

**FACTORS THAT CONTRIBUTE TO EMPLOYEES TURNOVER AT PRIVATE
EDUCATION INSTITUTIONS IN TANZANIA: A CASE OF ECKERNFORDE
EDUCATION INSTITUTE**

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

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CERTIFICATION

The undersigned certifies that he has read and here by recommends for the acceptance by the Open University of Tanzania a dissertation titled, *Factors Contributing to Employees Turnover at Private Education Institutes in Tanzania: A Case of Eckernforde Education Institute* in partial fulfillment of the requirement for the award of the degree of Masters of Human Resource Management of the Open University of Tanzania.

.....

Dr. Chacha Matoka

Supervisor

Date.....

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DECLARATION

I, Sadiki Severin Nombo, do hereby declare that this dissertation is my own original work and that it has not been presented to any other institution for the award of the said qualification or other similar award.

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Date.....

DEDICATION

This work is dedicated to my parents Severin Nombo and late Rafaela Kapinga, my wife Eroida Mbunga for her encouragement and tolerance and my children Richard, Faustin and Severin.

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This study was successfully carried out as a result of material and moral support of many people. I am greatly thanks for their encouragement, realistic advice, challenges and assistance. However, it is not possible to mention all of them by names but rather few people will be mentioned due to their valuable contribution.

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However, I personally will be responsible for any shortcoming contained in this work.

ABSTRACT

This study was carried out for the purpose of investigating the factors that contribute to employees' turnover at Private Education Institute in Tanzania where Eckernforde Education Institute found in Tanga region was a case study. The population for the study was 171 employees of the Eckernforde Education Institute. However, the sample size was 72 employees of whom 69 respondents were involved which is equal to 96% of the targeted employees. This study employed a case study research design, random and purposive samplings were used in the study. The data was collected using interview and questionnaire techniques. The data were analyzed using simple statistics and coding. The study revealed eight factors contributing to employees' turnover at private education institute in Tanzania. The factors are insufficient salaries, poor working conditions, lack of employees' recognition by the management, lack of opportunity for further training and career development, poor leadership, lack of job security, lack of equity in compensations and lack of incentive packages. The study came out with the following recommendations for rescuing the problem, increase of employees salaries, improving working conditions, management add some other allowances, provision of opportunity for training and career development, ensuring job security, recognizing employees and use of proper management style for employees. If these recommendations will be considered by human recourse managers in Private Education Institutions in Tanzania will enable them to reduce problem of employees turnover in their institutes.

LIST OF ABBREVIATIONS AND ACRONYMS

EEI	Eckernforde Education Institute
ERS	Economic Reform Programme
ETU	Eckernforde Tanga University
CAP	Chapter (in laws)
CPR	Certificate of Provisional Registration
HR	Human Resource
LT	Labour Turnover
MBA	Masters in Business Management
No.	Number
URT	Unite Republic of Tanzania
USA	United State of America
VTC	Vocational Training College
Vs.	Versus
%	Percentage

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CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This chapter consists of five parts, namely; background, statement of the problem, general objective of the study, specific objectives of the study and significance of the study.

1.2 Background

In the world or in any organization retaining human resources is an essential aspect of priority unless otherwise there is a need to let other employees out of organization for improving performance. Academic literature has argued that, the human resources of the firm are potential and the sole source of sustainable competitive advantage for organization (Kochan and Dyer, 1993). High labour turnover can influence negatively on an organization's capacity to meet clients' needs and provide quality services, and affect the morale of the employees and the productivity of those who remains. (Shields and Ward, 2001).

The cost of labour turnover to organization is very obvious, Armstrong, (2006) described the following costs the organization is likely to suffer due to employees turnover , leaving costs – payroll costs and personnel administration of leaver, direct cost of recruiting replacements (advertising, interviewing, testing etc), opportunity cost of time spent by HR and line managers in recruitment, direct cost of introducing replacements (induction course, cost of induction manuals etc); opportunity cost of time spent by HR and managers in introducing new starters; direct cost of training replacements in the necessary skills; opportunity cost of time spent by line managers and other staff in

providing training; loss of the input from those leaving before they are replaced in terms of contribution and output, sales, customer satisfaction and support etc; loss arising from reduced input from new starters until they are fully trained. It is widely reorganised that organization need to have a proper way of managing human resource for enhancing a stable workforce and smoothen their operations. This has been the case in many organizations in both the private and public sector in Tanzania. During 1980-1990s the Tanzania economy began to backslide, paving the way for hardships, and dismissal performance in the public sector. The economy declined led to the destruction of human resource planning and human resource development infrastructure which the government had created. Human resource development institutions were under funded, as a result, local expert who were employed in these institutions left the country for green pastures elsewhere. For instance statistical data reveals that from 1980 to 1989 ninety academicians left the university whereas from 1990 to 1999 eighty-three terminated their service (Yembesi, 2009). This was an acute loss of capacity in the context of poor country.

In respond to economic crisis of 1980s, from 1986 to 1995 Tanzania embarked on an Economic Reform Programme (ERS) which involved, adopting and implementing the structural adjustment programmes (SAPs). In early 1990's, there was a shift towards a free market economy, where the private sector was to serve as an engine of growth. Executive Agencies were created and noncore services were contacted out to the private sector. The exercise reduced ministries departments and units by 25%. The number of public service employees were significantly reduced from 355,000 in 1992 to 264,000 by end of 1998 (Yambesi, 2009). The economic changes brought about voluntary and involuntary labour turnover in public sector. There were who were made redundant, and those who left to search for good pay.

This study focus on Eckenforde Education Institute (EEI) which is dealing with training and provision of education in Tanga City. Eckenforde Education Institute was established in 1973 in the name of Tanzania Institute of Commerce. Early 2003 the Eckenforde Education Institute was registered under Company Registration Act CAP 212 and the name changed to Eckenforde Education Institute Company Limited. Eckenforde Education Institute owns and operates seven institutes which are as follows, Tanzania Institute of Commerce and Industries Tanga, Eckenforde English Medium Primary School, Eckenforde Girls Secondary School, Eckenforde Secondary School, Eckenforde Cambridge Secondary School, Eckenforde Teachers College Eckenforde and Eckenforde Tanga University. Eckenforde Educational Institute has currently total of 171 employees where Tanzania Institute of Commerce and Industries Tanga 4, Eckenforde English Medium Primary School 50, Eckenforde Girls Secondary School 22, Eckenforde Secondary School 38, Eckenforde Cambridge Secondary School 15 and Eckenforde Teachers College Eckenforde 42 employees. The past five years Eckenforde Education Institute experienced problem of labour turnover where in 2006 total of 18 employee resigned out of 139 employees, 2007 total of 20 employee resigned out of 186 employees, 2008 total of 14 employees resigned out of 183 employees, 2009 total number of 31 employees left job out of employees 194 and year 2010 total of 21 employees left out 171.

The labour turnover index (labour wastage index) which is the traditional formula for measuring wastage of employees in the organization. It has been described by the CIPD (2000) as the ‘‘crude wastage method’’. This is calculated by taking a number of leavers in a specified period (usually 1 year) * 100, over an average number of employees

during the same period. The table below shows the employees turnover at the four selected study area for year 2006 to 2010.

Table 1.1: Labour Turnover Indexes from year 2006 to 2010 at Eckernforde Education Institute

Year	Number of Employee	Number of Employee Left Employment	Labour Turnover Index
2006	139	18	20%
2007	186	20	11%
2008	183	14	8%
2009	194	31	19%
2010	171	21	12%

Source: Eckernforde Education Institute: 2012

The above Table: 1.1 indicates that employees turnover persist at Eckernforde Education Institute which varied from 8% to 20% of employees turnover for 5 conservative years. The management of employees at Eckernforde Education Institute is based on Tanzania laws and rules which are governing employment such Labour and Employment Relation Act No. 6 of 2004 and its regulations of 2007. Labour Institution Act No. 7 of 2004, Public Service Act no. 8 of 2002 particularly part of Teachers Service Scheme which require both public and private schools teachers to be registered and follow standard and ethics set by Teachers Service Department. The National Education Act No. 25 of 1978 which describe qualification needed for one to become a teacher.

The Eckernforde Education Institute provided various rewards to employees such salaries, teaching practice allowances, pension contribution, medical allowances, leave allowances and housing allowance to those at management level, and bonus to teachers with good performance in their subjects in final examination. Despite the fact that EEI provides the stated rewards to its employee still employees turnover persist. This study

intents to examine the key causes or factors which in one way or another contributes to employees turnover and find out alternative method of retaining manpower .

1.3 Statement of the Problem

Employees are the backbone of any business success and therefore, they need to be motivated and maintained in organisation at all cost to aid the organisation to be globally competitive in terms of providing quality products and services to the society. And in the long-run the returns on investments on the employees would be achieved. Managers should examine the sources of employee turnover and recommend the best approach to fill the gap of the source, so that they can be in a position to retain employees in their organisation to enhance their competitiveness in the this world of globalization.(Ongori, 2007).

Furthermore, Wesonga et al., (2011) argued that human resources are one of the most valuable resources of an organization and indeed an organization is nothing without human resources. This applies to companies and educational Institutions. Many companies are increasingly finding it difficult to retain employees. Turnover is becoming a serious problem in today's corporate environment. Turnover costs for many organizations are very high and can significantly affect performance of an organization.

The data of employees turnover as per Table: 1.1 above shows that from year 2006 to 2010 the Eckernforde Education Institute did experience employees turnover where year 2009 was leading with total number of 31 employees left employment, and the year with the lowest employees turnover was 2008 where 14 employees left the job in the institute. This implied that throughout the past 5 years, no year gone without losing employee. The major role of EEI is teaching which depended totally on employees with

specialty in teaching profession at level of certificate, diploma and degree. There is currently proliferation of secondary schools in Tanzania which has in one way or another increased demand of teachers.

This situation has raised competition of getting qualified teachers in both public and private owned education institutes. The said competition is likely going to create high employees turnover to public and private owned education institutions. Since, EEI has been revealed to have problem of employees turnover for all past five years 2006 up to 2010 there is a need to conduct study on how to eliminate problem of employee's turnover.

1.4 General Objective of the Study

The main objective of this study was to investigate the factors contributing to employees turnover at Eckernforde Education Institute in Tanga for the period of year 2006 - 2010.

1.5 Specific Objectives

1. To find out the main causes of employees turnover at Eckernforde Education Institute;
2. To establish the main forms of employee turnover persisting at Eckernforde Education Institute; and
3. To determine the strategies which can be adopted to retain employees at Eckernforde Education Institute.

1.6 Research Questions

1. What are the main causes of employees' turnover at Eckenforde Education Institute?
2. What are the main forms of employees' turnover persisting at Eckernforde Education Institutes?

3. What are the strategies to be adopted by Eckernforde Education Institutes to retain its employees?

1.7 Significance of the Study

The finding of this study will be useful to the management of Eckernforde Education Institute in forecasting demand and supply of manpower which will be helpful in recruitment process, promotion and in establishment of employees' retention schemes.

The study will also be useful to the management of public and private owned educational institution in making proper policies of dealing with employees' turnover issues by referring this study. Study will also form a base to other research to conduct further studies in the area which has not been covered. This study will contribute to the existing body of knowledge particularly on employees' turnover because Eckernforde Education Institute has a long experience in dealing with employees matters and no study has been made at the institute on factors contributing to employees' turnover. The study will help decision makers to take valid and effective measures in managing human resources to ensure a stable work force in organization and avoid the cost associated with turnover.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher intends to cover the following parts, definition of key concept commonly used in the study, theoretical review where theories of different schools of thought were evaluated on applicability to the study, general discussion of the topic under the study was done for the purpose of making overall understanding of the topic under the study, empirical review was carried out to find out what other scholars have done in the same area of the study and identify the existing gaps and suggested areas for further study of which this research could intervene. The other parts discussed were research gap and conceptual framework of the study.

