

**INFLUENCE OF TRAINING AND DEVELOPMENT ON EMPLOYEES'  
RETENTION IN AN ORGANIZATION: A CASE OF INTERNATIONAL  
SCHOOL OF TANGANYIKA**

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REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN  
RESOURCE MANAGEMENT OF THE OPEN UNIVERSITY OF  
TANZANIA**

**2014**

### **CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation entitled “**The Influence of Training and Development in Employees’ Retention: a Case of International School of Tanganyika**” in partial fulfillment of the requirements for the degree of Master of Human Resource Management of the Open University of Tanzania.

.....

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## **DEDICATION**

This dissertation is dedicated to my beloved children Lois C. Ndyamukama and Rodney Baraka who have been very understanding and tolerant during the whole period of my studies at the Open University of Tanzania. They understood when mommy was not home even during week-ends. It is their presence and what surrounds them that inspired me to do what I had to do. They truly give me the reason to live and struggle for the betterment. I pray to God that they grow in good health and go the path beyond mine.

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However, I am solely responsible for any error or shortcoming.

## **ABSTRACT**

This paper is about a study to establish the influence of training and development on employees' retention in an organization. The study was basically done at the IST, Dar es Salaam Region, a total of thirty (30) respondents were used as subjects. Questionnaires and unstructured interview were used for data collection. The Statistical Package for Social Science (SPSS) was used to analyze the data collected from the study. The study identified several types of retention strategies available at IST, like medical insurance; interest free loans per staff per year; assistance of funds to cover for staff children education whose distribution depended on the allocated budgeted funds; as well as professional development funding amounting to US\$ 1,000 (US\$ one thousand only) per year per staff. Despite of training to the staffs, they felt that they are not recognized and rewarded accordingly after the training. They were expecting a consideration in terms of salary increase – which is only being extended to two categories of staff i.e. Teacher Assistants and Instructional Staff. In conclusion, in order to retain employees it is important for IST to have talent management strategies which would go with improving work environment so that staff feels valued after training. It is, therefore recommended, that IST focus on other specific areas in terms of training and development – areas like house- keeping and maintenance so as to impart skills and knowledge to enable relevant staff perform better. IST Management should also ensure introduction of Training Policy that will encompass training calendar that would regulate the entire process to implementation. IST Management should also introduce recognition and reward system for staff that exhausts their positive energy in favour of the organization thus ensuring that the turnover is maintained at low level.

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**LIST OF ABBREVIATIONS**

CPA	Certified Public Accountant
CRDB	Cooperative & Rural Development Bank
HR	Human Resource
IST	International School of Tanganyika
IT	Information Technology
JUWATA	Jumuiya ya Wafanyakazi Tanzania
OTTU	Organization of Tanzania Trade Union
TFTU	Tanzania Federation for Trade Union
TUCTA	Trade Union Congress of Tanzania
U.K.	United Kingdom
U.N.	United Nations
Rd.	Road

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Overview**

This is an introductory chapter. It presents the background of the study. It also presents the statement of the problem, objectives of the study, research questions and significance of the study.

#### **1.2 Background to the Study**

Knowledge and skills development is vital to the health of organization. In this world of technology, organizations are valued on the strength to invest on their intellectual capital. This kind of investment can only be achieved through Training & Development. Due to the fact that it is crucial, it necessitates an organization to manage it carefully so as to bring the desired outcomes to employees and in turn to the organization itself (Mandy and Noe, 2005 as cited by Mwakapugi, 2012). An organization has to take employees for training programmes based on organizational and learning needs of each individual employee and so as to enable the new employee get acquainted with their duties and responsibilities as well as to motivate them into getting good performance.

Training is of growing importance to companies seeking to gain an advantage among competitors. There is a significant debate among professionals & scholars as to the affect that training has on both employee and organizational goals. One school of thought argues that training leads to an increase in turn over while the other states that training is a tool to that and lead to higher levels of employee retention (Scott, 2007).

Training is an important component attributing to higher levels of organizational commitment. In a study by Tannenbaum, Mathieu, Salas, and Cannon-Bowers in 1991, assessing the commitment of U.S. Naval Training command recruits, they found that organizational commitment increased following training. They also found that there was a strong positive correlation between commitment and employee's motivation for training. The more committed the employees were, the more they desired training. New employees, who receive a satisfying training experience, feel better about their ability to perform the tasks expected of them (Martin, 2011).

Development, on the other hand, deals with activities undertaken to expose employees to perform additional duties and assume positions of importance in the organizational hierarchy (Ekot, 2010). In general, therefore, training and development can be summed up as vital part of human resource development. It is assuming every important role in wake of the advancement of technology which has resulted in ever increasing competition, rise in customer's expectation of quality and service and a subsequent need to lower costs (Ekot, 2010). In this respect, therefore, the quality of an organization's training affects its value and the purpose of training in the work context is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization.

It is in the above context that opportunity for training and development is among the most important reasons why employees stay especially young and enthusiastic ones. Investing in training is one way of showing employees how important and valuable they are to an organization. Employee retention is one of the challenges in an organization brought by among various issues, arising out of continuously changing

of the contemporary global economy, competition between organizations' success, competition towards resources (both natural and human) and changes in technology. As such, organizations have to be able to anticipate technological innovations and be ready to compete with other organizations worldwide.

Thus, the importance of organization's ability to evolve through its employees' learning and through continuous professional development, securing and retaining skilled employees plays an important role in this process. This is because employees' knowledge and skills are central to organization's ability to be reeconomically competitive. Given that employee retention of skilled employees is very important for the functions and competitiveness of an organization, retention process should be studied along with quitting processes. Given the importance of employee retention, it is therefore relevant to focus on the influence that training and development has on employees' retention in an organization.

### **1.3 Statement of the Research Problem**

employees. Employee retention can be presented by a simple statistic (for example, a retention rate of 90% usually indicates that an organization kept 90% of its employees in Retaining committed employees is the wish of every would be competitive organization. Employee retention refers to the ability of an organization to retain its a given period). However, many consider employee retention as a relating to the efforts by which employers attempt to retain employees in their work force. In this sense, retention becomes the strategies rather than the outcome.

A distinction should be drawn between low performing employees and top

performers, and efforts to retain employees should be targeted at valuable, contributing employees. Employee turnover is a symptom of a deeper issue that has not been resolved. These deeper issues may include low employee morale, absence of a clear career path, lack of recognition, poor employee-manager relationships or many other issues. A lack of satisfaction and commitment to the organization can also cause an employee to withdraw and begin looking for other opportunities. Pay does not always play as large a role in inducing turnover as is typically believed.

In a business setting, the goal of employers is usually to decrease employee turnover, thereby decreasing training costs, recruitment cost and loss of talent and organizational knowledge. By implementing lessons learned from key organizational behavior concepts employers can improve retention rates and decrease the associated costs of high turnover. However, this is not always the case. Employers can seek “positive turnover” whereby they aim to maintain only those employees who they consider to be high performers.

Satisfying this desire with training helps to accomplish personal and organizational goals. It is with no doubt that well-trained employees are more capable, ready and willing to assume more control over their jobs. They do require less supervision, which frees management for other valuable tasks. Capability of employees to answer questions of customers, building better customer loyalty comes from attainment of training. Employees who have the business know-how complain less, are more satisfied and are more motivated. All these leads to a better management-employee relationships.

However, the situation calls for a study, because despite initiatives taken by IST Management in enhancing the attraction and retention of talented and competent employees in the organization, still employees are leaving the organization even after being provided with professional development benefit as can be observed later in this report. The retention strategies include among others, Professional Development Funding, where employees are fully sponsored to undertake certificate, undergraduate, post graduate studies as well as other professional certification courses like CPA. There also have been tailor made training and development strategies whereas employees are trained both in-house and off campus, including outside the country.

The policy of IST is to provide staff, on the need basis, with professional training funding amounting to US\$ 1,000 per staff for each school year. This allocation is to be used for staff wishing to develop their career in the areas of their expertise e.g. in teaching, accounting, HR, IT etc. This is considered as one of the retention strategies so as to retain professional, skilled and qualified staff. The total number of Support Staff has always remained between 280-300. This study will therefore assess the effectiveness of training and development on employees retention in an organization particularly International School of Tanganyika. The study will focus, not only teaching staff but other cadres of staff commonly known as supporting staff.

## **1.4 Research Objective**

### **1.4.1 General Research Objective**

The purpose of this study is to establish the influence of training and development on employees' retention in an organization.

### **1.4.2 Specific Research Objective**

- i. To identify types of retention strategies available at IST.
- ii. To assess the implementation of training and development programmes.
- iii. To determine the influence of training and development strategies on employees' retention.
- iv. To suggest other ways of improving employees' retention at IST.

### **1.5 Research Questions (Hypothesis)**

#### **1.5.1 General Research Question**

Does training and development influence employee retention in an organization?

#### **1.5.2 Specific Research Question**

- (i) What types of retention strategies are available at IST?
- (ii) How are the training and development programmes implemented?
- (iii) What influence do training and development strategies have achieved on employees' retention at IST?
- (iv) What are other ways are available in improving employees' retention?

### **1.6 Significance of the Research**

This kind of study has helped different organizations to either minimize or eliminate the problem of employee retention, by adopting different motivational techniques, thus leading to quality employee retention. The findings of this study would assist or help an organization to formulate viable training and development policy in accordance with employee requirements. As such, the policy may be used as a guideline in planning, implementing and evaluating programmes thus reaching out

employees' needs.

The study also establishes a basis for further studies on the subject matter especially in other International Schools in Tanzania. The study also contributes to already existing literatures on the effect of employee retention in other organizations specifically private and international schools.



## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter represents the literature review related to the study. Key terms used in the study are defined. The chapter further presents theoretical framework as well as empirical studies on influence of training and development in staff retention thus allowing determining research gaps and finally providing synthesis of the keywords from literature.

The main aim of training and developing newly recruited staff as well as the current staff is to give them basic information necessary for adjusting to any work environment (Armstrong, 1991 as cited by Mwakapugi, 2012). The training and development programmes are set to ensure organisation's effective output from the staff in the shortest time possible and hence reducing the likelihood of losing the employees on whom it spent so much effort and money to recruit (Ngwira, 2006).

#### **2.2 Theoretical Literature Review**

##### **2.2.1 Definition of Key Terms**

Armstrong (2006 as cited by Mwakapugi, 2012) defines training as use of systematic and planned instruction activities to promote learning, summarized in phrase 'learner-based training'. According to him, it involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. Training can be defined as transferring information and knowledge to employees and/or equipping employees to translate that information and knowledge into practice with a view to enhancing organization

effectiveness and productivity, and the quality of the management of people (De Silva, Syrian 1997).

Training is a learning process in which people acquire knowledge, skills, experience and attitudes that they need in order to perform their jobs well for achievement of their goals (Ngwira, 2005). The Concise Oxford Dictionary of Current English (1999) defines training as the act or process of teaching or learning a skill or discipline. Training is a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization (UK, Manpower Service Commission (Beardwell ,1981).

Effective training can minimize learning cost, improve individual team and corporate performance in terms of output, quality, speed – including overall productivity, improve operational flexibility by extending the range of skills possessed by employees, attract high quality staff by developing their competences and enhancing their skills, thus enabling them to obtain more job satisfaction, gain higher rewards and progress within the organization (Armstrong, 1991).

Development is a broad term, which relates to training, education and other intentional and unintentional learning which refers to general growth through learning (Erasmus, 2000). Development is the primary process through which individuals and organization grow and can achieve their fullest potential over time (Harrison, 1988:12). While Armstrong (2006) views development as an unfolding

process that enables people to progress from present state of understanding and capability to a future state in which higher level of skills, knowledge and competencies are required. It takes that form of learning activities that prepare employees to exercise wider or increased responsibilities.

