

**IMPACT OF SUCCESSION PLANNING PRACTICES ON EMPLOYEES'
RETENTION IN PUBLIC COLLEGES IN TANZANIA: A CASE OF THE
TANZANIA PUBLIC SERVICE COLLEGE**

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled; “*Impact of Succession Planning Practices On Employees Retention in Public Colleges in Tanzania: A Case study of Tanzania Public Service College*” in partial fulfillment for the award of Degree of Masters in Human Resource Management (MHRM).

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.....

Signature

.....

Date

DEDICATION

I would like to dedicate this work to my parents Mr. and Mrs. Alfred Mwamanda for supporting me financially and emotionally throughout my academic journey.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my gratitude, honour, and heartfelt thanks to our Almighty God for all of His blessings, strength, and good health that enabled me to complete this study.

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ABSTRACT

This study investigated the impact of succession planning practices on employee retention at Tanzania Service Public College (TSPC). Specifically, it examined the impact of talent identification; career development; mentoring; coaching and job rotation on employee retention. The study used three theories namely: leadership model succession; Strategic constituency; and agency theory. A quantitative approach and cross-sectional research design were used. The findings of the regression model revealed, that talent identification as part of succession planning practices is associated with increased employee retention. Likewise, career development is associated with increased employee retention. Results of the third objective exposed that, mentoring as part of succession planning practices is associated with increased employee retention. The findings of the fourth objective exposed that, a unit change in coaching as part of the succession planning practices associated with increases in employee retention. Lastly, the results of regression revealed that job rotation has a positive impact on employee retention. The study recommends the following; higher learning institutions mainly TPSC should safeguard the career development of workforces based on the requirements of the institution and implementation of robust talent identification processes. This may include identifying high-potential employees, providing opportunities for career advancement, and offering targeted development programs to nurture and retain top talent.

Key Words: *succession planning practices, employee retention, talent identification, career development, coaching, job rotation.*

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LIST OF ABBREVIATION

| | | |
|----------|---|---|
| ANOVA | - | Analysis of Variance |
| BLS | - | Bureau of Labor Statistics |
| GLC | - | Global Learning Centre |
| KCB | - | Kenya Commercial Bank |
| MDAs | - | Ministry, Department and Agencies |
| NAOT | - | National Audit Office Tanzania |
| OLS | - | Ordinary Least Squares |
| OUT | - | Open University of Tanzania |
| PO – PSM | - | President Office, Public Service Management |
| RAS | - | Regional Administration Secretaries |
| SSP | - | Succession Planning Practices |
| TPSC | - | Tanzania Public Service College |
| UK | - | United Kingdom |
| URT | - | United Republic of Tanzania |
| VIF | - | Variance Inflation Factors |
| ZAMFOHR | - | Zambia Forum for Health Research |

CHAPTER ONE

INTRODUCTION

1.1 Overview

This section offers the background to the investigation problem; statement of the study problem; objectives of the study; research questions along with significance of the study.

1.2 Background of the Study

The utmost valued asset existing in an organization is its staff, so retaining staff is important for any association. Consequently, when the workforce leaves of absence their occupations, it is habitually an indication that something is going wrong. By definition, worker retention is related to keeping or inspiring workers to stay in an organization for a maximum period (Xuecheng, Iqbal & Saina, 2022). Retaining employees is significant in any organization. It becomes more pertinent in the both private and public sectors to retain key performers. Moreover, effective retention strategies can boost morale and worker performance (Al-suraihi, et al. 2021). Likewise, effective retention increases productivity, increases customer experience, reduces time spent recruiting and training, improves company culture and is associated with higher employee engagement (Al-suraihi, et al. 2021).

Worker retention worldwide is gradually more becoming difficult to sustain, according to the United States Bureau of Labor Statistics (BLS), 4.25 million people quit their jobs in January 2022, up from 3,3 million in 2021 (Bureau of Labor Statistics 2022). In the United States, about 7.7% of the full-time academic staff left their institutions for other places within one academic year from 1997 to 1998, of

these only 29% were retirees. Further, 40% of them had contemplated changing careers (Bureau of Labor Statistics, 2022).

In Tanzania, the retention rate of academic employees in higher learning institutions is quite low. Ochumbo and Matimbwa (2019), in their research conducted in Tanzania, identified several factors that significantly impact the retention of academic staff in these institutions. These factors include the work environment, promotional practices, feedback system, recognition and appreciation, and training. Moreover, they found that aspects like career advancement opportunities, job security, and promotions also play a crucial role in staff motivation and retention. However, Ochumbo and Matimbwa (2019) discovered that a majority of academic staff (73%) felt that these retention and motivation policies were not being implemented effectively, which ultimately led them to resign from their positions. Their research revealed that while these universities had strategies in place to motivate and retain academic staff, there was a lack of clear guidelines on how to implement these strategies (Ochumbo & Matimbwa (2019). Furthermore, even when guiding policies did exist, they were not adequately communicated to those responsible for their implementation, and many academic staff members were unaware of them. These shortcomings greatly contribute to the intention of academic staff members to leave their current employers rather than stay (Ochumbo & Matimbwa (2019).

Succession planning is a retention program that improves the organization's ability to depress the workforce to leave of absence in their job position (Najam & Siddiqui, 2020). Effective Succession planning practices help to ensure that talented and competent staff is developed to take on each major position in case of retirement,

death, or serious illnesses (Najam & Siddiqui, 2020). Actual succession planning offers organizations a procedure to resolve matters similar to retirement and turnover among workers. Ali et al. (2019) emphasized that succession planning practices are positively associated with worker retention. An actual succession planning program is intended to contribute to a well-organized institute and is associated with the power to encourage worker retention (Ali et al. 2019). The strength of associations hangs on upon dissimilar aspects namely: performance goal orientation, coaching, job rotation, working environment, rewards, talent identification, career development and job security as the mediators between succession planning practices (SPP) and employee retention.

Mentoring and coaching play a crucial role in fostering new ways of thinking among both experienced and new staff members, aiming to overcome challenges faced by businesses (Johnson et al. 2018). Additionally, research by Qaisar et al. (2019) suggests that employees who receive appropriate mentoring and coaching are more likely to remain in their current job positions. Job rotation, on the other hand, refers to organizational methods employed to train workers by exposing them to different areas of knowledge and expertise. This practice of job rotation proves beneficial in enhancing workforce performance, as well as increasing employee commitment and retention (Ochumbo & Matimbwa, 2019). Similarly, career planning is an ongoing process of self-evaluation and goal setting carried out by both employees and their employers, aimed at aligning individual objectives with organizational goals. Implementing a career planning program has been shown to contribute significantly to employee retention efforts (Ochumbo & Matimbwa, 2019).

The Leadership model of succession theory establishes a connection between variables such as career development and talent identification, and their impact on employee retention. According to this theory, successors who are trained from within the organization tend to be more familiar with the organizational culture, thereby increasing employee retention (Johnson et al. 2018). Therefore, organizations must focus on variables like career development and talent identification to identify and nurture individuals within the organization who have the potential to fill key leadership positions. This includes providing opportunities for career development, such as internal training, which enhances the availability of experienced and talented workers capable of assuming these roles as they become vacant. Ultimately, this approach leads to increased retention among trained employees (Johnson et al. 2018). In Tanzania's context, different similar studies were carried out, for instance, Mongi, (2017) conducted a study focused on the implementation of a succession plan. His study focuses only on the implementation of a succession plan but the current study focuses on the effect of succession planning practices and their implications on employee retention. Moreover, his investigation was carried out at ministries but the current study adds a gap in learning institutions specifically Tanzania Public Service Collage. Moreover, Mwita et al. (2018) investigated the effect of leadership on worker retention in Tanzania Commercial Banks, but the current investigation adds more variables such as talent identification, capacity building and team leadership on worker retention. Moreover, Magasi, (2020) looks into the influence of succession planning on the existence of personally owned manufacturing companies in Dar-es-salaam province but his study does not link succession planning and worker retention as the current study aims to investigate. Thus, the present study triggered to

investigation of the effect of succession planning practices and their implications on worker retention in Tanzania Public Service College.

1.3 Problem Statement

In Tanzania, the academic profession experiences a high turnover rate due to various factors such as; inadequate work environment, low wages, brain drain, and other issues related to in-service matters (Fussy, 2017). Empirical evidence suggests that at the University of Dar es Salaam, 72 academics left their positions within five years without clearly stating the reasons behind their decisions (Amani & Komba, 2016). Similarly, a study conducted by Hokororo and Michael (2019) revealed that between 2009 and 2013, 102 out of 840 academics employed at the University of Dodoma left their appointments either through resignation or termination. Furthermore, Maneno (2018) identified that 44.5 percent and 34.4 percent of Tanzanian academics in public and private universities, respectively, were attracted to alternative career paths. These statistics highlight the low retention rate of academic staff in higher learning institutions in Tanzania. In light of these circumstances, this study aims to investigate whether the dropout of academic staff is influenced by inadequate succession planning strategies, such as the absence of career development opportunities, job rotation programs, mentoring and coaching initiatives, and talent identification measures.

Despite the studies carried out, the influence of succession planning practices (SPP) on worker retention a limited literature conducted in Tanzania. Most studies conducted in different countries apart from Tanzania, for instance, Syed and Siddiqui, (2020) from Pakistan investigate the effect of effective SPP on worker

retention; Tetteh, & Asumeng, (2020) from Ghana investigate succession planning, employee retention and career development programmes. Further, Pita and Dhurup, (2019) from South Africa investigate the succession management practices and retention of the employee; Tan et al. (2019) investigate the association of succession management practices and retention of the worker at Malaysian. Likewise, most of the studies for instance, Akatukunda, (2018) from Uganda, Pita and Dhurup, (2019) from South Africa, and Tetteh and Asumeng, (2016) from Ghana used Agency theory but this study adopted more theories such as leadership model succession theory that links the independent variable like career development and talent identification.

In Tanzania's context, there are limited studies that address the association between effective SPP and the retention of staff among higher learning institutions. Therefore, to fill this gap, the present study examined the impact of SPP on employee retention at Tanzania Public Service College to know organization's SPP discourages employees from abandoning their intentions to leave.

1.4 Research Objectives

1.4.1 General Objectives

The general objective of this study was to assess the impact of succession planning practices on employee retention in public colleges in Tanzania concerning the Tanzania Public Service College.

1.4.2 Specific Objectives

- i. To examine the impact of talent identification on employee retention;

- ii. To examine the effect of career development and team leadership on employee retention;
- iii. To determine the influence of mentoring on employee retention in Tanzania Service Public College;
- iv. To determine the effect of coaching on employee retention in Tanzania Service Public College; and
- v. To determine the impact of job rotation on employee retention in Tanzania Service Public College.

1.5 Research Questions

- i. How talent identification can have an impact on employee retention?
- ii. What are the impact of career development and team leadership on employee retention?
- iii. What are the impacts of mentoring on employee retention in Tanzania Service Public College?
- iv. What is the impact of coaching on employee retention in Tanzania Service Public College?
- v. What is the impact of job rotation on employee retention in Tanzania Service Public College?

1.6 Significant of Study

The body of knowledge regarding understanding the impact of succession planning and implications to staff members in Tanzania Public Service College greatly advantage from the conclusions of this investigation. Additionally, researchers and

academics who seek to deepen their research in this field may find this study useful in comprehending succession planning strategies in connection to employee retention. Therefore, this work serves as a foundation for additional.

1.7 Organization of the Study

This research report consists of five (5) chapters. The first chapter narrates the problem setting regarding the study, the problem statement and research objectives and questions, and the significance of the study. Chapter two details the theoretical and empirical review, a summary of the literature reviewed and the study conceptual framework. Chapter three caters to the methodology by detailing the research design, study area, data collection method and analysis, sampling design as well as reliability and validity of the study. Chapter four presents the presentation of findings while chapter five covers the discussion. The final chapter presents the study summary, conclusion, policy implication or recommendation and area for further investigation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter presents the literature review. So, the chapter contains a review of various literature, a definition of important terms, and a review of theories, research gaps and conceptual framework.

2.2 Definition of Key Terms

2.2.1 Employee Retention

Employee retention talks about the procedure by which workers within an institute are invigorated to last in their position for a convincing period. Employee retention can be defined as the capability of an association to preserve its workforce or the exercise of dipping the turnover of workers (Abbasi & Hollman, 2000). Employee retention refers to the capacity to maintain knowledgeable workers in the institute (Liang et al., 2015). In this study, employee retention is defined as the ability of employees to remain working with their current company and refuse attractive job offers from another company.

2.2.2 Succession Planning

Succession planning refers to a procedure whereby an association guarantees that workforces are employed and continually advanced to bung up each main role within the business (Armstrong (2003). Later, Armstrong (2012) defined succession planning as a procedure of classifying inheritors for main posts and then planning career moves for the potential successors thus career management is balancing to

management of succession planning. In this study, succession planning means a process and strategy for replacement planning or passing on leadership roles.

2.2.3 Talent Identification

Talent identification refers to the methods by which capable workers are recognized and offered tasks that consistence with particular capacities, skills, competence and capability (Ansar & Baloch, 2018). Talent identification is done by recruitment, selection, and deployment. In this study, talent identification implies that an organization's workforce is based on a perfect assortment procedure that guarantees capable individuals are employed. Also recruitment procedure aids the association in finding the utmost talented staff.

2.2.4 Coaching

Coaching refers to the technique of advancing staff's performance over direction and teaching to study a specific skill in the direction of a business planned objective (Hezlett & Gibson, 2005). The drive of coaching is to advance the person's performance in the occupation. This encompasses either improving existing talents or attaining new abilities. The coaching in this study means training and teaching chances are accessible to all staff, which gives workers direction and instruction.

2.2.5 Mentoring

Mentoring is the procedure of distributing knowledge and experience among workers. Mentoring is the procedure of permitting staff to advance more awareness and skills to support extra duty for actual service delivery, job performance and

career management (Hezlett & Gibson, 2005). It is an association intended to construct confidence and invest in workers to enlarge creativity for their own and administrative development. Mentoring in this study implies the workers obtain regular feedback on their job performance as a result of shared skills and experience.