2.2 Definition of Key Concepts

2.2.1 Employee Turnover

Abassi and Hollman (2000) refer employees turnover as the rotation of workers around the **labour market between firms, jobs and occupations; and between the states of employment** and unemployment. Labour turnover is the movement of people into and out of the firm (Graham, 1983). In this study labour turnover is considered to be a movement of employees out of the organization. Armstrong (2006) continue to develop some reasons why employees tend to leave their organizations, some of them look for more pay, better prospects (career move), more security, more opportunity to develop skills, better working conditions, poor relationship, bullying or harassment and others.

2.2.2 Private Education Institutes

Wikipedia, The Free Encyclopaedia defines an education institute is a place where people of different ages gain education including pre primary schools, child care,

elementary schools, and universities. Private education institutes refers to those institutes which are not owned by the government but rather are owned by a particular person or people for the purpose of providing different categories of education.

2.2.3 Eckenforde Education Institute

The Eckenforde Education Institute is a private owned institute which has a long history and it is one of the exemplar institutes in Tanzania which provides diverse categories of education from kindergarten to university level. Eckenforde emanates from Eckenforde City in German. During the colonial rule one street in Tanga was named German city; Tanga is a sister city of German city. Eckenforde road in Tanga is where Eckenforde education institute was born. Eckenforde Education Institute was established in 1973 in the name of Tanzania Institute of Commerce. Early in year 2003 the Eckenforde Education Institute was registered under Company Registration Act CAP 212 and the name changed to Eckenforde Education Institute Company Limited. Eckenforde Education Institute owns and operates seven institutes which are as follows, Tanzania Institute of Commerce and Industries Tanga, Eckenforde English Medium Primary School, Eckenforde Girls Secondary School, Eckenforde Secondary School, Eckenforde Cambridge Secondary School, Eckenforde Teachers College Eckenforde and Eckenforde Tanga University.

2.3 Theoretical Review

The following here under are some of the important theories which explain concept related to factors that contribute to employees turnover. Through these theories you can understand different perception of different scholars and on the side of researcher is to give its strengths and weakness (on its applicability to the real world). In this study, a researcher reviewed six theories which included Maslow's Need Hierarchy theory,

Theory X and Y, Theory Z, Equity theory, Instrumentality theory and Herzberg's Two factor theory. These theories enabled researcher to understand clearly about causes and factors contributing to employees turnover.

2.3.1 Maslow's Need Hierarchy Theory

According to Maslow (1954), human needs can be arranged into five levels, from the bottom he started with physiological needs, then safety needs, social needs, esteem needs and at the upper there is self actualization needs. All these needs are grouped into two groups; the first three from the bottom are also called lower-order needs (that are satisfied externally) and the other two to the upper are called higher-order needs (that are satisfied internally). *Physiological needs* are those needs which are specifically for preservation of human life; these are like air, shelter, water, clothing and rest. *Safety needs* these are needs which make human being to feel free from economic threat and physical harm for example job security and to be free from coercion. *Social or love needs*, these needs are concerned with love, affection, belongingness, acceptance and friendship. *Esteem needs* are of two types, the desire for achievement and the desire for competence (self-esteem) and the desire for recognition and status (esteem of others). Lastly a *self-actualization need*, Maslow stresses that individual differences are greatest at this level., and these needs are for realizing one's potential for becoming what one is capable of becoming, like a teacher must teach, an artist must paint and the like but in a condition of being happy when you do those activities. This theory carries some weakness of not recognizing multiple needs, that you can need physiological, social and esteem needs at the same time and not each at a particular time, and this is the reality, that always an employee who tends to seek and fulfilled all needs which he or she desires to attain. This theory was useful in this study due to its comprehensively

specifically esteem needs which tried to explain the most important factors considered if one wants to develop retention scheme in an organization.

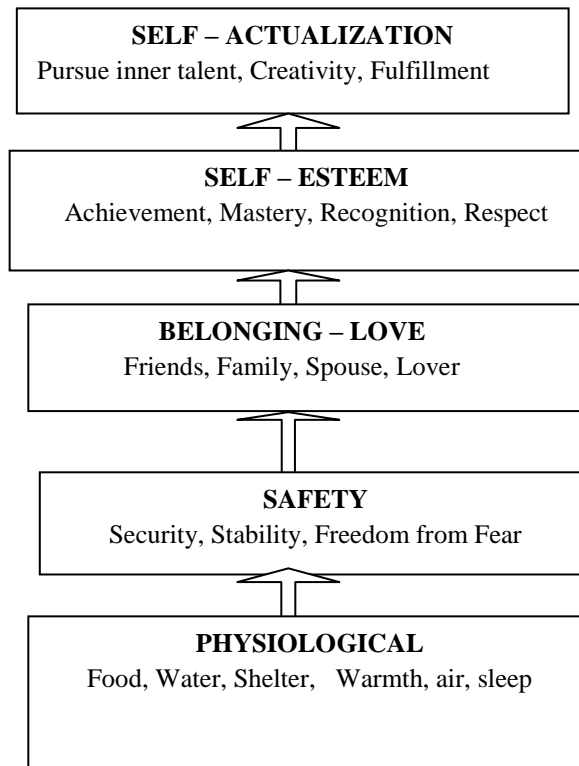


Figure 2.1: Maslow's Need Hierarchy

Source: Maslow's Need Hierarchy (1954)

2.3.2 Theory X and Theory Y

McGregor (1960), proposed two distinct sets of assumptions about what motivates people one basically is negative named Theory X and the other basically positive named Theory Y. Theory X contend that people by nature do not like to work, they are lazy, and unreliable, so in order to make sure they work, you have to use maximum supervision, effective control, using force and even punishment but on the other side of Theory Y contend that people by nature likes to work, by this assumption the theory tend to be optimistic that people have the capacity to direct themselves towards goals of their organizations, so there is no need of maximum supervision nor using of coercion. This theory gives choices of what method the manager chose in managing and motivating

people at work place. But in principle theory Y tends to be more useful due to its optimistic stand concerning human nature. The use of theory Y may attract and retain people in the institute for long time than theory X. This theory was useful in this study.

2.3.3 Theory Z

This theory emerged after William Ouch the founder of this theory making a comparative study between the American and Japanese management practices that led him to select the best of both American and Japanese what that trust and openness are the main principle of Theory Z. The organization must work toward trust, integrity and openness that will reduce conflicts. To him trust means trust between employees, supervisors, work group, management, unions and government. This theory also plays a great role in explaining the importance of having good relationship in the working organization hence retaining manpower in the institute.

2.3.4 Equity Theory

This theory was propounded by different scholars, but the most popular one is Adams (1965) who suggested two forms of equity: distributive equity which is concerned with the fairness with which people feel they are rewarded in accordance with their contribution and in comparison with others; and procedural equity or procedural justice which is concerned with the perceptions employees have about the fairness with which procedures in such areas as performance appraisal, promotion and discipline are being operated. In short this theory stated that “In effect, that people will remain for long time in the institute if they are treated equitably and turn over will be high if people are treated inequitably’.

This theory also fails to understand the hierarchical arrangement in the organization on which differentiate employees according their positions, academic levels and job

experience on which may differentiate even on wages, allowances and other benefits. From this point of view the practical implication of equality in the work organization it is very ideal. Though it is very idealistic, but still applicable to some circumstances in this study.

2.3.5 Instrumentality Theory

This theory is basically based on Taylor's perspective i.e. the scientific management by Taylor (1911) that employee may work harder if assured a large and permanent increase in their pay and on the principal of reinforcement as influenced by skinner's (1974) concept of conditioning, the theory that people can be 'conditioned' to act in certain ways if they rewarded for behaving as required. In combination of these views, they emerged with theory called Instrumentalist which states that "people only work for money".

This theory basically carries monistic view, which viewed money as essential requirement for retaining manpower at work place the fact which is true to some extent but it is not comprehensive since there are others factors which are very essential for retaining manpower at work place. For that case this theory did apply to some extent in this study because high salaries attract worker to stay in organization.

2.3.6 Herzberg's Two Factor Theory

Herzberg (1957) and his associates is the founder of this theory who tries to extend the Maslow's need hierarchy theory. This Two factor theory also called the Dual factor theory and the Motivation-Hygiene theory of motivation.

On his study Herzberg got results of Motivators which indicated that when people talked about feeling good or satisfied they mentioned features intrinsic to the job (they related to the content of the job, they make people satisfied with their job) for example

Recognition, achievement, work itself, growth, advancement and responsibility. Hygiene Factors which indicated that when people talked about feeling dissatisfied with the job they talked, about factors extrinsic to the job (factors which associated with negative feelings to the job and they are not an intrinsic part of a job, but they related to the condition under which the job is performed) for example salary, status, security, personal life, work conditions, company policy and administration.

This theory has been subjected to several criticism, that Herzberg failed to know that sometime the so called hygiene or maintenance factors may be the motivational factors, things like salary, house allowances, fringe benefit all these can be motivational factors to workers. But despite of this criticism, Herzberg's two factor theory was useful for this study because both intrinsic and extrinsic factors are key factors contributing to employees turnover at work place.

2.4 General Discussion of the Topic

2.4.1 Employees Turnover

According to Mbah and Ikemefuna (2012) employees turnover can be categories as voluntary vs. involuntary labour turnover and Internal vs. External as described below.

2.4.1 .1 Voluntary Turnover Versa Involuntary Turnover

Voluntary turnover occurs when an employee leaves by the employee's own choice, and can be caused by a number of factors. Some of these reasons include better career opportunities, increased compensation, and boredom with current tasks. These may include poor job feedback, job dissatisfaction, unmet job expectations, performance problems, situational constraints, socialization difficulties, greater degrees of job stress, and a lack of career advancement opportunities. Involuntary turnover occurs when an employee is discharged or terminated, often for just cause. The main reason for

involuntary turnover is when employees are asked to leave for reasons including poor performance or inappropriate behaviour. There are some factors that are, in part, beyond the control of management, such as the death or incapacity of a member of staff.

2.4.1.2 Internal Versa External Turnover

Employees turnover can be classified as either internal or external. It is internal when employees leave their current assignment and take up new roles or positions within the organization. This could bring both positive and negative feelings. The feeling could be positive if the new position brings about increased morale from the change of task and supervisor; alternatively, it could be negative if the new position is project related or relational disruption like holding brief for a colleague in another location. The effect of this internal turnover may be important as to require monitoring just like the external turnover. Human resource mechanism such as recruitment policy and succession planning can be used to control internal turnover.

2.4.2 Factors Contributing to Employees Turnover

Kransdorff (1996) asserts that one of the most common reasons given for leaving the organization is the availability of the higher paying jobs, and that minimum wages workers leave their organization for another that pays more. Thus, in a better economy the availability of alternative job plays a role in turnover. Armstrong (2004) point out the reasons for labour turnover are contributed by such factors as the desire for more pay, better prospects (career move), more job security, opportunity to develop skills, better working conditions, avoiding more opportunity to develop skills, better working conditions, avoiding poor relationship with managers/leaders and avoiding bullying or harassment, and generally avoiding poor management.

Robinsons (2005) perceives four factors to be responsible on the actual decision to leave one's current job namely: the level of job satisfaction, labour market conditions, expectations about alternative job opportunities and length of tenure with the organization. And that job satisfactions entails the conceptions of fair outcomes, fair treatments and fair procedures to employees, including fair pay policies, working conditions, promotional opportunities, training and career development.

It can be argued that employees turnover remain as a dependent variable where its occurrence is determined by independent variables such as rate of salaries paid, working condition, allowances payable, availability of career development programs, leadership and management style and job security. If the organization has no proper policy of managing the aforesaid independent variables the rate of turnover will be high hence affecting rate productivity.

2.4.3 Impact of Employees Turnover

Gupta (2006) argued that high rate of turnover is the warning to management that something is wrong with the organization, such as poor company policies, and that such high labour turnover is a sign of low morale and instability, and is harmful to both employer and employee. In case of the impact of high labour turnover, Gupta pointed out the following to be the cost to employer. Hiring cost involved in repeated recruitment, selection and placement, expenditure incurred in on orientation and training of workers goes worst, loss of production in a time interval between separation of old employees and replacement by new, smooth working of the organization and quality work suffer, accident of new employee are actually larger, the team spirit among employee is disturbed because newly recruited workers need sometimes to develop friendly relations

with the existing employees, machinery and equipment remain unutilized during the recruitment and training of new workers.