In this study, the development that is referred to relates to ‘staff development’, which is defined as the process of increasing or extending the capacity of staff for the performance of various duties. It could involve the enrichment of staff’s capacity to perform in current posts, but it could also mean preparing staff for another post into which they can be deployed after the development (Wanzare and Ward, 2000 as cited by Mwakapugi, p 13). There are many understanding of the term ‘retention’ from different scholars. Stauss et al (2001) have come up with a more detailed and recent definition for the concept of retention to mean customer liking, identification, commitment, trust, readiness to recommend, and repurchase intentions, with the first four being emotional-cognitive retention constructs, and the last two being behavioral intentions.

However, Zineldin, (2000) defines retention as an obligation to continue to do business or exchange with a particular company on an going basis. Herman, (1980) views employee retention as being sensitive to people’s needs and demonstrating the various strategies in the environmental, relationship, support, growth and compensation. In general, in view of the concept of ‘employee retention’ it may be referred to various policies and practices in an organization which attracts employees to stay with the said organization for longer period of time. For employee retention to exist it must consist of good practice design and organizational policies that meet

the diverse needs of employees thus creating an environment that encourages employees to remain in an organization. Therefore, Employee retention is a result of job related and organizational factors. The means if the two are favourable, then employees retention can be possible (Abel, 2012).

It is through training and development programmes where staff can be developed. This must be done on a continuous basis if organizational goals are to be achieved. While staff development is a progressive career planning for an organization, it is likewise for an individual employee and therefore builds up commitment and loyalty to an organization, which may result for such staff to remain in an organization longer.

## **2.3 Theoretical Framework**

This section provides theories related to this study. These theories are Goal Setting Theory, Expectancy Theory, Herzberg Theory, and Economic Theory of Collective Bargaining

### **2.3.1 Goal Setting Theory**

The above theory was propounded by Latham and Locke, (1979) which states that, retention strategies and performance are higher when individual set specific goals, when goals are difficult but accepted, and when there is a feedback on performance. The theory keeps emphasis on goal setting and performance evaluation feedback on the employee. In a nutshell, the theory intends to explain goal setting as related to tasks and duties that are assigned to an employee. When an employee sets challenging goals and successfully achieves them, he/she feels better off particularly

when he/she is evaluated and informed of such performance. In some cases, goal theory may reflect monetary goals.

This study looked at the relationship between retention strategies and performance on the achievement of the organizational and individual goals in the work organization. As such, according to this theory, performance increases with increase in employee retention strategies. However, the theory does not show the application of retention strategies in improving the performance of individual and the organization as a whole. Moreover, no types of retention strategies and their corresponding roles in improving individual and organizational performance are explained. Given the weakness, the theory did not safeguard the study.

### **2.3.2 Expectancy Theory**

Vroom's expectancy theory is one such management theory that focuses on retention strategies. Expectancy theory suggests that employee retention strategy is based on how much we want something and how likely we think we are able to get it. According to Holdford and Lovelace-Elmore, (2001), Vroom asserts that intensity of work effort depends on the perception that an individual's effort will result in a desired outcome. Vroom suggests that, for a person to be motivated to stay with the organization, effort, performance and employee retention strategies must be linked. According to Vroom, there are three factors that direct the intensity of effort put forth by an individual, and these are expectancy, instrumentality and preferences, Holdford and Lovelace-Elmore, (2001). In order to enhance the performance-outcome tie, managers should use systems that tie rewards very closely to performance.

Managers also need to ensure that rewards provided are those deserved and wanted by the recipients. In order to improve the effort-performance tie, managers should engage in training to improve employees' capabilities and improve their belief that, added effort will in fact lead to better performance. Expectancy theory further emphasizes self interest in the alignment of rewards with employee's requirements and the connections among expected behaviour, rewards and organizational goals. The theory argues that, the strength of the tendency to act in a certain way depends on attractiveness of that outcome to the individual. An individual will be motivated to exert a high level of effort.

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Expectancy theory further emphasizes self interest in the alignment of rewards with employee's requirements and the connections among expected behaviour, rewards and organizational goals. The theory argues that, the strength of the tendency to act in a certain way depends on attractiveness of that outcome to the individual. An individual will be motivated to exert a high level of effort when he believes that efforts will lead to organizational rewards such as salary, promotion or any other kind of incentive which will satisfy employee's personal goal and finally leading to employee retention.

The weakest part of the theory was that it is based on individual's expectations which were very subjective and would have matched with general organization objectives and goals. The strength of expectancy theory lied on the mathematical relationship that "Motivation = Valence x Expectancy", which could be used to indicate and predict things like job satisfaction, occupational choice, the likelihood of staying in a job and the effort that one might expend at work. This study rejected the theory due to the fact that individual's expectations differ depending on individual's perceptions, level of education, exposure, and interests and therefore could not be relied.

### **2.3.3 Herzberg Theory**

Herzberg (1959) the two-factor theory states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause

dissatisfaction. It was developed by psychologist Frederick Herzberg, who theorized that job satisfaction and job dissatisfaction act independently of each other. Herzberg argued that employees are motivated by internal values rather than values that are external to the work. In other words, motivation is internally generated and is propelled by variables that are intrinsic to the work which Herzberg called 'motivators'. These intrinsic variables include achievement, recognition, the work itself, responsibility, advancement, and growth. Conversely, certain factors cause dissatisfying experiences to employees; these factors largely results from non-job related variables (extrinsic). These variables are referred as 'hygiene' factors which although does not motivate employees; nevertheless they must be present in the workplace to make employees happy. The dissatisfiers are company policies, salary, co-worker relations and supervisory styles.

Herzeberg argues further that, eliminating the causes of dissatisfaction (through hygiene factors) would not result in a state of satisfaction; instead, it would result in a neutral state. Motivation would only occur as a result of the use of intrinsic factors. Emprical studies (Kinnear and Sutherland, 2001) have, however revealed that extrinsic factors such as competitive salary, good interpersonal relationships, friendly working environment, and job security were cited by employees as key motivational variable that influenced their retention in the organization. The implication of this therefore is that the management should consider both intrinsic and extrinsic variables as an effective retention strategy rather than rely only on intrinsic variables to influence employee retention. This theory was adapted in the study as it goes along with the retention strategy.



### **2.3.4 Economic Theory of Collective Bargaining**

The collective bargaining theory stipulates the strength and influence of a unit of employees' representation on issues such as wage scales, working hours, health and safety, overtime payments, grievance procedures, training and the right of involvement and participation at the workplace. There are models that expound on the theory and these include the Monopoly Union Model where Dunlop (1944), is of the opinion that the union has extensive powers to bargain for maximum wage rates. There is also the 'Right to Manage Model' Nickell (1980) as well as the efficient bargaining Model, McDonald and Solow (1981) in which the bargaining is for both wages and employment. The theory is strong in that there is representation of employees' needs by a group of chosen employees to ensure that there are favorable working conditions for the employees hence manage retention by ensuring employee satisfaction.

However, in the Tanzanian system, the trade unions are a relatively new phenomenon, the labor unions are few and not fully developed and active as compared to the developed countries like the United States of America where labor union parties such as the AFL-CIO were created since 1955 while in Tanzania there was JUWATA of 1978; OTTU in 1995, TFTU in 1997 and TUCTA of 2001. In most Tanzania organizations a lot of power is in the hands of the employers and seldom do the unions get a good bargaining power in the interest of the employees a good example is Teachers trade union versus the Government. That being the case, the theory was not adopted for the study. Also the theory deals with employees in groups and not as individual beings with different needs.

## **2.4 Empirical Literature Review**

A considerable number of researches has been done locally and internationally on the relationship between training and development and/or employee retention. Mwakapugi (2012) conducted a study on ‘‘Staff Training and Development Practices in Pension The methodology of the study was based on ‘survey of PSPF Head Office, Dar es Salaam and in five of its Regional offices, in Arusha, Manyara, Singida, Dodoma and Morogoro’. The findings revealed that the effectiveness of the training and development programmes lied with the whole process of analyzing, designing, developing, implementing and evaluating them.

The study further revealed that in the case of PSPF, despite the respondents’ commenting on the existence of training and development policy, the actual sense the policy was in a draft format and had not been used as a guideline. The study further revealed that there were no evaluation method and monitoring tools that link to staff training and development programmes so that staff training and development had to evaluate its implementation from time to time and to ensure that it is adhered to according to the planning and selection criteria. This study practically looked at the practices of training and development programmes at IST.

Kaisi (2012), conducted a study on the ‘‘Assessment of Factors Contributing to Labor Turnover in a Banking Industries in Tanzania’’. The objective of the study was to identify factors that lead to high labour turnover rates and importance of retention of the industry’s skilled employees. The methodology used was the case study of the National Microfinance Bank PLC and CRDB Bank of Tanzania. The findings of the study were that having proper talent management strategies is a key

issue in order to retain employees. It was further argued that it was important for line managers to incorporate motivation building practices into their corporate culture in order to promote an environment that motivates and stimulates employees. Those practices include listening to employees and respecting their opinions, basing rewards on performance, and being available to them for everything from listening to their ideas and concerns to assisting them with their career advancement.

Employees need to feel valued and appreciated, be given feedback, provided with growth opportunities, be given work-life balance options and have trust and confidence in their leaders. All of these retention strategies are beneficial when an employer wants to keep employees within an organization and keep costs of turnover low. This study established the influence of training and development on employees' retention in an organization. Abel (2012), conducted a study on the 'Assessment of Effects of Retention Strategies in Private Secondary Schools in Dar es Salaam, Tanzania'. The methodology of the study was a case of St. Matthew's Secondary School.

The main objective of the study was to investigate the effect of teachers' retention strategies in private school organization in Temeke Municipal, Dar es Salaam. The finding of the study revealed that the majority of staff at St. Matthew's and his sister school Victory and St. Marks Secondary School were employed under contractual basis, though the owner of the organization had more power to decided whether or not to work with his organization. It was further revealed that despite the higher financial rewards given to teachers both adequate salaries and some incentives in private secondary schools, the average teachers' turnover was still high. The

underlying reasons confirmed by this study were that teachers were not motivated with only financial rewards but with extra provision of non financial rewards such as assured job security, good management, fair compensation system with a balanced or narrowed income disparity among teachers, good communication system, fair and adequate teachers development strategies like; a developed strategy that instead of sending teacher to Dubai, that money could be used to develop teachers loan funding project and that teachers will be required to pay a small interest rate for their loan.

This study was mainly based on the category of staff known as Support Staff who are not academic staff which means they are not teachers; and teachers assistant, who in accordance to their job description they do not actually teach but assisting teachers who are, most of them foreigners and were not covered in this study for the reasons explained earlier. This study analyzed whether or not training and development can be used as a strategy for staff retention. Scott (2007), had conducted a research on ‘‘What Impacts does Training have on Employee Commitment and Employee Turnover’’ This was an international study done by Academician from the University of Rhodes Island, South Africa.

The study discusses, among other things, determinants of employee commitment, the training in general and the impact of training and the four elements of employee commitments. The finding of the study was that commitment within the work place typically resulted from the interaction and the relationship that an employee has with an organization. This study looked at the general interaction between employee with their line managers; and employee with the management as a whole.

Muceke et al, (2002), reviewed on “Determinants of Academic staff retention in Public Universities in Kenya”. The study was done basically for academic staff in Kenya Universities. It discussed determinants of staff retention such as leadership, distributive justice, work environment, salary, promotional opportunities, training and development, autonomy and recognition. It was concluded that there was a local competition of employees from other public universities, private universities and other corporate sectors. It is evident that the problem of academic staff retention in Kenya Public Universities is a pertinent issue and it was expected to be worse with the double intake in 2011/12 academic year. It was further argued that Universities hold the key to realization of Vision 2030 by providing the manpower with the requisite skills and knowledge. These institutions could only achieve this noble goal if they themselves had adequate capacity in terms of human and other resources.

