

**STAFF TURNOVER IN HEALTH SERVICES IN HIGHER
LEARNING INSTITUTIONS IN TANZANIA**

**By
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**A Dissertation Submitted in Partial Fulfilment of the Requirements for Award
of the Degree of Master of Business Administration in Corporate Management
(MBA - CM) of Mzumbe University**

2014

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, dissertation titled **Staff Turnover in Health Services in Higher Learning Institutions in Tanzania**, in partial fulfilment of the requirements for award of the degree of Master of Business Administration in Corporate Management of Mzumbe University.

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DEDICATION

This work is dedicated to my husband Pascal; my daughter Christiner and my sons Gaspar, Gabriel and Junior Pascal for their passionate concern during the entire time of conducting this study.

LIST OF ACRONYMS AND ABBREVIATIONS

IMTU	International Medical and Technological University
MUHAS	Muhimbili University of Health and Allied Science
HR	Human Resource
ADP	Academic Development practitioners
HHLIs	Health Higher Learning Institutions

ABSTRACT

The high turnover of staff is unhealthy for the smooth running of institutions since it affects the growth, profitability and customer satisfaction whenever it occurs in the workplace. However, some employers see the process of staff leaving and being replaced as a natural and inevitable feature of the industry. This study focused on establishing the factors associated with staff turnover in Health Higher Learning Institutions in Tanzania.

The study specifically focused on the main causes of and the ground realities of the problem of employee turnover on sustainable growth of the organization. This was a qualitative study which adopted descriptive survey research design. Data was collected through questionnaires and respondents were the 50 staff members from MUHAS the public institution and as well as 30 staff members from IMTU the private institution.

The study revealed that, remuneration was the key factor in both institutions where the employees are leaving to secure new jobs with high salaries. Also poor working environment was sighted as factor causing staff turnover due to lack of social support, multitasking without incentives. Work interrelationship was also found to be a contributing factor due to lack of communication among staff themselves but even worse with the management. More so, staff development policy when the institution has no policy to train their staff since majority will prefer to leave their current job and go to other institution where there is policy for developing staff. But also for any organization to continue growing need to provide training to various staff members but this has been found to be lacking particularly in private institution and hence pointed out as a push factor. In addition, lack of academic promotion prospects was also found to be a push factor in the departure puzzle of staff.

The study therefore recommended that, the management should improve the working conditions for the employees and finalise the proposed unit structure. Finally, the need to establish a promotion system that would motivate staff other than monetary remunerations was also recommended.

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CHAPTER ONE

INTRODUCTION

1.2 Background to the Study

Staff turnover or labour turnover is the rate at which an employer gains and losses employees. Simple ways to describe it are "how long employees tend to stay" or "the rate of traffic through the revolving door". Staff Turnover in this case will be measured for public and private Health Higher Institutions. If an Institution is said to have a high turnover relative to its competitors, it means that employees of that institution have a shorter average tenure than those of other Institution in the same setting.

High turnover may be harmful to an institution's productivity if skilled workers are often leaving and the worker population contains a high percentage of novice workers.

When accounting for the costs (both real costs, such as time taken to select and recruit a replacement, and also opportunity costs, such as lost productivity), there are both direct and indirect costs. Direct costs relate to the leaving costs, replacement costs and transitions costs, incurred by the institutions and indirect costs relate to the loss of production, reduced performance levels in institutions.

The like hood cause of staff turnover historically has been associated by Internal versus external sources of institution employees.

Like recruitment, turnover can be classified as "internal" or "external". Internal turnover involves employees leaving their current positions and taking new positions within the same institution. This comes with both positive aspects (such as increased morale from the change of task and supervisor) but also with negative (such as project/relational disruption) effects of internal turnover exist, and therefore, it may be equally important to monitor this form of turnover as it is to monitor its external counterpart. Internal turnover might be moderated and controlled by typical HR mechanisms, such as an internal recruitment policy or formal succession planning.

But you also find that Skilled vs. unskilled employees also play a vital role in this as unskilled positions often have high turnover, and employees can generally be replaced without the institution incurring any loss of performance.

However, high turnover rates of skilled professionals can pose a risk to the Institutions due to the human capital loss in the form of skills, training, and knowledge. Notably, the specialization of skilled professionals makes them more likely to be re-employed within the same industry by a competitor. Therefore, turnover of these individuals incurs both replacement costs to the Institutions as well as resulting in a competitive disadvantage to the Institution as well.

The lacks of career opportunities and challenges, dissatisfaction with the job-scope or conflict with the management have been cited as predictors of high turnover. However Low turnover has been attributed to none of the above: when employees are satisfied, healthy and safe, and their performance is satisfactory to the employer. However, the predictors of low turnover may sometimes differ from those of high turnover. Aside from the fore-mentioned career opportunities, remuneration, corporate culture, management's recognition, and a comfortable workplace seem to impact employees' decision to stay with their employer.

Many psychological and management theories exist regarding the types of job content which is intrinsically satisfying to employees and which, in turn, should minimise external voluntary turnover. Examples include Herzberg's two factor theory, McClelland's Theory of Needs, and Hackman and Oldham's Job Characteristics Model.

Thomas suggests that there tends to be a higher level of stress with people who work with or interact with a narcissist, which in turn increases absenteeism and staff turnover.

Worldwide staff turnover is a phenomenon that affects many organizations all over the world. There are many studies which have been carried out on employee turnover with each research taking a different dimension to the same aspect. Since organizations invest a lot in their employees in terms of induction and training,

developing, maintaining and retaining them in their organization, managers at all costs must seek to understand employee turnover. Although, there is no standard framework for understanding the employee turnover process as whole, a wide range of factors have been found useful in interpreting employee turnover according to Kevin(2004). Therefore, there is need to develop a fuller understanding of the employee turnover, more especially, the sources- what determines employee turnover and their effects on performance.

Employees are extremely crucial to the organization since their value to the organization is essentially intangible and not easily replicated (Meaghan, 2002). Abbasi (2002) agrees with this argument and adds that managers must recognize that employees are major contributors to the efficient achievement of the organization's success, (Abbasi, 2000). Managers should understand employee turnover for the benefit of the organization's success.

Employee turnover occurs when employees voluntarily leave their jobs and must be replaced. Barrows (2009) defines turnover as the voluntary and involuntary permanent withdrawal from an organization. Employee turnover could also refer to a situation whereby employees exit the organization voluntarily for various reasons, and thereby affecting the organization negatively in terms of costs and the capacity to deliver the minimum required services. A high turnover rate of employees results in increased recruiting, selection, and training costs, (Barrows, 2009). Turnover should not to be confused with layoffs which involve the termination of employees at the employer's discretion in response to business conditions such as reduced sales or a merger with another company.

An understanding of the causes and antecedents of turnover is a first step for taking action to reduce turnover rates, (Mobley, 2003). Alexander (2004) identifies some factors causing high staff turnover some of which are; the job not matching new employees expectations; lack of attention from line managers; lack of training; lack of autonomy; lack of challenge and variety within the work; disappointment with the

promotion and development opportunities; disappointment with standards of management, including unapproachable, uncaring and distant behaviour and failure to consult.

Apart from conducting studies on employee turnover to establish the causes of employee turnover, it has been suggested that it is important for the organizations to conduct exit interviews in order to find out the reasons as to why employees leave for the purpose of developing plans and strategies that will assist in curbing employee turnover. However, research indicates that exit interviews are not a trustworthy informational basis for the identification of factors that cause turnover in an organization (Griffeth and Hom, 2007). Some organizations utilize exit interviews to find out the reasons as to why employees are leaving in order to rectify and improve the situation that may lead to some good retention strategies. However, it must be stated that certain employees may not provide accurate information in interviews. Griffeth and Hom (2007) state that as a result of the exit interviews inaccuracy, most academic researchers concerned with employee turnover use the exit interview only as a secondary data collection tool.

In 2005, an analysis of some 800 turnover studies was conducted by Hom and Griffeth (2005), which was recently updated by Griffeth, (2010) confirmed some well-established findings on the causes of turnover. These include: job satisfaction, organizational commitment and comparison of alternatives. The analysis also confirmed that employee turnover has a negative effect on employee performance.

Manu, (2010) studied employee turnover in the hospital industry in South Africa. This study concluded that the causes of employee turnover can be grouped into employee-based, employer-based or work-place-based. The study further revealed that moderate employee turnover has no significant effect on performance of the organization since the employees leaving can be replaced easily and the costs of the incoming new employees are evened out with the cost of recruiting them. However, the study found out that turnover of whatever level has a negative effect on service

delivery since the incoming employees have to learn new ways of doing things which may take time.

Studies therefore seem mixed on the real effects of labour turnover especially on service delivery. Maina (2010), while studying the effects of staff turnover on performance of organizations, concluded that economic studies provide consistent and significant evidence on the impact of labour market conditions on turnover rates at an aggregate level as being negative. This report was in contrast with that of Mobley (2003), who, while studying the effects of employee turnover, pointed out that at an aggregate level the relationship between economic factors such as employment levels and turnover has been well established as being positive. From the foregoing research, most existing researches on the subject of the effects employee turnover do not seem to come up with a concrete agreement on the effects of the phenomenon on performance of the employees and especially on service delivery. This study therefore provides information on the factors associated with staff turnover on HHLIs.

1.2 Statement of the Problem

Employee turnover is expensive from the view of the organization. Voluntary quits which represents an exodus of human capital investment from organizations, Fair (1992) and the subsequent replacement process entails manifold costs to the organizations. These replacement costs include search of the external labour market for a possible substitute, selection between competing substitutes, induction of the chosen substitute, and formal and informal training of the substitute until he or she attains performance levels equivalent to the individual who quit, John (2000). Output would be affected to some extent or maintained at the cost of overtime payment.

Turnover has some significant effects on organizations (Darricco and Giridharan, 1987; Dyke and Strick, 1990; Contrell and Sararakh, 1991; Denvir and McMahon, 1992). Many researchers argue that high turnover rates might have negative effects on the profitability of organizations if not managed properly (Barrows, 1990; Hogan, 1992; Wasmuth and Davis, 1993). Hogan (1992) opines that nearly twenty years ago,

the direct and indirect cost of a single hire employee quitting was between \$ 1400 and \$ 4000. Turnover has many hidden or invisible costs. Phillips (1990) and these invisible costs are as a result of incoming employees, co-workers closely associated with departing employees and position being filled while vacant. And all these affect the profitability of the organization. On the other hand turnover affects customer's services and satisfaction (Kamal et al, 2002). Catherine (2002) argues that turnover include other costs, such as lost productivity, lost sales, and managements time. She estimates that the turnover costs of an hourly employee to be \$ 3,000 to 10,000 each. This clearly demonstrates that turnover affects the profitability of the organization and if it is not managed properly it would have the negative effects on profits.

