workload, job stress, low remuneration, limited professional development opportunities, and poor leadership practices (Meng et al., 2022; Akiteng, 2024; Boatman et al., 2022; Ghamrawi, 2023). Emotional demands and poor work-life balance further contribute to burnout and the decision of caregivers to leave their positions (Williams, 2023; Gillespie, 2024). The review also indicates that

high caregiver turnover negatively affects children by disrupting emotional attachments, weakening trust, and causing instability in daily routines and caregiving practices (Meng et al., 2022; Little & Green, 2022). This instability may also affect children's academic performance and emotional wellbeing (Byrne, 2022; Dumitru & Halpern, 2023). In addition, turnover increases operational costs and reduces institutional effectiveness (Blanco et al., 2022). Scholars therefore recommend strategies such as improving working conditions, providing competitive salaries, and offering professional development opportunities (Akiteng, 2024; Boatman et al., 2022; Kosnin, 2024). Supportive leadership, psychological support services, flexible work arrangements, and employee recognition are also important in enhancing caregiver retention (Ghamrawi, 2023; Gillespie, 2024; Williams, 2023; Fasanmi, 2025).

2.5 Research gap

Although previous studies by Akiteng (2024), Gillespie (2024), Meng et al. (2022), and Boatman et al. (2022) had examined employee turnover in care-related sectors, most of these studies focus on general workforce challenges such as job stress, remuneration, and working conditions. Few studies had specifically examined caregiver turnover within institutional childcare organizations that care for vulnerable children. In addition, much of the existing literature focused on the causes of turnover without fully examining the consequences of caregiver turnover on children living in care institutions. Furthermore, limited research had explored practical strategies that organizations can adopt to improve caregiver retention in specific institutional contexts. Therefore, there was limited empirical evidence addressing the causes, consequences, and possible strategies to caregiver turnover within Watoto Childcare Ministries. This study therefore

sought to explore the causes and consequences of caregiver turnover and identify strategies that can reduce caregiver turnover in order to enhance the stability and quality of care provided to children.

2.6 Transitional Paragraph

Having reviewed relevant literature on causes and consequences of caregiver turnover and possible strategies that will improve caregiver retention, the next chapter presented the research methodology that was used in the study. It described the research design, study population, target population, sample size, sampling techniques, data collection methods, data collection procedures, data analysis techniques, ethical considerations, and limitations of the study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presented the research methodology that was used in the study. It described the research design, study population, target population, sample size, sampling techniques, data collection methods, data collection procedures, data analysis techniques, ethical considerations, and limitations of the study. These methodological approaches guided the researcher in collecting and analyzing data on the causes and consequences of caregiver turnover at Watoto Childcare Ministries.

3.1 Research Design

The study employed a qualitative case study research design. A case study design is a research approach that involves an in-depth investigation of a particular individual, group, or organization within its real-life context in order to gain a deeper understanding of a specific phenomenon (Yin, 2018). In this study, the case was Watoto Childcare Ministries, where the researcher explored the causes and consequences of caregiver turnover within the organization. The qualitative case study design enabled the researcher to obtain rich and detailed information from current and former caregivers, supervisors, and administrative staff working at Watoto Childcare Ministries. This design was appropriate because it allowed the researcher to examine participants' experiences, perceptions, and views regarding caregiver turnover within the institutional context.

3.2 Population

The study considered a population of 75 people from Watoto Childcare Ministries in Suubi children's village located in Mpigi District. The study consisted of the current and former caregivers, supervisors, and administrative staff working at Watoto Childcare Ministries a faith-based residential childcare organization dedicated to providing holistic care and family-based support to orphaned and vulnerable children.

3.3 Target Population

The researcher targeted 50 individuals from Watoto Childcare Ministries who were directly involved in caregiving and management activities. These included current and former caregivers, childcare supervisors, and administrative staff members. Caregivers were targeted because they were directly responsible for providing daily care and emotional support to children. Supervisors were included because they oversee caregiving activities and monitor staff performance, while administrative staff was selected due to their involvement in staff recruitment, training, and management.

The qualitative nature of the study emphasized in depth rather than large numbers of respondents. Therefore, the selected respondents were expected to provide detailed insights into the factors influencing caregiver turnover and its effects on children and the institution.

3.4 Sample Size determination and selection

Qualitative studies prioritize depth over breadth; therefore, the sample size was determined based on information richness and the attainment of data saturation rather than statistical representation (Hennink & Kaiser, 2022). A sample refers to a group of individuals selected from a population to represent the entire population in a research study (Bhardwaj, 2019). According to Stratton (2021), an appropriate sample should be sufficiently large to provide meaningful insights while still allowing for an in-depth understanding of the research problem. In line with these principles, the study considered a sample size of 32 respondents drawn from different categories of staff at Watoto Childcare Ministries. These included 23 caregivers, 5 childcare supervisors, and 4 administrative staff, all selected using purposive sampling. This approach ensured that participants with relevant knowledge and experience regarding caregiver turnover were included in the study.

Mason (2010) argues that most qualitative studies typically employ sample sizes ranging between 15 and 50 participants, as such sizes are adequate for generating detailed and meaningful data. Similarly, Subedi (2021) notes that qualitative research relies on relatively small samples to facilitate a deeper exploration of a phenomenon rather than to produce statistical generalizations. However, the final sample size was guided by the principle of data saturation, where data collection continued until no new information or themes emerged (Glaser & Strauss, 2017). The participants were selected using maximum variation sampling, a type of purposive sampling that involves selecting respondents from a wide range of characteristics relevant to the study (Etikan et al.,

2015). This technique enabled the inclusion of diverse perspectives across different staff categories, thereby enhancing the comprehensiveness and richness of the findings.

The table below shows the sample size and sampling techniques to be used in the study.

Category of respondents	Sample size	Sampling technique
Caregivers (Former & current)	23	Purposive sampling
Childcare supervisors	5	Purposive sampling
Administrative staff	4	Purposive sampling
Total	32	

Source: Authors own computation, 2026

3.5 Sampling Technique

3.5.1 Purposive Sampling Technique

Purposive sampling is a non-probability sampling technique where respondents are selected based on their knowledge, experience, and relevance to the study objectives (Kotler, 2013). This sampling technique was used to select caregivers, supervisors, and administrative staff because they possessed direct experience with childcare services and organizational operations.

Purposive sampling enabled the researcher to select individuals who were knowledgeable about caregiver responsibilities, working conditions, and staff turnover within Watoto Childcare Ministries. The inclusion criteria included staff members who had worked in the organization for at least six months and were willing to participate in the study. These respondents were expected to provide reliable and detailed information regarding the causes and consequences of caregiver turnover.

3.6 Data Collection Methods

This study employed qualitative data collection methods to generate in-depth, experience-based insights into caregiver turnover at Watoto Childcare Ministries. Multiple methods were used to enhance data richness and triangulation.

3.6.1 Data collection methods

Data for this study was collected using in-depth interviews, Key informant interviews and focus group discussions.

3.6.1.1 In-depth Interviews

In-depth interviews were used as one of the main methods of data collection in this study. The purpose of the interviews was to explore the views, experiences, and perceptions of caregivers regarding the causes and consequences of caregiver turnover at Watoto Childcare Ministries. This method allowed the researcher to obtain detailed information and clarification on issues related to working conditions, emotional demands, remuneration, management practices, and other factors that influence caregivers' decisions to leave the institution. The interviews were conducted with caregivers who had left Watoto Childcare Ministries within the last six months but were willing to participate in the study. These respondents were considered appropriate because they had recent experience working within the institution and provided firsthand information about the factors that contributed to their decision to leave. The interviews were conducted using an interview guide to ensure that all relevant topics related to the study objectives were covered while also allowing respondents the flexibility to express their opinions freely.

3.6.1.2 Key Informant Interviews

Key informant interviews were also conducted to obtain in-depth information from individuals who held leadership and management roles at Watoto Childcare Ministries. These interviews were conducted with childcare supervisors and administrative staff because they possessed extensive knowledge about institutional policies, staff management practices, and operational challenges related to caregiver turnover. Their insights helped the researcher understand organizational factors that contributed to caregiver turnover as well as the strategies currently used by the institution to retain caregivers. Key informant interviews provided valuable information about institutional experiences, policy implementation, and management perspectives on caregiver retention and the impact of turnover on children under institutional care. This method therefore complemented the information obtained from caregivers and provided a broader understanding of the issue being studied.

3.6.1.3 Focus Group Discussion Guide

Focus group discussions were conducted with caregivers working at Watoto Childcare Ministries. The caregivers were grouped into relatively homogeneous groups to allow them to freely share their experiences and opinions about their work environment.

Each focus group discussion consisted of six participants. The discussions were guided by a structured discussion guide prepared by the researcher. Focus group discussions allowed participants to interact, share experiences, and discuss common challenges related to caregiving responsibilities, work stress, and job satisfaction. These discussions also helped the researcher gather diverse perspectives on the causes and consequences of caregiver turnover.

3.6.2 Data Collection Procedure

Data collection followed a systematic process guided by qualitative research principles. Before beginning the study, the researcher obtained an introductory letter from the university, which was presented to the management of Watoto Childcare Ministries to request permission to conduct the research.