This study looked at whether or not training and development is a tool for employee retention in terms of Support Staff at IST. Chew, 2004 conducted a study on the “Influence of Human Resource Management practices on the Retention of Core Employees of Australian Organization”. In this study, she established that younger employees focused on remuneration, training & development, career advancement, challenging work, growth opportunities and recognition as strategic areas. For older employees autonomy, opportunities to mentor and job challenge were of great importance.

From the above studies there are Research Gaps that this study worked on. From the studies done in Dar es Salaam, two of them were basically for different kind of institution i.e. Bank and Pension Fund. The other study was for a private school but

the main subjects were teachers. In this study, through it was also the same kind of educational institution my study was based on support staff. These were not academic staff but they were employed to support provision of good and quality education at the school – IST.

As for the rest of other studies done in South Africa, Kenya and Australia, there were a gap of area to be covered. While two of them were done in Africa the other one was done in Australia. My study was based in Dar es Salaam, Ilala Municipal and covered an educational institution which provide education from the level of Early Childhood to Secondary School only. Two of the researches above – in South Africa and Australia were based on University employees. While the Kenya one was based for Academic Staff only.

## **2.5 Policy Review**

The human resource is certainly the most important factor of production because it is capable of transforming all the other factors for the betterment of human life and human welfare. Developing and utilizing this resource effectively increases its development must be one of the leading objectives on the nation's development agenda. At that time, there was no comprehensive multi sectoral policy on human resources development. However, there were fragmented policies in different sectors which touched on issues of human resources development. URT, (2013). It was therefore, important to discuss policies from other sources which supported overall organizational performance and employee development as a whole. For the success of an organization, is the success of employees and directly success of a nation as a whole.

### **2.5.1 The National Employment Policy 2000**

The Ministry of Labour and Youth Development of Tanzania are the pioneers and the ones administering the above mentioned policy. This policy provides a framework in guiding long term employment and human resource deployment activities with a view to attaining full and gender balanced sustainable and productive employment, in an effort that may lead to poverty eradication. The Ministry of Labour and Youth Development administer the policy, URT, (2013).

### **2.5.2 The Tanzania Vision 2025**

Having realized that the past development policies and strategies were not adequately responding to changing market and technological conditions in the regional and world economy and were also not adapting to changes in the domestic socio-economic condition, the government, in 1980's introduced the Tanzania Vision 2025. By mid 1986's the Government adopted socio economic reforms which continue to be implemented to date. However, it was realized the reforms were not adequately informed by a national long-term development philosophy and direction and thereby formulation of national vision took place. Among the purpose of the vision was to articulate a desirable future condition or situation which a nation envisages to attain and the cause action that need to be taken for achievement. A shared vision arose people aspiration and instills the courage and determination to rise to challenges at all levels be it individual, community and national.

The Tanzania Vision 2025 supports training and development. One of the five attributes of vision is 'A Well Educated and Learning Society'. Tanzania aspires to be a national whose people are ingrained with a developmental mindset and

competitive spirit. If Tanzanians are to attain creativity, innovativeness and a high level of quality education in order to respond to development challenges across the globe its people should be able to effectively utilize knowledge in mobilizing the same.

If we are to conquer the 21<sup>st</sup> century then we should aspire to attain self reliance driven by the psychological liberation of the mindset and have sense of confidence; be a nation whose people have a positive mindset and culture which cherishes human development through hard work, professionalism, entrepreneurship, creativity, innovativeness and ingenuity. This can be obtained when someone is ready to learn and develop himself/herself. We should also aspire to being a nation with high quality of education at all level; a nation which produces the quantity and quality of educated people sufficiently equipped with requisite knowledge to solve the society's problems and be ready to take up challenges of development and attain competitiveness at regional and global levels.

## **2.6 Conceptual Framework of the Study**

Two categories of variables were used to verify the study; two dependent variable and one independent variable. Training and Development was a dependent variable and independent variable included staff retention which was linked with its effect to meeting organizational goals. The purpose of retaining staff was to meet organizational goals and proceed from where you were to the next level. Retention avoids recruitment and training costs for new employees. If we were to succeed by retaining our skilled employees and making sure that organizational goals were shared correctly by linking with training and development programmes then an



organization had every reason to formulate effective training and development programme in an organization.

Therefore it was assumed in an organization like IST training and career development was one of the main tool to increase employee's skills and knowledge in order to achieve its strategic objective of the organization first by retaining skilled employees who have performed better. While development not only includes training to increase skills in performing specific job, but also education to increase gener general knowledge and understanding of the environment (Singer, 1990).

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents research design and methodology used in the study. It present research design, population of study, area of the study and sample size and sampling techniques. Other information presented in this chapter include data collection instruments, data analysis methods and reliability and validity test.

#### **3.2 Research Design**

In this study, descriptive qualitative design was used since the aim was to collect information from respondents at the level of the entire Support Staff at the International School of Tanganyika in relation to ascertaining the influence of training and development in staff retention and what the management should do in making sure that staffs are retained. Descriptive qualitative designs catered for adequate provision for accurate profile of persons, events and situations and thereby focus on the purpose of the study.

#### **3.3 Sampling Design**

This study constituted sample of about 30 Support Staff (about 10% of the total number of sample size which is academically accepted). The sample number was desired because it is suggested and reasonable representation of the finite population of IST. It also assumed that the sample number was convenient for a researcher to handle within short time and with limited resources.

### **3.4 Data Collection Method**

A combination of questionnaire and interview, were used in this study. This approach was preferred taken into consideration of Denscombe's, 1998) views that using more than one specific method enables the researcher to cross-validate information and data collected from a variety of sources. With that in mind, it considered that by using multiple sources of data the researcher was likely to have a mechanism of helping increasing reliability for getting accurate, valid and reliable information.

#### **3.4.1 Questionnaires**

The use of questionnaires as a source of gathering information from a reasonable number of respondents adopted. Questionnaires consume less time and easy and simple to administer within a large population. Moreover, this method was mostly preferred for its ability to maintain confidentiality and control interview bias. Since this study design adopted was a descriptive type, the questionnaire was selected as the best instrument for data collection. Taking into consideration the level of education of some of staff at International School of Tanganyika, it was assumed that they would need a document that was easy to understand so as to be able to give appropriate responses.

#### **3.4.2 Interview**

Interview was used to seek more information that wouldn't have been provided for in the questionnaire thus giving weightage to the findings of the study.

### **3.5 Data Analysis Techniques**

This refers to a practice of extracting useful information by ordering and organizing raw data. This enabled the researcher to ascertain which data are contained or not contained. Charts, graphs and textual write ups of data are forms of data analysis. Descriptive analysis was used to collect information from primary sources . Statistical package for Social Sciences (SPSS) was used to provide frequencies and figures. SPSS Statistics is a software package used for statistical analysis. It is now officially named "IBM SPSS Statistics". Companion products in the same family are used for survey authoring and deployment (IBM SPSS Data Collection), data mining (IBM SPSS Modeler), text analytics, and collaboration and deployment (batch and automated scoring services) Wikipedia, (2013).

### **3.6 Research Ethics**

In reassuring respondents' confidence, this study adhered to five major ethical principles towards survey participants as listed by David de Vaus (2002). These were voluntary participation, informed consent, no exposure to harm, confidentiality and anonymity, and privacy. Questionnaires and other data collecting tools was designed in a manner that respondents names or any kind of identity were not exposed. This, again gave weight and assurance to respondents' anonymity status and non exposure to harm.

## **CHAPTER FOUR**

### **4.0 RESULTS AND DISCUSSION**

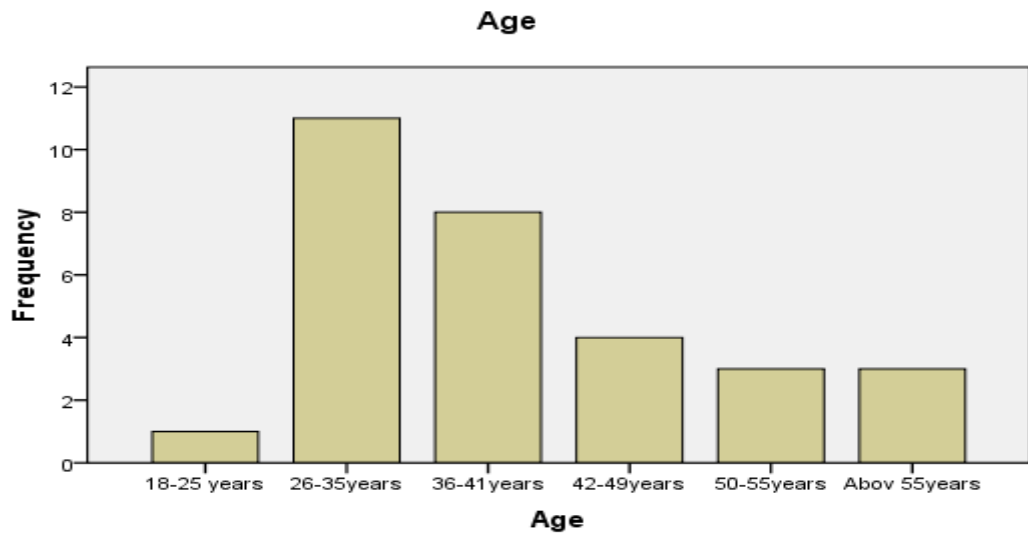
#### **4.1 Overview**

This chapter presents detailed discussion on the study findings and their interpretation in line with the study objectives. It covers the introduction to the chapter, the description of the respondents, individual characteristics, examines the underlying factors of employees retention strategies and their relative importance while the last part of the chapter examines the effect of training and development as a strategy to employee retention in an organization. The study distributed 35 questionnaires to entire IST staff community but only managed to collect data from 30 employees who responded from the entire IST staff community. The data have been analyzed using SPSS programme which has enabled to convert field findings into numerical and graphic representation.

#### **4.1 Baseline Information of the Respondents**

##### **4.1.1 Age Distribution of Respondents**

Age distribution of the respondents for this study as presented in Table 4.1 indicates that 1 (3.3 percent) respondent were aged between 18-25; 11 (36.7 percent) of respondents were aged between 26-35 years; 8 (26.7 percent) were aged between 36-41 years; 4 (13.3 per cent) of respondents were aged between 42-49 years; 3 (10.0 percent) were aged between 50-55 years and 3 (10.0) were aged above 55 years old. This reflect the actual situation at the organization were the prevailing age group between 26-35 and above 55 years old are relatively mature enough to be able to rely on their responses.



**Figure 4.1: Age**

**Source:** Filed data (2013)

**Table 4.1: Age**

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25 years	1	3.3	3.3	3.3
	26-35years	11	36.7	36.7	40.0
	36-41years	8	26.7	26.7	66.7
	42-49years	4	13.3	13.3	80.0
	50-55years	3	10.0	10.0	90.0
	Above 55years	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

**Source:** Field Data (2013)

#### 4.1.2. Gender

The main purpose of looking at gender distribution was based on the assumption of equal opportunity provided to all two demographic group in the society. Out of 30 respondents for this study, 16 (53.3 percent) were male and 14 (46.7percent) were female as shown in Table 4.2. The number of male respondents slight out weights

that of female respondents indicating that male participation in this study, though not much significant, but slight high.