Research estimates indicate that hiring and training a replacement worker for a lost employee costs approximately 50 percent of the workers annual salary (Johnson et al, 2000) but the costs do not stop there. Each time an employee leaves the firm, we presume that productively drops due to the leaving curve involved in understanding the job and the organization. Furthermore, the loss of intellectual capital adds to this cost, since not only do organizations lose the human capital and relational capital of the departing employee, but also competitors are potentially gaining these assets. Meaghan et al (2002). Therefore if employee turnover is not managed properly it would affect the organization adversely in terms of personal costs and in the long run it would affect its liquidity position. In order to manage turnover properly entails appreciating the factors that influence the turnover.

The International Medical and Technological University (IMTU) is a private and Muhimbili University of Health and Allied Sciences (MUHAS) is a public university respectively in a highly competitive industry. The issue of staff turnover is an ever present reality that must be coped with. The question posed in "what factors do influence staff turnovers in HHLIs with the IMTU and MUHAS as the case study?

The study therefore sought to find out the causes of high staff turnover and effects on the remaining staff at an Academic Development Centre in two institutions of HHLs

in Tanzania. Literature shows that staff turnover has some adverse effects on the operations of an organization. It is for this reason this study sought to look at the why the ADPs left the Institution. The study also considered the effects of this staff turnover on learning & teaching development and support, and the general academic development of the University.

1.3 Research questions

1.3.1 Main research question

What are the factors that influence staff turnover in HHLIs in Tanzania?

1.3.2 Specific research question

- i. What is the influence of remuneration on staff turnover in health higher Learning Institutions?
- ii. How does workers interrelationship contributes to staff turnover?
- iii. How working environment do contributes to staff turnover?
- iv. To what extent do staff development policy contributes to staff turnover?

1.4 Objectives

1.4.1. Main Objective

The main objective of the study is to establish factors associated with staff turnover in Health Higher Learning Institutions in Tanzania

1.4.2. Specific Objectives

- i. To examine the contribution of remuneration to staff turnover in health higher institutions
- ii. To study the working interrelationship and staff turnover in HHLIs.
- iii. To establish the relationship between working environment and staff turnover in HHLIs
- iv. To explain staff development policy and staff turnover in HHLIs

1.5 Significance of study

The study will be of importance to government, especially the health sector in understanding, managing and reducing the level of staff turnover in the country. This will help them know that a recruitment and selection strategy, where the task of recruitment and selection is either done fairly or outsourced to eliminate corruption and to ensure that job fit is of utmost importance.

This study will also be significant to the Ministry of Higher Education Science and Technology to realize that training and development that is specific to the needs of the Institution is strongly recommended to ensure retention of staff. Policies can be developed that will mitigate staff turnover's negative effects and hence boost institutions and management.

The study will further be of importance to all stakeholders to note that remuneration strategy that is benchmarked against current market rates is strongly recommended.

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1.6 Scope and delimitation of the study

This study is about the effects of Staff turnover in HHLIs and strategies to curb it. The study was conducted and limited to the two institutions located in Dar es Salaam; Namely International Medical and Technological University (IMTU) as a private institution and Muhimbili University of Health and Allied Sciences (MUHAS) as a public university.

1.7. Limitations of the study

The limitations that were experienced in course of carrying out the study include getting the opportunity to conduct successful interviews with respondents at top level management of the institutions due to their busy work schedules and the unwillingness of respondents to divulge information as well as difficulty in finding some respondents. Also the process of collecting the questionnaire proved to be challenging because some respondents failed to complete the questionnaire on time and the researcher spent a considerable amount of time visiting the Institutions to follow up on the collection of the questionnaires. Despite this, an adequate number of questionnaires were returned to make the study valid.

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical framework

Various theories address employee needs and have been advanced by a number of authors as basis of retention strategies in organizations. Most notable are; Equity theory (1965) Expectancy theory (1964); Herzberg (1959) two factor theory and Human capital theory, all of which are all relevant to this study.

2.1 Equity Theory

Equity theory (1965) is concerned with the perceptions people have about how they are treated as compared with others. The theory posit that employees seek to maintain equity between the input they bring into a job (education, time, experience, commitment and effort) and the outcome they receive from it (promotion, recognition and increased pay) against the perceived inputs and outcomes of other employees.

Failure to find equity leads to various actions one of which may be to leave the organization. The major strength of this theory is that, it recognizes that individual inputs such as education, experience, effort should be recognized in such away that equity is experienced. It also shows that individual employees are part of the larger system. This theory therefore guides in understanding what may influences academic staff to leave in that they keep on comparing what academic staff earn in other universities and other comparable organizations in order to realize a balanced state between the inputs-outcome ratios. In turn this contributes to labour mobility within and outside the academia. The major weakness in this theory is subjectivity of the comparison process. There is a tendency in human nature to distort their inputs especially in regard to effort and hence becomes subjective when comparing (Beardwell *et al*, 2007).

2.2 Expectancy Theory

Expectancy theory is widely used in turnover intentions (Vroom 1964, Porter & Lawler 1968, Lawler 1994). Basic to the idea of expectancy theory is the notion that people join organisations with expectations and if these expectations are met they will remain members of the organisation (Daly *et al*, 2006). According to turnover and retentions frameworks developed from this theory decisions to stay or leave an organization can be explained by examining relationships between structural, psychological, and environmental variables. Empirical studies (Johnsrud & Rosser, 2002; Zhou & Volkwein, 2004; Daly & Dee, 2006) employ the model of employee intent to stay that is grounded on expectancy theory which includes structural, psychological and environmental variables. Structural variables include, work environment, autonomy, communication, distributive justice and workload.

Psychological variables include job satisfaction and organizational commitment and the environmental variables include availability of job opportunities. However, Sutherland (2004) established that job satisfaction and organizational commitment do not necessarily lead to loyalty, long defined as the intention to remain with the employer.

2.3 Herzberg Two Factor Theory

Herzberg (1959) two factor theory argue that employees are motivated by internal values rather than values that are external to the work. In other words, motivation to work is internally generated and is propelled by variables that are intrinsic to the work which include achievement, recognition, the work itself, responsibility, advancement, and growth. Conversely certain factors induce dissatisfying experiences to employees and these factors largely result from non-job related variables also called extrinsic variables. These are company policies, salary, coworker relationships and supervisory or management styles, work environment (Armstrong, 2009). This theory is relevant to this study in that it recognizes that employees have two categories of needs that operate in them and that both should be addressed.

Studies such as Ssesanga *et al*, (2005) used a model developed from Herzberg theory to establish factors influencing job satisfaction of academics in Uganda. Michael (2008) and Samuel *et al*,(2009) used the theory to establish motivational variables influencing staff retention in private and public organizations in South Africa. Radivoev (2005) used the theory to study factor influencing retention of Sales Consultant in South Africa. This theory therefore can guide a researcher in establishing determinants of academic staff retention in HHIs in Tanzania.

2.4 The Human capital theory and the Intellectual Capital Theory

This study was also sought to investigate the impact of staff turnover in institutions of health higher learning guided by the principles of intellectual capital theory. Intellectual capital is viewed as the key source of wealth creation and hence it is logical that firms pay close attention to effective management of such capital (Marti, 2007). The intellect is viewed as an intangible asset in an organization. Although intangible assets cannot be touched, they can be identified and reasonably classified (Marti, 2007). In a similar note, Sveiby (2001) came up with three intangible assets in an organization and these are: assets of individual competence, assets of internal structure and assets of external structure.

Assets of individual competences refer to aspects such as education, experience, know-how, knowledge, skills, values and attitudes. The company does not own those assets, but the use of those assets is accessed by the company's hiring of employees. This asset is also known as human capital (Marti, 2007). Human capital theory has been found to be appropriate in examining organizational-level consequences of voluntary staff turn-over (Dess and Shaw, 2001). "*Human capital is the knowledge possessed by employees and is aggregated at the organizational level in terms of their combined competence and experience*" (Massingham, 2008:27). In other words, the theory suggests that when an employee exits, it implies exiting of specific functional expertise, experience, skills and contacts. Such a situation produces two direct impacts namely; decreases organizational output and decreased organizational productivity (Droeg and Hoobler. 2003).

Assets of internal structure refers to the company's formal and informal organizational structure, working methods and procedures, research development systems, management systems and culture (Marti, 2007). Such assets are owned by the organization and some can be legally protected. This type of asset is also known as structural asset. However, voluntary exit of staff affects the stability of such assets. The third type of assets is the assets of external structure. This refers to the company's portfolio of customers (e.g. good will).and its relationship with outside stakeholders as well as its image. These assets are owned by the company and some can be legally protected. These assets are also known as relational assets. Although these assets are owned by the organization, their operational value and stability could be affected by staff turnover.

In short, intellectual capital theory points out some types of losses experienced by organizations due to voluntary exits and these include; lost human capital, lost social capital, lost structural capital and lost relational capital.

2.5. Definition of Employee turnover

Employee turnover is described as employees who have left, are leaving and will leave an organization for various reasons (Grobler, Warrnich, Elbert & Hatfield, 2006). A similar definition is provided by Morrell, Loan-Clarke & Wilkinson (2001) who states that turnover means voluntary cessation of membership of an organisation by an employee of that organization. Another study suggests that employee turnover is the rotation of workers around the labour market, between different companies, occupations and jobs, and also between states of employment and unemployment (Abassi & Hollman 2000). Employee turnover is defined by Price (1989) as being both "the entrance of new employees into the organisation and the departure of existing employees from the organisation". Each time a position is vacated, either voluntarily or involuntarily, a new employee must be hired and trained and this replacement cycle is known as turnover, according to Woods, as cited in Ongori (2007).

In most instances, the bulk of employee turnover is represented by voluntary

turnover. To understand turnover, it is important to understand that there are different types of turnover that impact on the organisation.

2.6. Types of employee turnover

2.6.1 Voluntary turnover

When employees leave an organisation at their own discretion, it is referred to as voluntary turnover (Dess & Shaw, 2001). It is initiated by the choice of the employee. A similar definition is given by Shaw, Delery, Jenkins & Gupta (1998), stating that “An instance of voluntary turnover, or a quit, reflects an employee's decision to leave an organisation, whereas an instance of involuntary turnover, or a discharge, reflects an employer's decision to terminate the employment relationship”. According to Lee & Mitchell (1994) who study voluntary turnover, it can be affected by a lack of job satisfaction, job stress as well as alternative opportunities. It is thus important to consider attractions such as alternatives when looking at voluntary turnover. However, voluntary turnover can be predicted and, in turn, be controlled.

2.6.2 Involuntary turnover

Shaw, Delery, Jenkins & Gupta (1998) define involuntary turnover as “... an instance of involuntary turnover, or a discharge” that “reflects an employer's decision to terminate the employment relationship”. According to Ferguson & Ferguson (1986), involuntary turnover includes retirement, death and dismissal. Ferguson & Ferguson, (1986) further state that turnover initiated by the employee – such as resigning to take care of a terminally ill family member or accompanying a spouse to another area – should also be considered as involuntary as it includes reasons over which the employee has no control. Another definition states that involuntary turnover includes the need to cut costs, restructure or downsize due to reasons which are independent of the affected employee(s), as explained by Cappelli (1992). This represents a decision or choice made by the employer.