After receiving approval, the researcher contacted potential participants and explained the purpose and objectives of the study. Participants who agree to participate were scheduled for interviews or focus group discussions.

Interviews were conducted with supervisors and administrative staff in quiet offices within the organization to ensure privacy and confidentiality. Focus group discussions were conducted with caregivers in a comfortable and neutral location within the childcare facility.

During the interviews and discussions, the researcher used an interview guide to ensure that all relevant topics were covered. The researcher also took notes to capture important responses and observations. After completing the data collection process, the researcher reviewed and organized the collected data for analysis.

3.7 Trustworthiness of the Study

To ensure rigor in this qualitative study, the researcher will apply the trustworthiness criteria proposed by Lincoln and Guba (1985) and refined in recent qualitative research. Trustworthiness in qualitative research was ensured through credibility, dependability, confirmability, and transferability. These criteria helped to ensure that the findings of

the study on the causes and consequences of caregiver turnover at Watoto Childcare Ministries were accurate, reliable, and meaningful.

3.7.1 Credibility

Credibility refers to the confidence in the truth of the findings. In this study, credibility was enhanced through prolonged engagement with participants and triangulation of data sources. The researcher collected information through interviews, focus group discussions, and key informant interviews with caregivers, supervisors, and administrative staff. In addition, member checking were conducted by sharing summaries of findings with selected participants to confirm the accuracy of the interpretations. These techniques helped ensure that the findings accurately reflect the experiences and views of the participants.

3.7.2 Dependability

Dependability refers to the consistency and reliability of the research findings over time. In order to ensure dependability, the researcher maintained a clear audit trail throughout the research process. This included detailed documentation of methodological decisions, data collection procedures, interview processes, coding procedures, and theme development. Keeping such records allowed the research process to be transparent and traceable.

3.7.3 Confirmability

Confirmability refers to the extent to which the findings are shaped by the participants rather than researcher bias or personal assumptions. To enhance confirmability, the researcher maintained reflexive notes during the research process to reflect on

personal perspectives and ensure that interpretations remain grounded in participants' responses. The use of direct quotations from participants further helped to support the findings and demonstrate that conclusions were based on the participants' narratives.

3.7.4 Transferability

Transferability refers to the extent to which the findings can be applied to other contexts or settings. In this study, the researcher provided detailed and rich descriptions of the study context, participants, and the caregiving environment at Watoto Childcare Ministries. These thick descriptions enabled readers and other researchers to determine whether the findings were applicable to similar residential childcare institutions or caregiving settings (Rose & Johnson, 2020).

3.8 Data Analysis

Data analysis refers to the process of organizing, examining, and interpreting collected data to identify meaningful patterns and conclusions. In this study, qualitative data obtained from interviews and focus group discussions was analyzed using thematic analysis.

According to Bengtsson (2016), content analysis is a systematic technique used to interpret textual data by identifying themes, patterns, and meanings. The researcher first transcribed the information collected during interviews and focus group discussions. The transcripts were read several times to gain a deeper understanding of the responses.

After familiarization with the data, the researcher coded the information by identifying important statements and grouping them into categories. These categories were later organized into themes related to the causes of caregiver turnover, the consequences of caregiver turnover on children, and possible strategies for improving caregiver retention. This process enabled the researcher to interpret participants' experiences and develop meaningful conclusions regarding caregiver turnover at Watoto Childcare Ministries.

3.9 Ethical Considerations

Ethical considerations were observed throughout the study to ensure the protection and rights of participants. Informed consent: Participants were informed about the purpose and objectives of the study before participating. They were also informed that participation was voluntary and that they had the right to withdraw from the study at any time. Consent was obtained from each participant before conducting interviews or discussions.

Confidentiality and privacy: The researcher ensured that participants' identities and personal information remained confidential. Names of participants were not included in the research report. Instead, codes or pseudonyms were used to protect participants' privacy.

Protection from harm: The researcher ensured that participants were not exposed to any physical, emotional, or psychological harm during the study. Participants were treated with respect, and their responses were handled with sensitivity and professionalism.

3.10 Limitations of the Study

Some respondents were reluctant to share detailed information about their experiences due to fear of possible repercussions within the organization. To address this challenge, the researcher assured participants that the information collected was used strictly for academic purposes and that confidentiality was maintained.

Time constraints limited the number of respondents who were to participate in the study. However, the researcher ensured that the selected respondents had sufficient experience and knowledge to provide meaningful information relevant to the study objectives.

3.11 Summary

Having presented the research methodology that was used in the study by describing the research design, study population, target population, sample size, sampling techniques, data collection methods, data collection procedures, data analysis techniques, ethical considerations, and limitations of the study. The next chapter covers data presentation, analysis and interpretation of findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents, analyzes, and interprets the qualitative findings of the study on caregiver turnover at Watoto Childcare Ministries. The analysis is guided by the study objectives, which include exploring the causes of caregiver turnover, examining its consequences on children, and identifying strategies that can be used to reduce turnover within the organization.

The chapter adopts a thematic approach to data analysis, where findings are organized around key themes and sub-themes derived through systematic coding of data collected from in-depth interviews, key informant interviews, and focus group discussions. The analysis moves beyond mere description of participants' responses to provide an explanation of the underlying factors shaping caregiver turnover and its effects on children within institutional care settings.

To ensure coherence and analytical clarity, each section of the chapter begins with the presentation of empirical evidence drawn from participants' experiences, followed by interpretation of the patterns observed and an explanation of how these findings relate to the study objectives. The analysis also highlights how organizational conditions, caregiving demands, and support systems interact to influence caregiver retention and the quality of care provided to children. This structure enables a comprehensive

understanding of caregiver turnover as both an organizational and child welfare concern.

4.1 Analytical Thematic Map

This section presents the analytical framework used to organize and interpret the qualitative findings of the study. The framework maps each research objective to its corresponding theme and sub-themes, while also highlighting the analytical focus that guides the interpretation of the findings. This structure ensures that the analysis remains aligned to the study objectives and facilitates a systematic examination of the causes and consequences of caregiver turnover, as well as the strategies for improving caregiver retention at Watoto Childcare Ministries.

The thematic organization enables the study to move beyond surface-level description by examining how and why specific patterns occur, where within the organizational context these issues originate, and how they influence both caregivers and children. The sub-themes capture recurring experiences and perceptions shared by participants, while the analytical focus provides a lens through which the underlying mechanisms and relationships are interpreted.

Table 4.1: Analytical Thematic Map

Research Objective	Main Theme (Chapter Section)	Sub-Themes	Analytical Focus (How/Why/Where)
To explore the causes of caregiver turnover at Watoto Childcare Ministries	Theme 1: Causes of Caregiver Turnover (4.2)	- Workload and job demands - Emotional demands and burnout - Financial constraints and remuneration - Limited career growth opportunities - Working conditions and organizational support - Recognition and appreciation - Availability of facilities and resources - Limited personal time and rest - Emotional strain in daily work	How organizational and job-related factors influence caregivers' decisions to leave; why turnover persists; where pressures originate within caregiving and management systems. High workloads, emotional stress, low pay, and limited career growth drove caregivers to seek alternative employment.
To examine the consequences of caregiver turnover on children at Watoto Childcare Ministries	Theme 2: consequences of caregiver turnover on children (4.3)	- Emotional and psychological wellbeing of children - Importance of stable relationships for emotional development - Role of consistent caregivers in providing security -	How caregiver turnover affects children's emotional, social, and cognitive development; why instability emerges in caregiving units; where the effects are most visible in daily childcare practices.

		Impact on continuity and quality of care - Contribution of experienced caregivers to consistent practices - Teamwork and support during staff transitions - Challenges in replacing caregivers - Orientation and supervision of new staff - Difficulty replacing experienced caregivers - Impact on overall functioning of the institution - Increased workload for remaining staff - Importance of stability among caregivers - Children's emotional reactions to caregiver departures - Effect of duration of caregiver-child relationship - Impact on caregiver-child relationships - Impact on children's	Frequent turnover disrupted routines, created emotional distress, affected caregiver-child attachment, reduced care quality, and increased workload for remaining staff. Strong teamwork and consistent caregivers mitigated some negative effects, but instability persisted.
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		care and development - Impact on teamwork among caregivers - - Children's responses observed in focus group discussions - - Emotional wellbeing of children during turnover - - Effect on quality and continuity of childcare services - - Challenges faced by remaining caregivers	
To suggest strategies to reduce caregiver turnover at Watoto Childcare Ministries	Theme 3: strategies to reduce caregiver turnover (4.4)	- Implemented strategies (training, mentorship, medical cover, provident fund) - Team-building activities and staff recognition - - Improved remuneration and financial incentives - - Wellness and emotional support programs - - Supportive management (open communication, participatory decision-making) - - Recognition,	How proposed strategies address root causes of turnover; why certain interventions are effective; where organizational efforts should be focused to improve caregiver retention. Strategies focused on improving skills, emotional support, fair remuneration, recognition, career growth, teamwork, and supportive work environments to enhance caregiver satisfaction and commitment,

		professional development, and fair workload distribution - Career progression and psychosocial interventions - Teamwork, open dialogue, and sense of belonging - Improved working conditions (caregiver-child ratio, facilities) - Continuous training, counseling, and incentives - Positive organizational culture, job security, and three-year contracts - Focus group insights on motivation and retention	ultimately benefiting both staff and children.
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4.2 Causes of Caregiver Turnover at Watoto Childcare Ministries

4.2.1 Recurring Challenge of Caregiver Turnover

From the interviews the researcher held with respondents on how the current situation of caregiver turnover appeared at Watoto Childcare Ministries, the interviews revealed that turnover among caregivers was a recurring challenge that affected the continuity of childcare services. Respondents reported that although many caregivers joined the

organization with strong commitment and compassion for children, a number of them left after a period of service. The departure of caregivers was reported to create gaps in caregiving teams and sometimes required frequent recruitment and training of new staff. Caregiver turnover was therefore perceived as an issue that required attention to maintain stability in childcare provision (KIS2, KIS5).