2.2.6 Career Development

Career development is seen from individual and administrative viewpoints. From an individual viewpoint, career development is a permanent procedure relating psychological, sociological, educational, and physical factors, along with chance factors that influence the career of the individual (Sun & Wang, 2012). From an organizational viewpoint, it is a procedure of guaranteeing an alliance of workers' career planning and corporate career management processes to attain the best match among workers and organizational requirements (Sun & Wang, 2012). Career development in this study means the availability of training to employees which is identified through a formal performance appraisal.

2.2.7 Job Rotation

Job rotation refers to the systematic movement of employees from one job to another within the organization to orient new employees, train employees, enhance career development, and prevent job burnout (Huang, 1999). Moreover, Emmanuel, (2021) define job rotation as the movement of employees to different job role which enriches their skills, ability to work on different roles and experience. In this study job rotation means the presence of movement of workers from one position to another within and outside the organization.

2.3 Theoretical Review

2.3.1 Leadership Model Succession Theory

The leadership model succession theory highlights the significance of training the subsequent superior officer from within the association rather than from exterior the association. As newly was studied by Lister, (2006), the theory grips that, the only way succession planning considered effectively useful if the attainment of inheritors from within Likewise, the theory assumes that inheritors trained from inside an association since they're acquainted with culture-equated to those from outside (Vugt et al., 2008).

The talent for a related awareness and skills for internal descendants construct a total of aspects allied with the execution procedure of the succession strategy (Vroom & Jago, 2007). For example, if a succession plan isn't executed in the surroundings and there is the absence of sustenance from the upper management; there is a lack of the valuation of essentials; there is restraint in formal expert progress chances; there is no recognition of worker's consideration; there is no commitment of duty (Ley 2002). The leadership succession model ensures that workers are frequently mentored to grow within the association.

Theory associated with strength, first theory provided a guide on what and how to embark on a leadership succession plan in organizations (Lailawati & Muhammad, 2017). The gaps that appeared, which involved the realization of the leader's ability and skill set particularly in the employer-employee association, mentoring, and systematic career path should be sufficiently addressed in succession models.

The theory associated with weaknesses suggested that smooth transitions can be challenging. The leaders to be substituted can select not be cooperative. CEOs

simplify smooth transitions, while others may become ‘entrenched’ and show resistance and refusal, to step aside.

The theory is noteworthy for this investigation since it emphasizes on prevalent difficulty of hiring open jobs with professionals from outside institutes. Likewise, theory distinguishes diverse success aspects that are vigorous for active succession planning. Consequently, the theory is advantageous as supervision in the improvement of the mixture of the analytical tools of the investigation in the background of Tanzania Public Service College.

This study links the independent variables like career development and talent identification. For example, the theory assumes that successors turned out from within the institute are supplementary with institute culture. Thus, the independent variable of career development and talent identification within an organization is vital for the organization to identify and develop internal individuals with the potential to fill key leadership positions. Likewise, career development such as internal training tends to intensify the availability of experienced and talented workers who are equipped to assume these roles as they turn out to be accessible. This also increases the retention among trained employees (Charan, Drotter, Noel, 2001).

The Leadership Model Succession Theory can be applied to investigate the impact of succession planning practices on employee retention in Tanzania Service Public College. This theory focuses on the relationship between effective succession planning and employee retention. It suggests that organizations that have robust succession planning practices, which include identifying and developing potential leaders within the organization, are more likely to retain their employees. In the

context of Tanzania Service Public College, the study can examine how succession planning practices, such as career development programs, talent identification initiatives, mentoring and coaching programs, and job rotation opportunities, are implemented within the college. The research can investigate whether these practices are effective in nurturing and retaining employees, particularly those in key leadership positions or with high potential for advancement. The study can assess the perceptions and experiences of employees regarding the availability and effectiveness of succession planning practices. It can explore whether employees feel supported and valued through these programs and whether they perceive them as contributing to their career growth and job satisfaction. Additionally, the research can analyze the correlation between the implementation of succession planning practices and the retention rates of employees within the Tanzania Service Public College.

2.3.2 Strategic Constituency Theory

The theory was established by James Grunig in 1989. The theory demonstrates the consequence of organization on the key shareholders and their welfare. The important notion in this theory is that performance is evaluated as the marginal gratification of all the planned constituencies of the institute using insignificant resources despite the fact quality is not conveyed. The theory consists of workforces, leaders, owners, consumers of the services, resource providers and followers. This theory assumes a comprehensive outlook toward usefulness and efficiency and evaluates aspects within the association in line with the surroundings (Grunig, 1992).

Agreeing with Cancel (1997), while in sustenance of the theory claims that there are elements of the surroundings whose disagreement or sustenance can creep up the administration's objectives or aid in achieving them, particularly if the individuals who are the main resource in the institute are not prepared. In an associated means, Leichthy (1997) recommended that individuals can be recognized and categorized based on their problem mindfulness and information search of behavior in problems and solution, thus this consistency with the strategic constituencies.

The theory is associated with weakness, for instance, it is not always easy to recognize the strategic constituencies, particularly if the administration's surroundings are large. Secondly, since the environment changes quickly, what is dangerous to the institute today may not be so tomorrow. Moreover, it is often difficult to decide which strategic constituencies are more important than the others.

The theory was, consequently, a valuable foundation for analyzing and being thoughtful about how talent identification and capability construction distress worker retention. Meanwhile, it demonstrates how the association can exploit its internal endowments to attain its objectives, it assisted in advisory the effect features for instance talents and capacity building have on the length of time workers are eager to devote within the association. The variable used in this study is talent identification since, the strategic constituent's theory measures effectiveness by looking at the satisfaction of key shareholders, those who are serious about the association's capability to endure and thrive. Thus, talent identification is significant in assessing efficacy on the foundation of strategic constituents.

2.3.3 The Agency Theory

The theory stimuli for development on learning of the association among ownership and control function in large corporations, where Michael Jensen and William Meckling were the creators of the theory. Agency theory is connected with the problems that can happen in any cooperative association when one party (principal) contracts with the other party (agent) to create choices on behalf of the principal (Predic & Đukic, 2010). The theory offers a basis for appreciating the relationship between succession planning and worker retention. The theory suggests that agents, that are workforces, are inspired by self-centredness and might take part in the opposing assortment or moral hazard, together with remaining or exiting the precise administration, with the principals, that is managers; suitably recognised as agency cost (Eisenhardt, 1989).

The theory offers that this cost might alleviated by mixing the worker's interests in career and capacity building, being incorporated into the succession plan practices with those of the managers, that is retention of skillful workers, who can also be combined into the succession plan (Cruz et al., 2010). Offering worker development actions, like career development over succession plans, becomes essential to discourage turnover intentions which practice cost the organizations unfavorably and cause a drop in competitive advantage.

The chief weaknesses of agency theory are associated with the tightness of its behavioural assumptions and the emphasis of the theory. The fact that agency theory emphasizes only self-interested and resourceful human behaviour means that the theory pays no attention to a broader variety of human intentions (UK, 2018).

This investigation, consequently, suggests that the agency theory forecasts the worker's actions in the direction of turnover intents and how the manager's strategy to govern by firming up the association of principal and agent, mostly by given that staff development chances of succession planning such as career development and job security, as a technique to diminish the turnover threat. The variable used in this theory is career development. Career development through succession plans becomes essential to discourage turnover intents which put into practice cost the institutes adversely and make them lose their competitive advantage. Thus, development actions change the employee's intent to leave the job position as a result of diminishing the foundations of agency cost by employers (Cummings et al., 2007).

This investigation suggests that the agency theory provides insights into employees' actions regarding turnover intentions and how managers can govern these actions by strengthening the principal-agent relationship. One effective approach to mitigate turnover risk is through the implementation of succession planning practices, particularly by providing employees with career development opportunities and job security. These variables are crucial in discouraging turnover intentions as they help minimize the negative impact on organizations and prevent the loss of competitive advantage.

Career development plays a significant role in this theory, as it serves as a mechanism to deter employees from leaving their job positions. By offering structured career development plans as part of succession planning efforts, organizations can effectively reduce the foundations of agency costs incurred by employers (Cummings et al., 2007). In other words, providing employees with opportunities for career growth and advancement reduces the likelihood of them

seeking alternative employment options, which can result in financial losses and hinder the organization's competitive edge.

By emphasizing development actions and implementing succession plans that focus on career development, organizations can positively influence employees' intent to remain in their current job positions. This, in turn, helps alleviate agency costs for employers, as employees are more likely to stay committed and engaged, resulting in improved organizational performance and stability.

2.4 Empirical Literature Review

The current subsection presents the review of empirical literature that is related to the current study. The section categorized the review into the worldwide review, African review Tanzania/local context review and international reviews as follows;

2.4.1 Globally

Khalid, Pahi, and Ahmed (2016) study the association between leadership style and retention of worker evidence from the country of Pakistan. Their investigation employed convenience sampling to select 390 participants using a questionnaire tool. The outcome exposed a strong and positive association between leadership style and worker retention. Likewise, job satisfaction and institute commitment intermediate the association between leadership style and worker retention. Their study used variables such as leadership style, job satisfaction, organization commitment and retention in the Banking sector. However, this study will focus on five variables namely: talent identification, career development, mentoring, coaching and job rotation on employee retention in Tanzania Service Public College.

Syed and Siddiqui, (2020) from Pakistan investigate the influence of actual SPP on worker retention. Their study used a questionnaire to collect data from 300 participants. Results of the partial least square show that effective SPP had a significant, favorable association with worker retention. Thus, three mediators such as job security, rewards, and supervisor support significantly mediated the relationship between effective SPP and worker retention. The weakness of this study is based on the private sector thus, the current adds gap in higher learning institutions.

Similarly, Zulqurnanin et al., (2019) from Pakistan looked into workers of commercial banks that link succession planning, performance evaluation and worker performance. A quantitative approach was used while Likert scales were used to quantify the response. The investigation used a sample of 127 bank workers. Findings show that succession planning is significantly associated to worker performance and the relations have also been recognized by career development and performance evaluation.

Hee, Ying, Kowang, Rizal & Ping, (2019) investigate the SPP and worker retention in the property business in Malaysia. Their investigation employed a cross-sectional design and a quantitative approach. In data collection, 397 questionnaires were used to collect data. The outcome exposed that career planning, mentoring, coaching and job rotation were significantly associated with worker retention. The study likewise supports administrations to assimilate their succession practices to ensure talents remain in the organization.

2.4.2 Africa Review

Tetteh and Asumeng, (2016) investigate the link between succession planning, employee retention and career development programmes in Ghana. Their study used a cross-sectional design and 188 employees filled out the questionnaires. The regression results showed that career development significantly predicted employee retention. The investigation suggested the need for directors to advance strategic innovation mainly in career development to train and progress staff to improve employee retention.

Likewise, Akatukunda, (2018) the Uganda Revenue Authority looked into succession planning and worker retention. The study used case a research design. The outcome of the correlation recorecognized talent identification, capacity building and team leadership has positively and statistically influenced worker retention. The results established that team leadership had a significant influence on worker retention. Thus, organizations are required to invest in identifying talent, building applicable capacity, and training staff for headship.

Lempaka, (2018) investigated the influence of succession planning on worker retention in Kenya commercial banks. The questionnaire was used to collect 200 employees from a population of 6489 workers. Further descriptive survey design was used. Regression result shows KCB have moderate succession planning practices in place. From looking at the results, one gets the feeling that they can do better. It is strong that succession planning influences worker retention. For an organization to remain competitive, they have to have loyal employees.

2.3.3 Tanzania Review

Mongi, (2017) from Tanzania conducted a study focusing on the execution of a succession plan at the Ministry of Information, Arts and Sports. His investigation used a mixed approach and case study design. A sample of 149 staff was used to collect data with the aid of questionnaires, interviews and documentary review tools. Findings show succession planning in the public organization is threatened by exterior forces from the political leadership who interfere with the competence of the succession planning objectives.

Mwita, Mwakasangula and Tefurukwa, (2018) investigated the effect of leadership on worker retention. Their investigation used banks namely: Akiba and Postal Bank. Questionnaires were used in the gathering of data. The outcome of regression exposed the linear association between leadership and worker retention. Finding needs executives to search for a response from their assistants on how they observe leadership styles used to create progress before the workers choose to leave. The weakness of this study used a small sample size.

Magasi, (2020) looks into the effect of succession planning on the existence of manufacturing companies in the Dar-es-salaam region. His investigation employed a sample of 384 senior leaders randomly selected from 37 companies. The study used a quantitative approach and cross-sectional design. The outcome of regressions indicates that training successors positively and significantly influence the survival of manufacturing companies.

2.5 Research Gap

Regardless of the details that broad investigation has been done in the area associated with the succession plan, some gaps are missing and required to be addressed. Starting with the contextual gap and knowledge gap for instance Mwita, Mwakasangula and Tefurukwa, (2018) investigated the influence of one variable that is leadership on worker retention in Banks business, but the current study adds more variables such as talent identification, capacity building and team leadership on employee retention. Secondly, in the methodological gap, Mongi, (2017) from Tanzania carried out an investigation focused on the implementation a of succession plan. His investigation used only descriptive statistics, but this study adds a methodological gap by using inferential statistics that show both magnitude and direction of impact. Further, in the contextual gap his study focuses only on the implementation of a succession plan but current study focuses on the influence of SPP and their implication on worker retention. Moreover, his investigation was done in the Ministry but the current study adds a gap in Learning institutions specifically Tanzania Public Service College.

Further, Nwokocho and Iheriohanma (2015) from Nigeria link leadership styles, worker retention and employee performance. Thus, their study on succession planning used only one variable of leadership styles, but this study adds knowledge gap by using five succession planning namely: capability building, talent identification and team leadership on worker retention. Finally, in the theoretical gap, most of the studies for instance, Akatukunda, (2018) from Uganda, Pita and Dhurup, (2019) from South Africa, and Tetteh and Asumeng, (2016) from Ghana used Agency theory but this study adopted more theory such as leadership model

succession theory that links the independent variable like career development and talent identification.