**Figure 4.2: Gender**

**Source:** Field Data (2013)

**Table 4.2: Gender**

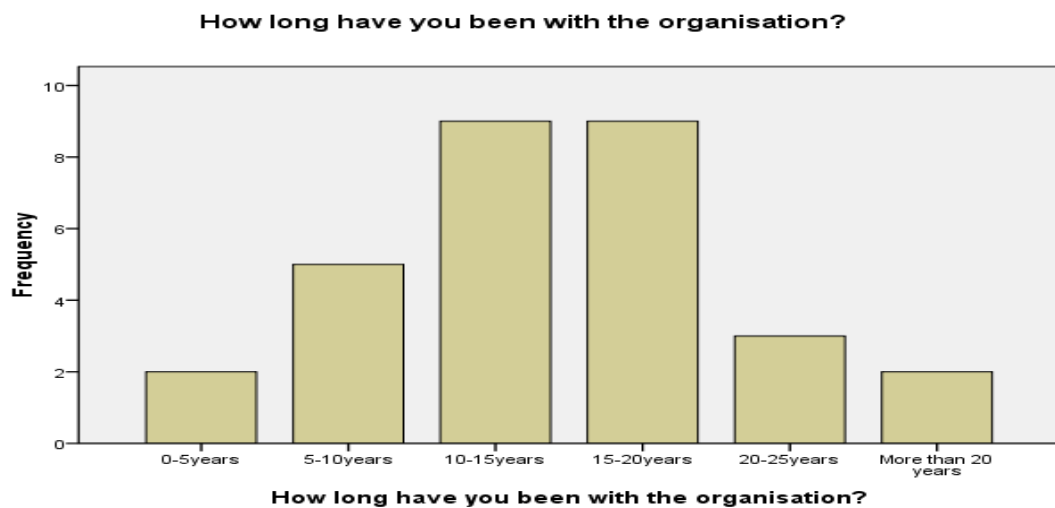
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	16	53.3	53.3	53.3
	Female	14	46.7	46.7	100.0
	Total	30	100.0	100.0	

**Source:** Field Data (2013)

#### 4.1.3 Work Experience of Respondents

The study results in Table 4.3 below indicate 2 (6.7 percent) of respondents had a working experience ranging from 0-5 years; 5 (16.7 percent) respondents had a working experience ranging from 5-10 years; 9 (30.0 percent) respondents had a working experience ranging from 10-15 years; 9 (30.0 percent) respondents had working experience ranging from 15-20 years; 3 (10 per cent) respondents had working experience ranging 20-25 years; and the last group composed of 2 (6.7 percent) had a working experience of more than 20 years. The study shows that

those who had been with the organization between 5-10 and 10-15 years were high in number which implied that staff turnover at IST was low – indicating that provision of training and development in an organization play an important role a retention strategy. The study shows that there had been recruitment in the recent years which indicates that there were staff who left the organization between 0-5years.



**Figure 4.3: Work Experience**

**Source:** Field Data (2013)

**Table 4.3: Work Experience**

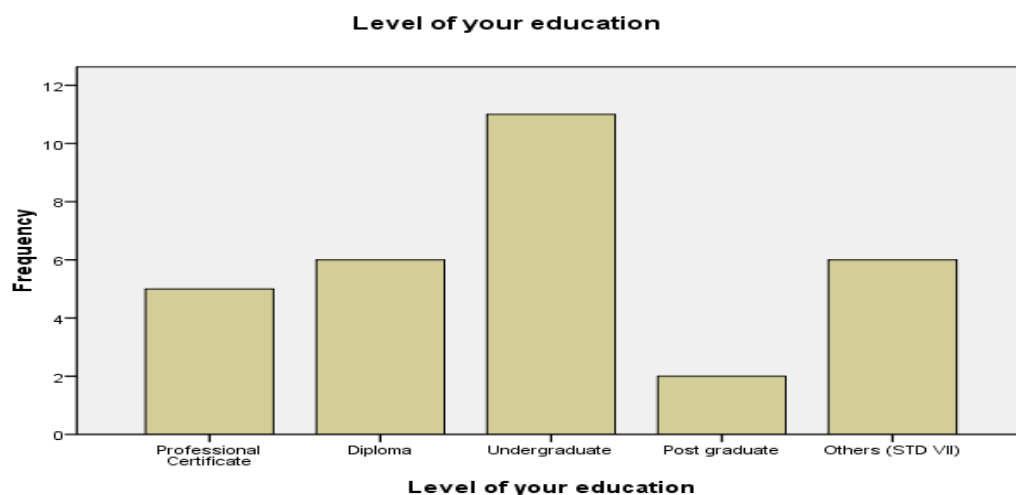
		How long have you been with the organization?			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5years	2	6.7	6.7	6.7
	5-10years	5	16.7	16.7	23.3
	10-15years	9	30.0	30.0	53.3
	15-20years	9	30.0	30.0	83.3
	20-25years	3	10.0	10.0	93.3
	More than 20 years	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

**Source:** Field Data (2013)



#### 4.1.4 Level of Education of Respondents

The study results in Table 4.4 shows that 5 (16.7 percent) of the respondents were Professional Certificate holders; 6 (20.0 percent) were Diploma holders; 11 (36.7 percent) were Undergraduates; 2 (6.7 percent) were post graduate degree holders; 6 (20.0 percent) were in the category of 'Others' indicating they were STD VII leavers. From the table below the number of respondents with degree education are relatively high which implies that most of respondents were academically good to understand and evaluate the surroundings and environment, hence their responses can be relied upon. Also there were a number of those who were STD VII leavers who were equally the same with those of Diploma Education holders. In comparison, this is a big number and the presence of STD VII leavers in this study means that this category of respondents have no professional certificate education. This group may contribute to the low level of turnover in an organization because they may not have the option to leave the organization as most of organization do not consider STD VII education as qualification for employment.



**Figure 4.4: Level of Education**

**Source:** Field Data (2013)

**Table 4.4: Level of Education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Professional Certificate	5	16.7	16.7	16.7
	Diploma	6	20.0	20.0	36.7
	Undergraduate	11	36.7	36.7	73.3
	Post graduate	2	6.7	6.7	80.0
	Others (STD VII)	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

**Source:** Field Data (2013)

## 4.2 Main Content Analysis

### 4.2.1. Retention Strategies Available at IST

In this research data have been presented naturally, in a shape that resemble the phenomenon being studied and that include direct quotations of responses from respondents' findings are presented in table and text explanation.

### 4.2.2 Availability of Training Funds at IST

The study results in Table 4.5 indicates that 30 (100 per cent) agree that IST has training funds. This implied that there was a provision of budget set aside by the management for staff training and development for employees.

**Figure 4.5: Availability of Training Funds**

**Source:** Field Data (2013)

**Table 4.5: Availability of Training Funds****IST has training funds**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	30	100.0	100.0	100.0

**Source:** Field Data (2013)

**4.2.3. Accessibility of Training Funds**

The results in Table 4.6 shows that 13 (43.3) percent agree that every employee has access to training funds. 1 (23.3 percent) of the respondent did not agree that the training funds were accessible by every employee. While 10 (33.3per cent) of the respondents were not sure of the subject matter. This implies that employee could access the training funds. It further implies that there were no enough advocacy of the accessibility of funds to the entire staff community that's why 10 (33.3 percent) of the respondents were not sure.

**Figure 4.6: Accessibility of Training Funds**

**Source:** Field Data (2013)

**Table 4.6: Accessibility of Training Funds**

<b>Every employee has access to training funds</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	43.3	43.3	43.3
	No	7	23.3	23.3	66.7
	Not sure	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

**Source:** Field Data (2013)

#### **4.2.4. Beneficiaries of Professional Funding**

The results as per Table 4.7 show that 19 (63.3 percent) of the respondents had benefitted from the professional funding of the organization. 3 (10.0 percent) of the respondents indicated that they had not benefitted from the fund. While 7 (23.3 percent) of the respondents were not sure whether they have benefitted from the professional funding and 1 (3.3 percent) of the respondents felt that the professional funding was not relevant to the his/her profession which literally meant it was of no benefit to him/her.

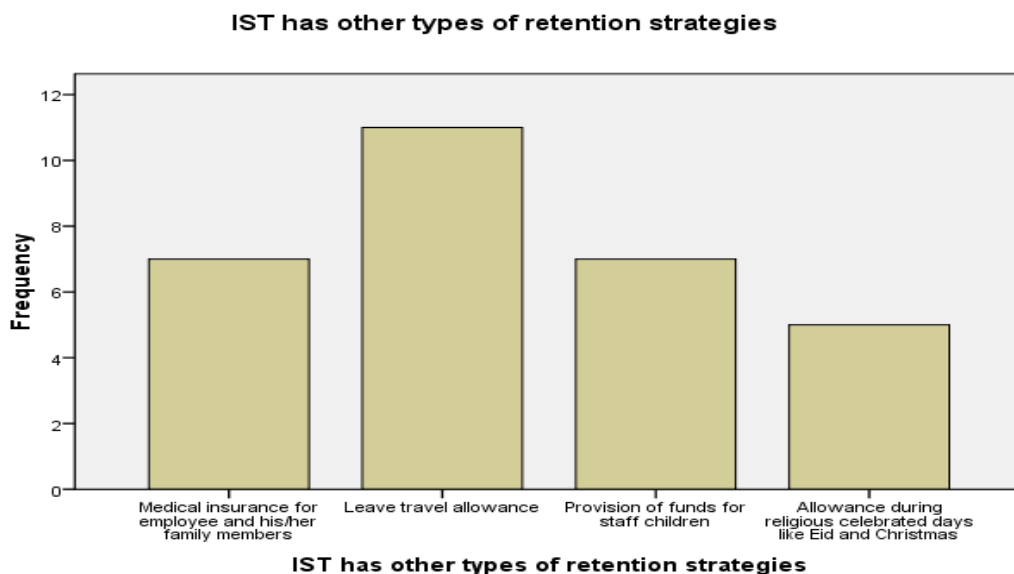
**Table 4.7: Beneficiaries of Professional Funding**

<b>Have you benefitted in any way from the professional funding of the organization?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	63.3	63.3	63.3
	No	3	10.0	10.0	73.3
	Not sure	6	20.0	20.0	93.3
	Not Relevant	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

**Source:** Field Data (2013)

#### 4.2.5. Other Types of Retention Strategies

The results in Table 4.8 show that 7 (23.3) of the respondents agreed that there were medical insurance for employees and their family members. The insurance was based on sharing policy where employee bore 20% of the cost and employer covered for the remaining 80%. 11 (36.7 percent) of the respondents agreed that there was Leave Travel Allowance for employee which was 200% of the basic monthly salary. 7 (23.3 percent) of the respondents indicated that there was provision of funds for staff children. This was given as a support to employees to pay for fees for their children. The amount was equally distributed to each employee according to the budget set aside. 5 (16.7 percent) of respondents agreed that there were allowances during religious celebrated days like Eid and Christmas. All these were sort of benefits aiming at retaining staff.



**Figure 4.7: Other types of retention strategies**

**Source:** Field Data (2013)

**Table 4.8: Other types of Retention Strategies****IST has other types of retention strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medical insurance for employee and his/her family members	7	23.3	23.3	23.3
	Leave travel allowance (200 percent of the basic salary)	11	36.7	36.7	60.0
	Provision of funds for staff children	7	23.3	23.3	83.3
	Allowance during religious celebrated days like Eid and Christmas	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

**Source:** Field Data (2013)

### 4.3 Implementation of Training and Development Programmes

#### 4.3.1 Preparation of Training Plans by the Organization

The results in Table 4.9 show that 29 (96.7 percent) of the respondents indicated that the organization did not prepare training plans. While 1 (3.3) percent indicated that he/she was not sure. This implies that the organization did not involve itself in preparation of training plans for its employees.