The cost on the side of employee according to Gupta are, due to shifting, a worker loses the benefits or previous service, an employee who changes his job quite often loses the opportunity to promotion on the basis of seniority, the special skills and experience developed in an organization becomes meaningless to another organization, the work environment differs from one organization to another where the shifting worker may not be able to adjust to the new organization and the growth of trade union is affected. Abbasi and Hollman (2000) sought to determine the impact of employee turnover on organizations and found that excessive employee turnover often engenders far reaching consequences and, at the extreme, may jeopardize efforts to attain organizational objectives. In addition, Abbasi and Hollman (2000) indicated that when an organization loses a critical employee, there is negative impact on innovation; consistency in providing service to guests may be jeopardized, and major delays in the delivery of services to customers may occur. The study also showed that a decline in the standard of service provided to guests could also adversely affect the satisfaction of internal and external customers and consequently the profitability of the organization.

2.4.4 Measures to be Taken to Reduce Employees Turnover

Gupta (2006) recommends the following step to be taken to reduce the problem of labour turnover, proper planning of manpower requirements so as to avoid redundancy, improvement in recruitment policy and practices, use of proper tests and interviews in selection of employees, proper orientation and training of employees, better pay and good working conditions, promotion from within and career opportunities, security of service, impartial transfer and promotion policies, introduction of incentive plans,

introduction of employee welfare schemes, adequate machinery for satisfactory redressal of grievances, provision of retirement benefits, employee consultation, suggestion, schemes and workers' participation in management, conflict resolution and team building technique to improve human relation and morale and proper job design and work scheduling to match skills with job requirements.

Chiboiwa et al., (2010) argued that, employees' intention to remain and be committed to an organization can be explained within the context of Abraham Maslow's hierarchy of needs theory. According to Maslow as cited in Robbins (2005:60), people are motivated to satisfy five need levels and these include physiological, safety, social, esteem and self actualization needs. At the bottom of the hierarchy are the physiological needs that represent basic issues of survival and include things like food, clothing and shelter. Others include safety and social needs. These needs can be satisfied through adequate salaries, job security and social affiliation. If these needs are not adequately satisfied, then the individual embark on the process of searching for alternative employment. The inability of the organization under study to satisfy the lower level needs of its employees through provision of competitive remuneration, good working conditions and job security might have combined to account for the high rate of turnover amongst the organization's non managerial employees.

Aswathappa (2004) points out that retention plan covers actions which could help reduce separations of employees, and such actions includes, compensation plan, by increasing pay levels to meet competition, improving pay structures to remove inequalities, altering payment systems to reduce excess fluctuations and introducing incentives that would match performance, performance appraisal to assess employee performance for at least once in a year, for cases where employees quit in search of green pastures, the employer should provide better career opportunities and ensure that employees are aware of such

schemes, where employees quit because of conflict, the employer should maintain conflict at a reasonable level, and when conflict exceeds safe limits, should take steps to resolve it, where it is due to induction crisis the employer should improve recruitment and selection procedures to ensure that job requirements are specified accurately, and that the people who are selected fit the specifications, and ensuring that candidates are given a realistic picture of the job, pay and working conditions, developing better induction and initial training programmes and where it is due to unstable recruits the employer should take more care to avoid recruiting unstable individuals by analyzing the characteristics of applicants who are likely to cause instability and using this analysis to select the right candidates.

2.5 Empirical Review

This section explains the research gap based on information or evidence available from different research done by various researchers concerning factors contributing to employees' turnover. The focus will be on the studies made in other global countries and studies from Tanzania.

2.5.1 Studies from Other Countries

In the United States of America a study conducted by Ingersoll (2001) about Teacher Turnover, Teacher Shortages and the organization of Schools. The objective of the study was to use the SASS/TFS data to examine teacher turnover and school staffing problems as organizational phenomena. The study discovered that one reason for high rates of turnover in small private schools is teacher compensation such that the salary is relatively low. The data source and type of methods used in a study was both descriptive and multivariable in analysis. The study is useful in research because concerns of this

study is to find out the factors that contributes to employees turnover at Private Education Institute in Tanzania where salaries is among of factors contributing to employees turnover of which teachers are respondent in the study.

Another study conducted in USA by Min (2007) on Examining Sources of Warehouse Employee Turnover aiming to identify key variables that affect warehouse employee turnover. Those key variables according to Min (2007) are occupational variables for example skills and years of experiences, organizational variables for example firm size and industry; individual variables such as pay scale and job security. The study also developed a conceptual model for linking the aforementioned variables reflecting job alternatives and job satisfaction to warehouse employee turnover. Min (2007) conducted empirical analysis to determine which variables significantly influence warehouse employee turnover. The empirical analysis is based on data obtained from the questionnaire survey intended for various industries such as manufacturing, third-party logistics providers, wholesalers, and retailers which get actively involved in warehousing operations. The survey data was analyzed using series of regression analyses to identify variables significantly influencing warehouse employee turnover. The finding showed that, job security turned out to be one of the most important factors for recruiting and retaining warehouse employee. Monetary incentives have little or nothing to do with warehouse turnover. That is to say, lack of personal attention paid to warehouse workers are less inclined to give up on their current jobs than less experience warehouse workers, probably because the former is more accustomed to warehouse working environment than the latter. This study was useful because the issue of job security was one of the aspects under the study. Job security was one of the causes of employees' turnover at private owned educational institute in Tanzania.

Another study was conducted by Taplin and Winterton (2007) in USA on the importance of management style in labour retention. The aim of that study was to examining the role that management style plays in retaining workers in a high labour turnover industry. The approach or methodology used in this study was interviews with workers and managers derived from industry wide data set. The finding of this study was positive actions by management to promote worker attachment to leaders and the organization and was crucial in sustaining work values that diminish the likelihood of turnover. This study of Taplin and Winterton (2007) is important in understanding the role of management style as a motivational factor at work place but the weakness is that, the study lies only on management side and not on employee side, that the management only can sustain labour retention which is not true. There are other motivational factors which depend on employees perception on which the researcher want to study.

In China, Huang et al., (2006) conducted study on constructing factors related to worker retention. The purpose of that study was to examine the effect of individual-based, firm-based, and market factors on job retention, basing its hypotheses on human capital theory and signalling models. The methodology used was by collecting data on 180 employees who left their jobs at one firm and interviewing human resources managers and those who left for other jobs, factors determining the decision to stay with a firm for a certain period was investigated. A hierarchical regression analysis was performed to test hypothesized relationships. The findings showed that, marriage, gender, honoured employee status, relative pay (both inter-firm and intra-firm wages), speed promotion, and economic cycles had a significant impact on how long the employees retained their jobs, but education level and individual performance did not. A firm-specific human capital, wages, and signalling effects was proved to effect job retention. This study also

was very significant in this study because it covered many variables in relation to labour turnover though it was conducted in different context that was China and not in Tanzania

In Japan, study was conducted by Takahashi (2006), on the effect of wage and promotion on the motivation levels of Japanese employees. The aim of the study was to focus on the effects in Japanese organization where job security is valued. In particular, the study was sought to investigate the relative strengths of the effect of wage and promotion incentives on employees' motivation. The methodology used was involving 1,823 Japanese employee working at the group companies of Toyota Motors. Multiple regression analyses were performed to separately analyze the effect on white-collar (n=928) and blue-collar (n=818) workers. The findings showed that both promotion and wages positively influence employee's work motivation. A comparison of the relative strengths of the effect reveals that fair promotion was a more powerful motivator than wage level and wage increase. The study was useful as it explained ways of motivating employees and later attracting them to remain at work place.

In the United Kingdom, Booth and Hamer (2007) conducted a study on labour turnover in the retail industry, predicting the role of individual, organization and environmental factors aiming at identifying key variables that influence the variability of labour turnover. The approach used in this research was a case study of a major retailer. The key data sources were an index for local competitive and labour market factors, an annual employee survey and internal labour turnover data for each UK unit of the retailer. The method used for analysis was stepwise regression which identifies the key relationship that predict labour turnover. And the findings of this study showed that environmental factors such as local labour markets possess a major influence on labour turnover. Organizational cultures such as company culture and values have significant

influence on labour turnover. Management behaviour as seen through operational and control variables is also of important in decision concerning with employees turnover.

The practical implication of this finding was that, as employees become more embedded and familiar with the organization, employees' turnover increases. Also it implies that as employee self-esteem increases they tend to search for better jobs elsewhere. The limitation of this research comes when the statistical analysis accounts for 38.7% of the total variance in labour turnover. Therefore, there other factors of about 61.3% which are not assessed in this study which also contribute to employees' turnover. This study by Booth and Hamer (2007) was useful in the researcher's study because it tried to focus on both individual, organizational and environment factors, but this study was conducted in Tanzania which is different to Unite Kingdom.

Bilgiardi and Dormio (2005) conducted a study on organizational socialization, career aspirations and turnover intentions among design engineers. The purpose of that study was to compare the relative influences of organizational socialization and career aspirations on turnover intentions of design engineers and to address the design of more effective development programmes and the reduction of dysfunctional turnover. The methodology of study involved 442 engineers staffed within "design and development" units is presented and a research model is tested using structural equation modelling techniques. The finding of that study showed that, design engineers report lower levels of turnover intention when organizational socialization is prominent and an adequate range of opportunities that satisfy career aspirations exist within the organization. This study showed that organizational socialization plays an effect on labour turnover. This study was not applicable because it was conducted from different environment and study population.

In Nigeria, study was conducted by Chigbu (2006) about Morale and motivation of teachers in Nigeria, The study involves teachers and students from two primary and two secondary schools from each of the educational zones in Abia. The study has been established that intrinsic and internally generated factors have raised sustained and maintained teachers' morale and motivation. However, teachers still entertain the feeling that the system has continually robbed them of their rights and recognition, which include the extrinsic and externally generated factors of motivation (extrinsic being teachers' entitlements for example pay, overtime, fringe benefits, and allowances). Externally generated factors (those factors external to the process of teaching including positive media image of the teaching profession, reduced workload, and improved pay and conditions. It is pertinent to recognize and commend the coping mechanism (what can be called Life force) articulated by the intrinsic and internally generated elements. A blend of both the intrinsic and extrinsic factors which surely rise, maintain and sustain the morale and motivation of teachers is imperative in improving and encouraging retention of teachers. Despite the fact that this study conducted in Nigeria which might have different environment with Tanzania but the study is useful for this research because data collection method and study design are similar to this research.

2.5.2 Studies from Tanzania

Munishi (1993) conducted study of Academic staff turnover in high learning institutions in Tanzania provided factors responsible for higher labour turnover to include low pay package, conducive work environment, discriminatory remuneration between local academic staffs and foreign expatriates, lack of an objective promotion criteria and lack of recognitions. He also pointed out the remedial to the problem to include, improvement in pay, package, according to level of education, improving working condition/environments and designing an objective promotion criteria to ensure that all

staff are objectively promoted. This study is useful because it was done in education institution, and provides a picture on cause and solution to problem of employees' turnover. The limitation is that about 18 years past since the study conducted some of variables might have changed.

Babiryee (2001) carried a study to investigate the state of job turnover for graduate teachers in private secondary schools in Tanzania. The study revealed high mobility of teachers from public schools to private schools. The reason for leaving public schools was poor salaries and motivational systems. Moreover, he found out that the rate of retention of graduate teachers was higher in private schools than public schools, though few teachers who remained in government schools were those who had long service term exceeding 10 years. This study was useful and provided contribution to study as it focused on teachers and factors that attract them to remain in an organization. However the study carried out for about 9 years past which implies several variables have changed and passed with time. Also the study focused on public schools while this study concerns with Private Education Institute.