2.6.3 Avoidable and unavoidable turnover

It is also important to distinguish between avoidable and unavoidable turnover as this too will determine the intervention needed to address the issue of employee turnover (Morrell, Loan Clarke & Wilkinson, 2001). Unavoidable turnover results from life decisions that extend beyond an employer's control, such as a decision to move to a new area or a job transfer for a spouse. Avoidable turnover is something organisations can prevent by hiring, evaluating and motivating their employees more effectively. It is important to determine whether the organisation is dealing with voluntary turnover that could have been prevented. Such information is important as it will direct the organisation to the type of intervention needed to enhance the retention of employees (Morrell, Loan-Clarke & Wilkinson, 2001).

According to Mobley, the phenomenon of turnover is psychological, organisational and costly, as cited in Morrell, Loan-Clarke & Wilkinson (2001). There is presently no accepted model for understanding the process of turnover as a whole. A variety of factors are used to evaluate the causes of employee turnover. This includes personal factors, job content factors, work environment factors and external factors.

2.7. Empirical review

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. Management should encourage job redesign-task autonomy, task significance and task identity, open book management, empowerment of employees, recruitment and selection must be done scientifically with the objective of retaining employees.

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. Managers must understand that employees in their organizations must be treated as the most liquid assets of the organisation which

would make the organisation to withstand the waves of globalization. This asset needs to be monitored with due care, otherwise their organizations would cease to exist. Employees should be given challenging work and all managers should be hired on the basis of knowhow by following laid down procedures of the organisation and this would make organisation to have competent managers at all levels of management and hence good supervision. Griffeth et al. (2000) noted pay and pay-related variables have a great effect on employee turnover.

Turnover is not only destructive to organisations, it is also costly. Every time an employee quits, a replacement must be recruited, selected, trained and permitted time on the job to gain experience. Apart from the costs that are directly associated with recruiting and training a new employee, other indirect costs exist. Bliss (2007) and Sutherland (2004) contend that organisations lost productivity, social capital and suffer customer defection when a productive employee quits. Knowledge, skills and contacts that a departing employee takes out of the organisation constitutes a huge loss. These attributes are, in most cases, lost to a competitor organisation that may use this to gain competitive advantage. Ramlall (2003) estimates the cost of employee turnover as 150% of an individual employee's annual salary. This cost can be substantial especially when high profile employees or high number of employees is involved.

2.7.1. The concept of staff turnover.

Employee turnover is the rotation of workers around the labour market; between firms, jobs and occupations; and between the states of employment and unemployment Abassi et al. (2000). Frequently, managers refer to turnover as the entire process associated with filling a vacancy: Each time a position is vacated, either voluntarily or involuntarily, a new employee must be hired and trained. This replacement cycle is known as turnover (Woods 2005).

“Unfolding model” of voluntary turnover represents a divergence from traditional thinking (Hom and Griffeth, 1995) by focusing more on the decisional aspect of employee turnover, in other words, showing instances of voluntary turnover as decisions to quit. Indeed, the model is based on a theory of decision making, image theory Beach, (2000). The image theory describes the process of how individuals process information during decision making. The underlying premise of the model is that people leave organizations after they have analyzed the reasons for quitting. Beach (2000) argues that individuals seldom have the cognitive resources to systematically evaluate all incoming information, so individuals instead of simply and quickly compare incoming information to more heuristic-type decision making alternatives.

2.7.2. Staff turnover in institutions and organizations

Employee turnover is the rotation of workers around the labour market; between firms, jobs and occupations; and between the states of employment and unemployment and retaining employees remains a primary concern for many organizations during days of intellectual property (Abbasi, 2000). One way to understand turnover is by explaining the difference between Push and Pull factors. ‘Push’ factors cause individuals to look for another job, for example, dissatisfaction with working conditions. ‘Pull’ factors draw employees towards another organisation (for example, higher salary or better benefits. In 2006 People in Aid research on why people stay and perform in an organization and why staff leaves the organization it was found out that for each individual there may be a number of inter connected push and pull factors for leaving or staying. The factors included presence or absence of good team, Challenge / variety; innovative culture; excessive workload; poor systems; better pay / terms and conditions elsewhere poor leadership; Lack of career opportunity and growth: burnout, disillusionment and frustration. This shows that there are various reasons which cause staff turnover and some may affect an employee simultaneously. Some of these reasons are presented below.

2.7.3. Sources of staff turnover

2.7.3.1 Job related factors

Most researchers (Bluedorn, 1982; Kalliath and Beck, 2001; Kramer et al., 1995; Peters et al., 1981; Saks, 1996) have attempted to answer the question of what determines people's intention to quit by investigating possible antecedents of employees' intentions to quit. To date, there has been little consistency in findings, which is partly due to the diversity of employed included by the researchers and the lack of consistency in their findings. Therefore, there are several reasons why people quit from one organisation to another or why people leave organisation. The experience of job related stress (job stress), the range factors that lead to job related stress (stressors), lack of commitment in the organisation; and job dissatisfaction make employees to quit Firth et al. (2004). This clearly indicates that these are individual decisions which make one to quit. They are other factors like personal agency refers to concepts such as a sense of powerlessness, locus of control and personal control. Locus control refers to the extent to which people believe that the external factors such as chance and powerful others are in control of the events which influence their lives Firth et al. (2004). Manu et al., (2004) argue that employees quit from organization due economic reasons.

Using economic model they showed that people quit from organization due to economic reasons and these can be used to predict the labour turnover in the market. Good local labour market conditions improve organizational stability Schervish (2003). Large organizations can provide employees with better chances for advancement and higher wages and hence ensure organizational attachment (Idson and Feaster 1990). Trevor (2001) argues that local unemployment rates interact with job satisfaction to predict turnover in the market. Role stressors also lead to employees' turnover. Role ambiguity refers to the difference between what people expect of us on the job and what we feel we should do. This causes uncertainty about what our role should be. It can be a result of misunderstanding

what is expected, how to meet the expectations, or the employee thinking the job should be different Kahn et al. Muchinsky, 1990.

Insufficient information on how to perform the job adequately, unclear expectations of peers and supervisors, ambiguity of performance evaluation methods, extensive job pressures, and lack of consensus on job functions or duties may cause employees to feel less involved and less satisfied with their jobs and careers, less committed to their organizations, and eventually display a propensity to leave the organization (Tor et al., 1997). If roles of employees are not clearly spelled out by management/ supervisors, this would accelerate the degree of employees quitting their jobs due to lack of role clarity.

2.7.3.2. Organizational factors

Organisational instability has been shown to have a high degree of high turnover. Indications are that employees are more likely to stay when there is a predictable work environment and vice versa (Zuber, 2001). In organizations where there was a high level of inefficiency there was also a high level of staff turnover (Alexander et al., 1994). Therefore, in situations where organizations are not stable employees tend to quit and look for stable organisations because with stable organisations they would be able to predict their career advancement.

The imposition of a quantitative approach to managing the employees led to disenchantment of staff and hence it leads to labour turnover. Therefore management should not use quantitative approach in managing its employees.

Adopting a cost oriented approach to employment costs increases labour turnover Simon et al. (2007). All these approaches should be avoided if managers want to minimize employee turnover an increase organisational competitiveness in this environment of globalization.

Employees have a strong need to be informed. Organisation with strong communication systems enjoyed lower turnover of staff (Labov, 1997). Employees feel comfortable to stay longer, in positions where they are involved in some level of the decision-making process. That is employees should fully understand about issues that affect their working atmosphere (Magner et al. (1996). But in the absence openness' in sharing information, employee empowerment the chances of continuity of employees are minimal. Costly et al., (1987) points out that a high labour turnover may mean poor personnel policies, poor recruitment policies, poor supervisory practices, poor grievance procedures, or lack of motivation. All these factors contribute to high employee turnover in the sense that there is no proper management practices and policies on personnel matters hence employees are not recruited scientifically, promotions of employees are not based on spelled out policies, no grievance procedures in place and thus employees decides to quit.

Griffeth et al., (2000) noted that pay and pay-related variables have a modest effect on turnover. Their analysis also included studies that examined the relationship between pay, a person's performance and turnover. They concluded that when high performers are insufficiently rewarded, they quit. If jobs provide adequate financial incentives the more likely employees remain with organisation and vice versa. There are also other factors which make employees to quit from organisations and these are poor hiring practices, managerial style, lack of recognition, lack of competitive compensation system in the organization and toxic workplace environment Abassi et al. (2000).

According to Tretty (2006), people are ever joining and leaving organizations all the time. But some organizations find it more difficult to keep their staff than others.

2.7.3.3. The characteristics of the job:

According to Taylor (2002), some jobs are intrinsically more attractive than others. A job's attractiveness will be affected by many characteristics, including its repetitiveness, challenge, danger, perceived importance, and capacity to elicit a sense

of accomplishment (Kuria, Alice and Wanderi, 2012). Such characteristics as short contracts may pose a danger of being out of employment within a short notice.

2.7.3.4 Unrealistic expectations:

Another factor is the unrealistic expectations and general lack of knowledge that many job applicants have about the job at the time that they receive an offer. When these unrealistic expectations are not realized, the worker becomes disillusioned and decides to quit (source if possible).

Some managers expect too much from their staff, often because they don't know how to do the job themselves and don't understand why it takes longer than they think it should. Or they want an unreasonable level of commitment to unpaid overtime or working through breaks. This is often accompanied by the absence of positive feedback and encouragement (Bernstein 1998)

2.7.3.5 The person

In addition to the factors listed above, there are also factors specific to individual that can influence turnover rates. These include both personal and trait-based factors. Personal factors include things such as changes in family situation, a desire to learn a new skill or trade, or an unsolicited job offer. In addition to these personal factors, there are also trait-based or personality features that are associated with turnover as cited by Mobley (1977). These traits are some of the same characteristics that predict job performance and counterproductive behaviours such as loafing, absenteeism, theft, substance abuse on the job, and sabotage of employer's equipment or production (Kuria, Alice and Wanderi, 2012).

2.7.3.6. Better pay elsewhere:

Pay is defined as the wages, salary, or compensation given to an employee in exchange for services the employee performs for the organization (Kuria, Alice and Wanderi, 2012). Most employees feel that they are worth more than they are actually

paid and there is a natural disparity between what people think they should be paid and what organizations spend in compensation. One of the most common reasons given by employees leaving their current employment is the availability of higher paying jobs (Wood and Macaulay, 1991).

Gupta and Shaw (2001), argue pay as the most critical outcome of organizational membership for employees. On a similar note, Kusluvan (2003) also said one of the major causes of friction between the employers and their employees is a real or perceived lack of fairness in the distribution of wages. It is further argued that that when the difference becomes too great and another opportunity occurs, turnover can result (Taylor, 2002).