**Table 4.9: Preparation of Training Plans by the organization****The organization normally prepare training plans**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	29	96.7	96.7	96.7
	Not sure	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

**Source:** Field Data (2013)



**Figure 4.8: Preparation of Training Plans by the Organization**

**Source:** Field Data (2013)

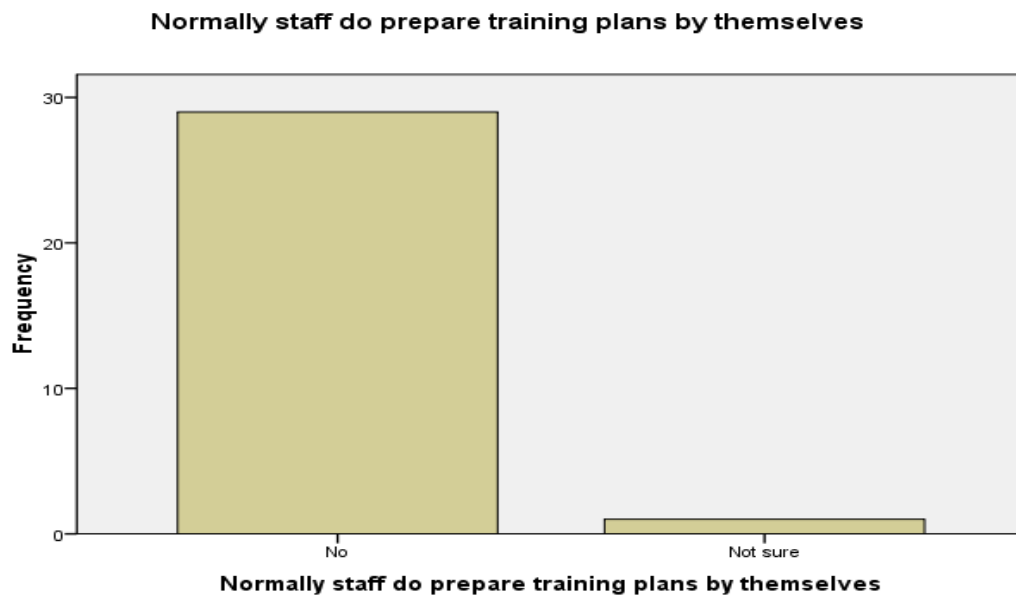
#### **4.3.2 Preparation of Training by Staff**

The results as per Table 4.10 shows that 29 (96.7 percent) of the respondents indicated that staff did not prepare training plans by themselves. 1 (3.3 percent) of the respondent indicated that he/she was not sure of the subject matter. This implies that even staffs were not preparing their training plans.

**Table 4.10: Preparation of Training by Staff**

Normally staff do prepare training plans by themselves					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	29	96.7	96.7	96.7
	Not sure	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

**Source:** Field Data (2013)



**Figure 4.9: Preparation of Training by Staff**

**Source:** Field Data (2013)

### 4.3.3 Availability of Training Policy

The results in Table 4.11 show that 29 (100 percent) indicate that IST has no training policy<sup>1</sup> (3.2 percent) indicates that he/she was not sure the subject matter. This implies that if there was no training policy no proper procedure was available to direct staff on how to utilize or access the professional funds set aside yearly.

**Table 4.11: Availability of training policy**

#### IST has training policy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	30	100.0	100.0	100.0

**Source:** Field Data (2013)





**Figure 4.10: Availability of Training Policy**

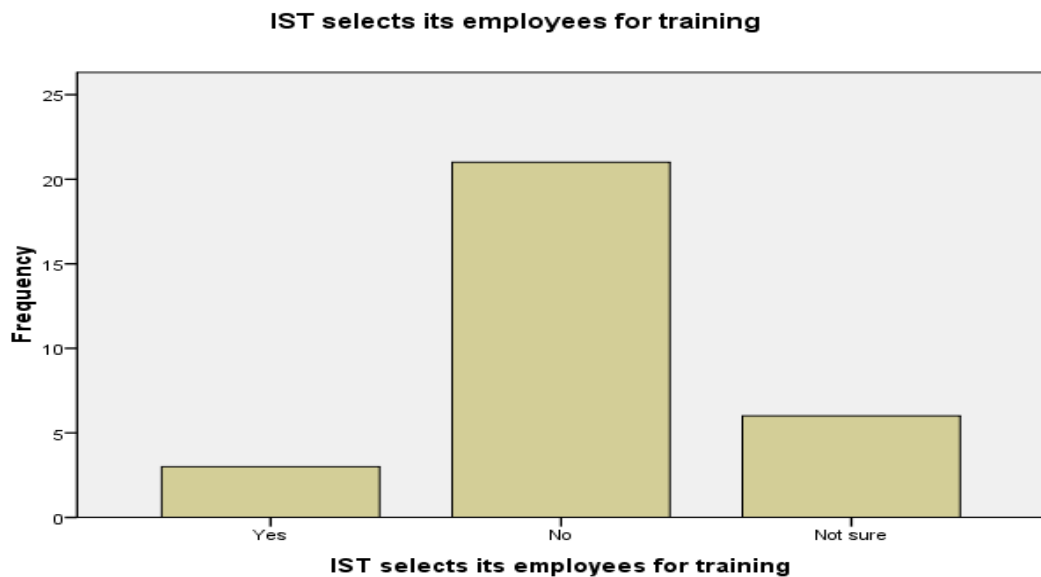
#### 4.3.4 Selection for Training

The results in Table 4.12 shows that 3 (9.7 percent) of the respondents agreed that IST selected its staff for training. 21 (67.7 percent) of the respondents did not agree that IST selected its staff for training. 6 (19.4 percent) of the respondents were not sure of the subject matter. It was only in one department of the organization (Information Technology) that was annually being selected for training overseas. This serves as one of the retention strategy towards this particular category of staff.

**Table 4.12: Selection for Training**

IST selects its employees for training					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	10.0	10.0	10.0
	No	21	70.0	70.0	80.0
	Not sure	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

**Source:** Field Data (2013)



**Figure 4.11: Selection for Training**

**Source:** Field Data (2013)

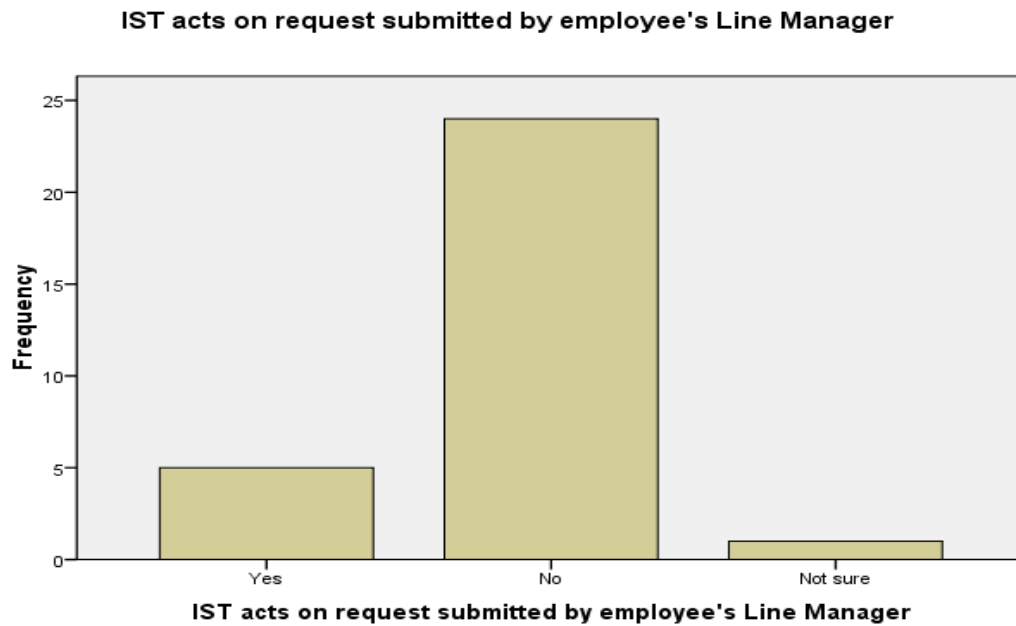
#### 4.3.5 Request for Training submitted by Employee Line Manager

As shown in Table 4.13, results show that 5 (16.7 percent) of the respondents agreed that the organization acted on request as submitted by employee's Line Manager. While 24 (80.0 percent) of the respondents did not agree. 1 (3.3 percent) of the respondent were not sure of this procedure.

**Table 4.13: Request for Training Submitted by Employee Line Manager**

IST acts on request submitted by employee's Line Manager					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	16.7	16.7	16.7
	No	24	80.0	80.0	96.7
	Not sure	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

**Source:** Field Data (2013)



**Figure 4.2: Request for Training Submitted by Employee Line Manager**

**Source:** Field Data (2013)

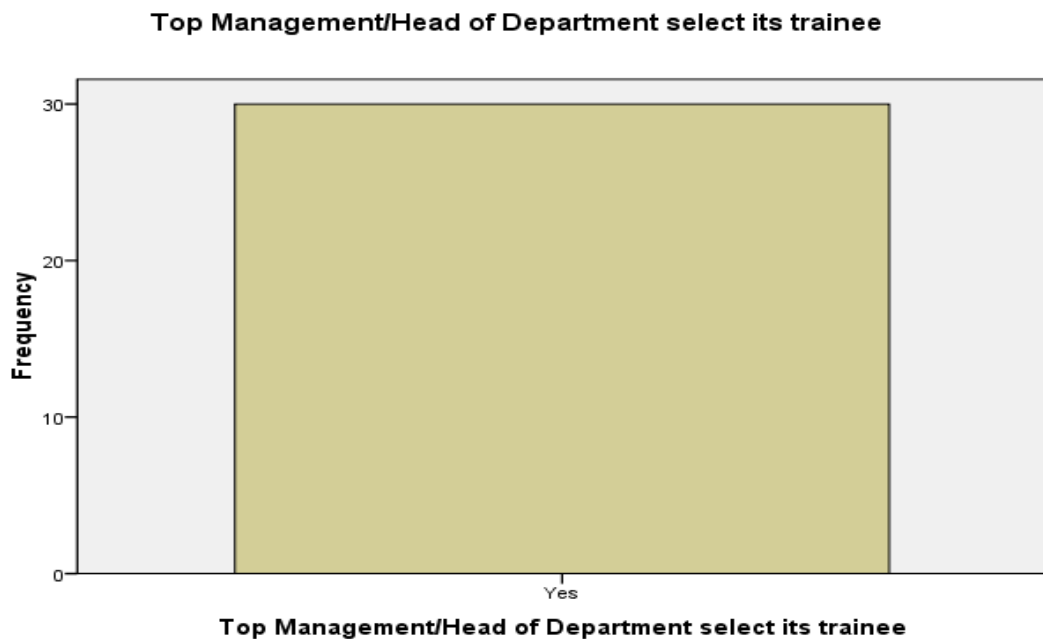
#### **4.3.6. Selection of Staff for Training done by Top Management/Head of Department**

The study revealed that 30 (100 percent) of the respondents agreed that Head of Department selected staff for training as shown in Table 4.14 thus implying that the Head of Departments were responsible for selection of training for staff under their department.