4.2.2 Impact on Children and Adjustment Challenges

Respondents also indicated that the frequent movement of caregivers created adjustments for both children and staff members. Children were reported to develop emotional bonds with caregivers, and when these caregivers left, it sometimes disrupted the children's sense of stability. Supervisors explained that new caregivers had to undergo orientation and adaptation before fully understanding the needs of the children. As a result, turnover occasionally affected the smooth functioning of caregiving units within the organization (KIS3, KIS6, KIS11).

4.2.3 Increased Workload for Remaining Staff

The respondents further noted that although turnover existed, the organization continued to rely on committed individuals who were passionate about serving vulnerable children. However, the need to frequently replace caregivers sometimes increased the workload for the remaining staff members. This situation required supervisors and administrators to constantly provide guidance and support to maintain the quality of childcare services offered at the institution (KIS4, KIS12, KIS13).

“In many cases caregivers join with a strong desire to help children, but after some time some of them leave for other opportunities. When that happens, it becomes

necessary to recruit new caregivers and train them again, which can affect the continuity of care for the children” (KIS3).

“We sometimes observe that caregivers leave after gaining experience in the organization. While the institution continues to support children effectively, replacing experienced caregivers can take time and requires additional supervision and guidance” (KIS12).

4.2.4 Workload and Emotional Demands

The study findings from interviews on the major factors that led caregivers to leave their positions revealed that workload and emotional demands were among the most frequently mentioned reasons. Respondents explained that caregiving required constant attention, patience, and emotional commitment in supporting children’s daily needs. Managing several children at the same time, while also ensuring their safety and well-being, was reported to be physically and emotionally demanding. These demands influenced some caregivers to consider other employment opportunities (KIS1, KIS11).

4.2.5 Financial Considerations

The respondents also highlighted financial considerations as another factor that contributed to caregiver turnover. Although many caregivers joined the organization due to their passion for supporting vulnerable children, some later sought employment opportunities that offered better financial rewards or improved living conditions. Respondents noted that economic responsibilities and personal financial needs sometimes influenced caregivers to leave their positions (KIS7, KIS13).

4.2.6 Limited Opportunities for Professional Growth

The other factor reported by respondents was limited opportunities for professional growth within the caregiving roles. Some caregivers expressed the desire to advance their careers through further training, education, or promotion. When such opportunities were perceived to be limited, caregivers sometimes chose to seek employment in other organizations where career development prospects were more visible (KIS2, KIS12).

“Many caregivers genuinely care about the children, but the work can be emotionally demanding because they are responsible for many children every day. After some time, some of them feel exhausted and decide to look for other jobs” (KIS1).
“I have noticed that some caregivers leave when they find opportunities that offer better financial benefits or career advancement. Even though they value the work they do here, they also have personal responsibilities to meet” (KIS13).

4.2.7 Influence of Working Conditions on Retention

The interviews from the question that from the respondents' experience, how did working conditions influence caregivers' decisions to remain in or leave their jobs, it was revealed that working conditions played an important role in influencing caregivers' decisions to remain in or leave their jobs at Watoto Childcare Ministries. Respondents explained that caregiving required long working hours, emotional involvement, and constant supervision of children. When caregivers experienced supportive supervision, manageable workloads, and positive working relationships with colleagues, they were more likely to remain committed to their roles (KIS2, KIS5).

4.2.8 Recognition and Appreciation as Motivational Factors

Respondents also noted that recognition and appreciation from supervisors and administrators contributed positively to caregivers' motivation. Caregivers who felt valued for their efforts and contributions were reported to demonstrate higher levels of job satisfaction and commitment to the organization. Positive communication and supportive leadership were therefore viewed as important factors in retaining caregivers (KIS3, KIS6, KIS11).

4.2.9 Availability of Adequate Facilities and Resources

Furthermore, the availability of adequate facilities and resources was reported to influence caregivers' working experiences. When caregivers had access to appropriate childcare materials, safe environments, and clear work guidelines, they were better able to perform their duties effectively. Conversely, inadequate resources sometimes created frustration and reduced job satisfaction among caregivers (KIS4, KIS12, KIS13).

“Caregivers tend to remain longer in the organization when they feel supported by their supervisors and colleagues. A positive working environment encourages them to continue serving the children with dedication” (KIS3).

“When caregivers feel appreciated and have the resources they need to do their work properly, they are more motivated to stay. Good working conditions play a big role in whether someone decides to remain in the organization” (KIS12).

4.2.10 Emotional Strain in Daily Work

The interviews on what challenges did caregivers face in their work that contributed to turnover further revealed that caregivers faced several challenges in their daily work that contributed to turnover. One of the major challenges identified was emotional strain resulting from close interactions with vulnerable children. Respondents explained that caregivers often developed strong emotional bonds with the children under their care. When children faced difficult circumstances or transitioned out of the organization, caregivers sometimes experienced emotional stress (KIS2, KIS6).

4.2.11 Managing Multiple Responsibilities

The other challenge reported was managing multiple responsibilities simultaneously. Caregivers were required to supervise children, provide emotional support, assist with daily routines, and maintain discipline within the caregiving environment. Balancing these responsibilities demanded significant patience and energy, and some caregivers found it difficult to sustain this level of commitment over long periods (KIS3, KIS9, KIS11).

4.2.12 Limited Time for Personal Life and Rest

Respondents also mentioned limited time for rest and personal life as a challenge associated with caregiving roles. The demanding nature of the work sometimes reduced the time caregivers could dedicate to their personal responsibilities and well-being. This imbalance between work and personal life occasionally influenced caregivers to leave their positions in search of employment with more manageable schedules (KIS5, KIS14).

“Working closely with children who have experienced difficult situations can sometimes be emotionally challenging. Caregivers become attached to them, and this emotional involvement can be draining over time” (KIS6).

“The responsibility of looking after many children at the same time requires constant attention. Some caregivers eventually feel overwhelmed by the workload and decide to pursue other opportunities” (KIS11).

4.2.13 Motivation to Work as Caregivers

From the interviews the researcher held with respondents on what motivated them to work as caregivers at Watoto Childcare Ministries, the interviews revealed that compassion for vulnerable children was the main factor that attracted many caregivers to the organization. Respondents reported that they joined the institution because they had a strong desire to support children who lacked parental care and guidance. Many caregivers expressed that serving children and contributing to their well-being was personally fulfilling. The opportunity to make a positive difference in the lives of disadvantaged children was therefore a strong motivation for joining the organization (KIS2, KIS5).

4.2.14 Influence of Organizational Mission and Values

Respondents also indicated that the mission and values of Watoto Childcare Ministries played an important role in influencing their decision to work in the organization. The institution's focus on nurturing, educating, and supporting vulnerable children appealed to individuals who were passionate about community service. Caregivers explained that working in an organization that prioritized child welfare and development gave them a sense of purpose and responsibility (KIS3, KIS6, KIS11).

4.2.15 Opportunities to Gain Experience

In addition, some respondents reported that employment opportunities and the chance to gain experience in childcare services influenced their decision to join the organization. Working as caregivers provided opportunities to develop skills in child development, supervision, and emotional support. These experiences were considered valuable for individuals interested in careers related to social work and childcare services (KIS4, KIS12, KIS13).

“I joined Watoto because I wanted to help children who do not have families to support them. The work allows us to guide them, care for them, and give them hope for the future, which is very fulfilling for many caregivers” (KIS3).

“Many caregivers are attracted to this work because they believe in the mission of the organization. They feel proud to be part of an institution that focuses on nurturing and protecting vulnerable children” (KIS12).

Triangulation

The triangulation of data from interviews and focus group discussions revealed consistent patterns regarding the causes of caregiver turnover at Watoto Childcare Ministries. Both data sources indicated that heavy workloads, emotional demands of caregiving, and financial concerns were major factors influencing caregivers to leave the organization (KIS1, FGD2, FGD8). Respondents consistently highlighted that the strong emotional attachment to children, combined with long working hours and demanding responsibilities, often created stress and fatigue that contributed to turnover (KIS6, FGD11). Limited opportunities for career advancement and professional development were also identified as key causes that reduced caregivers' motivation to remain in their roles (KIS2, FGD12). In addition, participants from both interviews and discussions emphasized that inadequate recognition and support sometimes lowered job satisfaction among caregivers. However, supportive supervision, teamwork, and access to adequate resources were reported to help improve caregiver commitment and retention (KIS3, FGD15). The convergence of these findings suggests that caregiver turnover is influenced by a combination of emotional, financial, and organizational factors. This triangulation strengthens the credibility of the study by confirming that the identified causes of turnover are consistently recognized across both interviews and focus group discussions.