2.6 Conceptual Framework

Creswell, (2015) and Maxwell and Loomis, (2003) defined the term conceptual framework as the in-between theory in a graphic form that attempts to link variables under study. Below is the conceptual framework developed using both independent and dependent variables. The dependent variable is what is being studied about worker retention. Predictor variables are talent identification, Career development, Mentoring, Coaching and job rotation as displayed in

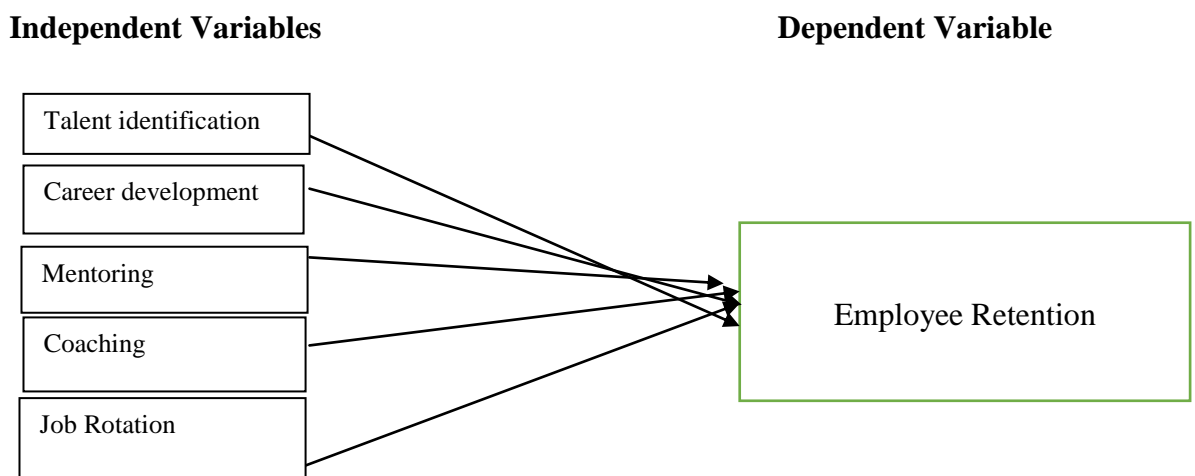


Figure 2.1 Conceptual Framework

2.7 Theoretical Explanation

2.7.1 Employee Retention

Employee retention refers to the capability to charm and maintain the talent in an organization. Employee retention dependent variable measured by several indicators

such as planning on working for another, work gives satisfaction, future within the current company, retaining working for current company and refusing attractive job offer from another company. The theory used in this variable is the leadership model succession theory highlights that the one method of succession planning that can be observed as successfully applied is the attainment of successors from within the association.

2.7.2 Career Development

Career development is measured by several indicators such as training programs, training needs are identified through a formal performance appraisal, formal training programs to teach new employees and training has helped me in improving my overall essential abilities for work. The study hypothesized that career development positively influences worker retention. The hypothesis aligns with Tetteh and Asumeng, (2016); Akatukunda, (2018) established that career development positively influences employee retention. The theory applied to this variable is the leadership model succession theory explains that career development such as training tends to increase the accessibility of experienced and talented workforces and this increases the retention among trained.

2.7.3 Mentoring and Coaching

Mentoring and coaching simplicity in the advanced course of thinking among the interfaces among experienced persons and new workers to guarantee they are well-fitted out with essential abilities and knowledge. The study expected that workers who received proper mentoring and coaching times more likely to remain in the

business. The hypothesis is consistent with Woo, (2017), and Hee, Ying, Kowang, Rizal & Ping, (2019) claim that mentoring and coaching have influenced worker pledge and worker retention. The theory applied in this variable is the leadership model succession theory explains mentoring and coaching possible capacities in succession planning to equip with essential skills and knowledge required and are more likely to remain in an organization.

2.7.4 Job Rotation

Job rotation is the method that organizations use to train workers by exposing them to dissimilar areas of knowledge (Ajusa & Atambo, 2016). The study expected that shared job rotation is a useful technique to increase employee engagement and employee retention. The hypothesis aligns with Ajusa and Atambo, (2016) Hee, Ying, Kowang, Rizal & Ping, (2019) noted that job rotation was significantly associated with worker retention. The theory used for this variable of job rotation is agency theory since job rotation becomes essential to discourage turnover intentions.

2.7.5 Talent Identification

Talent identification refers to the methods by which capable workers are recognized and offered tasks consistent with their particular talents and objectives. This study hypothesized a positive association between talent identification and worker retention. The hypothesis aligns with Akatukunda, (2018) from Uganda recognized that talent identification had a positive and significant association with worker retention. The theory applied to this study is strategic constituency theory since the strategic constituent theory measures effectiveness by looking at the contentment of

important shareholders, those who are critical to the organization's capability to endure and thrive.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter Overview

This chapter offers the investigation methodology. It contains the study design, population, sample size and sampling procedures, data collection methods, data gathering instruments, validity and reliability measures, data collection approaches and data analysis.

3.2 Research Philosophy

Research philosophy consists of the selection of a study plan, formulation of the problem, data gathering and analysis. The study used positivism because of the scientific approach to discovering the specific nature of cause-and-effect relationships. For instance, this study looks into the nature of cause and effect relationships among success planning on worker retention. Collis and Hussey (2013), described positivism as emphasizing on testing of hypothesis and the search for scientific proof derived from statistical estimation. The study opted for this philosophy since positivists tend to use large sample sizes and evaluate the quantitative data statistically (Collis & Hussey, 2013).

3.3 Research Approach

In carrying out the study, a quantitative approach was used since the nature of specific study objectives intended to show impact by using statistical, computational, or mathematical techniques (Kothari, 2004). Using quantitative data collected using a questionnaire was employed to examine the impact (magnitude and direction) from

independent to dependent variables. The study used a quantitative approach because the approach is consistent with data that is consistent and numerical (Flick, 2011). Second, the approach involves the use of statistical tests to analyze the large amount of quantitative data. This almost erases bias.

3.4 Research Design

The research design refers to the general plan that helps incorporate the dissimilar components of the study in a coherent and rational means (Creswell, 2009). The current study uses cross cross-sectional research design where information is collected from numerous dissimilar workers at a single point in time. The design was advantageous for both analytical and descriptive determinations. At the analytical level, the design attempts to respond to the questions for instance how or why a definite result might occur while descriptive summarizes results using descriptive statistics (Kothari, 2004).

3.4.1 Study Area

The current investigation was conducted at Tanzania Public Service College (TPSC). TPSC an institution of higher learning in Tanzania, is mandated to offer courses that prepare school leavers for effective delivery of public service (TPSC, 2020). TPSC has seven campuses positioned at Mtwara, Singida, Tanga, Mbeya, Tabora, Dar es Salaam regions and GLC, (TPSC, 2020). The study area is used for the following reasons; first is due to data accessibility since the problem exists within the study area. The second reason for choosing TPSC as a study is due to awareness and familiarity with a researcher to get suitable information timely as supported by Yin (1994).

3.5 Population of the Study

Saunders et al. (2000) define a population as the complete set of cases from which the sample size was drawn. In the current study, the target population refers to individual employees (i.e. workers from TPSC) having noticeable shared structures of interest. The target population is two hundred and fifty (250); where 158 are academic staff and 92 are non-academic staff as presented in Table 3.0. This study used three campuses namely: Headquarters, Dar es Salaam campus, and Mbeya campus with a total number of employees of 127.

Table 3.1: Population of Study

| S/N | Campus | Academic Staff | Non-Academic Staff | Total number of Employees |
|--------------|------------------------|----------------|--------------------|---------------------------|
| 1 | Head Quarter | 10 | 20 | 30 |
| 1 | Dar es Salaam | 48 | 15 | 63 |
| 2 | Tabora | 20 | 10 | 30 |
| 3 | Mbeya | 22 | 12 | 34 |
| 4 | Mtwara | 17 | 9 | 26 |
| 5 | Singida | 18 | 9 | 27 |
| 6 | Tanga | 20 | 10 | 30 |
| 7 | Global Learning Centre | 3 | 7 | 10 |
| Total | | 158 | 92 | 250 |

3.6 Unit of Analysis

The unit of analysis was employees working at TPSC. Those included the administrative department; finance and accounting, procurement, planning, trainer and examination departments. Employees from TPSC are taken as a unit of analysis because associated with information related to succession planning practices and their suggestions on worker retention.

3.7 Sample and Sampling Technique

3.7.1 Sample Size

A sample is described as a collection of respondents selected from a large population for survey purposes (Kombo & Tromp, 2006). Malhotra, (2005) claim that sample size refers to the number of sample representative drawn from the sample frame to be studied. The study determines the optimal sample size by taking into account of research approach, study design, time and desired level of precision. Due to know population or finite population, the study uses Yamane's (1967) formula to compute the sample size a with level of precision of $\pm 5\%$

$$n = \frac{N}{1+N(e^2)} \dots\dots\dots (3.0)$$

Where;

n = sample size; N = total number of population = 127; e = is the level of precision = $\pm 5\%$, thus

$$n = \frac{127}{1+127(0.05^2)}$$

$$n = \frac{127}{1 + 1127((0.05)^2)} = 96.39 \approx 96$$

Thus, the optimal sample size for this study is ninety-six (96) respondents, where, out of 96 sample, 62 are academic staff while 34 are non-academic staff as shown in Table 3.1.

Table 3.1: Sample Proportion for Campus

| S/N | Campus | Total number of Employees | Sample for Academic Staff | Sample for Non-Academic staff | Stratified Sampling $n_i=(N_i \times S)/N$ | Sample |
|--------------|---------------|---------------------------|---------------------------|-------------------------------|--|-----------|
| 1 | Head Quarter | 30 | 14 | 9 | $(30 * 96)/127$ | 23 |
| 1 | Dar es Salaam | 63 | 33 | 14 | $(63 * 96)/127$ | 47 |
| 3 | Mbeya | 34 | 17 | 9 | $(34 * 96)/127$ | 26 |
| Total | | 127 | 64 | 32 | $(96 * 96)/127$ | 96 |

3.7.2 Sampling Technique

Stratified sampling techniques were useful in finding the correct representation of staff for each location (campus). Each campus formed homogenous strata compared to the whole population. After the sample was stratified, simple random sampling was used to select the required number of staff whereby 23 staff from headquarters, 47 staff from the Dar es Salaam campus and 26 staff from the Mbeya campus. The study uses simple random since each worker is associated with an equal chance of being selected.

In obtaining the sample from employees, a researcher employs the following steps; first, a researcher requested the list of workers from Tanzania Public Service College. The researcher listed the name of each element of a finite population on a piece of paper. Put a slip of paper in the box and then mix and finally draw each paper (without looking). Then sample was selected without replacement until all the sample sizes were completed. In doing so researcher assured that in successive drawings each of the remaining elements of the population has the chance of being selected.

3.8 Data Collection Tools

The study uses questionnaires to collect quantitative data from other employees from different departments. Thus, a total of 96 questionnaires were formulated, printed and distributed by hand to hand among employees from TPSC. The study ensures a good sequence of questions within questionnaires that minimizes the possibility of misappropriation as argued by Kothari, (2004). The investigator wrote questionnaires to collect information related to the relationship between succession management practices and worker retention.

The study used a questionnaire to collect enough information from a greater number of respondents within a short period. Another reason why questionnaires were used is that there is a chance for accurate information from respondents. Since they are free to attempt questions under minimal supervision while also ethical issues are also considered in the prepared questions. Likewise, the technique is a cheap, quick and efficient way of getting enough information from the respondents.

3.9 Measurement of Variables

The section presents the measurement of both dependent and explanatory variables as the conceptual framework illustrates. All variables were measured on a point Likert scale where 1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agreed and 5= Strongly agreed.

3.10 Data Analysis

Data is analysed after the data collection is done. The data analysis in this study consists of three steps namely: editing, cleaning, and coding so that the data can be

easily analysed as argued by Kothari, (2004). The study employed quantitative data and was analyzed by the SPSS software package. Quantitative data was collected by using a questionnaire and analysis done for both descriptive statistics (frequencies, standard deviation and percentages) and inferential statistics such as regression model. Descriptive statistics were used to indicate the demographic features of participants such as age, education level and working experience where frequency and percentage were used. Multiple linear regression was used for inferential statistics to look at the magnitude and direction of influence among succession planning practices and employee retention. The dependent variable is employee retention while the independent variables are talent identification, career development, team leadership, mentoring and coaching and job rotation. The regression model with one dependent and five independent variables is presented as follows:

$$ER = \beta_0 + \beta_1 TI_1 + \beta_2 CD_2 + \beta_3 TL_3 + \beta_4 MC_4 + \beta_5 JR_5 + \mu_i \dots\dots\dots (3.1)$$

Where: ER is the dependent variable (employee retention), is the regression coefficient/constant/Y-intercept, $\beta_1, \beta_2, \beta_3, \beta_4$ & β_5 are the slopes of the regression equation. Further, TI_1 is talent identification; CD_2 career development; TL_3 is team leadership; MC_4 is mentoring and coaching; JR_5 is job rotation.

The Gauss Markov theorem postulate the certain set of assumptions for the ordinary least squares (OLS) estimate. When the assumptions are met results are the best linear unbiased estimate (BLUE) as supported by Greene (2011); Wooldridge, (2010). Those assumptions are as follows; First assumption is linearity in parameters estimated (i.e. alpha and beta): the dependent variable is a linear function of a set of

independent variable and a random error component. The violation causes the problems of non-linearity that bring the wrong estimates. Second assumption is the expected value of the error term is zero for all observations. That is $E(\mu_i) = 0$. The violation causes problem of intercept is to be biased. That is value of dependent variable is biased when independent is zero.

Third assumption is homoscedasticity: The conditional variance of the error term is constant in all independent variables and over time: the error variance is a measure of model uncertainty. Homoskedasticity implies that the model uncertainty is identical across observations. $var(\mu_i) = E(\mu_i^2) = \sigma_i^2 = Constant$. The violation causes the problem of heteroscedasticity that is variance of error term is different across observations. Thus, model uncertainty varies from observation to observation often a problem in cross-sectional data, omitted variables bias. Fourth assumption is error term is independently distributed and not correlated, that is no correlation between observations of the dependent variable. $Cov(\mu_i, \mu_j) = E(\mu_i \mu_j) = 0, i \neq j$. The violation cause the problem of serial correlation Fifth assumption is independent variable (X's) is deterministic: that is independent variable (x) is uncorrelated with error term. $Cov(X_i, \mu_i) = 0$. The violation causes the problem of omitted variable bias and endogeneity problem. Sixth assumption is multicollinearity: There is no exact collinearity between the X variables. This means that, independent variable shouldn't correlate themselves.