According to Kusluvan (2003), there are two extreme approaches to the determination of wages. At one extreme, there is a total transparency in which every employee can know what everyone else earns while on the other end, are employers who not only keep secret what they pay each employee but also make a condition of employment that salaries are not to be discussed between staff. The latter may be another cause of employees leaving their jobs feeling that there is no fairness in terms of salaries and relate this to favouritism. Kusluvan (2003) concludes by stating that, it is vital to adopt a methodical system of evaluating jobs so that wages and salaries are fairly distributed to all.

2.7.3.7. Reward schemes – Every industry has organizations that pay well and some that pay badly. There will always be a few employers who try to get away with paying as little as possible and high staff turnover is the inevitable result. Employees might stay a little longer in times of recession because no other work is available but they know they are being exploited and will be looking for a way out (Mobley 1998).

2.7.3.8. Staff training policy – asking someone to do a job but not giving them adequate training is demotivating .Some people pick it up quickly and may even thrive on the challenge, but they are the exception. Often there are good intentions to

train but others, apparently more important things keep getting in the way. Managers continually underestimate the value of training staff (Armstrong, 2009).

2.7.3.9. Weak leadership – In most organizations, people work as teams alongside colleagues performing complementary roles. Between them, they run a process or deliver a solution or product, whether in a coffee shop or a bank. Teams perform at their best under clear leadership, where someone has a vision of how the team should work and the level at which it should perform. Weak leadership can lead to disagreements about purpose and direction, disharmony and employee discontent (Torrington 2008).

2.7.3.10. Organizational culture – It can be difficult to break the cycle of high turnover. When new employees join an organization, they soon become aware of the culture and they quickly pick up on expectations about length of service. This will affect their own career planning and unless serious effort is put into breaking cycle, high turnover will continue. (Sigima Assessment Systems (2007).

2.7.4. Voluntarily vs. involuntary turnover

There are some factors that are, in part, beyond the control of management, such as the death or incapacity of a member of staff. Other factors have been classed as involuntary turnover in the past such as the need to provide care for children or aged relatives. Today such factors should not be seen as involuntary turnover as both government regulation and company policies create the chance for such staff to come back to work, or to continue to work on a more flexible basis Simon et al. (2007).

2.8. Effects of high staff turnover

Labour turnover is significant to organization, individuals and management (Kuria, Alice and Wanderi, 2012). From the organizational perspective, labour turnover represents a significant direct cost in terms of recruiting, poor production practices and reduced standards as well as high replacement and training costs (Hiemstra,

1990). On a similar note, Fair (1992) suggests that, there are other costs associated with labour turnover which include separation costs (exit interviews and severance pay), recruitment costs (advertising and search fees), selection costs (interview and reference checking), hiring costs (induction and initial training), relocation expenses, uniforms and lost productivity costs associated with both the unfilled vacancy and the learning curve associated with the new employee.

Indirect costs however are associated with decreased levels of employee motivation, absenteeism, tardiness leading to customer dissatisfaction and ultimately customer defection (Fair, 1992). Similarly, Sutherland (2000) said these replacement costs include for example, search of the external labour market for a possible substitute, selection between competing substitutes, induction of the chosen substitute, and formal and informal training of the substitute until he or she attains performance levels equivalent to the individual who quit. Turnover has many hidden or invisible costs affect the profitability of the organisation and customer service and satisfaction (Kemal, Din & Qadir, 2002). Research estimates indicate that hiring and training a replacement worker for a lost employee costs approximately 50 percent of the worker's annual salary (Johnson et al., 2000).

Remuneration or Reward is clearly central to the employment relationship (Torrington 2008). While there are plenty of people who enjoy working and who claim that they would not stop working even if they were to win a large lottery, most of us work because it is our only way of earning the money we need to sustain our families in the life style to which we are accustomed. How much we are paid and in what form is therefore an issue which matters largely to us.(Torrington 2008). This therefore suggest that a worker will be willing to stay in a job where the remuneration has been set at the right level otherwise they will be persuaded to leave to a better paying job.

According to Okumbe (2001), an effective remuneration system is one that enables an organization to attract, retain and motivate its employees. The base compensation

,which is the cash payment or salary paid to employees in return for their standard (optimum) performance, enables organizations to attract and retain employees(Okumbe 2001).The objectives of a well –thought –out remuneration system include to i) enable organizations to attract and retain competent career personnel; ii) motivate personnel so as to attain optimum performance; iii) enable organizations to gain maximum return in service from the employees; iv) help minimize staff turnover and v) enable the personnel to develop confidence in organizations with respect to equity and objectivity.

It is clear from the above narrative that remuneration has an effect on staff turnover especially in a situation where competitors are able to offer competitive pay.

Wagner (2006) determined that a primary factor in employee’s satisfaction and loyalty to that employer is the employee’s relationship with his or her immediate supervisor. This finding further demonstrates the need for health care administrators to be concerned with employee satisfaction as hospitals face nursing shortages. It also is in line with Curran’s (2001) findings that nurses indicated management that is out of touch with the realities of patient care lead to lower nurse satisfaction and loyalty. The quality of relationships including communication between management and employees not only impacts the employees themselves but also has an impact on organizational effectiveness by affecting productivity and turnover rates (Brunetto and Farr-Wharton, 2006). When management helps an employee feel engaged and offers them the support and resources necessary to provide quality service, employees are not only more satisfied with their employer but also remain more loyal.

In 2002, a study was conducted of 477 employees in 15 firms examined employees’ job destination choices as part of the turnover process. One of their main findings was that co-workers’intentions have a major significant impact on all destination options - the more positive the perception of their co-workers desire to leave, the more employees themselves wanted to leave. The researchers suggest that a feeling about co-workers’ intentions to change jobs or workplace acts as a form of social

pressure or justification on the employee to make a move.

2.9. Importance of combating high turnover

The provision of a high quality working environment with a range of employee-valued benefits may increase satisfaction levels and hence discourage turnover behaviours (Mobley, 1977). Turnover should always be monitored. It is a leading indicator to ensure that retention is not becoming an issue. Complacency can cause serious problems in eroding the good progress that has been developed previously (Abbasi, 2001). Measuring and monitoring turnover is essential to bringing the appropriate attention to the issue and taking constructive action. Understanding the employment climate is fundamental to developing and understanding of retention. Having acceptable targets; based on precise definitions of turnover that are meaning to the organization, help to bring the process clearly into focus. These are aimed at bringing the proper resources and attention to this critical issue so that action is taken .The senior management team should moreover accept the responsibility for managing retention (Abbasi, 2001).

2.10. Conceptual framework

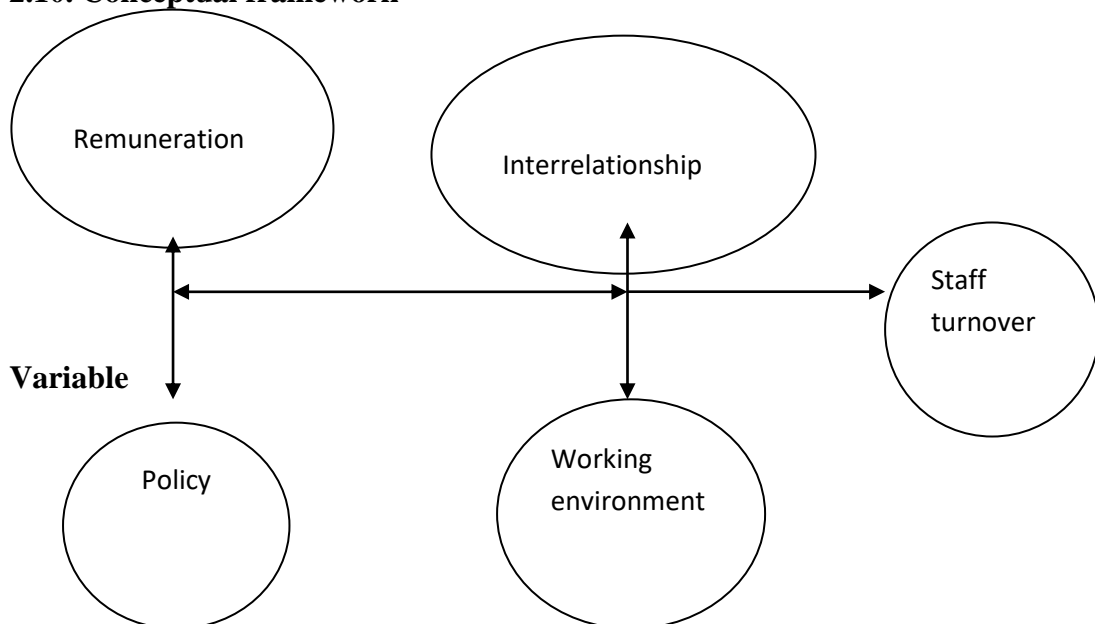


Figure 2.1: A conceptual framework showing factors associated with staff turnover.

Source: Researcher

The study will be guided by the conceptual framework in the figure 1 above. A conceptual framework consists of independent and dependent variable. An independent variable is the presumed cause of change in the dependent variable. It is caused or influenced by independence variables. Dependent variable(s) is the variable the researcher wishes to explain. In this study it is turnovers. This study considers remuneration, working environment, interrelationship and policy to be the variables that influence turnover of staff at the HHLIs, and thereafter have recommendations to reduce the problem (turnovers). It is worth noting that staff turnover is usually influenced by a combination of various factors each one of which may vary from organization to organization in this case between public and private institutions.

2.11. Hypotheses

The following hypotheses applied to this study:

Hypothesis one:

Staff turnover is a negative phenomenon as it affects performance.

Hypothesis two:

Employee dissatisfaction is a predictor of staff turnover.

Hypothesis three:

Management can successfully develop and implement strategies to control staff turnover.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research methodology that the study adopted. This includes the location of the study, study design and target population. Sampling design, data collection procedures and data analysis techniques are also discussed here.

3.1 Research Design

This study adopted the descriptive research design. This research design was used to accurately portray the characteristics of a particular individual, situation or even a group taking IMTU and MUHAS as a case for this study. Descriptive research design is a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way (Shuttle Worth, Martyn, 2008)

Descriptive research design is advantageous due to the following reasons: Firstly, it often yields accurate results since the subject under study is always observed in a completely natural environment without affecting their normal behaviour in any way. Secondly, compared to quantitative experiments, descriptive research designs is inexpensive and less time consuming.

The case study approach was used because since HHLIs in Tanzania are geographically scattered, the decision to use IMTU and MUHAS as case study was to save on costs and time bearing in mind the limited time and financial resources available for the study. However, the findings from the study could be inferred to the other HHLIs.

3.2. Population of the Study

Population is basically the universe of units from which a sample is selected (Allan, 2007). It could be an entire group of people, events or things of interest that a

researcher wishes to investigate. With regard to this study, the target population comprised of individuals with some common characteristics from which the researcher would make a generalization of the study. The IMTU and MUHAS formed the target population. The management, teaching staff and non-teaching staff was involved in the study for the purposes of affordability and convenience.