Masanja (2008) conducted a study on managing labour turnover in the public service where Public Service Commission was a case study. The study involved sample size of 80 out of 200 employees of different cadres. The study revealed that lack of good and fair treatment for non salary factor, limited opportunities for training and career development, lack of sense of recognition for good work, low pay package in salary terms, lack of objective and fair promotional opportunities and competitive labour market greatly contribute to labour turn over. However the research revealed that factors such as lack of job security, lack of good, fair and conducive environment, unfair supervision and weak leadership, poor public relation and lack of staff involvement in

decision making are lowly or completely not contributing to employee turnover. This study was useful in this research but factor for employees turnover particularly lack of job security which has been rejected not contribute to labour turnover was of interest in this study and was tested in this study.

Another study was conducted by Suleiman (2009) on Factors Influencing Labour Turnover in the Public Service. The study was a case study which focused on Immigration Department in Tanzania. The study revealed four main factors which lead to employees' turnover which are low wages, unfair treatment between employees on deciding about their rights, availability of alternative employers and poor working condition. The four factors are among of those factors which this research intends to study, but it will extend to nine factors among others being poor leadership, lack of job security, lack opportunity for further training and development, no equity in compensation and lack of incentives. Furthermore the study concerned with the Immigration Department in Tanzania which is different to intended study which focus on Private Education Institute in Tanzania. This implied that reaction to some issues from the field was not all the same, but all in all the study was relevant as it employed the same research design and data collection methods.

Msabaha (2009) conducted study on the effect of job satisfaction on labour turnover the case of the Tanzania Ministry of Labour, Employment and Youth Development found that poor motivation, poor remuneration, poor management and bad industrial relations, underutilizations of human resources skills and mismatching of job and profession and poor working condition, personal goals advancement are main sources for the dissatisfaction. The study further revealed little job satisfaction among the employees of Ministry of Labour, Employment and Youth Development lead to persistent labour turnover. Although the study deals with some issues related to labour turnover but did

not directly focus on factors contributing to labour turnover at private Education Institutions in Tanzania, that means did not totally relate to the topic under study.

2.6 Research Gap

There have been a number of valuable studies about employee turnover. However little has been written on factors contributing to labour turnover at Education Institute in Tanzania. Studies made by Ingersoll (2001), Munish (1993), Babiryee, (2001), Suleiman (2009) and Chingbu (2006) all of which evidence that poor salaries, working environment, discrimination in pay, work load and lack of recognition were factors contributing to employees turnover. Although the four studies did not deal directly with private education institute but concerned with education sector. The other reviewed studies dealt with employees' turnover but did not focus on education sector they rather embarked on industrial sector, ware house, engineer's designer, shops, financial firms, and construction sector which are different to employees in education sector.

The reviewed literature especially those carried in education sector showed that poor salaries, working environment, discrimination in pay, work load and lack of recognition are factors contributing to employee turnover. But apart from the afore said factors still there are other factors such as carrier development, leadership, mutual relationship, job security and extraneous variables such as death, retrenchment, retirement and dismissals which contribute to employees turnover. This study included all these factors so as to assess their role in problem of employee turnover. Since various factors were involved in the study new knowledge has been added to the existing body of knowledge especially area of employees turnover as discussed in chapter four and five.

2.7 Conceptual Framework

Figure: 2.2 illustrate dramatically the factors that contribute to employees’ turnover. These factors are categorized into three categories namely; employer related factors, employee related and external related factors. The three categories of factors and extraneous variables which were regarded as independent variables and employees’ turnover was dependent variable. If the organization lacks proper policy of how to deal with independent variables automatically will result into organization losing its manpower (employees turn). The Figure 2.2 provides a brief relationship between employer related factors, employee related factors, external factors and the extraneous variables on how they contribute to employees turnover. Extraneous variables in the study included death, retrenchment, retirement and dismissals.

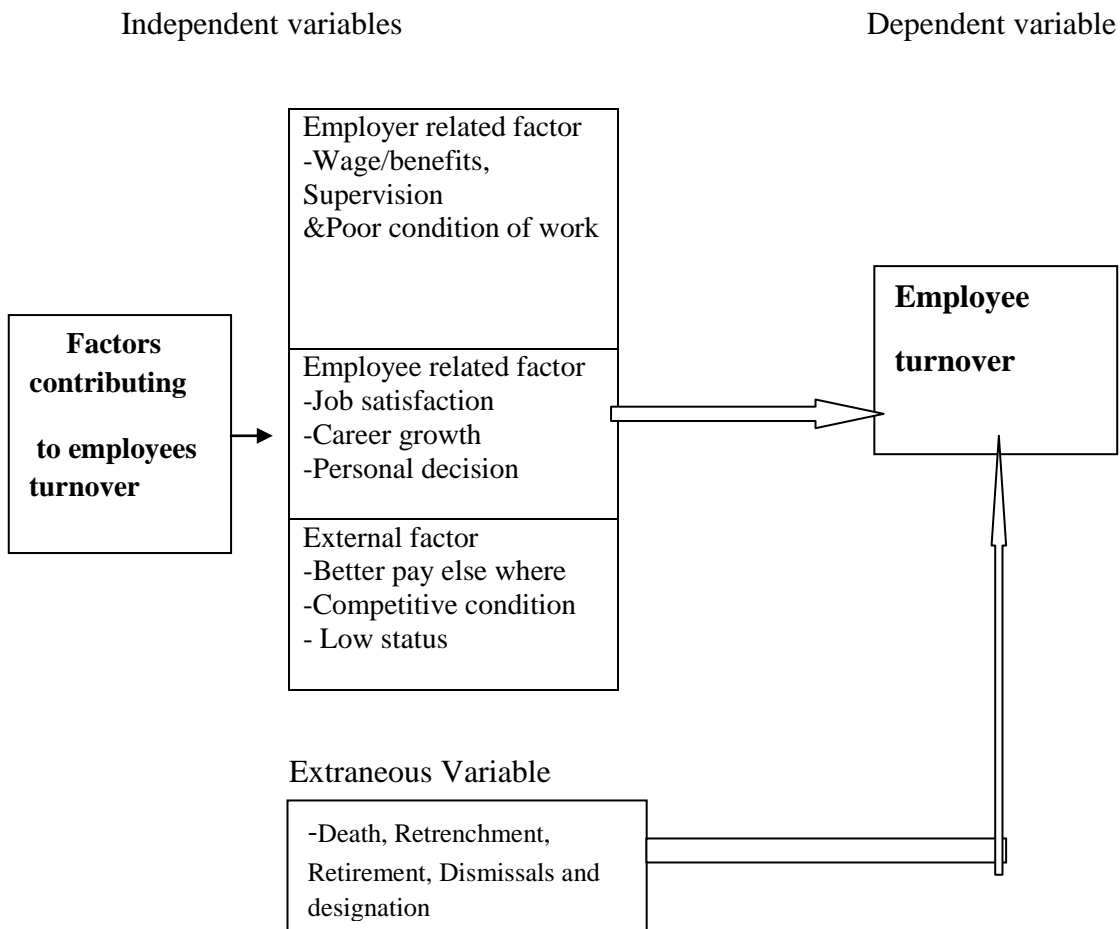


Figure 2.2: Conception Framework

Source: Adopted from Candle: 2010 and developed by researcher: 2012.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

According to Kothari (2004), research methodology refers to the systematic way of solving research problem. He further argued that research methodology does not only deal with research method, but also consider the logic behind the methods we use in the context of our research study and explain why we are using a particular method or technique and why we are not using others so that research results are capable of being evaluated either by research himself or by others. Having the above highlights in mind, the researcher decided to opt for different research methods/methodologies that have been be used throughout this research report. Various research methods have been used in order to capture authentic information. The data collected were organized and presented being analyzed quantitatively and qualitatively.

3.2 Research Paradigm

Rossmann and Rollis (2003) define paradigm as “shared understandings of reality”. Rossmann and Rollis further identified two primary paradigms which are, Positivism which is associated with quantitative research and Interpretivism which is associated with qualitative research. Dawson (2002) argued that qualitative research explores attitudes, behaviour and experiences through such methods as interviews or focus groups. It attempts to get an in-depth opinion from participants about attitudes, behaviour and experiences which are important, fewer people take part in the research, but the contact with these people tends to last a lot longer. Dawson (2002) further argued

that Quantitative research generates statistics through the use of large-scale survey research, using methods such as questionnaires or structured interviews. If a market researcher has stopped you on the streets, or you have filled in a questionnaire which has arrived through the post, this falls under the umbrella of quantitative research. This type of research reaches many more people, but the contact with those people is much quicker than it is in qualitative. This research was guided by qualitative paradigm but supplemented by quantitative paradigm. The study was guided by qualitative paradigm because it used case study technique which focused on in-depth information about attitudes, behaviour and experiences of the participants. The qualitative paradigm is considered as the most appropriate in studying people's, attitudes, and opinion or in understanding of the people's behaviours (Best and Kahn, 1993). Qualitative research focuses on the phenomena that occur in the natural setting that occur in the real world. A qualitative approach made it possible to get a clear picture of the relevant issues related to factors contributing to employees' turnover at Eckenforde Education Institution. The researcher used the qualitative approach where interviews and open ended questionnaires were the instruments used to collect data.

On the other hand Quantitative paradigm is the numerical method of quantifying and describing observation of materials or characteristics (Best and Kahn, 1993). The quantitative research approach was adopted because the researcher was able to collect numerical data through questionnaires which provides an immediate picture of the phenomena studied. While qualitative approach gave depth to the study and the quantitative approach added breadth to the study (Sarantakos, 1993). A combination of

both methodologies was used because each has its shortcomings and advantages (Brayman, 2004). Therefore, they complemented each other in this study.

3.3 Research Design

Kombo and Tromp (2006) refer research design as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. This study adopted a case study research design. According to Kothari (2004), the case study is a very popular form of qualitative analysis and involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community.

Jensen and Rodgers (2001) divide case studies into four types, namely (a) longitudinal (analysis of events over a period of time) (b) a snapshot case study (a description of a single organization or other entity at a single point in time), (c) patchwork case studies (integrate several case studies that have evaluated a particular entity at different points in time as snapshot, longitudinal or pre-post designs), and (d) pre-post case studies (go beyond the longitudinal design to provide evidence on the outcomes of implementing a particular program, policy, or decision).

The present study adopts a descriptive case study as a research approach to explore the factors that contribute to employees' turnover at Eckernforde Education Institute. Yin (2003) asserts that descriptive case study is used to describe an intervention or phenomenon and the real-life context in which it occurred. Case studies may be quantitative or qualitative in character and the focus can be on changes that occur in an organization or in sub-units of the organization. This study was carried out in October,

2012 to employees of Eckernforde Education Institute at which data were collected through interview and questionnaire.

Generally, in this study the choice of case study as a methodological approach was inspired by the following considerations. Firstly, it helps to secure a wealth of information about the unit of study which may provide clues and ideas for further research (Krishnaswami, 2003). It employed a variety of techniques in data collection, such as historical method and descriptive method where a factual picture was needed.

Secondly, data for a case study can be quantitative or qualitative and often includes both in the same study to improve the rigor of the study (Wallace, 2005). According to Yin (2003) a characteristic of case study research is the use of multiple data sources, a strategy which also enhances data credibility. Thirdly, case study in the present study is grounded in the nature of the study, as it focused on a specific group (employees of EEI).

3.4 Study Area

The study was conducted in Tanga Region. The region is located in the northeastern side of Tanzania Mainland. It has an area of 27,342 square kilometers, and a population of 2,045,205 persons (URT, 2012). The study was conducted at Tanga City where Eckernforde Education Institute is located. The study included employees of Eckernforde Education Institute which comprised of the following sub institutes; Tanzania Institute of Commerce and Industries Tanga, Eckernforde English Medium Primary School, Eckernforde Girls Secondary School, Eckernforde Secondary School, Eckernforde Cambridge Secondary School, Eckernforde Teachers College Eckernforde and top management of Eckernforde Education Institute.