3.11 Validity and Reliability of the Research Instrument

3.11.1 Validity

Validity evaluates the truthfulness of the results. Likewise, Saunders et al, (2009)

claim that validity is distressed with whether the outcomes are related to what they seem to be. In this investigation, validity is guaranteed by formulating accurate questions.

3.11.2 Reliability

Reliability clarifies the mark to which an instrument produces a similar outcome each time under identical situations and subjects (Amin, 2005). For investigation, several actions are used to ensure the result free from errors. Furthermore, those actions include the pre-examining of a questionnaire by the supervisor and other staff members filled the questionnaire. Second, a pilot test was carried out.

3.12 Ethical Consideration

Ethical issues take account of principles of conduct about what is right and what is wrong when undertaking research. First, OUT where they provide with me a permission letter for the data collection, and Secondly the researcher secures the research permit from relevant authorities. Once the research proposal is complete, the researcher secures research permits from Regional Administration Secretaries (RASs). The RASs introduced the researcher to a Tanzania Public Service College where the fieldwork was conducted. Other ethical issues to be considered included; respect for freedom of participation amongst prospective participants, anonymity of participants and confidentiality of collected data. During the data gathering, the investigator treated the participants as respondents rather than subjects. The researcher treats the workers respectfully with honest and open minds by asking simple questions without any ambiguity.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1 Chapter Overview

This chapter presents the investigation findings. The presentation is based on the specific research objectives. Specifically, the investigation looks into the impact of talent identification; career development and team leadership on employee retention; mentoring; coaching and job rotation on employee retention in Tanzania Service Public College. Before the presentation of the main findings, the study first presents the response rate demographics features of staff working at Tanzania Service Public College.

4.2 Response Rate

From proposed sample size of 96 participants, only 92 respondents returned the distributed questionnaire. This makes a response rate of 95.8% which is a very good response rate as indicated in Table 4.0. This response rate of 95.8% is considered excellent as supported by Baruch (2000) who proposed that a response rate of 50% is considered adequate for analysis, 60% is considered good, and a 70% response rate is considered excellent.

Table 4.1: Response Rate

| Return status | Frequency | Percent |
|--------------------------|------------------|----------------|
| Questionnaire return | 92 | 95.8 |
| Questionnaire not return | 4 | 4.20 |
| Total | 96 | 100.0 |

Source: Research Finding, 2023

4.3 Demographics Features of Participants

This section establishes a comprehensive grasp of the respondent's background information, including their gender, age, education level attained and employment history. Using descriptive statistics like frequency and percentage, the data is displayed.

4.3.1 Gender

Gender differences among staff in higher learning institutions have become a prevalent and increasingly inevitable element of the workplace. We must ascertain whether these gender variations have an impact on employees' views toward productivity and job performance. Therefore, gender distribution was looked at in this study. To help the researcher, illustrate the characteristics of the study population, respondents were required to specify which gender classification they fell into. Table 4.1 outcome showed that there were 55 males equivalent to 59.8% and 37 females equal to 40.2%. This implies that the majority of staff from three campuses of Tanzania Public Service College namely: Headquarters, Dar es Salaam campus, and Mbeya campus were male accounting for 59.8%. Based on this outcome and the ongoing gender mainstreaming initiative, it appears that the gender balance in higher learning institutions is still inequitable.

Table 4.2: Gender Distribution

| Gender | Frequency | Percent |
|--------|-----------|---------|
| Female | 37 | 40.2 |
| Male | 55 | 59.8 |
| Total | 92 | 100.0 |

Source: Research Finding, 2023

4.3.2 Age Group

The findings of the age of respondents were considered into four (4) groups. Table 4.2 presents the distribution of respondents according to their age groups. Among the 92 participants, 13% were under 30 years old, 37% were in the age range of 31-40 years, 35.9% were in the age range of 41-50 years, and 14.1% were over 50 years old. These figures provide an overview of the age distribution within the sample, showing that most of the participants are young and energetic belonging 36 to 45 years.

Table 4.3: Age Group

| Age group | Frequency | Percent |
|------------------|------------------|----------------|
| Under 30 Years | 12 | 13.0 |
| 31-40 Years | 34 | 37.0 |
| 41-50 Years | 33 | 35.9 |
| Over 50 Years | 13 | 14.1 |
| Total | 92 | 100.0 |

Source: Research Finding, 2023

4.3.3 Education Level Attained

The survey results were used in the study to ascertain the employees of Tanzania Public Service College their level of education. The level of education gained by each employee was related to his or her employee retention. According to Table 4.3, 35.9% of employees have a bachelor's degree, followed by 28.3% who have a master's degree. Additionally, 16.3% of the workforce had a diploma; 14.1% attained a Ph.D. level while 5.4% attained certificates education level. This indicates that all

of the respondents had reached a significant degree of education, enabling them to comprehend the succession planning practices and provide thoughtful answers.

Table 4.4: Education Level Attained

| Categories | Frequency | Percent (%) |
|-------------------|------------------|--------------------|
| PhD | 13 | 14.1 |
| Master Degree | 26 | 28.3 |
| Bachelor Degree | 33 | 35.9 |
| Diploma | 15 | 16.3 |
| Certificates | 5 | 5.4 |
| Total | 92 | 100.0 |

Source: Research Finding, 2023

4.3.4 Working Experience

Moreover, the employees at Tanzania Public Service College were required to indicate their working experience in years of professional experience. Figure 4.3 shows that 17.4% of the individuals have worked at Tanzania Public Service College between 0 to 4 years; 30.4% worked from 5 to 9 years while 52.2% worked over ten (10) years. Outcome means that most of Tanzania Public Service College workers in associated with work experience over 10 years. This indicates that knowledge and experience matter in aspects of succession planning practices.

Table 4.5: Work Experience

| Experience | Frequency | Percent |
|-------------------|------------------|----------------|
| 0-4 Years | 16 | 17.4 |
| 5-9 Years | 28 | 30.4 |
| Over 10 Years | 48 | 52.2 |
| Total | 92 | 100.0 |

Source: Research Finding, 2023

4.4 Descriptive Statistics

This section presents the results of descriptive for independent and dependent variables where the mean, standard deviation minimum and maximum statistics were used. Those include employee retention, talent identification, career development, coaching and mentoring.

4.4.1 Descriptive Statistics of Employee Retention

The first statement suggests that, on average, the most of respondents agree with their level of satisfaction with their current work. The relatively low mean score of 2.1304 indicates that the majority agree. The standard deviation of 1.42364 suggests that there is a fair amount of variability in responses, indicating that some individuals are more satisfied than others. For the second statement results of a mean score of 2.3261 indicate that most employees agree with the future within the organization. The standard deviation of 1.51265 implies that there is variability in the degree to which respondents see a future in the company, with some being more optimistic and others less so.

The third statement established that, on average, respondents have agreed to refuse attractive job offers from other companies/organizations. The mean score of 2.2500 indicates agreement with or resistance to job offers. The standard deviation of 1.49450 suggests variability in how respondents view job offers, with some being more likely to refuse and others less likely. Likewise, the fourth statement indicates that, on average, staff members agree on themselves as part of the organization. The standard deviation of 1.41062 implies variability in how strongly staff members identify with the organization. Also, on average, respondents perceive a moderate

level of staff turnover within the organization. The mean score of 2.0870 indicates a moderate perception of turnover. The standard deviation of 1.45747 suggests variability in how respondents perceive staff turnover, with some perceiving it as higher and others as lower.

This statement suggests that, on average, the majority of participants agree that staff members have a preference for signing and serving long-term contracts. The mean score of 2.2717 indicates a most of the respondents agree that staff members have a preference for signing and serving long-term contracts. The standard deviation of 1.58359 implies variability in how strongly staff members prefer long-term contracts.

Table 4.6: Descriptive statistics of Employee Retention

| Statistics | N | Mean | Std. Deviation | Minimum | Maximum |
|--|----------|-------------|-----------------------|----------------|----------------|
| My current work gives me satisfaction | 92 | 2.1304 | 1.42364 | 1.00 | 5.00 |
| I see future within current company I work with | 92 | 2.3261 | 1.51265 | 1.00 | 5.00 |
| I refuse attractive job offer from another company | 92 | 2.2500 | 1.49450 | 1.00 | 5.00 |
| Organization staff members consider themselves as part of the organization | 92 | 2.2935 | 1.41062 | 1.00 | 5.00 |
| Organization has high staff turnover | 92 | 2.0870 | 1.45747 | 1.00 | 5.00 |
| Organization staff prefer to sign and serve long term contracts | 92 | 2.2717 | 1.58359 | 1.00 | 5.00 |

4.4.2 Descriptive Statistics of Talent Identification

Table 4.6 represent the results of a survey where respondents were asked to rate statements related to the talent identification strategy of an organization on a five-point scale, ranging from 1 (strongly agree) to 5 (strongly disagree). For first statement indicates the mean score of 2.2065 which suggests a moderate level of agreement, but the relatively high standard deviation of 1.47907 implies variability in how respondents perceive the existence of this strategy.

Results of the second statement suggest that respondents, on average, moderately agree that the organization employs a clear selection process to hire talented individuals. The mean score of 2.3587 indicates a somewhat higher level of agreement compared to the previous statement. The standard deviation of 1.49418 again indicates variability in responses. This statement suggests that, on average, respondents moderately agree that the organization's employee recruitment process helps identify highly talented staff. The mean score of 2.2065 is similar to the first statement, indicating moderate agreement.

Likewise, the results of the third statement suggested most of respondents moderately agree that the organization's employee selection process aids in identifying the most talented workers. The mean score of 2.2500 indicates a moderate level of agreement. The standard deviation of 1.37980 suggests some variability in how respondents perceive the effectiveness of the selection process. The last statement's results exposed that, on average, respondents moderately agree that the organization assigns staff roles based on their talents. The mean score of 2.1304 suggests a moderate level of agreement.

In summary, the survey results suggest that respondents generally hold moderately positive views about the organization's talent identification and selection strategies. However, there is variability in the responses, indicating that some respondents have stronger agreement than others.

Table 4.7: Talent Identification Strategy

| | Mean | Std. Deviation | Minimum | Maximum |
|--|-------------|-----------------------|----------------|----------------|
| Descriptive statistics | | | | |
| Organization has a talent identification strategy in these human resources manual | 2.2065 | 1.47907 | 1.00 | 5.00 |
| Organization employees staff based on a clear selection process that ensures talented people are hired | 2.3587 | 1.49418 | 1.00 | 5.00 |
| Organization employee's recruitment process helps the organization find the utmost talented staffs | 2.2065 | 1.41062 | 1.00 | 5.00 |
| Organization employee selection process helps the organization identify the most talented workers | 2.2500 | 1.37980 | 1.00 | 5.00 |
| Organization deploys its staffs based on their talents | 2.1304 | 1.54221 | 1.00 | 5.00 |

4.4.3 Descriptive Statistics of Career Development

The finding of the first statement suggests that, on average, respondents moderately agree that the organization has a staff capacity-building strategy outlined in its human resources manual. The mean score of 2.097826 indicates a moderate level of agreement. The relatively high standard deviation of 1.603977 suggests variability in

how respondents perceive the presence of this strategy. Also, the second statement indicates that respondents, on average, most respondent agree that the organization provides support for formal training programs for new employees. The mean score of 2.184783 suggests a moderate level of agreement. The standard deviation of 1.474541 implies variability in how respondents perceive the organization's support for training.

In addition, the result of third statement suggests that, on average, respondents moderately agree that off-job training improves required skills and that the organization provides full support for such training. The mean score of 2.358696 indicates a moderate level of agreement. The standard deviation of 1.565995 suggests variability in how respondents perceive the relationship between off-job training and organizational support.

Likewise, the results of the fourth statement indicates that respondents, on average, the majority agree that training needs are identified through a formal performance appraisal process. The mean score of 2.206522 suggests a moderate level of agreement. The standard deviation of 1.530195 implies variability in how respondents perceive the link between performance appraisal and training needs identification. The last statement suggests that respondents, on average, agree that the organization's staff capacity-building efforts are intended to meet the long-term needs of the organization. The mean score of 2.23913 indicates a moderate level of agreement.

Table 4.8 Descriptive Statistics of Career Development

| Career Development | Mean | Std. Deviation | Minimum | Maximum |
|--|-------------|-----------------------|----------------|----------------|
| Organization has a staff capacity building strategy in its human resources manual | 2.097826 | 1.603977 | 1 | 5 |
| Organization supports the formal training programs for new employees | 2.184783 | 1.474541 | 1 | 5 |
| Both off-job training improve required skills for work and organization full support | 2.358696 | 1.565995 | 1 | 5 |
| Training needs are identified through a formal performance appraisal | 2.206522 | 1.530195 | 1 | 5 |
| Organization staff capacity building is intended for the long term needs of the organization | 2.23913 | 1.679675 | 1 | 5 |

4.4.4 Descriptive Statistics of Mentoring

This section presents the results of a survey where respondents were asked to rate statements related to mentoring and coaching within an organization on a five-point scale, ranging from 1 (strongly agree) to 5 (strongly disagree). Results of the first statement suggest that, on average, respondents agree that they have a supportive superior who provides mentoring during work. The mean score of 2.5 indicates a most of the participants agree. The standard deviation of 1.425822 suggests variability in how respondents perceive the supportiveness of their superiors in mentoring.

Also, the results of the second statement indicates that respondents, on average, most of the employees agree that they receive regular feedback on their job performance.

The mean score of 2.369565 suggests a moderate level of agreement. In addition, the result of the third statement suggests that, on average, most of the respondents agree that they perform work using the approaches shared by their superiors. The mean score of 2.380435 indicates a moderate level of agreement. The standard deviation of 1.420744 implies variability in how respondents perceive their alignment with superior-shared approaches.