3.3. Sample Size and Sampling Procedure

Kothari (2011) defines a sample as the representative of the entire population and sampling procedure as a definite plan for obtaining a sample from a given population. The study was confined to IMTU and MUHAS as one of HHLIs in Tanzania representing private and public institutions respectively. For the purpose of this study Academic and non-academic staff members from the two institutions were surveyed for the study. Thus the sample comprised a total of 80 respondents of which 50 members were from MUHAS a public institution and the remaining 30 members were from IMTU a private institution. The purpose of choosing both academic and non-academic staff was to get the opinions from both sides regarding turnover in the institutions.

Convenience sampling was used to select the participants in the two selected public and private institutions. Convenience sampling involves selecting cases or units for observation as they become available to the researcher (Chepkilot, 2005). A convenience sampling technique was most appropriate for this study as it would not be possible to get access to all the staff at both Institutions. Wegner (2001, p. 168) acknowledges that it is not always feasible to collect data on every possible observation in the population. According to Burns and Grove (2001, p.83) a sample is a segment that consists of the same characteristics as the population on whom the study is conducted.

3.4 Data Collection Methods

The principle method of data collection was the self-administered questionnaire.

Document analysis was also been employed. This approach is consistent with a phenomenological approach and it is the most appropriate for a case study research because it enables the researcher to collect as more data as possible (Fisher, 2004).

The researcher was first acquired an introduction letter from the Graduate school before going to the area of study where permission was sought and then appointments was made for the day of data collection. Teaching and non staff were requested to respond to the questionnaire.

3.5 DATA COLLECTION INSTRUMENTS

The data collection tools that were used in this study were self-developed questionnaires, interviews and document analyses. These methods yielded two types of data collected for the study: primary and secondary data.

3.5.1 Primary data

This included raw data that was collected from teaching and non-teaching staff through the questionnaires. Questionnaires were used to facilitate individual opinion and specific information respectively. The respondents were required to complete the questionnaire in one week's time after which the researcher collected them.

The questionnaire was comprised of both closed and open-ended questions which will be drawn in accordance with the set objectives of the study. It was the tool for collecting data as it was appropriate to collect a lot of information over a short period of time.

3.5.2 Secondary data

This involved visiting the library to get information on literature review, browsing the internet, analyzing documents like personnel data, training manuals, welfare manuals and other HHLIs publications.

3.6 Validity of the Instruments

The researcher with the help of the supervisor will use the Content Valid Index (CVI) which is a scale developed by computing or rating the relevant items in the instrument or questionnaire by checking their clarity, their meaningfulness in line with all objectives stated dividing by the total number of items. The validity was described as follows:

$$CVI = \frac{R}{R+N+IR}$$

R+N+IR

Relevant (R), Neutral (N), to Irrelevant (IR).

3.7 Reliability of the Study

Joseph et al (2003, p.170) define reliability as the extent to which a survey instrument is considered reliable if its repeated application results in consistent scores. Reliability will ensure the degree of consistency/stability is high (Mugenda and Mugenda, 2003); hence it involved examining the research instrument several times for reliability in relevance, clarity and ambiguity of items.

3.8 Data Analysis and Interpretation

After data collection it was cleaned and coded. Data entry was done by the use of IBM SPSS version 20 software. Descriptive-correlational research design was used to answer the objectives and test the hypothesis. Specifically, objective one, two, three and four were analysed using descriptive statistics. The independent variable was staff turnover and the dependent variables were remuneration, work interrelationship, working environment and staff development policy among Public/Private Health Higher Institutions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

In this chapter the researcher attempts to assess the data collected with regard to the factors associated with staff turnover in health higher institutions in Tanzania. The study was carried out at Muhimbili University of Health and Allied Sciences (MUHAS) as Public Institution and International Medical and Technological University (IMTU) as Private Institution where 80 staffs (Including management, teaching staff and non-teaching staff) were interviewed so as to seek their opinions on the subject of the study.

4.2 Respondent's biodata

Table 4.1 Determination of respondents by age

Age (Years)	Number of respondents (N=80)	Percentage (%)
20-29	8	10
30-39	30	37.5
40-49	24	30
50-59	12	15
60+	6	7.5
Total	80	100

Source: field work 2014

Table 4.1 revealed that 37.5% of the respondents interviewed were aged between 30 to 39 years, 30% of the respondents were aged between 40 to 49 years, 15% of them were between the age of 50 to 59 years while 10% were aged 20 to 29 years and only 7.5% of them were above 60 years.

4.2.1 Respondents' age

With regard to age the findings from the study reveals that the majority of the respondents were young aged 30 to 39 years which constituted 37.5% of the total number of respondents (table 4.1). Age of the respondents may have impact on staff turnover as they are still energetic and more chances are available to secure new jobs.

If turnover has been experienced at the Institutions this could be attributed to the relatively youthful workers (37% below 40 years and 30% between 40-49 years). Such workers tend to be very restless and active and will be looking to more other opportunities that present themselves elsewhere. And all Institutions are within or close proximity which potentially can offer alternative job opportunities. Also, there has been tendency for institutions including private universities to prefer offering non-teaching staff jobs on a temporary, contract or casual terms. When this is the case that happens, the affected workers will be less attached and committed to their work because most of the time they will be looking for a quick exit to more to more secure jobs openings.

Studies have revealed that there is an inverse relationship between age and turnover – young new hires are the highest risk factor for turnover. Grobler et al (2006, p.126) state that employees with a propensity to quit are young employees with little seniority who are dissatisfied with their jobs.

The relationship between age and turnover may be based on a number of influences. Younger employees may have more entry level access, more job opportunities and fewer family responsibilities, making job mobility easier.

Table 4.2 Determination of respondents by sex

Sex	Number of respondents (N=80)	Percentage (%)
Male	56	70
Female	24	30
Total	80	100

Source: field work 2014

Table 4.2, showed evidence that males constituted biggest percentage of the respondents interviewed with a total of 70% compared to females who had 30%.

4.2.2. Respondents' sex

The present study revealed that majority of the respondents was males (70%) as presented on table 4.2 and very few females constituting 30%. These results show that the majority of staff in higher Learning Institutions is males as compared to females. There was no an explanation as to why the majority are males. These findings gives an in depth thought of the contributing factors of the big difference and is considered as a challenge.

Table 4.3 Determination of respondents by education level

Education level (Qualification)	Number of respondents (N=80)	Percentage (%)
Certificate	4	5
Diploma	6	7.5
Degree	64	80
Masters	5	6.3
PhD	1	1.3
Total	80	100

Source: field work 2014

Table 4.3 above, showed that the majority (80%) of the respondents interviewed were degree holders, followed by diploma holders (7.5%) while those who had

masters level of education comprised 6.3%. Those with certificates constituted 5% of the respondents and only 1.3% (1 respondent) who had PhD.

4.2.3 Level of education

The quality of the research findings is dependent on the respondents grasp of the research topic. Therefore, the level of education was crucial. Out of the 80 respondent that participated in the exercise, both the 2 management staff had a bachelor’s degree or above, all of the 64 teaching staff had a bachelor’s degree or above, 6 had a diploma and 4 had certificate qualification as non teaching staff. This reality is depicted in table 4.3.

All the respondents indicated that they appreciated what the concept of staff turnover is. The researcher/surveyor had the opportunity to have a face to face interview session with three lecturers at different times whether the matter of turnover was tackled in depth. It came out very clearly from them that overall high turnover often means that employees are unhappy with the work or compensation, but it can also indicate unsafe or unhealthy conditions, or that too few employees give satisfactory performance (due to unrealistic expectations, inappropriate process or tools, or poor candidate screening). The lack of career opportunities and challenges, dissatisfaction with the job or conflict with the management were cited as predictors of high turnover.

Table 4.4 Determination of respondents by institution and designation

Institution	Designation			Total N (%)
	Academic staff N (%)	Non academic staff N (%)	Management staff N (%)	
Public	40 (80)	10 (20)	0 (0)	50 (62.5)
Private	23 (77)	5 (17)	2 (6)	30 (37.5)
Total	63 (79)	15 (19)	2 (2)	80 (100)

Source: field work 2014

As illustrated in table 4.4 above, 62.5% of the respondents interviewed were from public institution (MUHAS) and 37.5% were from the private institution (IMTU). Majorities (80%) of the respondents from public institution were academic staffs and 20% were No academic staffs. More than three quarters (77%) of the respondents from private institution were academic staffs, followed by 17% who were non academic staffs and only 6% were among the management staffs. All of these respondents interviewed were permanent and pensionable staffs.

4.2.4. Respondents by Institution

From the above findings depicted in table 4.4 the number of respondents differs among the two Institutions that is public and private Institution. The results show that; private Institution has less number of staff compared to public institutions. This could be due to a number of factors one being job factors, working environment or management policy. These factors have great contribution on one's decision to stay in public institutions rather than private.

Table 4.5 Determination of respondents by years working with the institution

Number of years	Number of respondents (N=80)	Percentage (%)
1-5 years	47	58.8
6-10 years	12	15
11-15years	10	12.5
16+	11	13.8
Total	80	100

Source: field work 2014

As observed from table 4.5 above, 58.8% of the respondents have been working with the institutions in between of one to five years, followed by 15% of those who have been working with the institutions for six to ten years. 13.8% of the respondents have worked with the institutions for more than sixteen years while 12.5% of the respondents have been working with the institutions for about eleven to fifteen years.

4.2.5. Number of years spent in the Institution

The number of years worked by an employee in an organization is a good and reliable measure of the staff retention policy. Staff retention is the process of ensuring that employees are kept within the departments especially employees with valued or needed skills or experience in scarce/critical fields (where recruitment is difficult).

The aim of any staff retention is to prevent the loss of competent staff from the department, which could have an adverse effect on overall performance especially in a very competitive health higher education sector which boasts 6 chartered private universities and their constituent colleges, and 2 public universities. Staff retention stems from the employment process. Employment process is a crucial process that should receive careful and sufficient attention to ensure that its objectives and goals are achieved. The three employment processes (recruitment, selection, and placement) pre-determine the effectiveness of the retention strategy of the department. For staff retention to be successful, it has to be linked positively with the processes and practices of recruitment, selection, placement, training and development, remuneration and performance appraisal.

Study findings revealed that more than half of the respondents interviewed have been working with the institutions between one to five years. In terms of tenure, most research conducted support the supposition that turnover is significantly higher for shorter tenure employees. It has been found that employees normally resign during the first three years of employment.

A large percentage of voluntary turnover occurs in the first few months of employment when a person is still new in the organisation (Grobler et al, 2006, p.126).

According to Van Der Merwe and Miller (1993, p.70) it is not only the length of service which affect employee stability but factors such as the formation of group ties, essence of familiarity with the job situation, and other tangible and intangible

benefits which are likely to arise from long service. Nel et al (2003, p. 85) also state that employees sometimes remain in an organisation for a long period because they have built up a good relationship with their coworkers

4.3. Remuneration to staff

Table 4.6 Contribution of remuneration

Contribution of remuneration	Number of respondents (N=80)	Percentage (%)
Definitely agree	60	75
Probably agree	13	16.3
Neutral	7	8.8
Total	80	100

Source: field work 2014

When asked whether remuneration contributes to staff turnover, majority (75%) of the respondents definitely agreed that remuneration contributes to staff turnover while 16.3% said that they agree (probably) and only 8.8% mentioned that it was a neutral situation. However, none of the respondents interviewed disagreed that remuneration does not contribute to staff turnover.