The Eckenforde Education Institute has been selected for study because it is an unique and individual owned education institute in Tanzania which has shown tremendous

growth and comprised of all levels of education from nursery to university level. It has also long experience in dealing with human resource matters as its history is traced back from 1973, the time the first sub institute of EEI Tanzania Institute of Commerce and Industries Tanga got started. This long history and experience enabled researcher to extract much information related to employees' turnover. In addition to that number of primary, secondary and tertiary education in Tanzania in recent years have very much increased. This situation has created high demand for employees particularly teachers in education sector hence high rate of labour mobility. Considering Eckernforde Education Institute has problem of employees' turnover as shown in Table: 1.1, and no study has been done to settle the problem, researcher opted EEI to be a case study to present other Education Institute in Tanzania.

3.5 Population of the Study

There were total of 171 employees in Eckernforde Education Institute excluding Eckenforde Tanga University. The university was not involved because it has only two years since it started hence little experience on issues related to employees turnover. The study involved employees from top management and six (6) sub institutes of Eckernforde Education Institute which were Tanzania Institute of Commerce and Industries, Eckenforde Secondary Schools, Eckenforde Teachers College, Eckenforde English Medium Primary School, Eckenforde Cambrige Secondary School and Eckenforde Girls Secondary School.

Table 3.1: Population distributions at Eckernforde Education Institute

Sub Institutes	Number of staffs	Percentages
Tanzania Institute of Commerce and Industries	4	2.3
Eckernforde Secondary Schools	38	22.2
Eckernforde Teachers College	42	24.6
Eckernforde English Medium Primary School	50	29.2
Eckernforde Cambridge Secondary School	15	8.8
Eckernforde Girls Secondary School	22	12.9
Total	171	100

Source: Eckernforde Education Institute

3.6 The Sample Size and Sampling Procedure

A simple random sampling method was used where each element has an equal and independent chance of being selected. An independent means that the draw of one element will not affect the chances of other elements being selected (Krishnaswami, 2003). The principle of 40% sample size of the total population of the study area by Huysamen (1991) guided the study. Hence all 59 elements chosen randomly were included in the sample frame in order to draw a random sample. The procedure used in drawing a simple random sample was through enumeration of employees in each Sub Institute available at EEI, after getting list of name, the names were written in small paper and put them in baskets. The employees whose names were picked were the ones who were involved in this study.

The purposively sampling technique was used in the study. According to Schwandt (1997) purposive sampling enables the researcher to sample on the basis of his/her judgment. In this study the researcher used purposive sampling in order to get primary respondents according to their roles and enable the researcher to solicit relevant data. Through the use of purposive sampling, three major groups of respondents were

identified, namely Director of EEI, Heads of Sub Institutes and those employees who designed at EEI. The director of EEI was involved in the study because he is overall in charge of the institute and he possessed a lot information and experience related to employees' turnover at EEI. Heads of sub institutes were selected in the study considering their role of managing employees at sub institute level. The employees who designed from EEI were involved in the study because enabled researcher to collect primary information regarding to what made them to quite EEI and gathered their opinion about the best ways of retaining employees at EEI. The total sample size targeted by the study was 72 elements as shown in Table: 3.2 and Table: 3.3.

Table: 3.2 Sample Size Obtained Randomly

Sub Institutes	Number of staff	Sample size
Tanzania Institute of Commerce and Industries	4	1
Eckenforde Secondary Schools	38	13
Eckenforde Teachers College	42	14
Eckenforde English Medium Primary School	50	18
Eckenforde Cambrige Secondary School	15	5
Eckenforde Girls Secondary School	22	8
Total	171	59

Source: Eckernforde Education Institute: 2012

Table 3.3: Sample Size Obtained Purposively

Office	Sample Size
Director	1
Heads of Institutes	6
Resigned Employees	6
Total	13
Grand Total	72

Source: Eckernforde Education Institute: 2012

3.7 Data Collection

In research, the term data collection refers to gathering specific information aimed at proving or refuting some facts. Data collection is important in research as it allows for dissemination of accurate information and development of meaningful programmes (Kombo and Tromp, 2006). This study extracted information from both primary and secondary sources which enabled analysis, discussion and finalization of the study.

3.7.1 Types of Data

3.7.1.1 Primary Data

Kombo and Tromp (2006) define Primary data is information gathered directly from respondents. This is through questionnaire, interviews, focused group discussions, observation and experimental studies. The primary data for this study was collected through questionnaires and interviews methods. The data collected was in both quantitative and qualitative.

3.7.1.2 Secondary Data

The secondary data are those data which have already been collected by someone else and which have already been passed through the statistical process (Kothari, 2004). The secondary data used in this study were extracted in already documented materials such as from reports, records, books, and journals, published and unpublished documents which were found useful for the study.

3.7.2 Data Collection Methods

3.7.2.1 Interview

According to Sarantakos (1998) interviews are the most common and most effective means of obtaining detailed information in a survey design. Semi structured interview was used in the study. Krishnaswani (2003) argues that with a semi structured interview, the interviewer has the freedom to probe the interviewee to elaborate on the original response, and wide range of data is collected from factual demographic data to highly personal and intimate information relating to person's opinions, attitudes, values, beliefs, past experience and future intentions. Interview was conducted to Acting Director of Eckenforde Education Institute so as to supplement missing information from questionnaires. The interview was conducted at the office of Acting Director of EEI. The language used during the interview was both English and Kiswahili language to allow the participant to express freely in a language familiar to him. The interview was guided by questionnaire has shown in Appendix 1, and it took 40 minutes. A researcher used probing techniques in order to broaden participant understanding and to collect in depth information about the study.

3.7.2.2 Questionnaire

For the case of this study, questionnaire was employed as tool of data collection. The questionnaire method was used to collect data from heads of sub-institute, teaching staffs, non teaching staffs and staffs who left employment at Eckenforde Education Institute. Questionnaire method was selected because it saves time, limits interviewer bias, data can be collected in a large sample and confidentiality is upheld (Kombo and Tromp, 2006). The questionnaires designed were in open, semi-closed and multiple choice questions. Questionnaires were administered personally by the researcher and were around to clarify any ambiguities. Respondents completed questionnaires in the

privacy of their office and return their anonymous questionnaires to the researcher.

3.8 Data Analysis

Data analysis according to Kombo and Tromp (2006) is to examine what has been collected in a survey or experiment and making deductions and inferences. They categorized are two methods of data analysis namely exploratory methods and confirmatory methods. Exploratory methods are used to discover what the data seems to be saying by using simple arithmetic and easy to draw pictures to summarize data, this is mainly used by qualitative research. Confirmatory method use ideas from probability theory in the attempt to answer specific question, this is mainly applicable in quantitative research.

This study used both qualitative and quantitative data, but was dominated by qualitative data because it is a case study research and focused on respondents, attitudes, behaviour and experiences. The study used open ended questionnaire and interview to collect qualitative data. Qualitative data were analyzed through thematic analysis technique. The main themes were identified followed by coding. The codes consisted of short phrases expressed by the participants in their words. Then related codes were aggregated under each dominant theme. Summary of main themes were used to write a report based on research questions and objectives. Quantitative data were also collected through closed ended questionnaires. The raw data collected were summarized in tally sheet and frequency was established. Statistical tables were drawn and data were orderly arranged in columns and row. The statistical tables included measured or tested variable at individual level or group level, frequency of variables and calculated percentages were shown for facilitating relative comparison among tested variables. Therefore, simple

statistics such as measures of dispersion and measures of relationship such as average, mode, median, tabulation and percentage difference were used in analysis process. The data were presented through table containing rows and column showing measured variables, frequency of variables and percentages.

3.9 Validity

Validity refers to whether the approach to measurement used in the study actually measures what it is supposed to measure (Marcyk et al., 2005). This study used questionnaire, interview and documentary review as instrument of extracting data for answering the research questions. Several techniques were involved to make sure that validity of data persists. Questionnaires designed were related to issues under study and were structured in such way that respondents were able to attempt accordingly. Manageable sample size was established for insuring proper and appropriate collection of data. Sufficient time was given to respondents to fill questionnaires accurately. The respondents were hold of secondary education with certificate, diploma and bachelor degree in education of wit, this reduced rate of errors in filling questionnaires because participants were knowledgeable enough to perform the research task.

3.10 Reliability

Reliability is a criterion that refers to the consistency of data stemming from the use of a particular research method. A measure is reliable to the extent that repeated application of it under the same condition (by different researchers for example) gives the same result. (Taylor et al., 2006). Morgan and Waring (2004) argued that data reliability is the state that exist when data is sufficiently complete and error free to be convincing for its purpose content. They further clarified that for data to be considered reliable when it is

complete, accurate and unaltered. This study collected data from primary and secondary sources at wit accurately recorded was made and an intended result was achieved. Test - retest of instruments was done and errors found were rectified for data quality insurance.

3.11 Ethical Issue

The researcher first gained a formal introduction letter from Regional Coordinator Open University of Tanzania, Tanga Centre and presented to Director of Eckenforde Education Institute. There after follow up was made and written consent was secured from the Director of Eckenforde Education Institute which introduced a research to sub heads of Eckenfelder education institutes for facilitating distribution and administration of questionnaires. The researcher had no bias and discrimination in terms of sex, social or ethical group in selection and recruitment of participants. The principal of justice was applied in selection of respondents and random sampling was applied where by every person had equal chance of being selected. Confidentiality was maintained with respect of information obtained from the respondents; this was achieved by not asking respondent to fill their names in questionnaires, this provided opportunity and freedom to respondents to give their sentiments freely. Private issues were not disclosed to anybody and no one asked private issues and if it could happen, consent is to be secured from the respondents. Above all, codes of conduct of the Open University of Tanzania and that of Eckenforde Education Institute was adhered and respected in doing research.

3.12 Establishing Rapport

The researcher made an appointment with the respondents and agreement was reached regarding the date and place for conducting interview. The interviewee expressed reason for a study openly and trust relationship was established. Polite conversation was made and interviewee was treated with great respect, honest and high self – esteem. The

feeling and idea of interviewee was respected and adjustment was made in case interviewee became uncomfortable by moving to general topic of discussion.

CHAPTER FOUR

4.0 PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study carried out to investigate factors contribute to employees' turnover at private education institute in Tanzania. The study findings were the result of analysis of the collected data from respondents through questionnaires, interview and documentary reviews. The chapter is divided into three parts, the first part is the presentation of general respondents profile, second part is presentation of the findings and last part is discussion of findings. The findings presented and discussed in chapter two and three were based on objectives and research questions of the study such as the main causes of employees turn over, main form of employees' turnover and the strategies to be adopted to retain employees at Eckerneforde Education Institute .

4.2 The Respondents Profile

In this subsection the researcher focused on description of sample characteristics with respect to sex, age, education level, designation of the respondents, distribution of respondents based on sub institutes and number of organization an employee worked before joining the Eckerneforde Education Institute.

4.2.1 Sex of the Respondents

Eckenforde Education Institute in year 2010 had a total of 171 employees. In the process of data collection 71 questionnaires were distributed where by 68 employees filled the questionnaires accordingly and 2 respondents did not return questionnaires. Male respondents were 55 (81%) and female were 13(19%).This showed that many male are

employed in EEI than female. This brings alarm to EEI management that there is no gender imbalance in employment which requires immediate action to rectify the situation as it goes against millennium goals.

Table 4.1: Sex of Respondents

Sex	Frequency	Percentage
Male	55	81
Female	13	19
Total	68	100

Source: Field Data: 2012

4.2.2 Age of Respondents

Age was among of the variable considered in a study taking into account that performance ability of human being is determined by age. The age groups involved in the study were less than 25 years, 26 – 40 years, 41 – 60 years and above 61 years. The findings revealed that 8 (8%) of the respondents were aged below 25 years, 37 (54%) of the respondents were aged between 26 – 40 years, 15 (22%) of respondents were aged between 41 – 60 years and above 60 years were 8(12%) respondents involved in filling questionnaires.