Moreover, the results of the fourth statement suggests that respondents, on average, most of the employee agree that the organization has a common methodology available for mentors. The mean score of 2.467391 indicates a moderate level of agreement. This statement suggests that, on average, respondents moderately agree that the organization allocates an adequate number of mentoring sessions. The mean score of 2.271739 indicates a moderate level of agreement. The standard deviation of 1.383603 implies variability in how respondents perceive the adequacy of session allocation.

Table 4.9: Descriptive Statistics of Mentoring

| Statement | Mean | Std. Deviation | Minimum | Maximum |
|---|-------------|---------------------------|----------------|----------------|
| I have supportive superior in mentoring during work | 2.5 | 1.425822 | 1 | 5 |
| I receive regular feedback on my job performance | 2.369565 | 1.246687 | 1 | 5 |
| I perform work using the approaches shared by my superior | 2.380435 | 1.420744 | 1 | 5 |
| Organization has availability of a common methodology for mentors | 2.467391 | 1.346147 | 1 | 5 |
| Organization allocates adequate number of sessions delivered | 2.271739 | 1.383603 | 1 | 5 |

4.4.5 Descriptive Statistics of Coaching

Findings from Table 4.9 shows that the first statement of employee received coaching from management show a mean of 2.1522 which implies that most of the respondent agree. Likewise, for second statement indicates a mean value of 2.2065. This implies that the majority of respondents agree that coaching opportunities are available to all employees within an organization. For third statement indicates a mean value of 2.2065 which also implies most of the employees/participants were on the agreed side of the organization and measured the impact of coaching frequently. In addition, the results of the last statement indicate a mean of 2.3696 which implies most respondents agree that the organization has coaching programs for coaching leaders to acquire skills.

Table 4.10: Descriptive Statistics of Coaching

| Coaching | Mean | Std. Deviation | Minimum | Maximum |
|---|-------------|-----------------------|----------------|----------------|
| I receive coaching from management | 2.1522 | 1.46711 | 1.00 | 5.00 |
| Coaching opportunities are available to all employees. | 2.2065 | 1.37112 | 1.00 | 5.00 |
| Organization has clear coaching policy and a coaching management system | 2.2065 | 1.32215 | 1.00 | 5.00 |
| Organization measure the impact of coaching frequently | 2.2391 | 1.45534 | 1.00 | 5.00 |
| Organization has coaching programs for coaching leaders to acquire skills | 2.3696 | 1.43517 | 1.00 | 5.00 |

4.4.6 Descriptive Statistics of Job Rotation

Table 4.10 represents the results of a survey where respondents were asked to rate statements related to job rotation within an organization on a five-point scale,

ranging from 1 (strongly agree) to 5 (strongly disagree). The finding of the first statement suggests that, on average, most of the respondents agree that they understand the functions and policies of job rotation within the context of succession management practices. The mean score of 2.152174 indicates a moderate level of agreement. The standard deviation of 1.459601 implies variability in how respondents perceive their understanding of job rotation functions and policies.

For the second statement results indicate that respondents, on average, agree that they feel supported by the management team regarding job rotation for employees. The mean score of 2.336957 suggests a moderate level of agreement. The standard deviation of 1.416366 implies variability in how respondents perceive the supportiveness of the management team. For third statement suggests that respondents, on average, agree that they understand the value of job rotation in enhancing staff motivation, commitment, and participation. The mean score of 2.315217 indicates a moderate level of agreement. The standard deviation of 1.366228 implies variability in how respondents perceive the understanding of job rotation's value.

Table 4.11: Descriptive Statistics of Job Rotation

| Job rotation | Mean | Std. Deviation | Minimum | Maximum |
|---|----------|----------------|---------|---------|
| I understand job rotation functions and policy in succession management practices | 2.152174 | 1.459601 | 1 | 5 |
| I feel the supportiveness from management team on employees' job rotation | 2.336957 | 1.416366 | 1 | 5 |
| I understand the value of job rotation is to enhance staff motivation, commitment and participation | 2.315217 | 1.366228 | 1 | 5 |

4.5 Main Findings

The results of the combined use of the five distinct objectives in a single multiple linear regression model are shown in this section. As a result, all five independent variables (namely: talent identification; career development; mentoring; coaching and job rotation) were regressed against the dependent variable (i.e., employee retention). The regression model illustrates the effects of succession planning practices on employee retention in Tanzania Service Public College. Also, the regression provides information on the direction and size of the influence that the succession planning practices have on employee retention. Before presenting the regression results, the study first presents a model summary and assumptions as discussed in the next subsection:

4.5.1 Model Summary

R-squared is most frequently used to determine how well a regression model explains observed data. Results from Table 4.11 exposed an R-square value of 92.3%; this implies the regression model accounts for 92.3% of the variability seen in the target variable. This indicates that all predictor variables in the model, including talent identification; career development; team leadership; mentoring; coaching and job rotation, account for 92.3% of the variation of the dependent variable (employee retention). The model's R-square of 92.3% indicates that it is a good predictor as displayed in Table 4.11.

Table 4.12: Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|--------------|-------------------|-----------------|--------------------------|-----------------------------------|----------------------|
| 1 | .961 ^a | .923 | .918 | .28565416 | 1.301 |

a. Predictors: (Constant), Coaching, Mentoring, Talent Identification, Job rotation, Career Development

b. Dependent Variable: Employee retention

4.5.2 ANOVA Results

Using the F statistics, the ANOVA table shows the overall model significance. The results showed that the F statistic was 205.844 and the F test's p-value was 0.0000, which is significant at 1% (See Table 4.12). This indicates that no less than one predictor variable included in the estimation significantly affects employee retention results statistically. We reject the null hypothesis that the model is not statistically significant from zero since it is statistically significant from zero.

Table 4.13: ANOVA

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|------------|-----------------------|-----------|--------------------|----------|-------------------|
| 1 | Regression | 83.983 | 5 | 16.797 | 205.844 | .000 ^b |
| | Residual | 7.017 | 86 | .082 | | |
| | Total | 91.000 | 91 | | | |

a. Dependent Variable: Employee retention

b. Predictors: (Constant), Coaching, Mentoring, Talent Identification, Job rotation, Career Development

4.6 Model Assumptions

This section offers the diagnostic tests (model premise) of the linear regression model (OLS). According to the Gauss-Markov theorem, "if the linear regression model meets the first six classical assumptions, then ordinary least squares (OLS) regression generates unbiased estimates with the smallest variance of all feasible linear estimators." Thus, this study tested all the assumptions to verify our regression and generate unbiased estimates as presented in the next subsections.

4.6.1 Normality Test

4.6.1.2 Kolmogorov-Smirnov and Shapiro-Wilk

Table 4.13 shows the results of two tests of normality: the Kolmogorov-Smirnov test and the Shapiro-Wilk test. These tests are used to assess whether a set of data follows a normal distribution. For the Kolmogorov-Smirnov test, the statistic value is 0.091, and the degrees of freedom (df) are 92. The significance value (Sig.) associated with this test is 0.056. The test assesses how well the data fits a normal distribution by comparing the observed distribution to the expected normal distribution. In this case, since the significance value is greater than 0.05 (typically used as the threshold), we fail to reject the null hypothesis that the data is normally distributed.

For the Shapiro-Wilk test, the statistic value is 0.982, and the degrees of freedom (df) are 92. The significance value (Sig.) associated with this test is 0.219. The Shapiro-Wilk test is also used to assess normality by examining the correlation between the data and the expected normal distribution. Again, since the significance value is greater than 0.05, we fail to reject the null hypothesis that the data is normally distributed.

In summary, based on the results of both tests, there is no strong evidence to suggest that the data departs significantly from a normal distribution. Thus, the residual is normally distributed.

Table 4.14: Tests for Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-------------------------|---------------------------------|----|-------|--------------|----|-------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Unstandardized Residual | .091 | 92 | 0.056 | .982 | 92 | 0.219 |

Source: Research Finding, 2023

4.6.1.3 Residuals Statistics

Table 4.14 presents statistics related to the residuals of a regression analysis. Residuals represent the differences between the observed values and the predicted values from the regression model. Starting with the minimum, the smallest value of the residuals is -0.75901973. This means that the smallest difference between an observed value and its corresponding predicted value is -0.75901973.

For maximum, the largest value of the residuals is 0.53462076. This means that the largest difference between an observed value and its corresponding predicted value is 0.53462076. Likewise, the mean of the residuals is 0. This indicates that, on average, the observed values and the predicted values are the same, resulting in a mean residual of 0. Also, the standard deviation of the residuals is 0.27769566. This measures the dispersion or spread of the residuals around the mean. A lower standard deviation suggests that the residuals are closely clustered around the mean.

In summary, the residual statistics describe the differences between the observed values and the predicted values from a regression model. The mean residual is 0, indicating that, on average, the predictions match the observed values. The spread of the residuals around the mean is quantified by the standard deviation, which in this case is 0.27769566.

Table 4.15: Residuals Statistics

| | Minimum | Maximum | Mean | Std. Deviation | N |
|----------------------|------------|-----------|-----------|----------------|----|
| Predicted Value | -.8789664 | 2.0160615 | .0000000 | .96066910 | 92 |
| Residual | -.75901973 | .53462076 | .00000000 | .27769566 | 92 |
| Std. Predicted Value | -.915 | 2.099 | .000 | 1.000 | 92 |
| Std. Residual | -2.657 | 1.872 | .000 | .972 | 92 |

Source: Research Finding, 2023

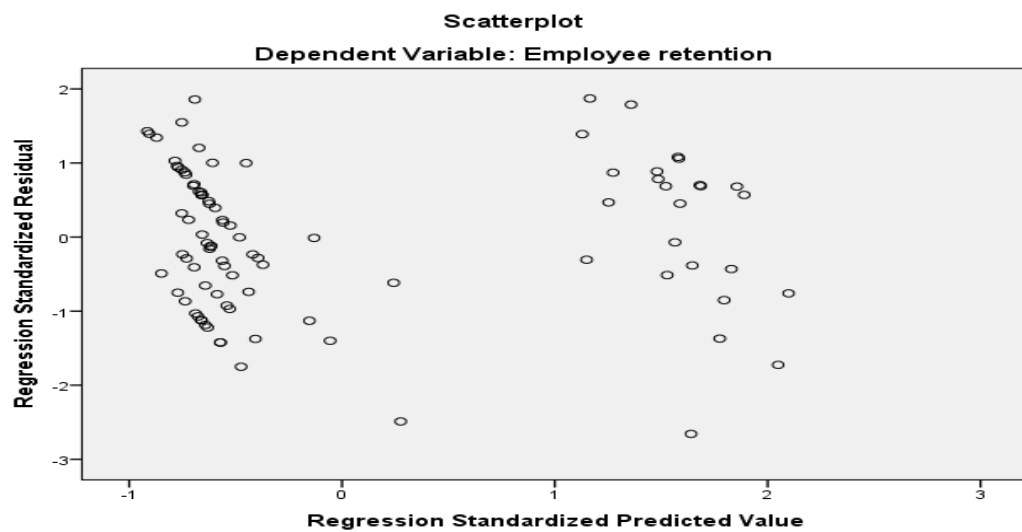
4.6.2 Heteroscedasticity

Heteroscedasticity is the second underlying presumption of a regression model, which states that the error variance of the model is constant at all levels of observation. Or, to put it another way, heteroscedasticity is a phenomenon that occurs when the residuals from a regression analysis are not equal. The error term is referred to as heteroscedastic if its variance is not constant (Fox, 1997). The consequences of violation of the heteroscedasticity assumption are severe since the beta weights' standard errors are probably biased downward and more likely to declare a beta to be statistically significant when it isn't.

By comparing the predictive value of the independent variable, ZPRED, with the residue of SRESID, the scatter plot graph was used to discover heteroscedasticity.

According to decision-making guidelines, if a scatterplot graph demonstrates a specific pattern, such as a regular pattern formed by the points, it can be assumed that there was a heteroscedasticity issue. A heteroscedasticity issue is not present, however, if there is no distinct pattern and spreading dots. Inferred from the scatterplot data is that the spots lack a distinct pattern as shown in Figure 4.1 and instead appear diffused. Thus, it may be said that the regression model does not have a heteroscedasticity issue.

Figure 4.1: Scatter Plot



4.6.3 Multicollinearity

When predictor variables have a strong correlation with one another, this problem is referred to as multicollinearity. If the regression model is linked to this issue, the variance in the outcome variable will not be effectively linked to the right predictor variable, resulting in confusing findings and inaccurate inferences. This presumption only applies to multiple linear regressions with numerous predictor variables, like the

one used in this study. We can ignore this assumption in the case of simple linear regression (one predictor). In the absence of a linear relationship between the control variables, the model is orthogonal (Jensen & Ramirez, 2013). The inconsistent parameter coefficients are a result of multicollinearity (bias results). Further multicollinearity results in huge standard errors for significant coefficients (small values).

The variance inflation factors are used to identify the issue of predictor collinearity. The decision rule needs VIF to be less than 10 if there is no collinearity issue (Kumar, 2011). The results of the multicollinearity test reveal that there was no significant issue with multicollinearity between the independent variables, as displayed in Table 4.15. Findings show that the maximum VIF value of all four predictors is below ten (10). The VIF values for talent identification; career development; mentoring; coaching and job rotation are also 4.388, 5.979, 3.691, 5.201 and 4.16 respectively. Findings imply that the model's predictor collinearity is not a significant issue.

Table 4.16: Multicollinearity

| Variable | Tolerance | VIF |
|-----------------------|------------------|------------|
| Talent Identification | 0.227887 | 4.388133 |
| Career Development | 0.167251 | 5.97905 |
| Mentoring | 0.270953 | 3.690674 |
| Job rotation | 0.192269 | 5.201036 |
| Coaching | 0.243254 | 4.110931 |

Source: Research Finding, 2023

4.6.4 Autocorrelation

Autocorrelation in a regression model occurs when there is a correlation between the error terms of the model. Autocorrelation can arise in time series data or cross-sectional data when there is some form of clustering or grouping present. Autocorrelation violates the assumption of independent and identically distributed errors, which is a key assumption in linear regression. Autocorrelation can lead to biased estimates of the regression coefficients and incorrect inference, including overestimation of the statistical significance of the coefficients and underestimation of the standard errors (Gujarati & Porter, 2009).