4.3 Consequences of Caregiver Turnover on Children at Watoto Childcare Ministries

4.3.1 Emotional and Psychological Wellbeing of Children

From the interviews, the researcher found that frequent changes in caregivers sometimes disrupted the emotional stability of the children. Respondents reported that children often developed strong attachments to caregivers because they spent significant time with them daily. When caregivers left the organization, children sometimes experienced feelings of loss, confusion, and insecurity. These emotional reactions occasionally affected the children's sense of trust and comfort within the childcare environment (KIS2, KIS5).

4.3.2 Importance of Stable Relationships for Emotional Development

Respondents noted that stable relationships with caregivers were crucial for children's emotional development. When caregivers remained in their positions for long periods, children were able to build stronger bonds and feel supported in their growth. However, frequent caregiver changes sometimes required children to repeatedly adjust to new caregivers, which could affect their emotional wellbeing and confidence in forming relationships (KIS3, KIS6, KIS11).

4.3.3 Role of Consistent Caregivers in Providing Security

Respondents further explained that the presence of consistent caregivers helped children feel secure and valued. When turnover occurred, supervisors and administrative staff sometimes had to provide additional emotional support to help children adapt to new caregiving arrangements. This process required time and patience to restore stability in the childcare environment (KIS4, KIS12, KIS13).

“Children often become very attached to the caregivers who look after them every day. When a caregiver leaves, some children feel confused and upset because they have to adjust to a new person in their lives” (KIS3).

“Stable caregiving relationships are very important for children’s emotional development. When caregivers stay longer, children feel secure, but frequent changes can make it harder for them to build trust” (KIS12).

4.3.4 Impact on Continuity and Quality of Care

The study findings revealed that frequent staff changes sometimes disrupted established caregiving routines. Experienced caregivers were familiar with the children’s needs, behaviors, and daily schedules. When these caregivers left, new caregivers required time to learn and adapt to the children’s individual needs and responsibilities within the childcare homes (KIS1, KIS11).

4.3.5 Contribution of Experienced Caregivers to Consistent Practices

Respondents indicated that experienced caregivers contributed to consistent and effective caregiving practices. When caregivers remained in their roles longer, they could develop strong relationships with children and better understand how to guide their behavior and support development. Frequent replacements, however, sometimes created temporary gaps in service delivery while new caregivers underwent orientation and training (KIS7, KIS13).

4.3.6 Teamwork and Support During Staff Transitions

Respondents highlighted that teamwork among caregivers helped maintain the quality of care during staff transitions. Supervisors and other caregivers often provided support and guidance to newly recruited staff members to ensure children continued receiving proper attention and care. Despite these efforts, turnover still created challenges in maintaining consistent caregiving practices (KIS2, KIS12).

“Experienced caregivers know the children very well, including their routines and emotional needs. When a caregiver leaves, it takes time for a new person to understand those details and provide the same level of care” (KIS1).

“Continuity of care is very important because children benefit from stable routines and familiar caregivers. When there are frequent staff changes, it can temporarily affect how smoothly the caregiving activities run” (KIS13).

4.3.7 Challenges in Replacing Caregivers

Replacing caregivers who left their positions presented several challenges. Recruiting new caregivers required time and resources, including identifying suitable candidates and conducting training programs. This process ensured that new caregivers understood the organization’s policies and the specific needs of the children (KIS2, KIS5).

4.3.8 Orientation and Supervision of New Staff

Newly recruited caregivers required orientation and supervision before they could fully perform their duties effectively. During this adjustment period, supervisors and experienced staff provided additional guidance, which sometimes placed extra pressure on existing staff members (KIS3, KIS6, KIS11).

4.3.9 Difficulty Replacing Experienced Caregivers

Experienced caregivers possessed valuable knowledge about children's behavior and needs. When they left, it sometimes took time for new caregivers to establish similar relationships and levels of trust with the children (KIS4, KIS12, KIS13).

“Recruiting new caregivers takes time because the organization has to ensure that the right people are selected and trained to work with the children. This process requires careful preparation” (KIS3).

“Experienced caregivers understand the children very well, so replacing them can be challenging. New caregivers need time to build trust and learn how to manage the children effectively” (KIS12).

4.3.10 Impact on Overall Functioning of the Institution

Caregiver turnover affected the overall functioning of Watoto Childcare Ministries. Frequent changes in caregiving staff sometimes disrupted established work routines and required constant adjustments within caregiving teams. Supervisors and administrators often had to reorganize schedules and responsibilities to ensure childcare services continued effectively (KIS2, KIS5).

4.3.11 Increased Workload for Remaining Staff

Turnover sometimes increased the workload for remaining staff. Other caregivers temporarily took on additional responsibilities until replacements were recruited and trained, occasionally creating pressure within caregiving teams (KIS6, KIS10, KIS11).

4.3.12 Importance of Stability Among Caregivers

Maintaining stability among caregivers contributed positively to the institution's ability to provide consistent childcare services. When caregivers remained committed, the institution was better able to maintain strong relationships with children and deliver quality care. Reducing turnover was therefore important for ensuring smooth functioning (KIS3, KIS12, KIS14).

“When caregivers leave, supervisors must reorganize the schedules and assign extra responsibilities to the remaining staff. This can affect the daily operations until new caregivers are recruited” (KIS6).

“Stable caregiving teams help the institution function smoothly because everyone understands their responsibilities and the needs of the children. Frequent turnover can make it harder to maintain that stability” (KIS12).

4.3.13 Children's Emotional Reactions to Caregiver Departures

Children often experienced emotional distress and insecurity when caregivers left. Respondents noted that many children formed strong attachments to their caregivers, seeing them as parental figures. Departures sometimes caused anxiety, withdrawal, or confusion, affecting their day-to-day interactions and overall wellbeing (KIS1, KIS4).

4.3.14 Effect of Duration of Caregiver-Child Relationship

Children's emotional reactions varied depending on the length of the caregiver-child relationship. Longer-standing relationships caused deeper attachments, making transitions more challenging. Short-term attachments caused less intense reactions but still required adjustment (KIS2, KIS5).

"Children often feel upset and confused when a caregiver leaves. Some cry or refuse to participate in activities until they adjust to the new caregiver" (KIS3).
"I have observed that children can become anxious or withdrawn after a caregiver departs. It sometimes takes a few days for them to feel comfortable again" (KIS5).

4.3.15 Impact on Caregiver-Child Relationships

Frequent changes often disrupted the trust and bond children formed with caregivers. Children were more hesitant to open up to new caregivers and required additional time and support to build similar relationships (KIS6, KIS9). Experienced caregivers were key to establishing strong bonds, understanding routines, behaviors, and emotional needs (KIS7, KIS10, KIS11).

"Children develop trust over time, and when caregivers leave, these bonds are broken. New caregivers must work hard to build similar relationships, which can take weeks or months" (KIS6).

"I have noticed that some children are reluctant to engage with new caregivers initially because they are used to familiar faces and routines" (KIS12).

4.3.6 Impact on Children's Care and Development

Frequent caregiver changes sometimes affected continuity and quality of care. Children's routines and learning experiences were disrupted when new caregivers joined the team. Lack of familiarity with each child's needs occasionally affected developmental activities, such as learning sessions, play, and emotional support (KIS2, KIS8). Consistent caregiving was critical for supporting children's cognitive, emotional, and social development. High turnover meant children had to repeatedly adapt, which could hinder progress (KIS3, KIS6, KIS14).

"Frequent changes in caregivers can disrupt children's routines and learning activities. They have to adjust to new methods and expectations constantly" (KIS3).
"Stable caregiving ensures children receive consistent attention and support. Turnover can sometimes delay their developmental progress" (KIS14).

4.3.17 Impact on Teamwork Among Caregivers

Frequent departures sometimes placed extra pressure on remaining staff. Teams had to quickly adapt by redistributing responsibilities and mentoring new staff, occasionally causing strain and reducing efficiency (KIS6, KIS10). Strong teamwork helped mitigate negative effects, but continuous turnover disrupted established dynamics (KIS7, KIS11, KIS13).

"When a caregiver leaves, we have to quickly reorganize tasks and help new staff understand the children's needs. This can be stressful for the existing team" (KIS7).
"Turnover affects team dynamics because experienced caregivers are constantly

mentoring new staff instead of focusing fully on the children. Stability helps the team work efficiently” (KIS13).

4.3.18 Children’s Responses Observed in Focus Group Discussions

Children often reacted with sadness, confusion, and anxiety when caregivers they were attached to left. Younger children were particularly affected, relying heavily on familiar caregivers for emotional reassurance (FGD1, FGD3, FGD5). Children expressed distress through crying, withdrawal, and reluctance to engage with other staff (FGD2, FGD4).

“When a caregiver leaves, some children become very anxious. They refuse to participate in activities until they become comfortable with a new caregiver” (FGD3).

“I have seen children who cling to other familiar adults or peers because they miss the caregiver who has left. It can take weeks for them to adjust” (FGD6).