**Table 4.14: Selection of Staff for Training done by Top Management/Head of Department**

Top Management/Head of Department Select its Trainee					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	30	100.0	100.0	100.0

**Source:** Field Data (2013)

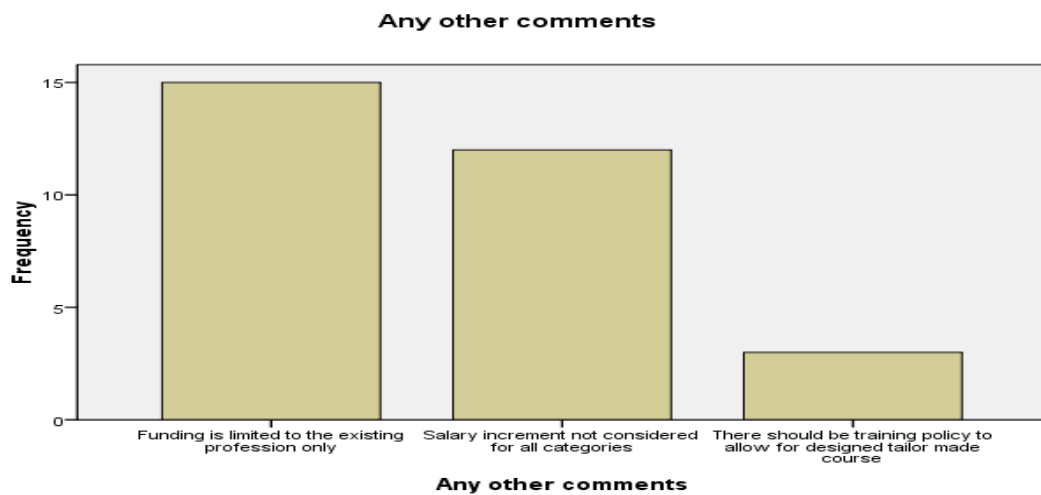


**Figure 4.13: Selection of Staff for Training done by Top Management/Head of Department**

**Source:** Field Data (2013)

#### **4.3.7. Any Other Comments**

Additional comments have been given under Table 4.15, in respect of the findings of the study under this category of implementation of training and development programmes. 15 (50 per cent) of the respondents commented that funding was limited to the existing profession only. This means, if you were a gardener, you would be required to go for training that related to gardening only and not any other profession. 12 (40 percent) of the respondents, felt that the absence of training policy made it difficult for them to pursue further training. While 3 (10 percent) commented that IST should look at the possibility of tailor made course for different categories of profession



**Figure 4.14: Any Other Comments**

**Source:** Field Data (2013)

**Table 4.15: Any other comments**

Any other comments					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Funding is limited to the existing profession only	15	50.0	50.0	50.0
	Salary increment not considered for all categories	12	40.0	40.0	90.0
	There should be training policy to allow for designed tailor made course	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

**Source:** Field Data (2013)

#### **4.4 Influence of Training and Development in Employees' Retention**

##### **4.4.1 The Basis for Trainee Selection**

As shown in Table 4.16 (13.3 per cent) of respondents indicated that the basis for trainee selection was on the job importance. While 9 (30.0 per cent) of the

respondents indicated that it was to prepare for future demand. On the other hand, 14 (10.0 percent) of the respondents considered the basis for trainee selection was to Prepare for future demand. While 14 (46.7 percent) of the respondents felt that the reason that they were sent for training was to motivate them which would have led to staff retention.

**Table 4.16: The Basis for Trainee Selection**

The basis for trainee selection is on the following					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	On the basis of job importance	4	13.3	13.3	13.3
	Change of work method/technology	9	30.0	30.0	43.3
	To prepare for future demand	3	10.0	10.0	53.3
	To motivate workers	14	46.7	46.7	100.0
	Total	30	100.0	100.0	

**Source: Field Data (2013)**

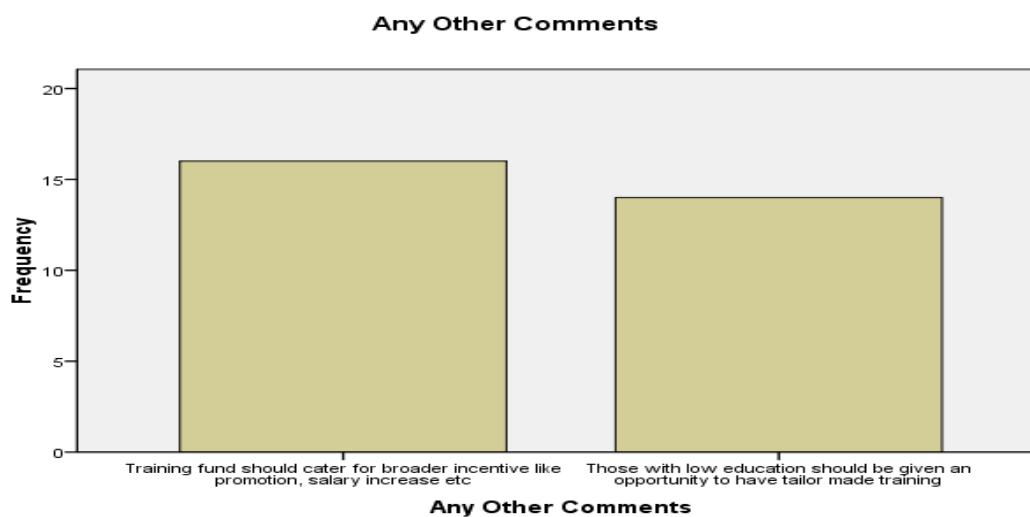
#### **4.4.2 Any Other Comments**

The findings of the study on the additional comments on the basis for trainee selection under Table 4.17 indicated that there were common views shared by respondents and had been compressed to get a clear picture of the results. 16 (53.3 percent) of the respondents were of the opinion that the professional fund should have catered for broader incentive like promotion, salary increase etc. While 14 (46.7 percent) of the respondents felt that those who had low education level should be given an opportunity to have tailor made courses.

**Table 4.17: Any Other Comments**

		Any Other Comments			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Training fund should cater for broader incentive like promotion, salary increase etc	16	53.3	53.3	53.3
	Those with low education should be given an opportunity to have tailor made training	14	46.7	46.7	100.0
	Total	30	100.0	100.0	

**Source:** Field Data (2013)

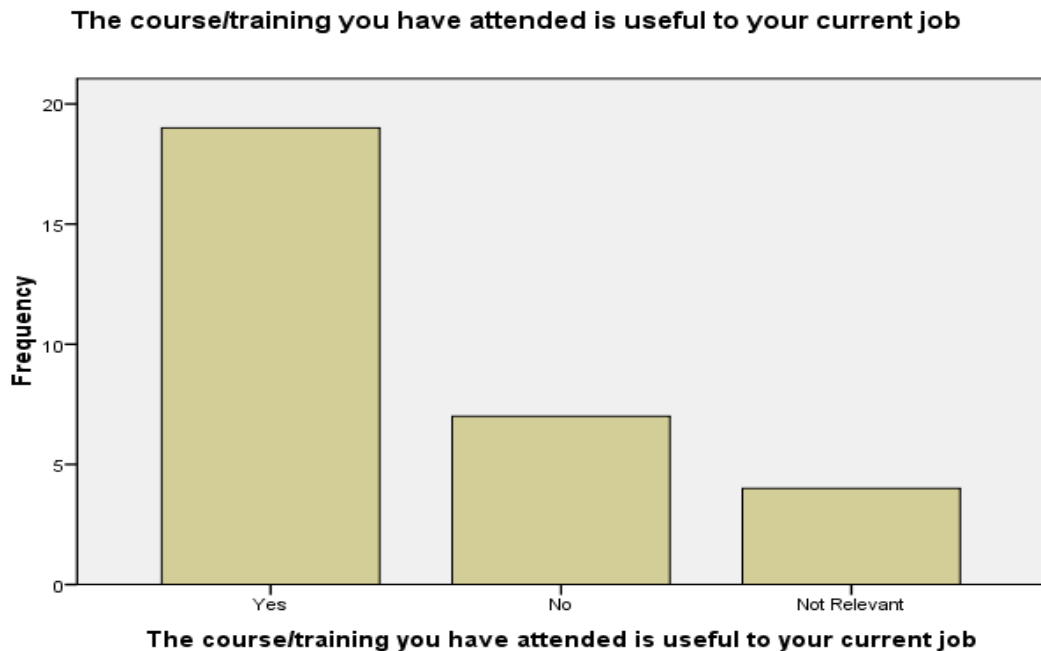
**Figure 4.15: Any Other Comments**

**Source:** Field Data (2013)

#### 4.4.3 Usefulness of the Course/Training Attended

The results in Table 4.18 show 19 (63.3 percent) of the respondents agreed that the course was useful to their existing jobs. 7 (23.3 percent) of the respondents considered that the course/training they had attended was not useful to their current job. While 4 (13.3 percent) indicated that the question was not relevant to them.

This implies that the course/training sponsored by the organization was useful to employees. As for those who felt that the question was not relevant, that implied category of those who might not have received any kind of course/training.



**Figure 4.16: Usefulness of the Course/Training Attended**

**Table 4.18: Usefulness of the Course/Training Attended**

The course/training you have attended is useful to your current job					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	63.3	63.3	63.3
	No	7	23.3	23.3	86.7
	Not Relevant	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

**Source:** Field Data (2013)



#### 4.4.4 Trained Employees are Assigned Duties in Accordance with the Training He/She has Attended

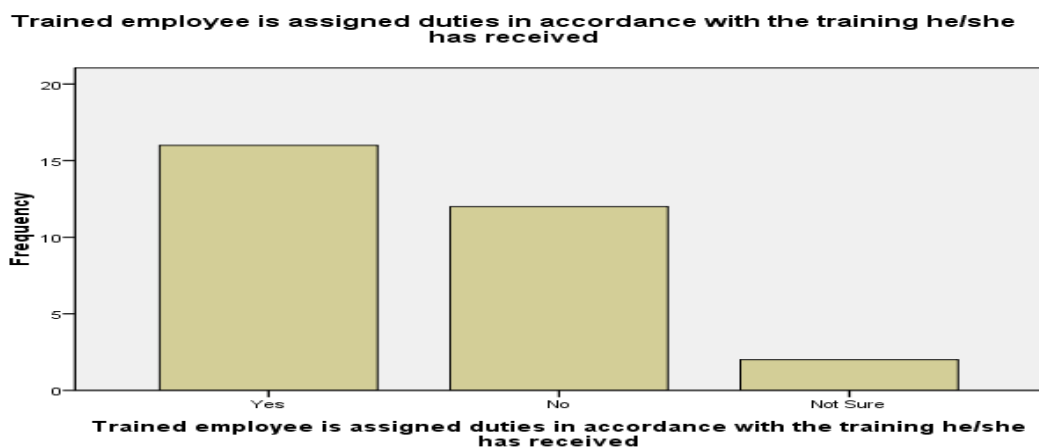
The results of the findings as per Table 4.19 show that 16 (53.3 percent) of the respondents agreed they were assigned duties in accordance with the training that they had attended. 12 (40.0 percent) of the respondents did not agree and 2 (6.7 percent) of the respondents were not sure of the fact. Training should aim at improving efficiency and assigning duties in accordance with the training achieved which is one way of achieving efficiency hence productivity. From the results it is obvious that trained employees were assigned duties accordingly.

**Table 4.19: Trained Employees are Assigned Duties in Accordance With the Training he/she has Attended**

**Trained employee is assigned duties in accordance with the training he/she has attended**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	53.3	53.3	53.3
	No	12	40.0	40.0	93.3
	Not Sure	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

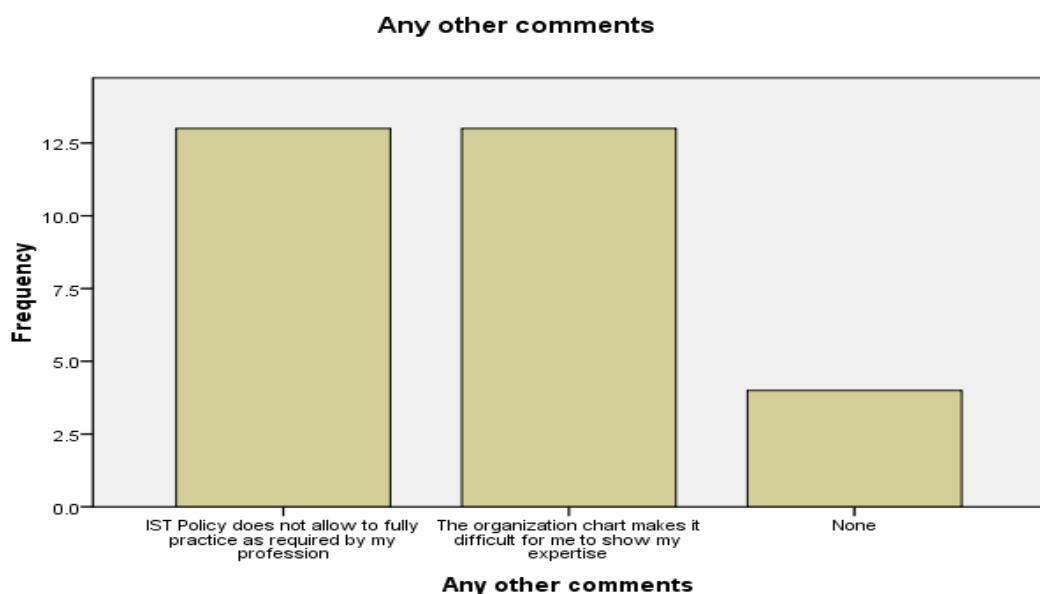
**Source:** Field Data (2013)



**Figure 4.17: Trained Employees are Assigned Duties in Accordance with the Training He/She has Attended**

#### 4.4.5 Any Other Comments

These were additional comments on the issue of assigning duties in accordance with the training achieved/attended as shown in Table 4.20. In general, respondents commented on similar issue that were combined in two points. The findings of the comments revealed that 13(43.3 percent) of the respondents felt that IST policy did not allow full practice as required by their relevant profession. This refers the category of Teacher Assistants who were fully trained teachers but their job description was not to teach but help teachers in a classroom. While (43.3 percent) of the respondents commented that the organization chart made it difficult for them to show their expertise i.e. the organization chart is not clear of the responsibilities of - for example two staff one being the supervisor and the other subordinate where there were confusing responsibilities. 4 (13.3 percent) of the respondents had no additional comments on the subject matter.