The finding realized that the majority of the employees at EEI fall under young group. The challenge with the young age group is that it is said to be the most mobile group with a lot of ambitions in many work organizations. The finding also showed that 8 (12%) employees are above 60 years, as per Tanzania laws these employees belongs to retired people who are likely to have low service delivery due to age limit.

Table 4.2: Age of the Respondents

Age group	Frequency	Percentage (%)
Less than 25	8	12
26 – 40	37	54
41 – 60	15	22
Above 60	8	12
Total	68	100

Source: Field Data: 2012

4.2.3 Respondents Level of Education

The study considered four levels of education which include certificate, diploma, degree and post graduate degree. The finding revealed that 18 (26.5%) respondents had certificate, 26 (38%) respondents' diploma, 23 (34%) degree holders and 1 (1.5%) postgraduate degree. According to the nature and functions of EEI the distribution of employees was fair and reasonable. Despite the fact that holder of postgraduate degree was only one employee, there is no impact as far as manpower distribution and level of education needed. The EEI requires holders of certificates to serve English Medium Primary School, holders of diploma to serve Cambridge Secondary School and Eckernforde Secondary School for ordinary level while degree or postgraduate degree holders to serve Eckernforde secondary school at an advanced level and Eckernforde teachers training college.

Table 4.3: Respondents Level of Education

Education level	Frequency	Percentage (%)
Certificate	18	26.5
Diploma	26	38
Degree	23	34
Postgraduate degree	1	1.5
Total	68	100

Source: Field Data: 2012

4.2.4 Designation of Respondents

Three categories of respondents were involved in the study. The first category was none teaching staffs of which 8 (12%) involved in the study, the second category was teaching staffs where 57 (84%) responded to questionnaires and the last category was management level where 3 (4%) involved to the study. The large proportion of employees' designation at EEI was under category of teaching staff. This situation existed because the major role

of the institute is teaching of which teachers are the main actors.

Table 4.4: Respondents Resignation

Designation	Frequency	Percentage (%)
None teaching staff	8	12
Teaching staff	57	84
Management level	3	4
Total	70	100

Source: Field Data: 2012

4.2.5 Distribution of Respondents Based on Sub Institute

The study involved six sub institutes where 68 responded to the distributed questionnaires. The respond of each institute were as follows, Tanzania Institute of Commerce, Industry, Mechanics, Driving and Computer 2 (3%), English Medium Primary School 13 (12%), Eckernforde Girls Secondary School, 8 (12%), Eckernforde Secondary School 21 (30%), Eckernforde Cambridge Secondary school 8 (12%) and Teachers Training College 16 (24%). The distribution of respondents among sub institutes was good considering that all six sub institutes had representatives in the study.

Table 4.5: Distribution of Respondents Based to Sub Institutes

Sub Institutes	Frequency	Percentage (%)
Eckenforde Secondary School	21	30
Eckenforde Teachers Training College	16	24
Eckenforde English Medium Primary School	13	19
Eckenforde Girls Secondary School	8	12
Eckenforde Cambridge Secondary School	8	12
Tanzania Institute of Commerce and Industry	2	3
Total	68	100

Source: Field Data: 2012

4.2.6 Respondents Time Worked at EEI

The study wanted to determine the number of years employees spent at EEI so as to assess the rate of employees mobility. The finding revealed that 19 (28%) respondents worked for less than one year, 34 (50%) respondents worked for 1 to 5 years, 11 (16%) respondents stayed for 6 – 10 years and 4 (6%) respondents worked for more than 11 years. The study showed that employees worked at EEI for one to five years only, and thereafter they left the institute. There was decline in number of employees who stayed at Eckernforde Education Institute from 6 years and ahead. This is an alarm to management that employees are not satisfied with the working conditions of Eckernforde Education Institute.

Table 4.6: Respondents Time Worked with EEI

Time worked with the EEI	Frequency	Percentage (%)
Less than one year	19	28
1 – 5 years	34	50
6 – 10 years	11	16
More than 11 years	4	6
Total	68	100

Source: Field Data: 2012

4.2.7 Number of Organization the Respondents Worked before Joining the EEI

The finding revealed that 22 (32%) respondents worked in only one organization before joining EEI, 22 (32%) respondents two organizations, 7 (11%) respondents three organizations, 9 (13%) respondents more than three organizations and 8 (12%)

respondents have never worked in other organization before joining EEI. This result implied that about 88% of all workers in EEI have at least worked to more than one organization. This implied that there is high labour mobility in a labour market.

Table 4.7: Organization the Respondents Worked before Joining EEI

Number of organizations	Frequency	Percentage (%)
One organization	22	32
Two organizations	22	32
Three organizations	7	11
More than one organizations	9	13
None	8	12
Total	68	100

Source: Field Data: 2012

4.3 Presentation and Analysis of Findings

The presentation and analysis of findings in this part is based on three objectives of the study namely; to find out the main causes of employees turnover at Eckernforde Education Institute, to establish the main forms of employee turnover persisting at Eckernforde Education Institute and to determine the strategies which can be adopted to retain employees at Eckernforde Education Institute. Presentation of collected data were carried out through the use of table where frequency of variables and percentages were calculated and shown. Qualitative analysis were performed using thematic analysis and quantitative using simple statistics.

4.3.1 The Main Causes of Employees Turnover at EEI

The main causes of employees turn over which were included in the questionnaire and got ranked included, insufficient salary, poor working conditions, not recognized by the management, lack of opportunity for further training and career development, poor leadership, lack of job security, poor relationship with fellow staffs and students, no

equity in compensation and lack of incentive package. The findings as summarized in Table: 4.8 showed that there were nine causes of employees turnover as discussed below.

The first objective of this study was to find out the main causes of employees turnover at Eckernforde Education Institute. Questionnaire was mainly used to find out the respondents opinions on the main causes of employees turnover. During the interview with the Acting Director of EEI he was asked to state the main causes of employees turnover at EEI at which the answers he provided were the same as those listed on questionnaires. The respondents were given an assertion to state whether insufficient salary causes employees turnover at EEI or not, the result was 46 (68%) respondents strongly agreed, 20 (29%) respondents agreed and 2 (3%) did not agree. The finding revealed that insufficient salary was the first main cause of employees' turnover at EEI considering that only 3% of all respondents did not agree insufficient salary contribute to employees turnover and the remaining 97% accepted that insufficient salary as the main causes of employees turnover.

No equity in compensation was among of the question given to respondents to give their views as to what degree contributes to employees turnover at Private Education Institute in Tanzania. The result was that 45 (66%) respondents strongly agreed that there was no equity in compensation, 14 (21%) agreed and 9 (35%) respondents did not agree with the assertion that no equity in compensation contribute to employees turnover at EEI. As per this finding lack of equity in compensation persists at EEI and has brought about discouragement to some employees hence quitting the job. Regarding to the aspect of lack of security the finding revealed that 42 (62%) respondents strongly agreed that lack of security contributes to employees' turnover, 14 (20%) respondents just agreed and 12 (18%) respondents did not agree that lack of security contributes to employees turnover.

This finding indicates that there is job insecurity at EEI as more than 60% of the respondents viewed that employees turnover persist. The another factor that rated was lack of incentives as among of the causes of employees turnover at EEI where 36 (54%) respondents strongly agreed, 22 (23%) respondents agreed and 9 (13%) respondents did not agree the assertion that lack of incentives contribute to employees turnover at EEI. This finding indicates that there is problem with incentive scheme in private education institutes in Tanzania. The study revealed that 35 (51%) respondents strongly agreed that lack of opportunity for further training and career development contribute to employees turnover at private education institute, 6 (23%) respondents agreed the assertion and 17 (23%) respondents did not agree that lack training and career development leads to employees turnover. Almost 60% of EEI employees falls to age group of 0 – 40 years, this age group comprises of employees with ambition of developing their talent and career. Unfortunately private owned education does not provide room for career development which in one way or another has influenced high rate of employee turnover at private education institute in Tanzania.

The finding revealed that 27 (40%) of the respondents strongly agreed that poor working condition contributes to employees turnover at EEI, 32 (47%) respondents agreed and 9 (13%) respondents did not agree the assertion that poor condition contributes to employees turnover at EEI. Though 13% of the respondents viewed poor working condition not among of the causes of employee turnover at EEI but the remaining 87% of the respondents accepted that poor working condition is among of the main causes of employees' turnover at EEI. Moreover, the extent to which employees not recognized by the management contributes to employees turnover at Private Education Institutes in Tanzania, the respondents views came out with the following result, 27 (40%) strongly agree, 22 (32%) agree and 19 (28%) of the respondents did not agree. This finding

implied that there were few employees who were highly respected and recognized by the management and the majorities were discriminated.

Discrimination was what made the victims to quit the organization. Another cause of employee turnover which rated was poor leadership. The findings revealed that 23 (34%) respondents strongly agreed that poor leadership leads to employees turnover, 20 (38%) respondents agreed and 19 (28%) and disagreed the assertion that poor leadership contribute to employees turnover at Private Education Institute in Tanzania. This result connotes that poor leadership was one of the main causes of employees turnover at EEI.

The respondents were also given opportunity to provide their view regarding to the extent to which poor relationship between staffs and students contribute to employees turnover at EEI. The findings showed that 8 (11%) respondents strongly agreed, 16 (24%) respondents agreed and 44 (65%) respondents disagreed. As per said findings, it is obvious that poor relationship between staffs and students was not a main cause of employees turnover at EEI because 65% of the respondents disagreed it.

Table 4.8: Main Causes of Employees Turnover at EEI

Causes of employees turnover	1		2		3		Total	
	Fr	%	Fr	%	Fr	%	Fr	%
Insufficient salary	46	68	20	29	2	3	68	100
No equity in compensation	45	66	14	21	9	13	68	100
Lack of job security	42	62	14	20	12	18	68	100
Lack of incentive package	37	54	22	32	9	13	68	100
Lack of opportunity for further training and career development	35	51	16	24	17	25	68	100
Poor working conditions	27	40	32	47	9	13	68	100
Not recognized by the management	27	40	22	32	19	28	68	100
Poor leadership	23	34	26	38	19	28	68	100
Poor relationship between staffs and students	8	11	16	24	44	65	68	100

Source: Field Data

Key: Fr = Frequency, 1 = Strongly agree, 2 = Agree and 3 = Disagree

4.3.2 Readiness of employees to leave current employer if secured employment somewhere else.

Table 4.9: Respondents Readiness to Leave Current Employer

Readiness to leave current employer	Frequency	Percentage (%)
No	20	25
Yes	48	71
Don't know	3	4
Total	68	100

Source: Field Data: 2012

The respondents were asked to provide their opinion concerning to readiness to leave their current employer if secured employment somewhere else. The result was that 17(25%) respondents were not ready to leave, 48 (71%) respondents were ready to leave and 3 (4%) respondents were neutral. This finding implied that the majority of employees at EEI were not comfortable with their current employment considering that 71% showed readiness to leave if secured employment somewhere else. The finding implied that the pressure of employees to leave EEI is very high which calls for an immediate intervention by the EEI management for rescuing the situation.

4.3.4 Forms of Employees Turnover

Table 4.10: Forms of Employees Turnover

Forms of employees turnover	1		2		Total	
	Fr	%	Fr	%	Fr	%
Resignation	52	76	16	24	68	100
Dismissal	46	68	22	32	68	100
Redundancy	42	62	26	38	68	100
Death	30	44	38	56	68	100
Compulsory retirement	13	19	55	81	68	100

Source: Field Data: 2012

Key: Fr = Frequency, 1 = Yes 2 = No

The second objective of this study was to establish the main forms of employees turnover which persist at EEI and develop possible measures to curb the problem. The forms of employment included were, redundancy, dismissal, compulsory retirement, resignation

and death. The finding revealed that 42 (62%) respondents accepted that redundancy was one of the main form of employees turnover at EEI and 26 (26%) respondents denied, 46 (68%) respondents accepted that dismissal was one of employees turnover at EEI and 22 (32%) respondents denied, 13 (19%) respondents accepted that compulsory retirement is among of the forms of employees turnover at EEI and 55 (81%) respondents denied, 52 (76%) respondents accepted that resignation was among of the main form of employees turnover at EEI and 16 (24%) respondents did not accept and the last was death where 38 (56%) respondents agreed that death was one of the form of employees turnover at EEI and 30 (44%) of respondents denied that death was not one of form of employees turnover at EEI. This finding revealed that the main forms of employees turnover common at EEI were three namely; resignation, dismissal and redundancy. This was due to the fact that they highly ranked by respondents as main forms of employee turnover have shown in Table: 4.10. The management of EEI should focus on how to handle matters related to redundancy, dismissal and resignation.