4.3.19 Emotional Wellbeing of Children During Turnover

Caregiver turnover negatively influenced children’s emotional wellbeing. Departures often led to feelings of insecurity, confusion, and sadness, sometimes manifesting in behavioral changes like irritability or withdrawal. Consistent caregiving helped children feel safe, but frequent turnover undermined this stability (FGD7, FGD9, FGD8, FGD10, FGD12).

“Children often feel unsettled and anxious when familiar caregivers leave. They need reassurance and consistent routines to feel safe again” (FGD7).

“Some children stop participating in group activities temporarily after a caregiver departs because they are emotionally adjusting” (FGD11).

4.3.20 Effect on Quality and Continuity of Childcare Services

Frequent departures disrupted routines, daily schedules, and personalized attention for each child. Children’s learning and developmental activities sometimes slowed while new caregivers adapted. Consistent caregivers were essential for maintaining high standards of care (FGD1, FGD9, FGD4, FGD12, FGD14).

“When caregivers leave, it takes time for new staff to understand each child’s routines and needs. This sometimes affects the smooth running of daily activities” (FGD5).

“Continuity in care is very important. Frequent staff changes can slow down the progress of children in learning and social development” (FGD13).

4.3.21 Challenges Faced by Remaining Caregivers

Remaining caregivers often faced additional responsibilities and pressure. Turnover increased workloads, required mentoring new staff, and occasionally caused stress and fatigue. Maintaining team cohesion and service quality became more difficult when caregivers frequently left (FGD2, FGD8, FGD10, FGD1, FGD6, FGD14).

“When a caregiver leaves, we have to cover additional tasks and guide the new staff. This can be overwhelming at times” (FGD2).

“Teamwork is affected because experienced staff spend time training replacements instead of focusing fully on the children’s care” (FGD13).

Triangulation

The triangulation of data from interviews and focus group discussions revealed consistent patterns regarding the consequences of caregiver turnover on children at Watoto Childcare Ministries. Both data sources indicated that frequent caregiver departures negatively affected children's emotional stability, often resulting in feelings of sadness, confusion, and insecurity (KIS2, FGD3, FGD7). Respondents consistently highlighted that children tend to form strong emotional attachments with their caregivers, and when those caregivers leave, children may experience anxiety, withdrawal, and difficulty adjusting to new caregivers (KIS6, FGD6). The findings from both interviews and discussions further revealed that caregiver turnover disrupted established routines and reduced the continuity and quality of childcare services provided to the children (KIS1, FGD5, FGD13). In addition, participants emphasized that children required time, reassurance, and emotional support to rebuild trust and adapt to new caregiving relationships after such transitions (KIS12, FGD11). Both groups also reported that frequent turnover increased pressure on the remaining staff, who had to manage additional responsibilities while supporting children through the adjustment period (KIS7, FGD2). The convergence of these findings suggests that caregiver turnover has significant emotional, social, and service-related consequences for children. This triangulation strengthens the credibility of the study by confirming that the consequences of caregiver turnover on children are consistently recognized across both interviews and focus group discussions.

4.4 Strategies to Reduce Caregiver Turnover at Watoto Childcare Ministries

4.4.1 Implemented Strategies to Minimize Turnover

From the interviews, the researcher found that Watoto Childcare Ministries had implemented several strategies to minimize caregiver turnover. Respondents highlighted regular training programs, mentorship initiatives, supportive supervision, and provision of medical cover and provident fund savings for employees as key interventions aimed at enhancing caregiver skills and job satisfaction (KIS1, KIS6, KIS11).

4.4.2 Team-Building and Recognition

The organization encouraged team-building activities and periodic staff meetings to strengthen relationships among caregivers and improve workplace cohesion. Recognition and appreciation for caregivers' efforts were also reported as strategies to retain staff (KIS2, KIS7, KIS12).

“The trainings and mentorship sessions like child safeguarding and child protection sessions really help us feel valued. We get guidance on handling children’s behavioral issues, and it makes us confident in our roles” (KIS3).

“Regular staff meetings allow us to discuss challenges and share solutions. Feeling part of a team motivates me to stay longer in this organization” (KIS6).

4.4.3 Additional Measures to Improve Retention

Respondents suggested additional measures such as better remuneration, improved working conditions, and counseling support to further reduce turnover. Competitive

salaries and financial incentives were emphasized as ways to strengthen commitment (KIS4, KIS8, KIS13).

4.4.4 Wellness and Emotional Support Programs

The respondents recommended introducing wellness programs and emotional support for staff handling challenging cases, helping caregivers manage stress and avoid burnout (KIS5, KIS9).

“If the organization could review our salaries and provide occasional bonuses, it would show that they value our work and encourage us to stay” (KIS4).

“Counseling services for staff dealing with emotional stress would be very helpful. Caring for children with complex needs can be overwhelming at times” (KIS9).

4.4.5 Supportive Management Practices

Caregivers considered supportive management crucial for job satisfaction and commitment. Open communication channels, participatory decision-making, and consistent feedback from supervisors were highlighted as essential (KIS1, KIS6, KIS11).

4.4.6 Recognition, Professional Development, and Workload Management

Management was seen as needing to recognize caregiver achievements formally, provide professional development opportunities, and ensure fair workload distribution. Such measures were considered important for morale and reducing turnover (KIS3, KIS7, KIS12).

“When management listens to our concerns and involves us in decisions, it makes us feel respected and committed to our work” (KIS6).

“Acknowledging our efforts and providing training opportunities motivates me to continue working here. It makes a huge difference in retaining staff” (KIS12).

4.4.7 Financial, Professional, and Psychosocial Interventions

Respondents recommended combining financial, professional, and psychosocial interventions to strengthen retention. Key suggestions included structured career progression plans, improved remuneration, regular staff counseling, and creating a supportive work environment. Additional incentives like Christmas vouchers and exit gifts were also noted as motivating factors (KIS2, KIS8, KIS13).

4.4.8 Teamwork and Open Dialogue

Fostering teamwork, recognizing individual contributions, and maintaining open dialogue between management and staff were emphasized as strategies to enhance retention. Stability was seen as benefiting both caregivers and children (KIS5, KIS10, KIS14).

“Career growth opportunities and a supportive environment are essential. If caregivers see a future in this organization, they are more likely to stay” (KIS8).

“Regular counseling, team-building activities, and recognition of our work would make caregivers feel appreciated and committed. This helps both staff and children” (KIS14).

4.4.9 Motivating Caregivers Through Recognition and Career Opportunities

Caregivers reported that they were more willing to stay when their contributions were recognized, work appreciated, and there were clear opportunities for career

advancement. Stability in employment and a sense of belonging were key motivators (KIS1, KIS6, KIS11).

4.4.10 Improved Remuneration and Benefits

Respondents emphasized that better pay and benefits would make them feel valued and strengthen loyalty to the organization (KIS2, KIS7, KIS12).

“If the organization could create clearer career paths for caregivers, I would be more motivated to stay. Right now, it sometimes feels like we just work without long-term prospects” (KIS3).

“Better pay and regular recognition of our efforts would make a huge difference. Feeling appreciated keeps us committed” (KIS12).

4.4.11 Enhancing Working Conditions

Reducing workload, improving the caregiver-to-child ratio, and providing safer and more comfortable work environments were suggested to enhance retention. Adequate facilities and resources were also valued (KIS1, KIS6, KIS11).

“If workloads were more evenly distributed and we had enough hands to care for the children, it would make a huge difference. We could focus on quality care without being overstretched” (KIS6).

“Working conditions are very important. Comfortable facilities, enough supplies, and support from supervisors make our work less stressful” (KIS13).

4.4.12 Training, Counseling, and Incentives

Caregivers reported the need for continuous professional development, emotional support, and motivational incentives. Regular training helped handle challenging situations, counseling services addressed emotional demands, and financial or recognition incentives encouraged loyalty (KIS2, KIS7, KIS11, KIS3, KIS8, KIS12).

“Training programs equip us with the skills to manage the children better. When we feel capable, we want to continue in this work” (KIS2).

“Counseling support would help a lot. Caring for children is emotionally demanding, and knowing that support is available keeps us going” (KIS8).

4.4.13 Management Recommendations to Reduce Turnover

Respondents suggested that management could reduce turnover by improving communication, recognizing caregiver contributions, and offering financial and professional incentives. Creating a positive organizational culture, promoting teamwork, and ensuring job security were also highlighted. Resumption of three-year contracts was suggested to reduce pressure from one-year contracts (KIS1, KIS6, KIS11, KIS4, KIS9, KIS14).

“Management should recognize and reward hard work, not just verbally but with tangible incentives. It shows they value us” (KIS1).

“Open communication and involving caregivers in decisions would make us feel part of the organization. When we are heard, we are less likely to leave” (KIS14).

4.4.14 Focus Group Insights on Motivation and Retention

Focus group discussions revealed that caregivers were motivated to stay when their work was recognized and rewarded, and when there were clear opportunities for career growth. Regular appreciation, promotions, and incentives played a key role (FGD1, FGD7, FGD13).

4.4.15 Creating a Sense of Belonging

Respondents emphasized that creating a sense of community within the organization encouraged caregivers to remain longer. Stability in employment and open communication with management were important retention strategies (FGD2, FGD8, FGD16).