**Figure 4.18: Any Other Comments**

**Source:** Field Data (2013)

**Table 4.20: Any Other Comments**

Any other comments		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	IST Policy does not allow to fully practice as required by my profession	13	43.3	43.3	43.3
	The organization chart makes it difficult for me to show my expertise	13	43.3	43.3	86.7
	None	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

**Source: Field Data (2013)**

#### **4.5 Other Ways Available in Improving Employees Retention**

##### **4.5.1 Recognition of Trained Employees**

As per Table 4.21, the study revealed that there were rarely substantial recognition given after completion of training. 11 (36.7 per cent) of the respondents agreed that the management recognized their employees after training. 19 (63.3 percent) of the respondents felt that the organization gave nothing as recognition to trained employees. New salary scale placement after training was only considered for two categories of employees namely Teachers Assistant and Instructional Assistants. As for the rest of the cadres nothing else was awarded as recognition hence demoralizing employees.

**Table 4.21: Recognition of Trained Employees**

**IST gives recognition to its trained employees as below:-**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salary increment	11	36.7	36.7	36.7
	Nothing	19	63.3	63.3	100.0
	Total	30	100.0	100.0	

**Source: Field Data (2013)**

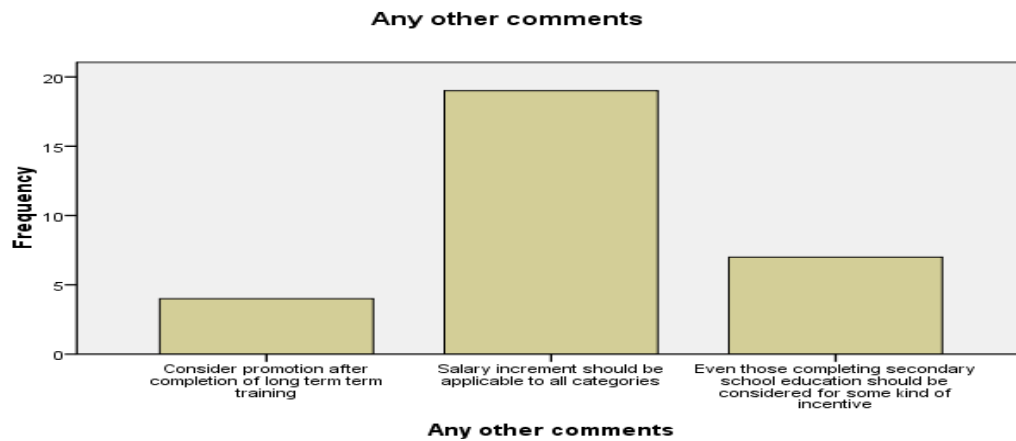


**Figure 4.19: Recognition of Trained Employees**

**Source:** Field Data (2013)

#### **4.5.2 Any other Comments**

As for additional information on the above subject, the study as per Table 4.22 revealed that 4 (13.3 percent) of the respondents were of the opinion that the organization should have considered promotion after completion of long term training. However, promotion could always be given if there was a position for someone to be promoted. 19 (63.3 percent) felt that salary increment should have been applicable to all categories of staff. While 7 (23.3 percent) felt that even those completing Form Four education should have been considered for some kind of incentive. These were the group of staff who had not attained basic secondary school education and the organization had introduced another funding for secondary school education. This is a good move in ensuring that all staff had a basic education and anticipated more knowledgeable and understandable staff who could perform their duties efficiently.



**Figure 4.20: Any Other Comments**

**Source:** Field Data (2013)

**Table 4.22: Any Other Comments**

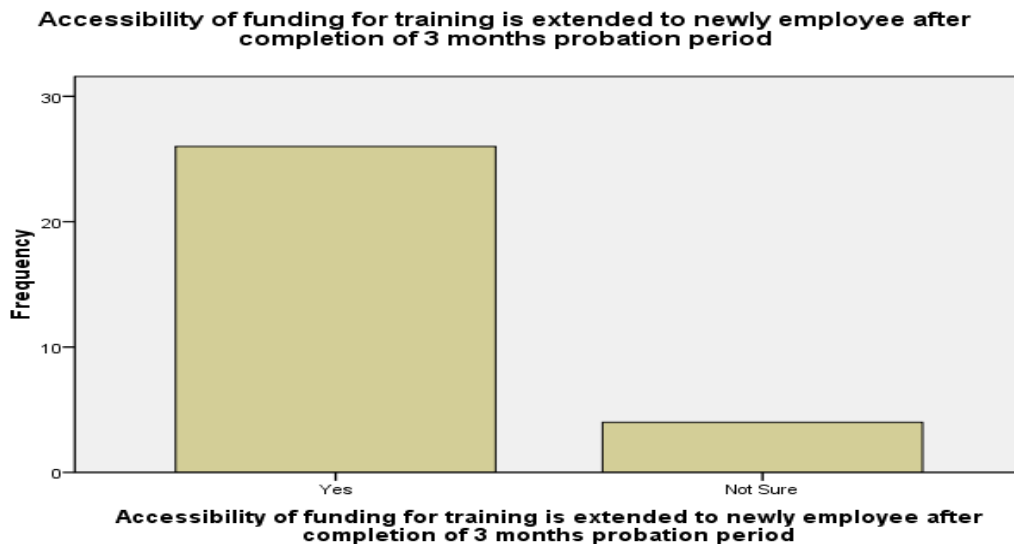
		Any other comments			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Consider promotion after completion of long term training	4	13.3	13.3	13.3
	Salary increment should be applicable to all categories	19	63.3	63.3	76.7
	Even those completing secondary school education should be considered for some kind of incentive	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

**Source:** Field Data (2013)

#### **4.5.3 Accessibility of Funding for Training is Extended to Newly Employee after Completion of 3 Months Probation Period**

The study revealed that 26 (86.7 per cent) of the respondents agreed that new employed staff could access funds for training after completion of three months

probation period. 4 (13.3 percent) of the respondents were not sure of the fact. Allowing accessibility of training funds for newly employed staff was one of the incentive which might ensure staff retention. Refer Table 4.23.



**Figure 4.21: Accessibility of Funding for Training is Extended to Newly Employee After**

**Source:** Field Data (2013)

**Table 4.23: Accessibility of Funding for Training is Extended to Newly Employee After**

**Accessibility of funding for training is extended to newly employee after completion of 3 months probation period**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	86.7	86.7	86.7
	Not Sure	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

**Source:** Field Data (2013)

#### 4.5.4 Other Type of Incentive Include Interest Free Loan Equivalent to 4 Months Gross Salary

The result as per Table 4.24 below show that 30 (100 per cent) of the respondents agreed that interest free loan equivalent to 4 months gross salary were given to every employee as part of the incentive. The loan was given every school year which started from 1st August to 31<sup>st</sup> July and is repayable within that particular year. Staff used these loans for normal family expenses for example pay for school fees for their children, purchase building plots, paying rents etc. This also plays an Important role in staff retention. However, there are other comments as shown in Table 4.25.



**Figure 4.22: Other Type of Incentive Include Interest Free Loan Equivalent to 4 Months**

**Source:** Field Data (2013)

**Table 4.24: Other type of Incentive Include Interest free Loan Equivalent to 4 Months**

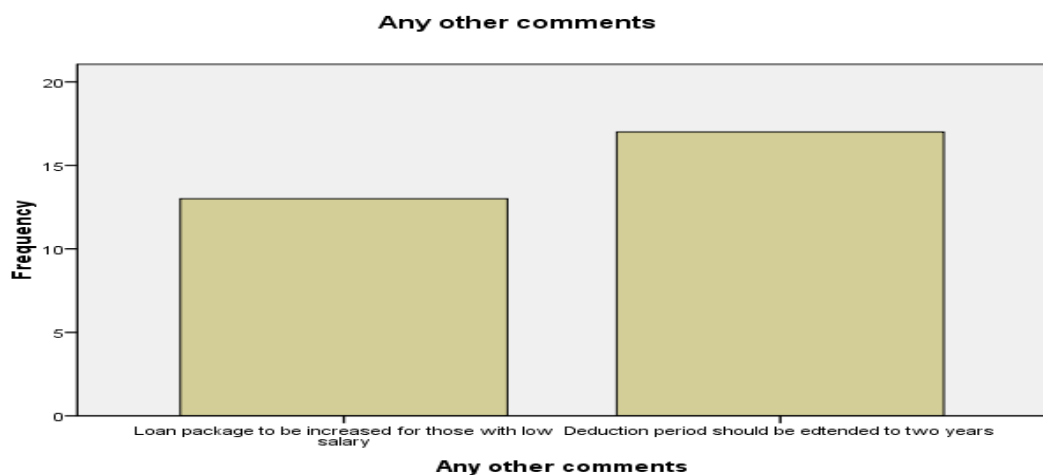
**Other types of incentives include interest free loan equivalent to 4 months gross salary**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	30	100.0	100.0	100.0

**Source:** Field Data (2013)

#### 4.5.5 Any Other Comments

In Table 4.25, the study revealed few additional suggestions that staff had in respect of the free loan offered by the organization. 13 (43.3 per cent) of the respondents were of the opinion that loan package should be increased especially for those with low salaries. The amount may seem bigger but when coming into reality of the exact figures; those with high salary benefit much. Also 17 (54.8 percent) of respondents felt that deduction period should be extended to two years instead of one year so as to give relief to respective employee.



**Figure 4.23: Any other Comments**

**Source:** Field Data (2013)



**Table 4.25: Any Other Comments**

		Any other comments			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Loan package to be increased for those with low salary	13	43.3	43.3	43.3
	Deduction period should be extended to two years	17	56.7	56.7	100.0
	Total	30	100.0	100.0	

**Source:** Field Data (2013)

#### **4.5.6 Are you Likely to Leave Your Current Job if you were to be Offered a Position Somewhere Else?**

Findings of the study as per Table 4.26, revealed that **12** (40.0 percent) of the respondents were likely to leave the organization if offered a job somewhere else. While 14 (46.7 percent) of the respondents were not ready to leave the organization. 4 (13.3 percent) of the respondents are not sure of the fact.

**Table 4.26: Are you Likely to Leave your Current Job if you were to be Offered A Position**

**Are you likely to leave your current job if you were to be offered a position somewhere else?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	40.0	40.0	40.0
	No	14	46.7	46.7	86.7
	Not sure	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

**Source:** Field Data (2013)



**Figure 4.24: Are you Likely to Leave Your Current Job if you were to be Offered a Position**

**Source:** Field Data (2013)

#### **4.6 Staff who Left IST for the Past 5 Years**

Table 4.27 as per information from IST Annual Report shows, among other, number of staff who left for the services of IST for the past 5 years. They include those who had statutory retirement, those who were terminated and those who resigned on their own accord for some other reasons mainly for better prospects. The highest resignation number was year 2012-13 where 36% of staff resigned. This is the highest number considering all the efforts that the school had incurred to train staff.