Figure 4.1: Contribution of remuneration to staff turnover

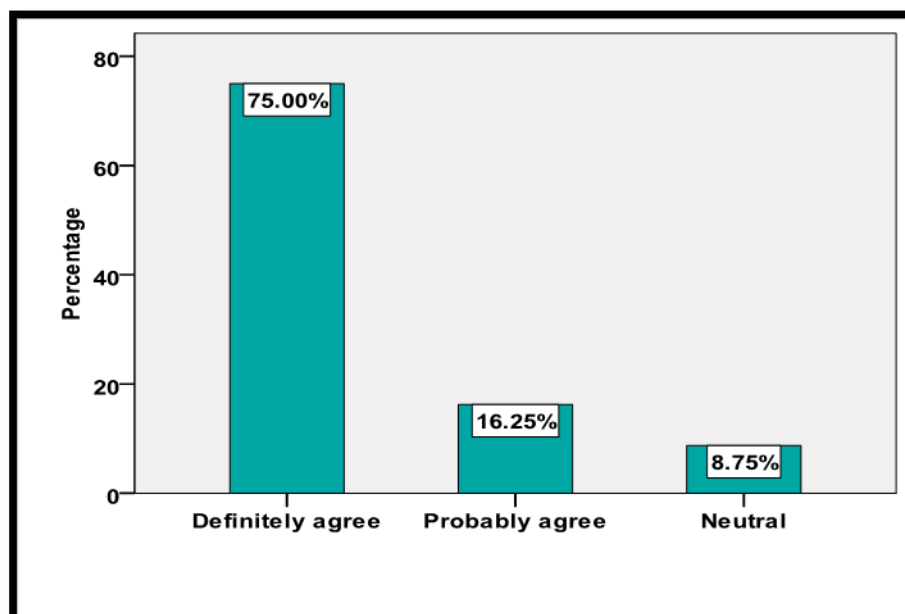


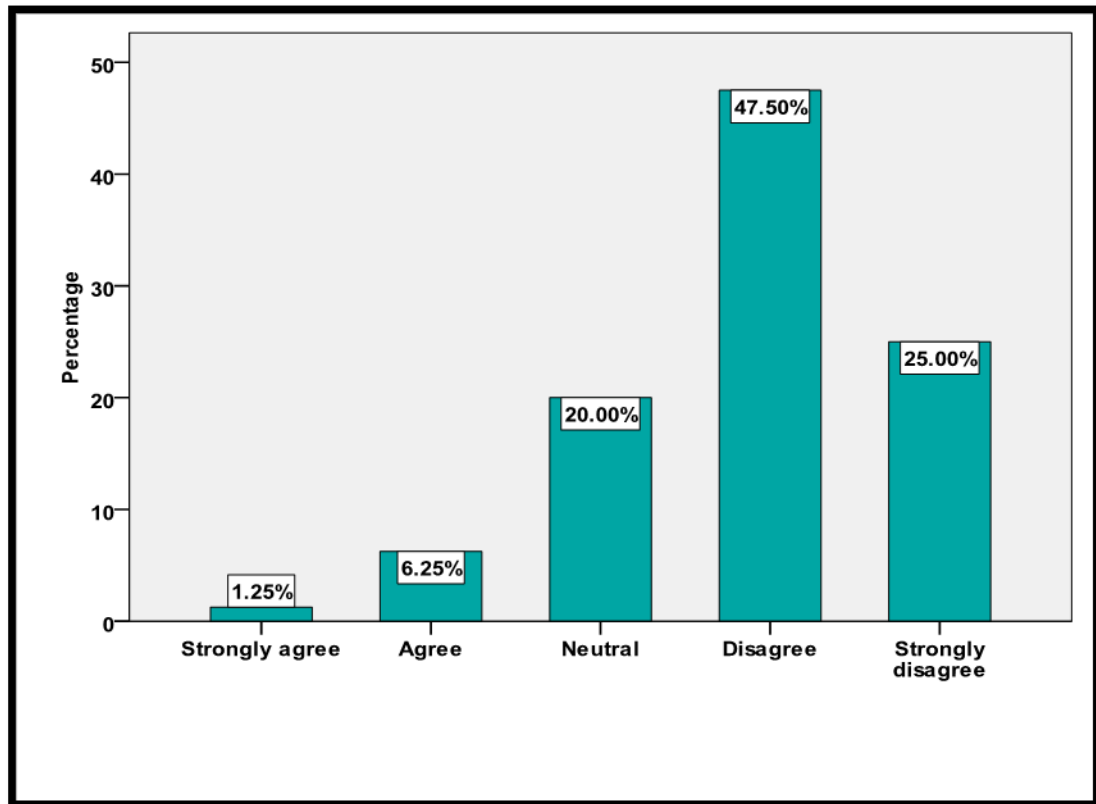
Table 4.7 Showing whether respondents are contented with their remuneration package

Respondents' opinions about their remuneration packages	Number of respondents (N=80)	Percentage (%)
Strongly agree	1	1.3
Agree	5	6.3
Neutral	16	20
Disagree	38	47.5
Strongly disagree	20	25
Total	80	100

Source: field work 2014

It was depicted in table 4.7 above that majority (47.5%) of respondents disagree to be contented with their remuneration packages, 25% strongly disagreed that they were not contented with their remuneration packages, 20% cited neutral when asked if they were contented with their remuneration package but very few; just 6.3% of respondents who agreed that they feel contented with their remuneration packages and Only 1 person (1.3%) who strongly agreed that they were contented with their remuneration packages.

Figure 4.2: Showing whether respondents are contented with their remuneration package



4.3.1. Effect of remuneration on turnover

The first research question was sought to better understand the contribution of remuneration to staff turnover in health higher learning Institutions. Respondents involved in the study were to answer question relating to the influence of remuneration on staff turnover in health higher Institution.

Respondents from the above findings agreed that remuneration is helpful in reducing staff turnover and findings were as tabulated in table 4.6. From the results presented 75% of the respondents definitely agreed that a good well structured remuneration package will reduce staff turnover.

The contribution of remuneration to staff turnover was well presented on figure 4.1. Asked whether a well administered remuneration system would boost the morale of the employees and reduce the staff turnover in health higher institutions, the findings

in table 4.7 indicated that 47.5% of the respondents are not contented with the remuneration package indicating that a well administered remuneration system enhances the morale of workers and tend to reduce the turnover of workers. Similar results was obtained by Mutuma in 2013 where 75% of the respondents in his study agreed that good structured remuneration package reduces staff turnover.

Wages have a significant impact on job satisfaction. Money not only helps people attain their basic needs but is also instrumental in satisfying upper level needs such as esteem and self-actualisation. People perceive their remuneration as an indication of what they are worth to the organisation (Nel et al, 2004, p.552). Fringe benefits are also important but they are not as influential because employees normally do not know how much they are receiving in benefits (Luthans, 2000, p.121).

Hence remuneration is central in retaining workers in an organization. Human resource management should design a competitive remuneration package which will serve to attract, retain, and motivate staff while minimizing cost so as to ensure commercial and financial viability.

4.4 Working interrelationship

Table 4.8 Showing whether respondents are contented with colleagues at work

Interrelationship with colleagues	Number of respondents (N=80)	Percentage (%)
Strongly Agree	12	15
Agree	11	13.8
Neutral	40	50
Disagree	17	21.3
Strongly Disagree	-	-
Total	80	100

Source: field work 2014

Table 4.8 revealed 50% of respondents mentioned that their relationship with the

colleagues at work was fair whereas 21.3% indicated that their relationship is poor while 15% of respondents reported that relationship between workers was very great and another 13.8% said they have good relationship at work.

Figure 4.3: Showing whether respondents are contented with colleagues at work

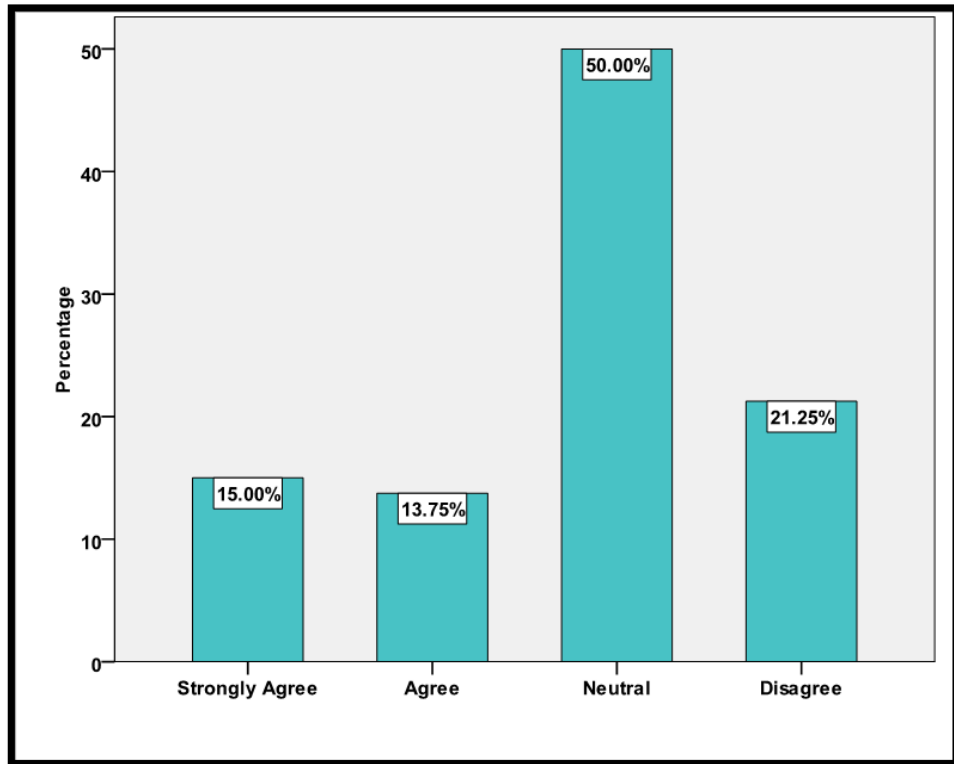


Table 4.9 Presentation respondents' opinions whether they are valued and appreciated by management

	spondents are valued and appreciated by management				
	agree		e	disagree	
)				%))
				20))
				0))
				23))