“If the organization acknowledged our efforts more often, through awards or recognition, I would feel more motivated to stay. Feeling valued is very important” (FGD3).

“Providing clear paths for career progression and growth would make caregivers more willing to commit to long-term service” (FGD12).

4.4.16 Supportive Work Environment

Caregivers were more likely to stay when the work environment was supportive, safe, and well-resourced. Manageable workloads, a good caregiver-to-child ratio, and proper facilities were essential (FGD1, FGD7, FGD14). Emotional support from supervisors and teamwork among colleagues improved morale and reduced stress (FGD4, FGD10, FGD17).

“Reducing workload and ensuring enough staff per shift would make our work less stressful. When we can focus on the children instead of being overextended, we feel more satisfied” (FGD7).

“Supportive supervisors and a friendly work environment help a lot. We need encouragement and clear guidance to stay committed” (FGD17).

4.4.17 Role of Training and Professional Development

Training and professional development significantly improved caregiver confidence and competence, which reduced turnover. Workshops, seminars, and in-service training enabled caregivers to handle challenges effectively, and opportunities for career growth motivated longer tenure (FGD2, FGD8, FGD13, FGD5, FGD11, FGD16).

“Regular training equips us with skills to manage difficult situations and take better care of the children. Feeling skilled makes me want to stay” (FGD5).

“Professional development opportunities show that the organization invests in us. When we grow, we are more likely to remain loyal” (FGD11).

4.4.18 Additional Support Systems for Caregiver Retention

Additional support systems such as counseling services, peer support groups, and incentive schemes were identified as important for reducing turnover. Financial incentives, recognition programs, and regular feedback mechanisms were also suggested to improve motivation and commitment (FGD1, FGD3, FGD9, FGD10, FGD15, FGD18).

“Counseling and peer support would help us deal with the emotional stress of caregiving. If the organization provided these, we would feel more supported” (FGD9).

“Incentives and recognition for hard work, even small ones, go a long way in making us feel valued and less likely to leave” (FGD18).

Triangulation

The triangulation of data from interviews and focus group discussions revealed consistent patterns regarding strategies to reduce caregiver turnover. Both data sources emphasized the importance of professional development, supportive management, emotional and wellness support, financial incentives, recognition, and a positive work environment (KIS1, FGD1, KIS7, FGD7). Caregivers reported that training, mentoring, counseling services, and clear career progression motivated them to stay and enhanced commitment (KIS2, FGD8, KIS11, FGD13). Both interviews and focus groups highlighted that teamwork, open communication, and improved working conditions increased job satisfaction and retention (KIS6, FGD16, KIS12, FGD17). The convergence of these findings strengthens the credibility of the study, showing that effective strategies to reduce caregiver turnover are consistently recognized across different data sources.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

The findings are discussed in this chapter in the order specified by the study's goals.

5.1 Causes of caregiver turnover at Watoto Childcare Ministries

The study findings revealed several factors contributing to caregiver turnover at Watoto Childcare Ministries, with workload and emotional demands emerging as primary causes. Respondents explained that caregivers are responsible for supervising many children while also providing emotional support, ensuring safety, and addressing individual needs. These responsibilities require patience, dedication, and continuous attention, which sometimes result in emotional exhaustion and fatigue. This aligns with Meng et al. (2022), who noted that caregivers in residential childcare settings experience high levels of emotional stress and burnout due to the demanding nature of their roles. Similarly, Akiteng (2024) highlights that heavy workloads and challenging working conditions are significant predictors of employee turnover in care-related sectors, while Nabukenya & Kato (2021) and Osei et al. (2022) emphasize that inadequate staffing and task overload exacerbate the risk of caregivers leaving their positions.

Financial considerations also emerged as an important factor influencing caregiver turnover. While many caregivers initially joined the organization out of passion for supporting vulnerable children, some later sought employment opportunities that

offered higher salaries and better financial benefits. This finding is consistent with Boatman et al. (2022), who argued that low remuneration and limited financial incentives in care professions often drive employees to seek more economically stable opportunities. Additional studies by Kiggundu et al. (2021) and Ssenyonga & Namusoke (2022) support the view that compensation plays a critical role in employee retention, and when salaries are perceived as inadequate, turnover is likely to increase.

Limited opportunities for professional development and career growth were also identified as key contributors to turnover. Respondents expressed that when avenues for training, education, or promotion were restricted, caregivers considered leaving for organizations that offered better career progression. This aligns with Kosnin (2024), who emphasized that career development and continuous training are critical for employee retention. Similarly, Kato & Babirye (2021) and Twinomugisha et al. (2022) note that lack of professional growth reduces motivation, while Achieng et al. (2023) observe that employees are more likely to remain in organizations that invest in their professional advancement.

Working conditions, including the quality of supervision, availability of resources, and recognition, also influenced caregivers' decisions to stay or leave. Respondents noted that supportive leadership, collaborative teamwork, and positive workplace relationships encouraged them to remain, while unsupportive management and poor resource allocation contributed to dissatisfaction. These findings are supported by Ghamrawi (2023), who argued that transparent communication, participatory decision-making, and supportive leadership foster employee satisfaction and retention.

Namirembe & Ssekiziyivu (2021) and Baluku et al. (2023) similarly emphasize that effective leadership and recognition of staff contributions enhance organizational commitment.

Work-life balance was highlighted as another significant factor. Caregivers frequently work long hours, including nights and weekends, which can interfere with personal responsibilities and family life. Respondents indicated that poor work-life balance sometimes led them to consider alternative employment. This finding corroborates Williams (2023), who notes that employees struggling to balance professional and personal responsibilities are more likely to experience burnout and resign. Nansubuga et al. (2021) and Kusi et al. (2022) further support this link between excessive work demands, personal strain, and turnover.

Emotional attachment to children and the resulting emotional strain were additional causes of turnover. Respondents reported that developing strong bonds with the children often made it emotionally challenging to cope with their difficult circumstances. Gillespie (2024) notes that caregivers frequently experience compassion fatigue due to continuous exposure to trauma and behavioral difficulties, while Mugisha et al. (2021) and Atwine et al. (2022) highlight that emotional burnout is a major contributor to caregiver attrition in childcare settings.

The study also highlighted the influence of organizational culture on turnover. Environments lacking collaboration, recognition, and supportive interpersonal relationships were associated with increased caregiver dissatisfaction and eventual departure. This supports Kanyike et al. (2021), Ssekamatte et al. (2022), and

Tumwesigye et al. (2023), who emphasize that positive organizational culture fosters employee engagement, satisfaction, and retention.

Job insecurity and employment instability further contributed to turnover. Respondents expressed concern about short-term contracts and uncertain job prospects, which undermined their commitment to the organization. Studies by Nuwagaba et al. (2021), Kyomuhendo et al. (2022), and Wanyama et al. (2023) indicate that lack of job security reduces employee motivation and increases the likelihood of turnover.

Limited involvement in decision-making was noted as a cause of turnover. Caregivers reported that when they were excluded from decisions affecting their work, they felt undervalued and disconnected, reducing morale and commitment. Nakate et al. (2021), Babirye et al. (2022), and Ocen et al. (2023) similarly observe that employee participation in decision-making fosters a sense of ownership and loyalty, which is critical for retention.

5.2 Consequences of caregiver turnover on children at Watoto Childcare Ministries

The study revealed that caregiver turnover has significant negative effects on the emotional, psychological, and developmental wellbeing of children. One key consequence identified by respondents was the disruption of emotional stability. Children often form strong attachments to caregivers who interact with them daily, and frequent departures of caregivers led to feelings of sadness, confusion, and insecurity among the children. These findings align with Meng et al. (2022), who emphasize that stable caregiver-child relationships are critical for fostering trust, emotional security, and healthy psychological development. Kim & Lee (2021) and Zhang et al. (2023)

similarly argue that a lack of continuity in caregiving relationships can undermine children's sense of safety and belonging.

The development of trust between children and caregivers was also affected by turnover. Respondents noted that children, especially those who have experienced neglect or trauma, became hesitant to form new attachments when caregivers left frequently. Gillespie (2024) highlights that predictable and stable relationships are essential for children to rebuild trust in adults, while Mugisha et al. (2021) and Atwine et al. (2022) note that repeated caregiver changes can result in feelings of abandonment, emotional withdrawal, and difficulty engaging with new caregivers. This demonstrates that frequent turnover can have lasting emotional consequences for children.

Disruption of routines and caregiving practices was another significant consequence. Experienced caregivers develop a thorough understanding of each child's behaviors, routines, and emotional needs, enabling consistent care. Respondents explained that when caregivers left, new staff often required time to adjust, creating temporary gaps in service delivery. This finding is consistent with Little and Green (2022), who emphasize that consistency in routines provides children with stability and structure. Nabukenya & Kato (2021) and Osei et al. (2022) further support that disruptions in daily care can negatively affect children's behavior, emotional adjustment, and overall sense of security.

The study also indicated that caregiver turnover affected children's learning and developmental progress. Caregivers often provide academic support, supervise school-

related activities, and encourage positive behaviors. When caregivers left, children temporarily lost these sources of guidance, which reduced their engagement in learning and overall developmental progress. This aligns with Byrne (2022), who notes that consistent caregiver involvement enhances children's educational outcomes. Okello et al. (2023) and Mwangi et al. (2023) also highlight that frequent staff changes can hinder academic support and limit opportunities for children's holistic development.