4.3.5 Strategies to be Adopted by EEI to Retain Employees

Table 4.11: Strategies to be Adopted by EEI to Retain Employees

Strategies to be adopted	Frequency	Percentage (%)
Management increase salaries	35	52
Management improve working conditions	20	29
Management increase some allowances	8	12
Improve management style	3	4
Management recognize employees	2	3
Total	68	100

Source: Field Data: 2012

The third objective of this study was to find out the best solution to be adopted by the private education institute in Tanzania so as to attract and retain employees. The study presented five strategies to respondents so as to rank the best solution to be taken by EEI.

The strategies were management increase employees salaries, management increase and add some more allowances, management use appropriate management style, management recognize employees in the institute and organization improve the working conditions of its employees. The respondents recommendations were as follows 35 (52%) respondents argued that employees will remain in an organization if the management increases salaries, 20 (29%) respondents commented that the management should improve working condition for attraction employees remain in the organization, 8 (12%) if the management increase and add more types of allowances, 3 (4%) if the management use appropriate management styles and 2 (3%) respondent argued to remain in the if the management recognizes employees in the institute. Based on the findings the main strategies suggested by the respondents to attract and retain employees were increasing salaries, improving working condition and increase some allowances.

4.3.6 Alternative Best Solution to Retain Employees Apart from the above Solutions

The respondents were given opportunity to suggest possible solution to be taken by the management ensuring employees are attracted and retained. Out of 68 respondents who participated in the study 40 (57%) respondents provided the suggestions on how to retain man power at EEI as summarized at below. Out of 40 respondents, 12 (30%) respondents suggested that, the management should pay salary on time since it has been observed that many employees complained of delay in payment of monthly salaries at EEI which causes a lot of discouragement and disturbances to employees. Out of 40 respondents, 6 (15%) respondents suggested that, the management should provide soft loan to employees to enable them meet the aspirations and ambitions of day to day life.

Out of 40 respondents, 5(12.5%) respondents suggested that, the Managing Director of EEI should decentralize his powers and authority to sub-heads of institutes and each sub

institute should operate independently for fostering smooth operation and control of institutes. This suggestion was given simply because the Eckenforde Education Institute has grown and expanded but still there is no delegation of power and authority. Out of 40 respondents, 4(10%) respondents suggested that, the management should ensure existence of job security to all employees. Out of 40 respondents, 3(7.5%) respondents suggested that, the management should provide increments of salaries yearly instead of having static salary. Out of 40 respondents, 2 (5%) respondents suggested that, the management should make sure that there is legal employment contract between employer and employees. Out of 40 respondents, 2 (5%) respondents suggested that, the management should provide gratuity to employees on expiry of contracts, the management should ensure equity is maintained in payment of salaries especially to employees having the same level of education. Out of 40 respondents, 2 (5%) respondents suggested that the management should abide and adhered to statutory deductions such as pay as you earn and social provident funds and furnish them on time to responsible institutions. Out of 40 respondents, 2 (5%) respondents suggested that employees who worked for more five years should be shareholder of the EEI. Out of 40 respondents, 2 (5%) respondents suggested that, the management should be dynamic so as to copy with the modern advancement of science and technology in overall operation of the institute for ensuring existence of efficiency and effectiveness in performance of its functions.

4.4 Discussion

The main aim of this study was to investigate the factors that contribute to employees turnover at private education institution in Tanzania. Sixty nine participants out of 72 targeted participants were involved in the study. They were all employees of Eckenforde Education Institute. They were teaching staffs, non teaching staffs and management team and Acting Director of EEI. Respondents' level of education fell under certificate,

diploma, degree and postgraduate as shown in Table 4.4. The study conducted at Eckernforde Education Institute considering that it is a unique and individual owned education institute with diverse categories of education in Tanzania that is nursery to university level.

4.4.1 Methodology approach

The study was qualitative in nature based on case study approach but supplemented by quantitative approach. Both methods were used because quantitative research readily allows the researcher to establish relationships among variables, but is often weak when it comes to exploring the reasons for those relationships while a qualitative study can be used to explain the factors underlying the broad relationships (Hughes, 2006). Case study was employed in this study for the purpose of obtaining in-depth understanding of the main factors contributing to employees turnover at Eckernforde Education Institute. Although case study has some limitations as it is in other approaches, one of the advantages of case study is that a researcher can obtain a real and enlightened record of personal experience which would reveal man's inner strivings, tensions and motivations that drive him to action along with the forces that direct him to adopt a certain pattern of behaviour (Kothari, 2004).

The data collection was conducted in October, 2012. Collection of data was done by using two collection instruments namely, questionnaire and interview. The results of the interview and questionnaire complemented each other. Time for data collection was proper since it was not peak time for examination and tests at EEI. An interview with Acting Director of Eckernforde Education Institute was conducted along with negotiation and agreement was made regarding to time and place for conducting interview. Interview was conducted at his office which increased confidence to interviewee to express his

sentiments without fear. So as to ensure reliability and validity of data, a researcher administered questionnaires where participants were given opportunity to ask for clarification in case of anything that was not clear. Data analysis was based on the information collected through questionnaire and interview. Coding, and Simple statistical package such as average, mode, tabulation and percentage difference among variable were used. The participants of the study were chosen by random and purposive sampling. The study involved participants with background in teaching profession, non teaching staffs and management team as indicated in Table: 4.4. Since questionnaires dominated the study than interview, rate of biasness has been reduced (Kothari, 2004). Considering the instruments, the steps of analysis and method used, makes reader with enough information to make it possible for them to draw their own conclusion regarding to the validity of this study. The reliability of the researcher in terms of background knowledge in human resources management was added advantage.

The ethical aspects were observed throughout the entire research process, the purpose of which was to serve both scientific and human interests (Kvale, 1996; Kvale & Brinkmann, 2009). By designing the interview guide and questionnaires, setting and planning for the interview sessions and analyzing the data based on my own background knowledge in human resources management, I might have affected the results to some degree. However, I was aware of my position as a researcher and strived to control factors that could affect the results. Authorization of recording the interviews was obtained from all the participants. The researcher emphasized that the information was intended to be used for research purposes only. However, measures have been taken to ensure the confidentiality of the results by assigning a code number to all the participants. The group of participants was homogenous, the majority of them being teachers and teacher educators, with the exception of a few non teaching staff and those at management level.

This did not produce any major differences in finding out the main factors contributing to employees turnover at private education in Tanzania.

4.4.2 Discussion of Findings

The study aimed at finding answers to objectives prescribed in chapter one. The study dealt with the factors contributing to employees turnover at private education institute in Tanzania, case study Eckerneforde Education Institute. Three specific objectives were developed to support the general objective, the first objective was to find out the main causes of employees turnover at Eckernforde Education Institute Eckernforde Education Institute, second objective was to establish the main forms of employees turnover persist at Eckernforde Education Institute and the third objective was to determine the possible strategies to be adopted so as to retain employees at Eckernforde Education Institute. The discussion of the findings basically focuses on specific objectives along with other findings revealed in process of this study.

4.2.2.1 Main Causes of Employees Turnover at Eckernforde Education Institute

In due course of determining the main causes of employees turnover nine causes were brought before respondents for providing their views concerning with the main causes of employees turnover at EEI. The data findings are analyzed in Table: 4.8. The result revealed that insufficient salary was ranked as first main causes of employees turnover at private education institute in Tanzania. This finding is similar to study conducted by Suleiman (2009), Munish (1993) and Bariryees (2001) studies revealed that poor pay was among of the main causes of employees turnover to areas where studies were conducted. Therefore, increase of salary is an essential ingredient of motivating employees and workers to stay at an organization as it help their goals take into account that cost of leaving is too high.

The other highly ranked cause of employees turn at EEI was lack of equity in compensation. Sixty six percent of the respondents did not satisfy with the rate of compensation due to variation in rate of pay among employees having the same level of education. According to the interview conducted to some heads of EEI stated that 'pay given to employees depended on employees bargaining power'. It was also discovered that the EEI had no salary structure or scheme of work which is openly known to every employee for describing job content, job value and required amount of pay. What is happening at EEI is different to assumption of equity theory developed by Adams (1965) who suggested fairness in rewarding people, and people should feel they are rewarded in accordance with their contribution and in comparison with others. He finally concluded that, people will remain for long time in the institute if they are treated equitably and turnover will be high if people are treated inequitably''. It is upon EEI management to develop and adopt principles developed by Adams (1965) for retaining its manpower.

Lack of job security was a third ranked cause of employees turnover. About 68% of the respondents viewed that lack of job security at Eckernforde education is what makes employees to leave the institute. According to Maslow (1974) second stage of hierarch of needs, for human being to get motivated needs security, stability and freedom from fear. At work place for employee to get motivated requires insurance of job security and to be free from coercion. Considering this finding and Maslow's recommendation, employees at the Eckernforde Education Institute are not secured enough that is why employees turnover persist. Eckernforde Education Institute is an independent owned where the power to hire and fire an employee is vested to single person (Director of EEI) different to government institutions which have long process of firing employees. This situation puts

employees of Eckrrnforde Education Institute at dilemma and may decide to quite at any time due lack of job security.

Another highly ranked causes of employees turnover at private education institute was lack of incentives package. Fifty four percent of the respondents accepted that lack of incentive leads to employees turnover at EEI. Chigbu (2006) made study about morale and motivation of teachers in Nigeria. The findings were similar to this study. It was revealed that teachers are continually robbed their right and recognition which included the intrinsic and extrinsic generated factors of motivation. One of the extrinsic factor which was claimed to be robbed was fringe benefits. The employees of EEI depend solely on salaries except those at management level are given housing allowance and transport allowance. An employee who lacks incentive package once find a job somewhere else with the promise of being given some allowances the possibility of such employee to quite the current employer becomes high.

Lack of opportunity for further training and career development was ranked fifth causes of employees' turnover as fifty two percent of the respondents strongly agreed to be the main cause of causes of employees turn over. This finding is similar to study made by Masanja (2008) on managing labour turn over in public service commission in Tanzania. The study revealed that lack of good and fair treatment for non salary factor such as limited opportunities for training and career development contributed to labour turn over at public service commission. Interviewees said that at EEI there is no room for long time training and career development. If an employee aspire for long time training and career development should opt to terminate their employment. There is no fund set for training and career development at EEI. This situation discourages employees hence never continue working with the institute.

The other causes of employees turnover as per Table: 4.8 which were involved in the study were poor working condition, lack of recognition by the management and poor leadership fallen to average category of causes of employees turnover where respondents strongly agreed at the range of 34% to 40%. Despite the fact that the three causes of employees turnover fallen at an average category still there is a need for management to improve working condition, use appropriate leadership and make recognition to employees for attracting employees continuous loving and staying at EEI. Poor relationship between staffs and students respondents viewed as not a main causes of employees turnover at EEI because sixty five percent respondents disagreed and eleven percent strongly agreed that poor relationship between staffs and students contribute to employees turnover at EEI. The private education institutes in Tanzania should keep up the relationship that exists between staffs and students since it contributed very little to employees turnover. This is concurred with Theory Z propounded by Ouch (1981) who insisted that the organization must work toward trust, integrity and openness that will reduce conflicts. To him trust means trust between employees, supervisors, work group, management, unions and government. This theory also plays a great role in explaining the importance of having good relationship in the working organization hence retaining manpower in the institute.