To detect autocorrelation, one common method is to use the Durbin-Watson test. The Durbin-Watson test measures the degree of correlation between adjacent residuals. If the Durbin-Watson test statistic falls outside the range of 0 to 4, then there is evidence of autocorrelation (Wooldridge, 2010). The value of 1.301 in this case suggests that there is no significant autocorrelation in the residuals as presented in Table 4.16.

Table 4.17: Durbin-Watson test

| Test | Value |
|---------------|-------|
| Durbin-Watson | 1.301 |

Source: Research Finding, 2023

4.7 Regression Coefficient

Table 4.17, findings exposed that, five predictor variables encompassed in the model are positive and statistically significant at a 1% level. For instance, talent identification is statistically significant at 1% ($p_value = 0.004$); career development

is statistically significant at 1% ($p_value = 0.002$); job rotation is significant at 1% ($p_value = 0.005$); mentoring is significant at 1% ($p_value = 0.011$) while coaching is statistically significant at 1% ($p_value = 0.000$). The statistical significance implies the variable influences worker retention.

Table 4.18: Regression Coefficient

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-----------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .003 | .030 | | .103 | .918 |
| | Talent Identification | .187 | .063 | .187 | 2.982 | .004 |
| | Career Development | .236 | .075 | .232 | 3.169 | .002 |
| | Mentoring | .150 | .058 | .150 | 2.609 | .011 |
| | Job rotation | .198 | .068 | .198 | 2.895 | .005 |
| | Coaching | .273 | .061 | .273 | 4.490 | .000 |

a. Dependent Variable: Employee retention

Source: Research Finding, 2023

4.7.1.1 Talent Identification and Employee Retention

The first specific goal is to ascertain how talent identification has affected employee retention. According to Table 4.17, the talent identification coefficient was 0.187 which is positive. At the 1% level of significance, this coefficient was statistically significant (P -value 0.004). The coefficient indicates that, when other factors (predictors) stay constant, a unit change in talent identification as part of the succession planning practices is linked to a 0.187-unit increase in employee retention. This can also be translated into percentage terms as follows: If Tanzania Service Public College uses talent identification as part of succession planning practices, employee retention will rise by roughly 18.7% points. In other words,

employee retention improves as talent identification is used by Tanzania Service Public College more frequently in its succession planning practices. These results demonstrate that talent identification has a beneficial impact on employee retention. Findings thus disprove the null hypothesis and lead to the conclusion that talent identification significantly and favorably affects employee retention.

Similarly, Akatukunda, (2018) from Uganda looked into succession planning and employee retention at Uganda Revenue Authority. His results of correlation analysis exposed that talent identification had a moderate positive statistically significant relationship with employee retention. Similarly, Lempaka, (2018) investigate the effect of succession planning on employee retention in Kenya's commercial banks. Regression result shows that talent identification as a succession planning practice is associated with a positive influence on employee retention. Likewise, Mwita, Mwakasangula and Tefurukwa, (2018) who investigated the influence of leadership on employee retention at Akiba Commercial Bank (Buguruni Branch) and Tanzania Postal Bank (Morogoro Branch) revealed there is a significant linear relationship between talent identification and employee retention.

Findings likewise align with strategic constituency theory which is a valuable basis for analyzing and understanding how talent identification affects worker retention. Theory measures effectiveness by looking at the gratification of main shareholders, those who are serious about the organization's capability to endure and thrive. Thus, talent identification is significant in assessing efficiency on the foundation of strategic constituents. If an association is unsuccessful in coming across the needs of numerous constituent groups, it is possibly not meeting its efficiency objectives.

4.7.1.2 Career Development and Employee Retention

Likewise, career development is positive and significant at 1%. Table 4.17, indicates that the coefficient of career development was 0.236. The coefficient indicates that, when other factors (predictors) stay constant, a unit change in career development as part of the succession planning practices is linked to a 0.236 -unit increase in employee retention. This can also be translated into percentage terms as follows: If Tanzania Service Public College uses career development as part of succession planning practices, employee retention will rise by roughly 23.6% points. In other words, employee retention improves as career development is used by Tanzania Service Public College more frequently in its succession planning practices. These results demonstrate that career development has a positive impact on employee retention. Findings thus disprove the null hypothesis and lead to the conclusion that career development significantly and positively affects employee retention.

Results consistent with Zulqurnanin et al., (2019) from Pakistan conducted a study among workers of commercial banks in Pakistan. Their results exposed that, succession planning practices such as career development are significantly correlated to employee retention. Similarly, Hee et al. (2019) who investigated the succession practices and worker retention in Malaysia exposed that career planning programs are significantly associated with worker retention. Moreover, similar results were reported by Tetteh and Asumeng, (2016) who showed that career development influences employee retention. Thus, managers to develop strategic innovation in career development programmes to train and develop staff to enhance succession planning and employee retention. Moreover, Akatukunda, (2018) from Uganda exposed that capacity building significantly influences worker retention.

Moreover, the results align with the agency theory established by Michael Jensen and William Meckling. Agency theory forecasts the worker's actions toward making turnover intents and how managers plan approaches to control by solidification the association of principal-agent, mostly by offering workforces development chances as a way to lessen the turnover risk. Career development through succession plans becomes essential to discourage turnover intentions which practices cost the associations unfavourably and make them lose their competitive advantage. Thus, development activities change the worker's intent to quit a job as a consequence of minimizing the sources of agency cost by managers (Cummings et al., 2007).

4.7.1.3 Mentoring and Employee Retention

Mentoring as part of succession planning practices exhibits a positive and significant at 1% (p_value 0.011). Likewise, results from Table 4.17 identify that the coefficient of mentoring was 0.150. The coefficient indicates that; a unit change in mentoring as part of the succession planning practices is associated with a 0.150 --unit increase in employee retention, holding other factors constant. In percentage interpreted as If Tanzania Service Public College utilizes mentoring as part of succession planning practices, employee retention will rise by roughly 15.0% points. In other words, employee retention increases as mentoring is used by Tanzania Service Public College as a succession planning practice. These results demonstrate that mentoring has a positive impact on employee retention. Outcome, reject the null hypothesis and lead to the conclusion that mentoring significantly and positively affects employee retention.

Results align with Hee, Ying, Kowang, Rizal & Ping, (2019) who investigated succession practices and worker retention in Malaysia. Their results revealed that mentoring is significantly associated with worker retention. Similarly, Lempaka, (2018) investigate the influence of succession planning on worker retention in Kenya. The findings of the regression model revealed that show that mentoring is associated with a positive effect on worker retention.

4.7.1.4 Coaching and Employee Retention

Coaching as part of succession planning practices shows a positive and significant at 1% (p_value 0.000) with a coefficient of mentoring was 0.273 as displayed in Table 4.17. The coefficient shows that; a unit change in coaching as part of the succession planning practices is associated with a 0.273 -unit increase in employee retention, holding other factors constant. In percentage interpreted as If Tanzania Service Public College practices coaching as part of succession planning practices, employee retention will rise by roughly 27.3% points. In other words, employee retention increases as coaching is used by Tanzania Service Public College as a succession planning practice. These results demonstrate that coaching has a positive impact on employee retention. The result rejects the null hypothesis and leads to the conclusion that coaching significantly and positively affects employee retention.

Results align with Hee, Ying, Kowang, Rizal & Ping, (2019) who investigated succession practices and worker retention in Malaysia. Their results revealed that coaching is significantly associated with worker retention. Similarly, Lempaka, (2018) investigated the effect of succession planning on employee retention in Kenya

commercial banks. Regression results show that coaching as a succession planning practice is associated with a positive influence on employee retention.

4.7.1.5 Job Rotation and Employee Retention

Job rotation as part of succession planning practices is positive and significant at 1% (p_value 0.005). Table 4.17, specifies that the coefficient of job rotation was 0.198. The coefficient indicates that; a unit change in job rotation as part of the succession planning practices is related to a 0.198 -unit increase in employee retention, at ceteris paribus. This can likewise be interpreted in percentage terms as follows: If Tanzania Service Public College uses job rotation as part of succession planning practices, employee retention will rise by roughly 19.8% points. In other words, employee retention increases as job rotation is used by Tanzania Service Public College more frequently as a succession planning practice. These results demonstrate that job rotation has a positive impact on employee retention. Findings thus invalidate the null hypothesis and lead to the conclusion that job rotation significantly and positively affects employee retention.

Results align with Hee, Ying, Kowang, Rizal & Ping, (2019) who investigate the succession management practices and employee retention in the property industry in Malaysia. Their results revealed that job rotation is significantly associated with worker retention. Likewise, Magasi, (2020) exposed that job rotation has a significant positive effect on the survival of family-owned manufacturing companies.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Chapter Overview

The study's summary, conclusion, and recommendations are presented in this chapter. Additionally, it includes the study's limitations and potential areas for additional investigation.

5.2 Summary

This study investigated the impact of succession planning practices on employee retention in Tanzania Service Public College. The study was carried out at Tanzania Public Service College (TPSC). Specifically, examines the impact of talent identification; career development; mentoring; coaching and job rotation on employee retention in Tanzania Service Public College. The study used three theories namely: leadership model succession theory; Strategic constituency theory; and agency theory. The study used positivism as of scientific approach to discover the specific nature of cause-and-effect relationships. The quantitative approach is used since the nature of specific study objectives intends to show impact by using statistical, computational, or mathematical techniques. Likewise, cross-sectional research design is used to collect data from many different individuals at a single point in time. The population of this study was two hundred and fifty (250); where 158 were academic staff and 92 were non-academic staff. This study used three campuses namely: Headquarters, Dar es Salaam campus, and Mbeya campus with a total number of employees of 127. The unit of analysis was employees working at TPSC. These included the administrative department; finance and accounting,

procurement, planning, trainer and examination departments. Thus, the optimal sample size for this study is ninety-six (96) respondents, where, out of 96 samples, 62 are academic staff while 34 are non-academic staff

Stratified sampling techniques were useful in finding the correct representation of staff for each location (campus). After the sample was stratified, simple random sampling was used to select the required number of staff whereby 23 staff from headquarters, 47 staff from the Dar es Salaam campus and 26 staff from the Mbeya campus. The study used questionnaires to collect quantitative data from 96 employees from different departments. Data was analyzed by using both descriptive statistics (frequencies and percentages) and inferential statistics such as the regression model.

5.3 Conclusion

From first objective study concluded that talent identification as part of succession planning practices is associated with increasing employee retention by 18.7% points. These results demonstrate that talent identification has a valuable impact on employee retention. Findings thus rejected the null hypothesis and led to the conclusion that talent identification significantly and positively influences employee retention.

From second objective investigation concluded that career development as part of succession planning practices is associated with increased employee retention by 23.6% points. The outcome exposed that, career development has a positive impact on employee retention. Findings thus rejected the null hypothesis and led to the

conclusion that career development significantly and positively affects employee retention.

From the third objective, the investigation concluded that, If Tanzania Service Public College utilized mentoring as part of succession planning practices, employee retention would rise by roughly 15.0% points. Mentoring has a positive impact on employee retention. Outcome, reject the null hypothesis and lead to the conclusion that mentoring significantly and positively affects employee retention.

Fourth objective it was concluded that a unit change in coaching as part of the succession planning practices was associated with a 0.273-unit increase in employee retention, holding other factors constant. Coaching has a positive impact on employee retention. The result rejects the null hypothesis and leads to the conclusion that coaching significantly and positively affects employee retention.

The last objective concluded that; job rotation has a positive impact on employee retention. Job rotation as part of succession planning practices associated with employee retention by 19.8%. Findings thus invalidate the null hypothesis and lead to the conclusion that job rotation significantly and positively affects employee retention.

5.4 Recommendations

Based on the results, the study recommends the following;

Higher learning institutions in Tanzania, particularly TPSC should finance more in mechanisms to recognise talented staff. Higher learning institutions must develop customs of training staff grounded on their different abilities.

Higher learning institutions should invest more funds into career development. Higher learning institutions mainly TPSC should safeguard the career development of the workforce based on the requirements of the institution. Thus, investigation suggested that there must be higher learning institutions to provide a chance to its workers to extra their studies training for example joining short and long-term courses. Furthermore, such courses are essential to be selected in the way that they are appropriate to worker's work responsibilities and they must be of the greatest quality to permit them to comprehend their occupation purposes. This is a foundation for refining the performance of staff as they attain new methods from overseas that are vigorous for timely service delivery.

In addition, coaching is the essential constituent of succession planning where workers as they ascend the ranking of superiority, essential to be coached to take on fresh tasks of the higher levels. Insufficient coaching packages generate stationary staff who in the long run, cannot be fit to take over higher positions with better and heavier tasks. Thus, TPSC must tactically coach its staff directing on the upcoming roles and intentionally preparing them to be talented executives.

5.5 Limitation and Area for Further Study

This study intends to examine the effect of succession planning on worker retention in Tanzania Service Public College using only three campuses namely: Headquarters, Dar es Salaam campus, and Mbeya campus with a total number of employees of 127. Therefore, results can be generalized cautiously to other higher learning institutions since every organization is unique. Thus, future studies need to expand more than on higher learning institutions to compare the outcomes from more than one university.

Likewise, the study is limited in looking at the relationship between succession planning practices and employee retention, thus future studies need to add the employee's performance.

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APPENDICES

APPENDIX I: RESEARCH QUESTIONNAIRE

The aim of this study is to assess the Impact of Succession Planning Practices on Employee Retention in Tanzania Public Service College. The information obtained will be treated as strictly confidential to be used in academic research purpose only and not otherwise. The result of this study will be shared with your organization if you so require after the completion of this study.

RESEARCHER DETAILS

Researcher:

Position: Master Candidate at Open University of Tanzania

Mobile:

E-mail:

Date:.....**Questionnaire No:**.....

INSTRUCTIONS:

The questionnaire contains both open and closed questions. Answer the questions to your best understanding.