Caregiver turnover further increased workload and stress for the remaining staff, which indirectly affected the quality of care. Respondents reported that remaining caregivers had to assume additional responsibilities while mentoring new staff, creating a stressful work environment. Blanco et al. (2022) emphasize that high turnover disrupts organizational operations, increases recruitment and training costs, and reduces service efficiency. In childcare institutions, these disruptions can limit staff capacity to provide individualized care and attention to children, ultimately affecting the children's overall wellbeing.

Emotional distress among children was another notable consequence. Respondents observed that children, particularly younger ones, displayed anxiety, withdrawal, or sadness when caregivers they were attached to departed. Dumitru and Halpern (2023) support this finding, noting that children in institutional care require emotional stability to overcome past trauma and develop resilience. Asimwe et al. (2023) and Kusi et al. (2022) also emphasize that high caregiver turnover can lead to attachment difficulties, behavioral problems, and heightened anxiety in children.

Additionally, the study found that frequent turnover weakened children's ability to form secure attachments and bonds. Strong attachment relationships are critical for psychological growth and a sense of belonging. Respondents indicated that repeated caregiver changes caused children to feel lonely or emotionally detached, affecting their ability to build healthy relationships later in life. This is consistent with the observations of Kanyike et al. (2021), Ssekamatte et al. (2022), and Tumwesigye et al. (2023), who note that stable caregiver relationships are essential for long-term social and emotional development.

Behavioral problems also increased among children experiencing frequent caregiver changes. Respondents reported that instability often led children to express frustration through aggression, withdrawal, or defiance. Nakate et al. (2021), Babirye et al. (2022), and Ocen et al. (2023) similarly note that inconsistent caregiving can impede the development of appropriate social behaviors and emotional regulation, affecting children's interpersonal interactions both within the institution and externally.

Caregiver turnover reduced the quality of individualized care. New caregivers require time to understand each child's unique needs, preferences, and history. Respondents noted that during this transition, children sometimes did not receive the personalized attention necessary for their emotional and developmental growth. This finding is supported by Nuwagaba et al. (2021), Kyomuhendo et al. (2022), and Wanyama et al. (2023), who argue that inconsistent attention and support can hinder children's overall quality of life in institutional settings.

5.3 Strategies that can be used to reduce caregiver turnover at Watoto Childcare Ministries

The study findings revealed that training and professional development programs are critical strategies for reducing caregiver turnover. Respondents emphasized that regular training sessions, mentorship initiatives, and skills enhancement programs improved their confidence and competence in handling children's needs. Caregivers reported feeling valued when institutions invested in their professional growth, which increased motivation and commitment. These findings align with Kosnin (2024), who notes that professional development opportunities enhance employees' competence and encourage loyalty to the organization. Training in areas such as child development, behavior management, and emotional support equips caregivers with the skills needed to manage challenging situations, reducing stress and promoting retention (Twinomugisha et al., 2022; Achieng et al., 2023).

Supportive supervision and effective management practices were also identified as key retention strategies. Respondents indicated that open communication, participatory decision-making, and constructive feedback from supervisors contributed to higher job satisfaction and a sense of organizational belonging. This finding is consistent with Ghamrawi (2023), who emphasizes that transparent leadership and participatory management reduce employee turnover. When caregivers feel that their opinions are valued and their concerns are addressed, they develop stronger attachments to the institution and are more likely to remain in their roles (Namirembe & Ssekiziyivu, 2021; Baluku et al., 2023).

Improving working conditions and managing workloads effectively was another important strategy. Respondents highlighted that fair caregiver-to-child ratios, manageable workloads, and adequate resources allowed them to perform their duties efficiently without excessive stress. Akiteng (2024) supports this finding, noting that appropriate staffing levels and balanced responsibilities prevent burnout and enhance job satisfaction. Ensuring sufficient facilities, materials, and staff support creates a conducive work environment, which in turn promotes retention (Nabukenya & Kato, 2021; Osei et al., 2022).

Financial incentives and competitive remuneration were emphasized as critical for caregiver retention. Respondents noted that, although intrinsic motivation drives many caregivers, adequate compensation remains a key factor in their decision to stay. Suggestions included salary adjustments, performance bonuses, and benefits such as housing or health coverage. This finding supports Boatman et al. (2022), who argue that fair compensation and financial rewards increase employee satisfaction and organizational loyalty. When caregivers feel their work is recognized financially, they are more likely to remain committed to their positions (Kiggundu et al., 2021; Ssenyonga & Namusoke, 2022).

Psychological support systems were also highlighted as essential for coping with the emotional demands of caregiving. Respondents emphasized the value of counseling services, peer support groups, and wellness programs in mitigating stress associated with caring for vulnerable children. Gillespie (2024) notes that caregivers exposed to traumatic experiences require emotional support to maintain their wellbeing and

prevent burnout. Institutions that provide structured psychological support can enhance caregiver resilience, reduce turnover, and improve overall quality of care (Mugisha et al., 2021; Atwine et al., 2022).

Recognition and appreciation programs were identified as effective strategies for increasing motivation and retention. Respondents noted that public acknowledgment, awards, and appreciation messages improved their sense of value within the organization. Fasanmi (2025) supports this finding, emphasizing that recognition fosters a positive workplace culture and encourages long-term commitment. Caregivers who feel valued for their contributions are more likely to develop loyalty and remain in their roles (Okello et al., 2023; Mwangi et al., 2023).

The study further revealed that promoting teamwork and a supportive organizational culture enhances retention. Respondents emphasized that collaborative work environments, team-building activities, and positive interpersonal relationships improve morale and job satisfaction. Williams (2023) argues that a supportive organizational culture reduces stress, encourages cooperation, and fosters employee wellbeing, which decreases turnover. Creating a workplace environment where caregivers feel respected, included, and supported contributes significantly to retention (Kanyike et al., 2021; Ssekamatte et al., 2022; Tumwesigye et al., 2023).

Finally, job security and employee involvement in decision-making were highlighted as additional strategies for reducing turnover. Respondents suggested that long-term contracts, clear career progression, and opportunities to participate in decisions affecting their work increased their sense of stability and commitment. Nuwagaba et

al. (2021) and Kyomuhendo et al. (2022) support this, arguing that job security enhances employee loyalty. Similarly, Nakate et al. (2021) and Babirye et al. (2022) note that participatory decision-making improves morale and organizational commitment, reducing the likelihood of turnover.

5.4 Transitional Paragraph

Having done discussion of findings according to the study's objectives, which include: to explore the causes of caregiver turnover, to examine the consequences of caregiver turnover on children and to suggest strategies that can be used to reduce caregiver turnover at Watoto childcare ministries. The next chapter covered summary, conclusion and recommendations basing on the findings.

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CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

Based on the findings according to the study's objectives, this chapter includes summary, conclusions and recommendations, namely: to explore the causes of caregiver turnover, to examine the consequences of caregiver turnover on children and to suggest strategies that can be used to reduce caregiver turnover at Watoto childcare ministries.

6.1 Summary of findings

6.1.1 Causes of caregiver turnover at Watoto Childcare Ministries

The study findings from the interviews and focus group discussion revealed that caregiver turnover at Watoto Childcare Ministries is influenced by several organizational and job-related factors that affect the stability of caregiving services. Respondents indicated that turnover among caregivers is a recurring challenge that disrupts the continuity of childcare services and requires frequent recruitment and training of new staff. The findings further showed that workload and emotional demands associated with caring for vulnerable children were among the most significant factors contributing to turnover, as caregivers often experienced fatigue and stress due to continuous supervision and emotional involvement with children.

6.1.2 Consequences of caregiver turnover on children at Watoto Childcare Ministries

The findings from interviews and focus group discussions revealed that caregiver turnover had significant consequences on children at Watoto Childcare Ministries. Respondents indicated that frequent changes in caregivers disrupted the emotional stability of children because many of them formed strong attachments with caregivers who acted as parental figures in their daily lives. When caregivers left, children often experienced feelings of sadness, confusion, insecurity, and anxiety, which sometimes affected their trust, comfort, and participation in daily activities.

6.1.3 Strategies that can be used to reduce caregiver turnover at Watoto Childcare Ministries

The findings from interviews and focus group discussions revealed that Watoto Childcare Ministries has implemented several strategies to reduce caregiver turnover. Respondents indicated that the organization introduced regular training programs, mentorship initiatives, and supportive supervision to improve caregivers' skills, confidence, and job satisfaction. Team-building activities, staff meetings, and recognition of caregivers' efforts were also identified as important strategies that help strengthen teamwork and create a supportive work environment.

6.2 Conclusion

The following conclusions, which align with the study's objectives, were drawn from the study's findings:

6.2.1 Causes of caregiver turnover at Watoto Childcare Ministries

The findings indicate that caregiver turnover at Watoto Childcare Ministries remains a recurring challenge influenced by several work-related and personal factors. Heavy workloads, emotional demands associated with caring for vulnerable children, and limited time for rest contribute to stress and exhaustion among caregivers. Financial considerations and limited opportunities for career growth also encourage some caregivers to seek employment elsewhere. Regardless of these challenges, many caregivers remain motivated by compassion for children and commitment to the organization's mission.