4.4.2.2 Forms of Employees Turnover Persisting at EEI

In determining the main forms of labour turnover at EEI respondents were given five extraneous variables to rank the dominant forms of labour turnover which persisting at private education institute in Tanzania the result indicate in Table: 4.10. The first highly ranked form of employees turnover was resignation where seventy six percent of the respondents agreed that resignation was the main causes of employees turnover at EEI.

This has been supported by study conducted by Wesongal et al., (2011) at Son Sugar Company revealed that the main form of employees turnover was resignation with over 98% (98) and compulsory retirement had 2% (2). As per Table: 4.10 the main forms of employees turnover are resignation (76%), dismissal (68%) and redundancy (62%). The study showed that people design voluntarily because of various factors such as low salaries, lack of job security and other causes of employees turnover as indicated in Table: 8. Dismissal and redundancy are involuntary employees turnover since they are under control of employer who may at any time decide to reduce number of employees due to various reason such as change in technology, limited resources and employees misconduct without willingness of employees. The compulsory retirement and death were not main forms of employees turnover at private education institute in Tanzania because respondents lowly ranked as shown in Table 4:10.

4.4.2.3 Strategies to Retain Employees at EEI

The research had intention of finding the strategies to be adopted by the EEI to reduce employees turnover out of five strategies presented to respondents to give up their opinion management increases employees salaries was ranked first as 35 (52%) respondents supported the assertion. This has been supported by Armstrong (2006), which high level of pay will contribute to increases in productivity by motivating superior performance, attracting better candidates and reducing labour turnover and persuading workers that they are being treated fairly. It is also supported by instrumentality theory which base on Taylor's perspective (1911) that employees may work harder if assured a large work and permanent increase in their pay. Increase in a pay as recommended by Taylor may attain manpower at work place. The second suggested strategy of retaining man employees as per Table: 4.11 was the EEI Management improves working condition. This is supported by study carried out by Ondigi et al. (2011) on assessment of causes of labour turnover in

three and five star rated hotel in Kenya, in order to retain employees advised the management to make improvement of working condition for employee as well as establishing training policies that equip employees with job requirement and expectations. This remark by Ondigi et al. (2011) is similar to the suggestion given by EEI employees though the situation happened in different working environment and organization settings. The third ranked strategy by the respondents was a call to the management to increase some allowances to employees. The EEI provide salaries to its employees on monthly basis but respondents recommended the need to be given other allowances to attract and retain employees at EEI. The management should think of providing allowances such as teaching allowance, transport allowance, extra duty allowance and housing allowance to all staffs and other allowances that may attract employees' permanent stay at Private Education Institute in Tanzania. Armstrong (2007) argued that allowances are paid in addition to basic pay for special circumstances or features of employment. They may be determined unilaterally by the organization but they are often the subject of negotiation. The types of allowances suggested were location allowances, overtime payments, shift payments, working conditions allowances and stand-by or call-out allowances made to those who have to be available to come in to work when required. He further argued that in order to achieve the goals of the business among of the rewards to be given to employees is allowances. As per Table: 4.11, the use of proper management style was ranked as fourth strategy and management recognize employees ranked as fifth strategy to be taken by management to retain employees at EEI. These two strategies seem to be properly handled at EEI. It is a lesson to EEI management to ensure maintains the existing situation and more improvement can done. The strategies which were highly ranked were management increases salaries, improving working condition and management increases some allowances. The study implied that management should put priority that the three

strategies are involved in process of formulating and implementing employees retention scheme.

Apart from the five strategies which were given to respondents to provide their views where the result is shown in Table 4.11, furthermore respondents were given opportunity to give their views on alternative best solution to retain employees at private education institute in Tanzania. The respondents suggested the following measures to be taken so as to retain employees at EEI. The management of EEI should provide Employment contract to be given to all employees. This shows that some staffs were working with the organizations without any contract contrary to Employment and Labour Relation Act of Tanzania of 2004. It is upon the EEI management to ensure that contract of employment is made to every employed person.

Another suggestion given by respondents was that the EEI management should pay salary on time. This implied that there was delay in payment of monthly salaries. This situation discouraged employees to continue working with EEI hence leaving the organization. The respondents also commented that the EEI management should ensure an equity in payment of salaries where employees having the same level of education to be paid the same amount of salaries. The other alternative measures to curb employees turnover at EEI provided by respondents were, providing increment of salaries yearly, payment of gratuity before renewal of the contract, employees to be given opportunity to be share holder of the EEI and statutory reduction to be made to social security fund for old age pension. The overall finding view that the EEI management should take priority in the following five areas so as to reduce problem of employees turnover, management increase employees salaries, management improving working conditions, management increase

some allowances, management pay salaries on time and provision of soft loan to employees.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The focus of the study was to investigate the main factors that contribute to employees turnover at private education institutes in Tanzania. The Eckernforde institute which found in Tanga region was taken as a case study. The study had three main objectives which include, establishment of the main causes of employees turnover at Eckernforde Education Institute, to establish the main forms of employee turnover persist at Eckernforde Education Institute and to determine the strategies which can be adopted to retain employees at Eckernforde Education Institute.

The study has revealed eight main causes of employees turnover at private education institute in Tanzania which are, Insufficient salary, No equity in compensation, Lack of job security, Lack of incentive package, Lack of opportunity for further training and career development, Poor working conditions, not recognized by the management and Poor leadership. Poor relationship between staffs and students was not a main causes of employees turnover at private education institute in Tanzania. Regarding to the main forms of employees turnover, the study established three forms of employees turnover common at private education institute that are designation, dismissal and redundancy. Death and compulsory retirement were lowly ranked hence not considered as main forms of employee's turnover at private education institute in Tanzania. In establishing the strategies to be adapted to curb problem of employees turnover, the finding came out with three priority strategies to be taken so as to retain employees at private education institute in Tanzania namely; increase employee salaries, improvement of working

conditions and increase or add some more types of allowances. Apart from the aforesaid strategies respondents also suggested the following measures to be taken to retain manpower, use of appropriate management style, management recognize employees, presence of legal employment contract, monthly salaries to be paid on time, increment to salaries to be made yearly to employees, equity in payment of salaries to employees having the same level of education and performing the same task and provision of soft loan to employees which will attract employees to stay in the organization considering that loan given bind them not to leave until they finish payment of loan. Literature review in chapter two revealed that human capital is essential and sensitive in any organization which should be handled with care. Indeed organization productivity will not be achieved if the rate of employees turnover is high in any organization. There is a need to human resources managers to handle human capital with care and be given priority at any aspect for efficient and effective achievement of organisational goals and objectives.

5.2 Conclusion

The study dealt with the factors that contribute to employees turnover at private education institutes in Tanzania. The study showed that the main factors or causes responsible for employees turnover are described in Table: 4.8. The situation shown on the said table brings an alarm to Private Education Institutes in Tanzania that employees are not satisfied with their terms and environment of employments, therefore need for short term and long term solutions to rescuer the situation that persisting in place.

5.3 Recommendation

Considering the findings of the study and conclusion, the following recommendations are given to the Eckernforde Education Institute and other Private Education Institute in Tanzania in order to attract and retain employees.

The management should improve salaries structure by increasing salary, providing salary increments yearly, on time payment of salary and equity in salary payment. The management should improve working condition to attract employees to come in and stay in the organization. The management should increase or add some other types of allowances apart from salaries. The management should provide soft loan to employees for personal development and growth. This will influence employees to stay for a long time while waiting to finish payment of their loan. Management should provide opportunity for further training and career development for organizational and personal growth. Management should ensure security of employment by establishing good contract terms, gratuity, ensuring pension contribution to social provident funds and employees be share holders of EEI.

The management of Eckernforde education institute should decentralize powers to sub institutes instead of all decision to be centralized to Director of EEI. This will ensure every sub institute to operate independently and will reduce bureaucracy in dealing with human resources and other operation activities. The Eckernforde Education Institute should introduce new information technology in all sub institutes in order to coup with today's dynamic world of science and technology. The management should make recognition to its employees to avoid any element of discrimination. The management of EEI should ensure equity in employment between men and women because during the study it was observed presence of gender imbalances.

5.3.1 Suggestion for further Studies

Focusing on the limitations encountered in this study particularly time and financial constrains, it is suggested that similar study on the factors that contribute to employees turnover at Eckenforde Education Institutes in Tanzania should be conducted in other private

owned education institutes and government owned education institute in other regions of Tanzania using the similar or different methods to get overall opinion of the entire community on how to curb comprehensively problem of employees turnover in education institutes in Tanzania. Furthermore, study could have been extended to determine the effect of employees turnover at private education institute in Tanzania.

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APPENDICES

Appendix 1: Interview Guide

1. How many years have you worked with the Eckernforde Education Institute?
2. What are the main causes of employees turnover Eckernforde Education Institute?
3. What are the common forms of employees turnover at Eckernforde Education Institute?
4. Do you have any documented strategies of retaining employees at Eckernforde Education Institute?
5. Do you have any career development plan at Eckernforde Education Institute?
6. To what extent employees are involved in decision making process at Eckernforde Education Institute?
7. What are the possible Strategies to be adopted so as to curb the problem of employees turnover Eckernforde Education Institute?

Appendix 2: Questionnaire

Dear Respondents;

I would like to ask you to complete this questionnaire to facilitate the research study on the factors that contribute employees turnover at Tanzania Education Institute, case study Eckenforde Education Institute as a partial fulfillment of the requirement of the Master's Degree of Human Resource Management at the Open University of Tanzania. All the information provided in this questionnaire will be intergraded with information from other sources. Your completed questionnaire will be treated as confidential and will be used for academic purposes only.

Employment Profile

Please tick (✓) the appropriate choice.

1. What is your sex?
 - (a) Male
 - (b) Female
2. What is your age ?
 - (a) Below 25 years
 - (b) Between 26 and 40 years
 - (c) Between 41 and 60 years
 - (d) Above 61 years
3. What is your highest educational level?
 - (a) Certificate
 - (b) Diploma
 - (c) Degree
 - (d) Postgraduate Degree

4. What is your designation?

- (a) Non teaching staff
- (b) Teaching staff
- (c) Management level

5. In which sub institute do you work at Eckenforde Education Institute?

- (a) Tanzania Institute of Commerce and Industries Tanga
- (b) Eckernforde English Medium Primary School
- (c) Eckernforde Girls Secondary School
- (d) Eckernforde Secondary School
- (e) Eckernforde Cambridge Secondary School
- (f) Eckernforde Teachers College Eckernforde

6. How many years have you worked with Eckenforde Education Institute?

- (a) Less than 1 year
- (b) Between 1 and 5 years
- (c) Between 6 and 10 years
- (d) More than 11 years

7. In how many organizations have you worked before joining the Eckenforde Education Institute?

- (a) One organization
- (b) Two organizations
- (c) Three organizations
- (d) More than three organizations
- (e) None

8. Please rank each cause the way leads to employees turnover in your organization. Rank in the following order.

1= Strongly agree 2= Agree 3= Disagree

Causes of employees turnover	1	2	3
Insufficient salary			
Poor working condition			
Lack job security			
Not recognized by the management			
Lack opportunity for further training and career development			
Poor leadership			
Poor relationship between staffs and students			
No equity in compensation			
Lack of incentive package			

9. If you secure employment elsewhere, will you be ready to leave this organization.

No	
yes	
Don't know	

10. Forms of employees turnover persist at Eckenforde Education Institute

Please tick (√) the appropriate choice

11. What forms of labour turnover has Eckenforde Education Institute been experiencing?

(Tick appropriate)

Form	Yes	No
Redundancy		
Dismissal		
Compulsory retirement		
Resignation		
Death		
All of the above		
None of the above		

12. If none of the above, explain.....

13. Strategies to be adopted so as to retain employees at eckenforde education institute

14. What do you think will be the best solution in order to retain employees in the organization? (Select the best solution).

(a) If the management increases employees Salaries.

(b) If the management increases or add some more types of allowances.

(c) If the management use appropriate management style.

(d) If the management recognize employee in the institute.

(e) If the organization improve the working conditions of its employees.

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15. Do you think there are alternative best solutions to retain employees apart from the above solutions? (Explain)