**Table 4.27: Staff Who Left IST for Various Reasons for the Past 5 years**

S/N	YEAR	RETIREMENT		RESIGNED		TERMINATED	
		No.	%	No.	%	No.	%
1	2008-2009	4	33%	3	27%	2	20%
2	2009-2010	1	8%	2	18%	3	30%
3	2010-2011	3	25%	2	18%	3	30%
4	2011-2012	2	17%	0	0%	1	10%
5	2012-2013	2	17%	4	36%	1	10%
	<b>Total</b>	12		11		10	

**Source:** IST Annual Reports

## **CHAPTER FIVE**

### **5.0 CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Overview**

This chapter summarizes the finds of this study and therefore gives conclusive remarks followed by recommendations resulting from the study findings.

#### **5.2 Conclusion**

Based on the findings of the study it can be concluded that in order to retain employees, it is important to have talent management strategies. In this, IST is trying its best to reach out to employees in terms of introduction and implementation of various incentives as part of retention strategies. Implementation of training and development programs are available but have been left in the hands of staff themselves and partly head of departments, there is no policy to guide the process. Training and development has influence in retention of employees, but it should go with improving work environment so that staff feel valued even after training. In addition, the management should also look for ways of recognizing and rewarding staff who exhaust their positive energy in favour of the organization,

#### **5.3 Recommendations**

While staff retention becomes a difficult aspect for IST which has led to introduction of various incentives, the bar for talent also goes up. IST as an organization needs to have competent and qualified employees, as opposed to old skills and competencies. IST requires teachers who can teach and not merely assisting teachers; operation managers are required to be innovative so as to improve productivity as opposed to

those controlling operations. Human Resource Managers are required to create solutions and not work as policeman waiting for staff to make mistakes. The employers' aspects have changed and are now looking at different angles of growth. As quoted by one official, in the Accounts Department, training and development is not about monthly take home only, it has to be looked at the work environment and other fringe benefits. Training & Development has become important in this very competitive world.

The Head of Business Office, answering in an interview, was of the opinion that IST will benefit a lot if it imparts soft skills training to staff. In addition, it needs to focus on other areas as well such as housekeeping and maintenance. Staff in these areas need to be encouraged to advance their skills and knowledge to be able to perform better. In addition, IST as an institution need to organize training for staffing in these areas to develop their knowledge skills.

### **5.3.1. Training Policy**

It is important for IST to have a Training Policy to guide staff on the general aspect of training and development in the organization. In an interview with the Head of Business Office, agreed that there was no training policy, but have an annual budgetary allocation to support training and development for support staff. It is from the Training Policy that there will be a training calendar that would stipulate who and when staff will be trained and the type of training that they are expected to pursue. Otherwise, having a training fund without a training policy leads to failure to have useful direction as explained above.

### **5.3.2 Rewards and Recognition**

Training and Development already is a reward to employee. However, IST should have appraisal sessions that would evaluate those talented and performing staff who exhaust their positive energy in favor of the organization's interest and reward them. There also should be kind of recognition in a form of recognition letter from either HR Department or Line Manager that would enhance staff morale and performance. Moreover, if the organization has already ruled out that a certain category of staffs are given a salary raise after completion of training and development this should be done fairly across board. Having one group getting a salary raise and another group denied the same creates problem and may lead to staff leaving the job even after spending money to pay for the training.

### **5.4 Problems and Limitations of the Study**

The main problem experienced by the researcher was the reluctance of some respondents to complete the questionnaire. This was due to the reason that respondents were within the work area where research was being done and therefore felt that their response might jeopardize their employment in some way. However, after educating them on the same almost all questionnaires were returned to make the study valid.

### **5.5 Areas for Further Study**

This study covered only International School of Tanganyika, which has campuses at Upanga and Masaki; in Ilala and Kinondoni Districts, respectively. In future, a broader study, may be conducted in other International Schools located in other regions in Tanzania so as to have a wider understanding of the effects of training and

development in staff retention in schools providing international education in the country. Then through analysis of the identified effects would help in drawing up strategies that could be used in retaining employees not only in these schools, but also in other organizations in the country.

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## APPENDICES

### Appendix A: Questionnaire

Questionnaire Number: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** (Tick the appropriate answer/fill the blanks where necessary)

#### 1. Age

18-25Years	26-33Years	34-41 Years	42-49 Years	50-55 Years	Above 55 years

#### 2. Sex

Female	Male

#### 3. How long have you been with the organization

0-5 Years	5-10 Years	10-15 Years	15-20 Years	20-25 Years	More than 30 years

#### 4. Level of your education

Professional Certificate	Diploma	Undergraduates	Postgraduates

5. IST have training Funds

YES	NO

6. The amount allocated for training is sufficient

YES	NO	Not sure

7. Every employee has access to training funds

YES	NO	Not sure

8. Have you benefitted in any way from the professional funding of the organization?

--	--

9. **Organization has other types of retention strategies**

(Tick Appropriate answer)

- (i) Medical insurance for employee and family members ☐
- (ii) Leave Travel Allowance ☐
- (iii) Provision of funds for child support ☐
- (iv) Allowance during religion celebrated days like Eid and Christmas?
- (v) Any other ☐
- comments.....

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10. The organization normally prepares training plans for employees

YES	NO	Not Sure
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11. Normally staff do prepare training plans by themselves.

YES	NO	Not Sure
-----	----	----------

12. The organization has training policy. 

YES	NO	Not Sure
-----	----	----------

13. The organization select its employees for training 

YES	NO	Not Sure
-----	----	----------

14. The organization acts on request of training submitted by employee's line Manager . 

YES	NO	Not Sure
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15. Top Management/Head of departments appoints trainee.

16. Any other comments 

YES	NO	Not Sure
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17. The basis for trainee selection is on the following:-

*(Tick the appropriate answer)*

(a) On the basis of job importance

☐

(b) Change of work method/technology

☐

(c) To prepare for future demand

☐

(d) To motivate workers

☐

(e) Any other

comments.....

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18. The course/training you have attended is useful to your current job

YES	NO	Not Relevant
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19. Trained employees are assigned duties in accordance with the training  
you have received.

YES	NO	Not Sure
-----	----	----------

20. Any other comments .....

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21. IST gives recognition to its trained employees as below:-

(a) Salary increment

YES	NO
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(b) Nothing

YES	NO
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(c) Any other comments

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22. Accessibility of funding for training is extended to newly employee after  
completion of 3 months probation period

YES	NO	Not Sure
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**Any other comments:**

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23. Other type of incentive include interest free loan equivalent to 4 months gross salary.

YES	NO	Not Sure
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**Any other comments:**

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24. Are you likely to leave your current job if you were to be offered a position somewhere else?

YES	NO	Not Sure
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**Any other comments:**

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## Appendix B: Questionnaire

### INTERVIEW QUESTIONS ON PROFESSIONAL DEVELOPMENT IN RELATIONS TO STAFF RETENTION AT IST

1. What criteria do you use in identifying or allowing staff for professional development training?
2. Do you have a training policy in your department?
3. How helpful has Professional Development Funding helped staff retention?
4. How would you explain the involvement of staff in professional development in your department?
5. Any other suggestion in terms of staff retention?

Maswali Na.: \_\_\_\_\_ Tarehe: \_\_\_\_\_

**Maagizo:** (Weka alama ya pata (✓) mahali ambapo unafikiri ndiyo jibu lako sahihi)

#### 1. Umri (kati ya miaka)

18-25	26-33	34-41	42-49	50-55	Zaidi ya miaka 55

#### 2. Jinsia

Mwanamke	Mwanaume

#### 3. Muda uliotumikia kampuni (kati ya miaka)

0-5	5-10	10-15	15-20	20-25	Zaidi ya miaka 30

#### 4. Kiwango chako cha elimu

Cheti cha Ujuzi	Stashahada	Shahada ya Kwanza	Shahada ya Pili na Kuendelea

5. IST fungu kwa ajili ya mafunzo kwa wafanyakazi?

NDIYO	HAPANA

6. Kiwango kilichotengwa/linalotengwa kwa mafunzo kinatosheleza?

NDIYO	HAPANA	SINA HAKIKA

7. Kila mfanyakazi ananufaika na mfuko wa mafunzo?

NDIYO	HAPANA	SINA HAKIKA

8. Umenufaika kwa namna yoyote ile na mfuko wa mafunzo?

NDIYO	HAPANA
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9. Taasisi ina mipango mingine kadhaa ya kuhakikisha wafanyakazi wanadumu kazini?

(Weka alama ya pata (✓) jibu linalofaa)

- (i) Bima ya matibabu kwa ajili ya mfanyakazi na familia yake. ☐
- (i) Marupurupu ya Safari kwa ajili ya likizo ☐
- (ii) Msaada wa fedha kwa ajili ya elimu ya mtoto. ☐
- (iii) Marupurupu/zawadi wakati wa siku kuu kubwa za kidini kama Idi Krismas ☐

(iv) Maoni ya ziada (kama yapo).....

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10. Taasisi kwa kawaida inatayarisha ratiba ya mafunzo kwa

Wafanyakazi.

NDIYO/HAPANA/SINA  
HAKIKA

11. Kwa kawaida wafanyakazi wanajitayarishia ratiba za mafunzo wao

wenyewe.

NDIYO/HAPANA/SINA  
HAKIKA

12. Taasisi ina sera ya mafunzo.

13. Taasisi ndiyo inayoteua wafanyakazi kwa ajili ya mafunzo .

NDIYO/HAPANA/SINA  
HAKIKA

14. Taasisi hufanyia kazi maombi ya mafunzo kama

yanavyoletwa na Mfanyakazi kupitia kiongozi wake wa kazi.

NDIYO/HAPANA/SINA  
HAKIKA

15. Uongozi wa Juu/Mkuu wa Idara ndiye anayechagua mfanyakazi wa

Kwenda kwenye mafunzo.

NDIYO/HAPANA/SINA  
HAKIKA

16. Maoni mengine yoyote (kama yapo)

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17. Msingi wa mfanyakazi kuchaguliwa kwenda kwenye mafunzo ni kama

ifuatavyo:-

(a) Kulingana na umuhimu wa kazi.

(b) Kulingana na mabadiliko taratibu za kutenda kazi/

teknolojia

(c) Kutayarishwa kwa mahitaji ya baadaye

(d) Kutoa motisha kwa wafanyakazi

(e) Maoni mengine (kama yapo).....

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18. Mafunzo uliyopata yana uhusiano/yanakusaidia katika utendaji wa kazi zako

NDIYO

HAPANA

SINA UHAKIKA

19. Wafanyakazi waliopata mafunzo wanapangiwa kazi kutokana na mafunzo

NDIYO

HAPANA

SINA UHAKIKA

Waliyoyapata.

Maoni mengine yoyote .....

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20. Taasisi inatoa utambuzi ufuatao baada ya wafanyakazi kupata mafunzo:-

(i) Kuongezwa mshahara

NDIYO

HAPANA

(ii) Hakuna chochote

NDIYO

HAPANA

(iii) **Maoni mengine yoyote**

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21. Uwezekano wa kuruhusiwa kupata training upo kwa wafanyakazi baada

ya kumaliza kwa mafanikio miezi 3 ya muda wa majaribio kazini.

NDIYO

HAPANA

SINA UHAKIKA

Maoni mengine yoyote:

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22. Matarajio ya mfanyakazi yanafikiwa baada ya mafunzo.

Maoni mengine yoyote:

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23. Aina nyingine ya marupurupu ni mkopo sawa na mshahara ghafi wa miezi 4

kwa mwaka.

NDIYO

HAPANA

SINA UHAKIKA

Maoni mengine yoyote:

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24. Je uko tayari kuacha kazi yako ya sasa endapo ungepatiwa kazi kwenye  
taasisi/kampuni nyingine yoyote mbali na IST?

NDIYO

HAPANA

SINA UHAKIKA

Maoni mengine yoyote:

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