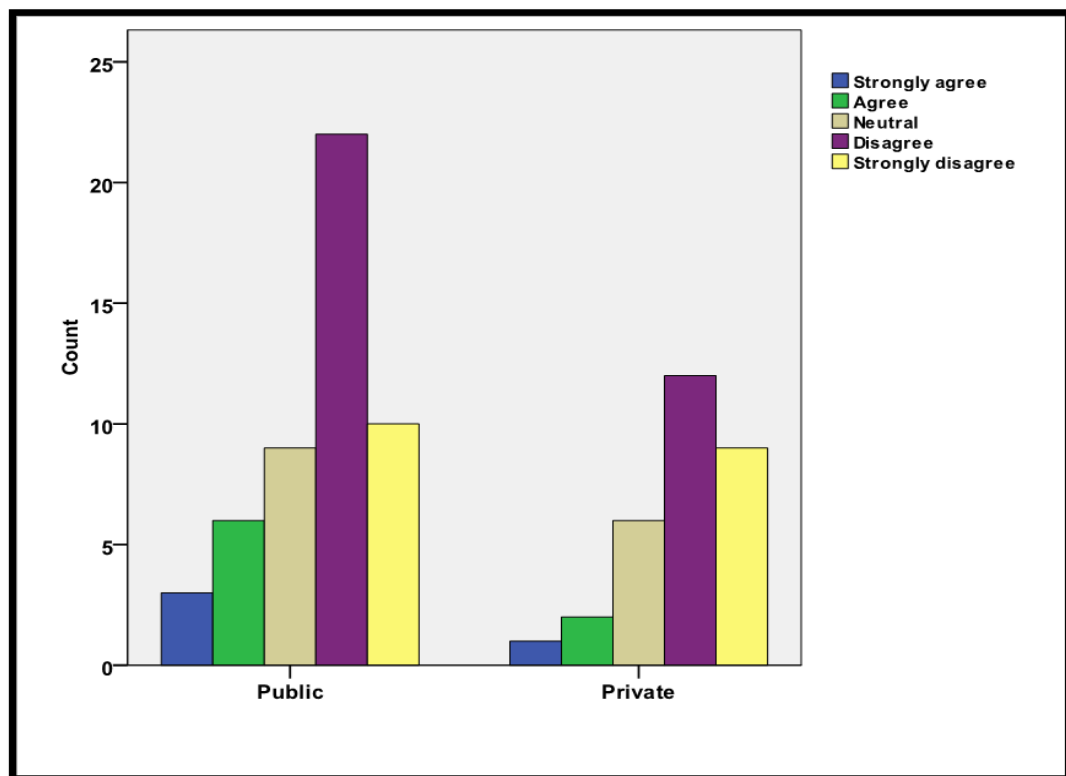
Source: field work 2014

The researcher was interested in finding out whether respondents are valued and

appreciated by the management in their respective institutions and it was revealed that in both institutions (MUHAS and IMTU); they were not valued and appreciated by management as observed in table 4.9 above whereby majority (44%) of the MUHAS workers disagreed that they were valued and respected by management, followed by 20% who strongly disagreed, 18% cited neutral but 12% of the workers from MUHAS who participated in the study said they were valued and appreciated by management and only 6% of MUHAS who said that they were much value and appreciated by management.

Of 30 respondents from IMTU, 40% reported that they were not valued and appreciated by management, 30% said they were not value and appreciated at all while 20% cited neutral. Never the less, there were those who agreed and mentioned that they were valued and appreciated by management and other 3% said they were much valued and appreciated by management.

Figure 4.4: Presentation respondents' opinions whether they are valued and appreciated by management



4.4.1. Work interrelationship in Higher Learning Institutions

Work interrelationship (Peers relationship) represents the employee's attitude towards their co-workers. The positive and negative peer's relationship among these employees can impact their job satisfaction. Institution employees are satisfied when there is a positive relationship with his or her co-workers. Verbal and non-verbal communications are the two main types of communication used by human beings.

Communication plays a major role in ones job satisfaction. Employees have a strong need to be informed. Organisations with a strong communication system enjoy lower turnover of staff. Employees feel comfortable to stay in positions longer where they are involved in some level of the decision-making process, but in the absence of openness in sharing information, the chances of continuity of employees are minimal (Ongori, 2007).

The study reveals the importance of relationships in keeping the best employees within the Institution, and in this case, health professional are the key. The quality of relationships within a work group is very important to employees, especially the extent to which the individual is accepted as part of the work unit and the friendliness and support of his or her fellow employees. Team work should be promoted in order to create a sense of purpose and employees are likely to be proud of what they are doing.

Communication among all employees should be encouraged because the study has shown that it is valued by the respondents, for example, only 15% of the respondents indicated that their relationship with colleagues was very great; 13.8% showed that relation was good, majority of them 50% indicated a fair relationship and 21.3% of the respondents showed a poor relationship. These results were depicted well in table 4.7. For an institution to grow and have good productivity workers interrelationship is very important in maintaining the quality of performance. If there is no good relationship performance will be affected particularly if this gap is between seniors and subordinates who need experienced and skilled individuals in improving their

work.

The researcher was interested in finding out whether respondents are valued and appreciated by the management in their respective institutions and it was revealed that in both institutions (MUHAS as a public and IMTU as a private); they were not valued and appreciated by management as observed in table 4.9 whereby majority (44%) of the MUHAS workers disagreed that they were valued and respected by management, followed by 20% who strongly disagreed, 18% cited neutral but 12% of the workers from MUHAS who participated in the study said they were valued and appreciated by management and only 6% of MUHAS who said that they were much value and appreciated by management.

Of 30 respondents from IMTU, 40% reported that they were not valued and appreciated by management, 30% said they were not value and appreciated at all while 20% cited neutral. Never the less, there were those who agreed and mentioned that they were valued and appreciated by management and other 3% said they were much valued and appreciated by management.

If the interaction between the employees is based on trust which can be built through continuous communication, this could result in the establishment of an effective team. When you take the time to communicate to and consult with employees, at a minimum, you will build better relationships.

Another aspect of communication that generates positive results is offering timely and constructive feedback to your employees (Gupta-Sunderji, 2004). If workers participate in a similar work, share a common task, or face the same problems, this may assist cohesiveness. The nature of the duties may serve to bring health professionals together when it is necessary so as to communicate and interact regularly with each other during the performance of their duties. When a quality team is formed, it should include decision makers from several key groups: employees, peers, senior managers, customers, suppliers, and staff support

(Ivancevich and Matteson, 1996). Sound working relations and effective cooperation will assist in boosting the morale of the staff and job performance.

The more homogeneous the group in terms of such features as shared backgrounds, interests, attitudes and values of its members, the easier it is usually to promote cohesiveness. Group spirit and relationships take time to develop. The empowerment of employees may lead to better relationship. Cohesiveness is more likely when members of a group are together for a reasonable length of time, and changes occur only slowly. A frequent turnover of members is likely to have an adverse effect on morale, and on the cohesiveness of the group (Mullins, 2002). This illustrates the significance of the Institutions in managing the retention system.

The nature of the work group will have an effect on job satisfaction. Friendly cooperative workers are a modest source of job satisfaction to individual employees. The work group serves as source of support, comfort, advice and assistance to the individual worker. A good work group makes the job more enjoyable (Luthans, 2002, p.122). People with strong career orientation may place less emphasis on social relations (Nel et al, 2004, p.553). As mentioned earlier, employees with a longer tenure are less likely to leave their jobs because of the relationships built with coworkers.

4.5 Working environment and staff turnover

Table 4.10 Contribution of working environment to staff turnover

Working environment	Number of respondents (N=80)	Percentage (%)
Good	6	7.5
Satisfying	63	78.8
Poor	11	13.8
Total	80	100

Source: field work 2014

As illustrated in table 4.10, above, more than three quarters (78.8%) of respondents reported that their working environment is satisfying and does not affect staff turnover, 13.8% said their working environment is poor and it affects staff turnover while 7.5% of them said their working environment is good and does not affect staff turnover.

Figure 4.5: Contribution of working environment to staff turnover

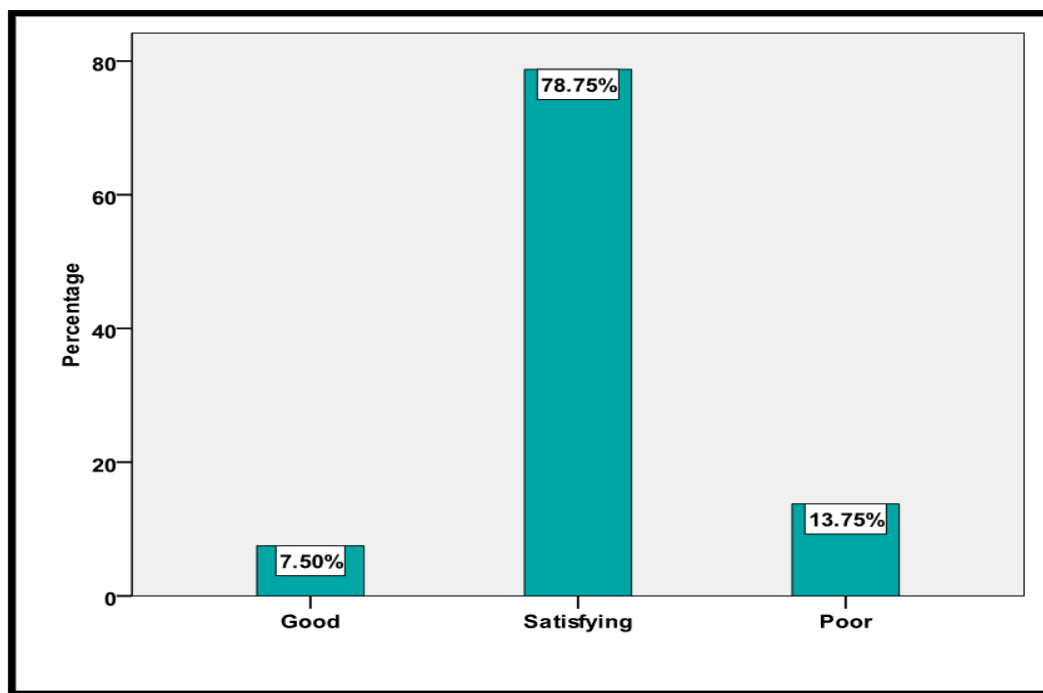


Table 4.10 Showing whether multitasking is allowed in the institution

Multitasking	Number of respondents (N=80)	Percentage (%)
Strongly agree	2	2.5
Agree	29	36.3
Neutral	28	35
Disagree	19	23.8
Strongly disagree	2	2.5
Total	80	100

Source: field work 2014

Table 4.10 showed evidence how respondents ranged multitasking in their institutions where by 36.3% agreed that they perform two or more tasks simultaneously, 35% of them said it is a neutral situation, 23.8% disagreed therefore, meant that multitasking is not allowed in their institution while there were those who strongly agreed and strongly disagreed that multitasking is allowed in the institution and these shared equal percentage of 2.5% each.