Section A: Demographic Characteristics of Respondents

1. Gender:

a) Male ()

b) Female ()

2. What is your age bracket? (Tick as applicable)

a) Under 30 years ()

b) 31 – 40 years ()

c) 41 – 50 years ()

d) Over 50 years()

3. What is your highest level of education qualification?

a) PhD ()

b) Masters ()

c) Bachelor Degree ()

d) Diploma ()

e) Secondary Certificate ()

4. How long have you worked for this organization?

a) 0-4 years ()

b) 5-9 years ()

c) Over 10 years ()

5. Which of the following departments describes your current position in the organization?

a) Planning ()

b) Procurement unit ()

c) Accounting and finance ()

d) Academic staffs ()

e) Examination and Trainer ()

Section B: Talent identification

To what extent do you agree with the following regarding your talent identification practices to the organization? Use 1- Strongly agree, 2-Agree, 3-Neutral, 4- Disagree, 5- Strongly disagree

| Statement | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| Organization has a talent identification strategy in this human resources manual | | | | | |
| Organization employees staff based on a clear selection process that ensures talented people are hired | | | | | |
| Organization employee's recruitment process helps the organization find the utmost talented staffs | | | | | |
| Organization employee selection process helps the organization identify the most talented workers | | | | | |
| Organization deploys its staffs based on their talents | | | | | |

Section C: Career development

To what extent do you agree with the following regarding your career development practices to the organization? Use 1- Strongly agree, 2-Agree, 3-Neutral, 4- Disagree, 5- Strongly disagree

| Statement | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Organization has a staff capacity building strategy in its human resources manual | | | | | |
| Organization support the formal training programs for new employees | | | | | |
| Both off-job training improve required skills for work and organization full support | | | | | |
| Training needs are identified through a formal performance appraisal | | | | | |
| Organization staff capacity building is intended for the long term needs of the organization | | | | | |

Section D: Mentoring

To what extent do you agree with the following regarding your Mentoring to the organization? Use 1- Strongly agree, 2-Agree, 3-Neutral, 4- Disagree, 5- Strongly disagree

| Statement | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| I have supportive superior in mentoring during work | | | | | |
| I receive regular feedback on my job performance. | | | | | |
| I perform work using the approaches shared by my superior | | | | | |
| Organization has availability of a common methodology for mentors | | | | | |
| Organization allocates adequate number of sessions delivered | | | | | |

Section E: Coaching

To what extent do you agree with the following regarding your Coaching to the organization? Use 1- Strongly agree, 2-Agree, 3-Neutral, 4- Disagree, 5- Strongly disagree

| Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I receive coaching from management team | | | | | |
| Training and development opportunities are available to all employees. | | | | | |
| Organization has clear coaching policy and a coaching management system | | | | | |
| Organization measure the impact of coaching frequently | | | | | |
| Organization has coaching programs for coaching leaders to acquire skills | | | | | |

Section F: Job Rotation

To what extent do you agree with the following regarding your job rotation to the organization? Use 1- Strongly agree, 2-Agree, 3-Neutral, 4- Disagree, 5- Strongly disagree

| Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I understand job rotation functions and policy in succession management practices | | | | | |
| I feel the supportiveness from management team on employees' job rotation | | | | | |
| I understand the value of job rotation is to enhance staff motivation, commitment and participation in work | | | | | |

Section G: Team Leadership

To what extent do you agree with the following regarding your team leadership to the organization? Use 1- Strongly agree, 2-Agree, 3-Neutral, 4- Disagree, 5- Strongly disagree

| Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Organization prepares its staff members to take on leadership roles at all levels of the organization in the future | | | | | |
| Staff members are interested in taking on leadership roles in the organization | | | | | |
| Perceived quality of a leadership style may influence employees either to stay or leave | | | | | |
| Effective leadership style is crucial for achieving organisational goals and retention | | | | | |
| Leadership styles encourage motivation and morale | | | | | |

Section H: Employees Retention

To what extent do you agree with the following regarding your employee's retention practices to the organization? Use 1- Strongly agree, 2-Agree, 3- Neutral, 4- Disagree, 5- Strongly disagree

| Statement | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| My current work gives me satisfaction | | | | | |
| I See future within current company I work with | | | | | |
| I refuse attractive job offer from another company | | | | | |
| Organization staff members consider themselves as part of the organization | | | | | |
| Organization has high staff turnover | | | | | |
| Organization staff prefer to sign and serve long term contracts | | | | | |

**IMPACT OF CAREER DEVELOPMENT ON EMPLOYEES' RETENTION
IN PUBLIC COLLEGES IN TANZANIA:
A CASE OF TANZANIA PUBLIC SERVICE COLLEGE**

Naikusa A. Mwamanda¹; Dr. Chacha Matoka²& Dr. Janeth Isanzu³

ABSTRACT

This study aims to investigate the impact of succession planning practices on employee retention at Tanzania Service Public College. Specifically, study examines the effect of career development on employee retention. The study guided by leadership model succession. Quantitative approach and cross sectional research design was used. From a population of 127 workers from Head quarter, Dar es Salaam campus and Mbeya campus, a sample of 96 was drawn. A stratified and simple random sampling technique were used. In data collection, questionnaires were used. Data analysed by using both descriptive statistics and regression model. Findings of simple regression model exposed career development associated with increase employee retention by 92.6% points ($p_value = 0.000$). This concludes that, career development positively associated with increase employee retention. The study recommends higher learning institution mainly TPSC should safeguard career development of workforces is based on the requirements of the institution. Also, study recommended implementing robust talent identification processes. This may include

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identifying high-potential employees, providing opportunities for career advancement, and offering targeted development programs to nurture and retain top talent.

Key Words: *Succession planning practices, employee retention, career development, simple linear regression model*

1. Introduction

The greatest valued asset existing to an organization is its employees, so retaining employees it is important for any association. By, definition, worker retention is related with keeping or inspiring workers to stay in an organization for a maximum time period (Bidisha & Mukulesh, 2013). Retaining employees is significant in any organization. It becomes more pertinent in the both private and public sectors to retain key performers. Moreover, effective retention strategies can boost morale and worker's performance (Al-suraihi, et al. 2021). Worker retention worldwide is gradually more becoming difficulty to sustain, according to the United State Bureau of Labor Statistics (BLS), 4.25 million people quit their jobs in January 2022, up from 3,3 million in 2021 (Bureau of Labor Statistics 2022). In the United States, about 7.7% of the full time academic staff left their institutions for other places within one academic year from 1997 to 1998, of these only 29% were retirees. Further, 40% of them had contemplated changing careers (Bureau of Labor Statistics, 2022).

Succession planning is a retention program that improves the organization's ability to depresses the workforces to leave of absence in their job position (Najam & Siddiqui, 2020). Effective Succession planning practices help to assure that talented and competent staff is developed to take on each major position in case of retirements, death, serious illnesses (Najam & Siddiqui, 2020). Actual succession planning performs offer organizations with a procedure to resolve matters similar to retiring and turnover among workers. Ali, Mahmood and Mehreen, (2019) emphasized that succession planning practices positively associated with worker retention. An actual

succession planning program is intended to contribute a well-organized institute and associated with power to encouragement worker retention (Ali, Mahmood and Mehreen, 2019). The strength of associations hangs on upon dissimilar aspects namely: performance goal orientation, career development as the mediators between succession planning practices (SPP) and employee retention.

Career development is an ongoing process of self-evaluation and goal setting carried out by both employees and their employers, aimed at aligning individual objectives with organizational goals. Implementing a career planning program contribute significantly to employee retention efforts (Ochumbo & Matimbwa, 2019). It becomes essential, since of competitive surrounding, that organizations make a good workplace, improving both development and advancement (Naw, Phyuzar, Janarthanan & Bhaumik, 2023). Career development is a motivational incentive which promotes retention and productivity of workers (Musa, Ahmed, & Bala, 2017). Career development comprises determined efforts to assess the skills of an employee identifying potential career progress for that worker and developing and implementing numerous types of training programs and experiences to organize that individual for job expansion and enhancement. Career development has become one of the greatest desired worker benefits for most of the employees, mainly among younger candidates who feel that career development is as significant as the money they make (Naw, Phyuzar, Janarthanan & Bhaumik, 2023).

The Leadership model of succession theory establishes a connection between variables such as career development and their impact on employee retention. According to this theory, successors who are trained from within the organization

tend to be more familiar with the organizational culture, thereby increasing employee retention (Johnson, Pepper, Adkins & Emejom, 2018). Therefore, it is crucial for organizations to focus on variables like career development in order to identify and nurture individuals within the organization who have the potential to fill key leadership positions. This includes providing opportunities for career development, such as internal training, which enhances the availability of experienced and talented workers capable of assuming these roles as they become vacant. Ultimately, this approach leads to increased retention among trained employees (Johnson, Pepper, Adkins & Emejom, 2018).

In Tanzania, the academic profession experiences a high turnover rate due to various factors such as inadequate work environment, low wages, brain drain, and other issues related to in-service matters (Fussy, 2017). Empirical evidence suggests that at the University of Dar es Salaam, 72 academics left their positions within a span of five years without clearly stating the reasons behind their decisions (Amani & Komba, 2016). Similarly, Hokororo and Michael (2019) revealed that between 2009 and 2013, 102 out of 840 academics employed at the University of Dodoma left their appointments either through resignation or termination. Furthermore, Maneno (2018) identified that 44.5 percent and 34.4 percent of Tanzanian academics in public and private universities, respectively, were attracted to alternative career paths. These statistics highlight the low retention rate of academic staff in higher learning institutions in Tanzania. In light of these circumstances, this study aims to investigate whether the dropout of academic staff is influenced by inadequate succession planning such as the absence of career development opportunities.

Despite the studies carried out the influence of succession planning practices (SPP) on worker's retention a limited literature conducted in Tanzania. Most of studies conducted in different countries apart from Tanzania, for instance, Syed and Siddiqui, (2020) from Pakistan investigate the effect of effective SPP on worker retention; Tetteh, & Asumeng, (2020) from Ghana investigate the succession planning, employee retention and career development programmes. Further, Pita and Dhurup, (2019) from South African investigate the succession management practices and retention of the employee; Tan et al. (2019) investigate the association of succession management practices and retention of the worker at Malaysian. Likewise, most of studies for instance, Akatukunda, (2018) from Uganda, Pita and Dhurup, (2019) from South Africa, Tetteh and Asumeng, (2016) from Ghana used Agency theory but this study adopted more theory such as leadership model succession theory that link the independent variable like career development. In Tanzania context, there are limited studies that address the association among effective SPP and the retention of staff among higher learning institution. Therefore, in order to fill this gap, the present study examined the impact of career development on employee's retention at Tanzania Public Service College in order to know organization's SPP discourage the employees to abandon their intentions for leaving.

The outline of the paper is as follows: Section 2 outlines the theoretical review; Section 3 present literature review and conceptual framework; Section 4 accounts for the methodology together with econometric model; Section 5 presents the main empirical findings; Section 6 offers some concluding remarks while Section 7 present recommendation. In addition, Section 8 presents area for further study.

2. Literature Review

2.1 Theoretical Review

The study guided by leadership model succession theory highlight on the significance of training the subsequent superior officer from within the association relatively than from exterior the association. Theory assumes that inheritors trained from inside an association since their acquainted with culture equated to those from outside (Vugt *et al.*, 2008). Theory provided a guide on what and how to embark on a leadership succession plan in organizations (Lailawati & Muhammad, 2017). The gaps that appeared, which involved realization of the leader's ability and skill set particularly in systematic career path should be sufficiently addressed in succession models. The Leadership Model Succession Theory can be applied to investigate the impact of succession planning practices such as career development programs on employee retention in Tanzania Service Public College. This theory focuses on the relationship between effective succession planning and employee retention. It suggests that organizations that have robust succession planning practices such as career development programs that develop potential leaders within the organization, are more likely to retain their employees.

In the context of Tanzania Service Public College, the study can examine how succession planning practices, such as career development programs are implemented within the college. The research can investigate whether career development practices are effective in nurturing and retaining employees. The study can assess the perceptions and experiences of employees regarding the availability and effectiveness of succession planning practices. It can explore whether employees

feel supported and valued through these career development programs, and whether they perceive them as contributing to their career growth and job satisfaction. Also, the research can analyse the correlation between career development programs and the retention rates of employees within the Tanzania Service Public College.

2.2 Empirical Review

Zulqurnanin *et al.*, (2019) from Pakistan look into workers of commercial bank that link succession planning, performance evaluation and worker's performance. Findings show that succession planning is significantly associated to worker performance and the relations has also been recognised by career development. Also, Hee, Ying, Kowang, Rizal & Ping, (2019) investigate the SPP and worker retention in the property business in Malaysia. Their investigation exposed that career planning is significant associated to worker retention. Also, Tetteh and Asumeng, (2016) investigate the link of succession planning, employee retention and career development programmes in Ghana. Their study used cross-sectional design and 188 employees filled the questionnaires. The regression results showed that career development significantly predicted employee retention. Investigation suggested the need for directors to advance strategic innovation mainly in career development to train and progress staffs to improve and employee retention.

Likewise, Akatukunda, (2018) from Ugandan revenue authority look into the succession planning and worker retention. The study used case research design. Outcome of correlation recognised that capacity building positive and statistically influence worker retention. Thus, organization required to invest in building applicable capacity. In addition, Magasi, (2020) look into the effect of

succession planning on the existence of manufacturing companies in Dar-es-salaam region. His investigation employed a sample of 384 senior leaders randomly selected from 37 companies. The study used a quantitative approach and cross-sectional design. Outcome of regressions indicate that, career development through training successor positive and significant influence the survival of manufacturing companies.

2.3 Conceptual Framework

Figure 1 display conceptual framework. The dependent variable is what is being studied in relation to worker's retention while predictors variables is career development.