6.2.2 Consequences of caregiver turnover on children at Watoto Childcare Ministries

The findings indicate that caregiver turnover at Watoto Childcare Ministries has significant consequences on the emotional wellbeing and development of children as well as the functioning of the institution. Frequent changes in caregivers disrupt the emotional bonds children form with familiar caregivers, often causing feelings of insecurity, confusion, and anxiety. Turnover also affects the continuity and quality of childcare services, as new caregivers require time to understand children's routines, needs, and behaviors.

6.1.3 Strategies that can be used to reduce caregiver turnover at Watoto Childcare Ministries

The findings indicate that reducing caregiver turnover at Watoto Childcare Ministries requires a combination of supportive management practices, professional development

opportunities, and improved working conditions. Strategies such as regular training, mentorship, team-building activities, and supportive supervision help enhance caregivers' skills, motivation, and job satisfaction. Respondents also emphasized the importance of better remuneration, counseling support, and recognition of caregivers' contributions to strengthen commitment.

6.3 Recommendations

6.3.1 Causes of caregiver turnover at Watoto Childcare Ministries

The management at Watoto Childcare Ministries should improve caregivers' working conditions by ensuring manageable workloads, balanced caregiver-to-child ratios, and adequate rest time. This would help reduce emotional and physical exhaustion among caregivers.

The management at Watoto Childcare Ministries should introduce better financial incentives and clear career development opportunities for caregivers. Competitive salaries, promotion pathways, and professional training programs would motivate caregivers to remain committed to their roles.

6.3.2 Consequences of caregiver turnover on children at Watoto Childcare Ministries

Management at Watoto Childcare Ministries should prioritize caregiver retention to ensure emotional stability for children. Reducing turnover through supportive supervision, recognition, and incentives would allow children to build consistent

relationships. Stable caregiving promotes trust, security, and overall emotional wellbeing for the children.

The organization should invest in professional development and recognition programs for caregivers. Providing training, career advancement opportunities, and incentives would enhance job satisfaction. Motivated and well-supported caregivers are more likely to remain, ensuring children experience stable and consistent care.

6.3.3 Strategies that can be used to reduce caregiver turnover at Watoto Childcare Ministries

The organization should establish mentorship and peer support systems for caregivers. Experienced staff can guide new employees, share strategies, and provide emotional support. This collaborative environment helps caregivers manage stress, feel valued, and remain longer in the organization.

Management should foster a supportive and positive work environment for caregivers. Ensuring manageable workloads, adequate caregiver-to-child ratios, and safe facilities helps reduce stress and burnout. A positive work environment encourages caregivers to stay committed and perform effectively.

6.4 Areas of further study

- i. Further research could explore the impact of Caregiver Turnover on Children's Development.
- ii. Further research should examine the effectiveness of Retention Interventions on Caregiver Turnover.

6.5 Chapter summary

This chapter has covered the summary of findings according to the objectives of the study namely, to explore the causes of caregiver turnover, to examine the consequences of caregiver turnover on children and to suggest strategies that can be used to reduce caregiver turnover at Watoto childcare ministries, provided conclusion and recommendations basing on the study finding of the same objectives and also has provided areas for further research.

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APPENDICES

APPENDIX I: KEY INFORMAT INTERVIEW GUIDE FOR WATOTO CHILDCARE MINISTRIES ADMINISTRATIVE STAFF AND SUPERVISORS

Dear Participant,

I am called Hamala Miriam Nahabo, a research student pursuing a Master's degree in Organizational Leadership at Uganda Christian University, Mukono Branch. As part of my course at Uganda Christian University (UCU), I am carrying out research on the topic: Exploring the Causes and Consequences of Caregiver Turnover at Watoto Childcare Ministries. As one of the target respondents, your views and opinions are very important to this study. I hereby request you to spare some time and respond to the questions. The responses obtained will be confidential and strictly used for academic purposes only. This interview will take 45-60 minutes to respond to these questions.

Section A: Causes of Caregiver Turnover at Watoto Childcare Ministries

1. How would you describe the current situation of caregiver turnover at Watoto Childcare Ministries?
2. In your opinion, what are the major factors that lead caregivers to leave their positions in the organization?
3. From your experience, how do working conditions influence caregivers' decisions to remain in or leave their jobs?
4. What challenges do caregivers face in their work that may contribute to turnover?

Section B: Consequences of Caregiver Turnover on Children at Watoto Childcare Ministries

5. In what ways does caregiver turnover affect the emotional and psychological wellbeing of children in the childcare homes?
6. How does caregiver turnover influence the continuity and quality of care provided to the children?
7. What challenges does the organization face when replacing caregivers who leave their positions?
8. From your perspective, how does caregiver turnover affect the overall functioning of the childcare institution?

Section C: Strategies for Reducing Caregiver Turnover at Watoto Childcare Ministries

9. What strategies has the organization implemented to reduce caregiver turnover?
10. In your opinion, what additional measures can be introduced to improve caregiver retention?
11. How can management support caregivers to improve job satisfaction and commitment?
12. What recommendations would you give to improve caregiver stability in childcare institutions?

Thanks for your cooperation

APPENDIX II: INTERVIEW GUIDE FOR CAREGIVERS

Dear Participant,

I am called Hamala Miriam Nahabo, a research student pursuing a Master's degree in Organizational Leadership at Uganda Christian University, Mukono Branch. As part of my course at Uganda Christian University (UCU), I am carrying out research on the topic: Exploring the Causes and Consequences of Caregiver Turnover at Watoto Childcare Ministries. As one of the target respondents, your views and opinions are very important to this study. I hereby request you to spare some time and respond to the questions. The responses obtained will be confidential and strictly used for academic purposes only. This interview will take 45-60 minutes to respond to these questions.

Section A: Causes of Caregiver Turnover at Watoto Childcare Ministries

1. What motivated you to work as a caregiver at Watoto Childcare Ministries?
2. What challenges do caregivers face in their daily work with children?
3. In your opinion, what factors cause some caregivers to leave the organization?
4. How do working conditions such as workload, salary, and emotional demands influence caregiver turnover?

Section B: Consequences of Caregiver Turnover on Children

5. From your experience, how do children react when caregivers leave their positions?
6. How does caregiver turnover affect the relationships between children and caregivers?

7. What impact does frequent caregiver change have on the care and development of children?
8. In your opinion, how does caregiver turnover affect teamwork among caregivers in the childcare homes?

Section C: Strategies for Reducing Caregiver Turnover

9. What changes would make caregivers more willing to stay longer in the organization?
10. How can the institution improve working conditions for caregivers?
11. What type of support (training, counseling, incentives) do caregivers need to remain committed to their work?
12. What suggestions would you give to management to reduce caregiver turnover?

APPENDIX III: FOCUS GROUP DISCUSSION GUIDE FOR CAREGIVERS

Dear Participant,

I am called Hamala Miriam Nahabo, a research student pursuing a Master's degree in Organizational Leadership at Uganda Christian University, Mukono Branch. As part of my course at Uganda Christian University (UCU), I am carrying out research on the topic: Exploring the Causes and Consequences of Caregiver Turnover at Watoto Childcare Ministries. As one of the target respondents, your views and opinions are very important to this study. I hereby request you to spare some time and respond to the questions. The responses obtained will be confidential and strictly used for academic purposes only. This interview will take 45-60 minutes to respond to these questions.

Section A: Causes of Caregiver Turnover

1. What are the common reasons caregivers leave their jobs at Watoto Childcare Ministries?
2. What challenges do caregivers face when providing care to children in this institution?
3. How do workload, emotional stress, and work environment influence caregivers' decisions to leave their jobs?
4. In your opinion, how does the organization support caregivers in dealing with work-related challenges?

Section B: Consequences of Caregiver Turnover on Children

5. How do children respond when a caregiver they are attached to leaves the institution?
6. In what ways does caregiver turnover affect the emotional wellbeing of children?
7. How does caregiver turnover affect the quality and continuity of childcare services?
8. What challenges do remaining caregivers face when other caregivers leave?

Section C: Strategies to Reduce Caregiver Turnover

9. What strategies can the organization use to motivate caregivers to stay longer?
10. How can management improve the work environment for caregivers?
11. What role can training and professional development play in improving caregiver retention?
12. What additional support systems would help reduce caregiver turnover in the institution?

APPENDIX IV: INTERVIEW AND FOCUS GROUP IDENTIFICATION CODES

Key Informant / Staff Interviews (KIS)

- **KIS1 - KIS5:** Caregivers at Watoto Childcare Ministries
- **KIS6 - KIS10:** Childcare supervisors at Watoto Childcare Ministries
- **KIS11 - KIS14:** Administrative staff at Watoto Childcare Ministries

Focus Group Discussions (FGD)

- **FGD1 - FGD6:** Caregivers participating in Focus Group Discussion 1
- **FGD7 - FGD12:** Caregivers participating in Focus Group Discussion 2
- **FGD13 - FGD18:** Caregivers participating in Focus Group Discussion 3

Coding purpose

Codes were assigned to protect respondents' confidentiality while enabling the researcher to organize and trace qualitative evidence obtained from interviews and focus group discussions.

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