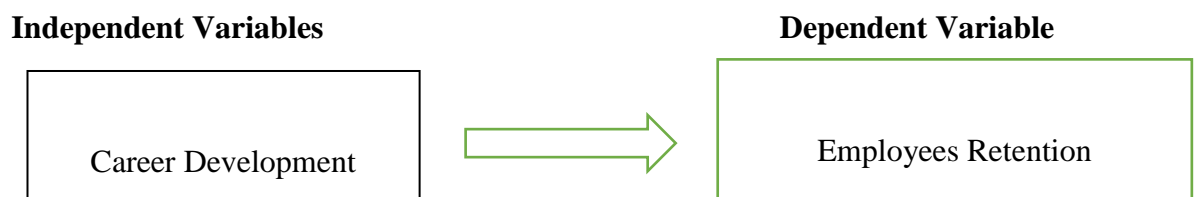


Figure 2.1 Conceptual Framework

3. Research Methodology

This publication used quantitative approach and study conducted at Tanzania Public Service College (TPSC) where three campuses used namely: Head quarter, Dar es Salaam and Mbeya campus. Also, cross sectional research design used to collect information from numerous dissimilar workers at a single point in time. The target population is hundred and fifty (250); where 158 are academic staff and 92 are non-academic staffs, where ninety-six (96) respondents used as sample size. Unit of analysis were employees working at TPSC. Those was including the administrative

department; finance and accounting, procurement, planning, trainer and examination departments.

Stratified sampling techniques were useful to find the correct representation of staffs for each location (campuses). After the sample stratified, simple random sampling used to select the required number of staffs whereby 23 staffs form headquarter, 47 staffs from Dar es Salaam campus while 26 staffs from Mbeya campus. The study uses simple random since each worker associated with equal chance of selected. In data collection, total of 96 questionnaires were collected.

In data analysis, simple linear regression used to look at the magnitude and direction of influence career development programs and employee retention. The dependent variable is employee retention while independent variable is career development. The regression model with one dependent and one independent variable presented as follows:

$$Y = \beta_0 + \beta_1 X_1 + \mu_i \dots\dots\dots (1)$$

Where: Y is the dependent variable (employee retention), β_0 is the regression coefficient/constant/Y-intercept, β_1 is the slopes of the regression equation. Further, X_1 is career development.

4. Findings

This section present results of descriptive for independent and dependent variables where the mean, standard deviation minimum and maximum statistics were used. Those include employee retention and career development.

4.1 Descriptive Statistics of Employee Retention

This section presents results of descriptive statistics for independent and dependent variables where the mean, standard deviation, minimum and maximum statistics were used. These include employee retention and career development. Results of employee retention first statement suggest that, on average, the most of respondents agree with their level of satisfaction with their current work. The relatively low mean score of 2.1304 indicates that the majority agree. For second statement results of mean score of 2.3261 indicates that most of employees agree with the future within the organization. The standard deviation of 1.51265 implies that there is variability in the degree to which respondents see a future in the company, with some being more optimistic and others less so. For third statement finding established that, on average, respondents have agreed to refuse attractive job offers from other companies/organization. The mean score of 2.2500 indicates agreement with resistance to job offers. Likewise, fourth statement indicates that, on average, staff members agree themselves as part of the organization. The standard deviation of 1.41062 implies variability in how strongly staff members identify with the organization. Also, on average, respondents perceive a moderate level of staff turnover within the organization. The mean score of 2.0870 indicates a moderate perception of turnover. Also, last statement suggests that, on average, majority of participants agree that staff members have a preference for signing and serving long-term contracts. The mean score of 2.2717 indicates that most of respondents agree that staff members have a preference for signing and serving long-term contracts.

Table 1: Descriptive statistics of Employee Retention

| Statistics | N | Mean | Std. Deviation | Minimum | Maximum |
|--|----------|-------------|-----------------------|----------------|----------------|
| My current work gives me satisfaction | 92 | 2.1304 | 1.42364 | 1.00 | 5.00 |
| I see future within current company I work with | 92 | 2.3261 | 1.51265 | 1.00 | 5.00 |
| I refuse attractive job offer from another company | 92 | 2.2500 | 1.49450 | 1.00 | 5.00 |
| Organization staff members consider themselves as part of the organization | 92 | 2.2935 | 1.41062 | 1.00 | 5.00 |
| Organization has high staff turnover | 92 | 2.0870 | 1.45747 | 1.00 | 5.00 |
| Organization staff prefer to sign and serve long term contracts | 92 | 2.2717 | 1.58359 | 1.00 | 5.00 |

4.2 Descriptive Statistics of Career Development

Finding of first statement suggests that, on average, respondents moderately agree that the organization has a staff capacity building strategy outlined in its human resources manual. The mean score of 2.097826 indicates a moderate level of agreement. The relatively high standard deviation of 1.603977 suggests variability in how respondents perceive the presence of this strategy. Also, second statement indicates that respondents, on average, most of respondent agree that the organization provides support for formal training programs for new employees. The mean score of 2.184783 suggests a moderate level of agreement. The standard deviation of 1.474541 implies variability in how respondents perceive the organization's support for training.

In addition, result of third statement suggests that, on average, respondents moderately agree that off-job training improves required skills and that the organization provides full support for such training. The mean score of 2.358696 indicates a moderate level of agreement. The standard deviation of 1.565995 suggests variability in how respondents perceive the relationship between off-job training and organizational support. Likewise, results of fourth statement indicates that respondents, on average, majority agree that training needs are identified through a formal performance appraisal process. The mean score of 2.206522 suggests a moderate level of agreement. The standard deviation of 1.530195 implies variability in how respondents perceive the link between performance appraisal and training needs identification. Last statement suggests that respondents, on average, agree that the organization's staff capacity building efforts are intended to meet the long-term needs of the organization. The mean score of 2.23913 indicates a moderate level of agreement.

Table 2: Descriptive Statistics of Career Development

| Career Development | Mean | Std. Deviation | Minimum | Maximum |
|--|-------------|-----------------------|----------------|----------------|
| Organization has a staff capacity building strategy in its human resources manual | 2.097826 | 1.603977 | 1 | 5 |
| Organization support the formal training programs for new employees | 2.184783 | 1.474541 | 1 | 5 |
| Both off-job training improve required skills for work and organization full support | 2.358696 | 1.565995 | 1 | 5 |
| Training needs are identified through a formal performance appraisal | 2.206522 | 1.530195 | 1 | 5 |
| Organization staff capacity building is intended for the long term needs of the organization | 2.23913 | 1.679675 | 1 | 5 |

4.3 Regression Results

This section present results of main findings where simple linear regression model are used. Prior to interpreting the primary findings of parameter estimation, the study first offers the diagnostic tests.

4.3.1 Normality Test

The Table 3 shows the results of two tests of normality: the Kolmogorov-Smirnov test and the Shapiro-Wilk test. The significance value for Kolmogorov-Smirnov test and Shapiro-Wilk test is 0.125 and 0.082 which is greater than 0.05. Thus, we fail to reject the null hypothesis that the data is normally distributed. Therefore, there is no strong evidence to suggest that the error departs significantly from a normal distribution. Thus, residual is normally distributed.

Table 3: Tests for Normality

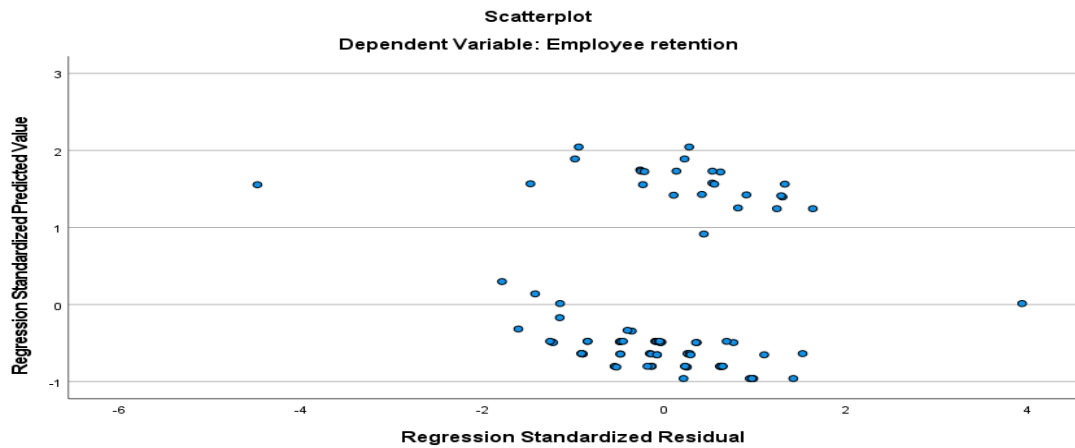
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|---------------------------------------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Unstandardized Residual | .084 | 92 | .125 | .921 | 92 | .082 |
| a. Lilliefors Significance Correction | | | | | | |

4.3.2 Heteroscedasticity

Heteroscedasticity is the second underlying presumption of a regression model, which states that the error variance of the model is constant at all levels of observation. By comparing the predictive value of the independent variable, ZPRED, with the residue of SRESID, the scatter plot graph was used to discover heteroscedasticity. If a scatterplot graph demonstrates a specific pattern, such as a regular pattern formed by the points, it can be assumed that there was a

heteroscedasticity issue. Figure 2 show a heteroscedasticity issue is not present, since scatterplot lack a distinct pattern.

Figure 2: Scatter Plot



4.3.3 Multicollinearity

The variance inflation factors are used to identify the issue of collinearity. Decision rule needs VIF to be less than 5 for no collinearity issue (Kumar, 2011). Findings show VIF of 1 for career development since there only one independent variable. Findings imply that the model's predictor collinearity is not a significant issue.

Table 4: Collinearity Statistics

| Variable | Tolerance | VIF |
|--------------------|-----------|------|
| Career Development | 1.00 | 1.00 |

4.3.4 Regression Coefficient

From the table 5, findings show, career development variable compassed is positive and statistically significance at 1% level($p_value = 0.000$). The statistical significance implies the variable influence worker retention. If Tanzania Service

Public College use career development as part of succession planning practices, employee retention will rise by 92.6% points (see Table 3). Outcome exposed that, career development has a positive impact on employee retention. Findings thus disprove the null hypothesis and lead to the conclusion that career development significantly and positive affects employee retention. Results consistence with Zulqurnanin et al, (2019) from Pakistan conducted a study among workers of commercial banks of Pakistan. Their results exposed that, succession planning practices such as career development is significantly correlated to employee retention. Similarly, Hee, Ying, Kowang, Rizal & Ping, (2019) who investigate the succession practices and worker retention in Malaysia exposed that career planning programs is significant associated to worker retention. Moreover, similar results reported by Tetteh and Asumeng, (2016) who investigate the showed that career development influence employee retention. Thus, manager to develop strategic innovation in career development programmes to train and develop staffs to enhance succession planning and employee retention.

Also, results align with leadership model succession theory highlight on the significance of training the subsequent superior officer from within the association relatively than from exterior the association. The Leadership Model Succession Theory applied to investigate the impact of succession planning practices such as career development programs on employee retention in Tanzania Service Public College. It suggests that organizations that have robust succession planning practices such as career development programs that develop potential leaders within the organization, are more likely to retain their employees.

Table 5: Regression Coefficient

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|--------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .012 | .043 | | .278 | .782 |
| | Career Development | .926 | .044 | .910 | 20.867 | .000 |

5. Conclusion

This study concludes that, career development as part of succession planning practices associated with increase employee retention by 92.6% points. Findings thus reject null hypothesis and lead to the conclusion that career development significantly and positive affects employee retention.

6. Recommendation

Based on the results, this publication recommends higher learning institution must develop customs of training staffs grounded on their different abilities. In addition, higher learning institution mainly TPSC should safeguard career development of workforces is based on the requirements of the institution. Thu, investigation suggested there is must for the higher learning institution to provide a chance to its workers to extra their studies training for example joining short and long term courses. Furthermore, such courses essential to be selected in the way that they are appropriate to worker's work responsibilities and they must be of the greatest quality to permit them comprehend their occupation purposes.

7. Limitation and Area for Further Study

This study intention to examine the effect of succession planning (career development) on worker retention in Tanzania Service Public College using only three campuses namely: Head quarter, Dar es Salaam campus, Mbeya campus with total number of employees of 127. Therefore, results can be generalized cautiously to other higher learning institution since every organization is unique. Likewise, this investigation used cross sectional research design. Thus, future study need to expand more than on higher learning institution with intention to compare the outcome from more than one university. Also, future study required to use panel research design. A panel design allows for the examination of changes and developments over time. By collecting data from the same campuses repeatedly at different time points, the research can observe and analyze how career development impacts worker retention trends and patterns within each campus. Panel designs help mitigate potential selection bias issues.

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THE UNITED REPUBLIC OF TANZANIA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
THE OPEN UNIVERSITY OF TANZANIA



Ref. No OUT/ PG202001462

13th April, 2023

Chief Executive Officer,
The Tanzania Public Service College (TPSC),
P.O Box 2574,
DAR ES SALAAM.

Dear Chief Executive Officer,

**RE: RESEARCH CLEARANCE FOR MS.NAIKUSA MWAMANDA, REG NO:
PG202001462**

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

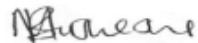
3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms.Naikusa A. Mwamanda, Reg. No: PG202001462) pursuing Master of Human Resource Management (MHRM).**

We here by grant this clearance to conduct a research titled "**Impact of Succession Planning Practices on Employees' Retention in the Public Sector: A Case of Tanzania Public Service College**". She will collect her data at your College from 14th April to 14th May 2023.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA



Prof. Magreth S. Bushesha

For: **VICE CHANCELLOR**



THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
PUBLIC SERVICE MANAGEMENT AND GOOD GOVERNANCE



TANZANIA PUBLIC SERVICE COLLEGE

In reply, please refer:

Ref No TPSC/MBY/PE.77/27

14th April, 2023

Vice Chancellor,
Open University of Tanzania,
P. O. Box 23409,
DAR ES SALAAM.

Dear Sir/Madam

**RE: RESEARCH CLEARANCE FOR MS. NAIKUSA MWAMANDA,
REG. NO.: PG202001462**

Reference is made to the subject heading above.

2. Tanzania Public Service College has allowed Ms. Naikusa A. Mwamanda to collect data concerning her title named "Impact of Successing Planning Practices on Employee Retention in the Public Sector" effective from 14th April, 2023 to 14th May, 2023 in order to pursue her Masters of Human Resource Management (MHRM).
3. For further infomarmation please contact us (+255 22 2152982).
4. Thank you for your cooperation.

SAIDY NZAGAMBA
For: ACTING RECTOR AND CHIEF EXECUTIVE OFFICER