Figure 4.6: Showing whether multitasking is allowed in the institution

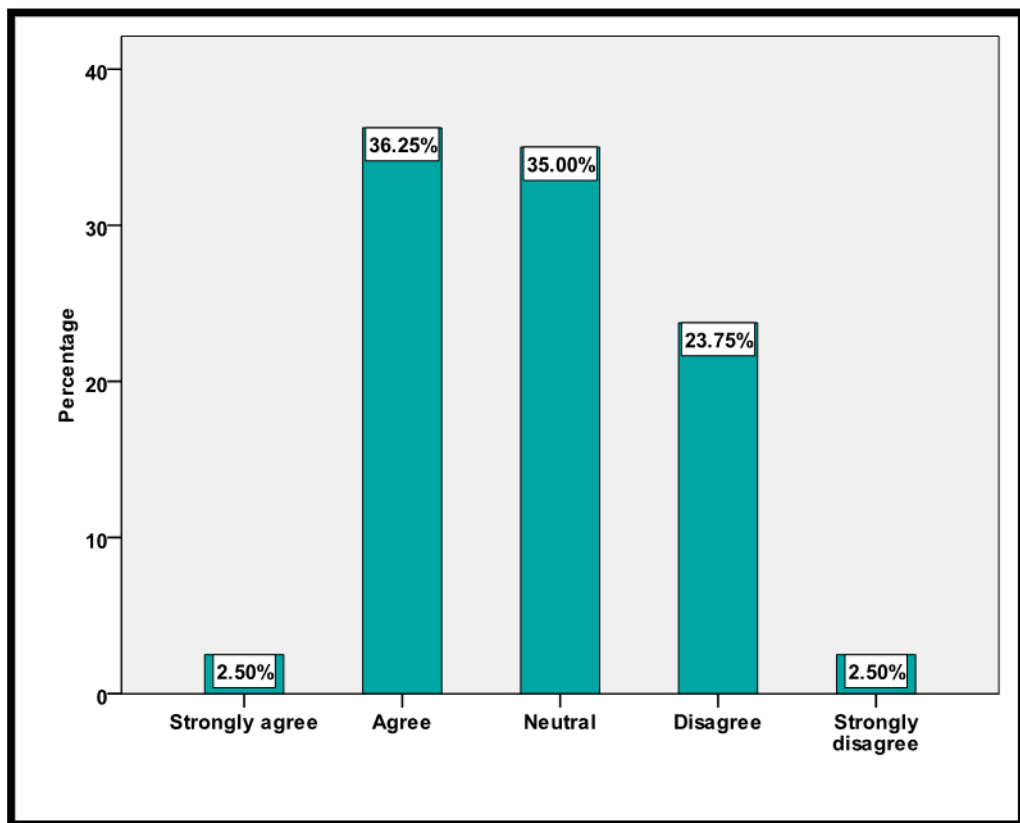


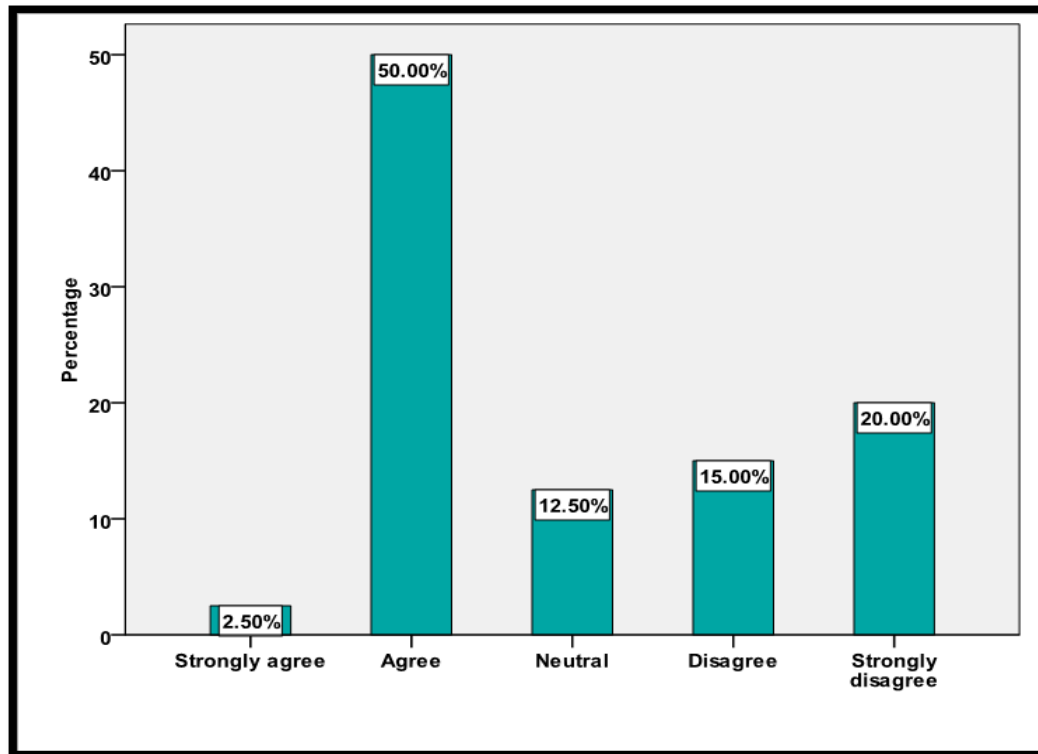
Table 4.11 Showing whether there is time for other personal activities

Time for other personal activities	Number of respondents (N=80)	Percentage (%)
Strongly agree	2	2.5
Agree	40	50
Neutral	10	12.5
Disagree	12	15
Strongly disagree	16	20
Total	80	100

Source: field work 2014

Researcher of the study was also interested to find out whether they have time for personal activities while at work and half (50%) of respondents said that they do have time for personal activities, followed by 20% of the respondents strongly disagreed meaning that there is no time for personal activities at all and 15% also said there no time for personal activities while 12.5% cited neutral meaning that they sometimes get time to do personal activities while at work and 2% strongly agreed which indicates that they always have time to do personal activities.

Figure 4.7: Showing whether there is time for other personal activities



4.5.1. Effect of working environment on staff

Working environment means the total working infrastructure of the job. Favorable working environment increase the level of job satisfaction of employee.

The research question was designed to investigate whether employees are satisfied with the working environment and if they are not satisfied to know the reasons behind. Every human being possesses a different attitude towards work. In some cases, employees are found to enjoy their working environment while on the other hand many employees are found to hate their jobs. Job dissatisfaction is caused due to a number of reasons, some of which are mentioned here. The table 4.10 shows that only 7.5% of the respondents are valuing work environment as good, 78.9% of the employees are satisfied with the environment and 13.8% of the employees commented poor working environment. These results suggest that majority are satisfied with their working environment therefore it is not playing major role in

contributing to staff turnover.

Also when asked on multitasking at the institution if it is allowed, 36% of the respondents agreed that multitasking is allowed. This was more evident in private institutions where multitasking is allowed to perform more than two tasks due to a less number of staff. These results are clearly indicated in table 4.11; this multitasking has contributed to staff turnover in some cases since those who are doing multitask do not receive any incentives to do so therefore they leave their job.

Table 4.12 shows results of the respondent's time for personal activities. The researcher was interested to know if their jobs give time for personal activities. 50% of the respondents agreed to have time for personal activities. But 20% strongly disagree to have time for personal activities which give an indicator that individuals are almost occupied with their jobs all the time. This is not a good indicator as in most cases it will minimize performance since in most cases individuals will concentrate on looking for the alternative of accomplishing their daily life activities.

Other reasons are lack of social support (benefit and staff welfare), unfair treatment, no promotion, no training or career development strategy, poor working resources, no or very little rewards and recognition, the work is very stressful and poor management relationship with staff.

The lack of promotional opportunities was another issue that both those who are satisfied and those who are not satisfied say something needs to be done. (Marx, 1995) Employees must feel like they have an opportunity to advance. Promoting from within is one of the proven methods of employee retention which can help to reduce turnover. Employees may easily tend to become de-motivated if they can see that no matter how hard they work to improve themselves and the department there is little chance that they will be promoted. If they cannot advance within the current environment they become dissatisfied with the institution that offers more opportunities to the increase of turnover.

Table 4.10 showed evidence how respondents ranged multitasking in their institutions where by 36.3% agreed that they given other managerial duties and therefore perform two or more tasks simultaneously, 35% of them said it is a neutral situation, 23.8% disagreed therefore, meant that multitasking is not allowed in their institution while there were those who strongly agreed and strongly disagreed that multitasking is allowed in the institution and these shared equal percentage of 2.5% each. Multitasking usually contributes to staff turnover in cases where no fringe benefit is received by the individual being multitasked. This is more with the case of private Institutions where the management want to maximize benefits by over utilizing the same existing manpower without other incentives.

For example in table 4.11 the researcher was examining the availability of time for personal activities while at work and half (50%) of respondents said that they do have time for personal activities, while 20% of the respondents strongly disagreed meaning that there is no time for personal activities at all and 15% also said there no time for personal activities while 12.5% cited neutral meaning that they sometimes get time to do personal activities while at work and 2% strongly agreed which indicates that they always have time to do personal activities.

Organisational commitment has become one of the most popular work attitudes studied by practitioners and researchers (Ontario, 2008). One of the main reasons for its popularity is that organisations continuously try to gain a competitive advantage through teams consisting of committed employees.

Organization should find ways to help employees successfully manage their commitments at home and at work, and by doing so many retention problems can be avoided (Luecke, 2002). It is imperative for parents to share responsibility when it comes to the caring for the family, for example, parents may take turns to fetch children from school.

The research has shown that flexible work-schedules lead to greater work-life balance and can offset work stress (Pearce and Mawson, 2009). Therefore, organizations should be in a position to provide their employees with the opportunity to work flexible hours. Research suggests that when adults add children to their family, men and women tend to become more traditional in how they divide workloads, in other words, tasks become delegated by gender rather than by interest or ability (Hogarth and Dean, 2008). The most well-documented pressures family members experience in balancing work and family are overload and conflict due to multiple roles (Hansen, 1991).

Organisational commitment is defined as the degree to which the employee feels dedicated to the organisation (Spector, 2000). Organisations expect their employees to accept the goals allocated to them and to be motivated to achieve these goals (Grobler, Horn & Gaetner, 2006). An employee with a high level of commitment to the organisation is willing to exert extra effort on behalf of the organisation. Thus, an employee with a strong emotional attachment to the organisation tends to work harder and is therefore more productive and has a strong emotional desire to remain with the organisation. In contrast, the employee with economic or calculative ties to the organisation will stay because of side bets invested in the organisation. These side bets can be monetary value, a pension plan, specific skills required whilst working or status which will be lost if the employee decides to leave (Ontorio, 2008). Both effective and continuance commitment is negatively associated with turnover intention (Meyer & Stanley, 2002).

Attachment strategies refer to methods to reduce staff turnover, absenteeism, and other forms of withdrawal from the work environment and to increase time spent at work (Nel et al, 2008, p. 47). The simple statement that employees are attached to organisations does not necessarily imply that they are strongly drawn to the organisation or that they have positive feelings about the organisation but involves only the question of why they retain their membership of organisations. In general it may be said that the organisation can expect employees to be attached to it and less prone to withdrawal if employees experience job satisfaction.

Meyers and Allen (1991) argue that one of the most important reasons for distinguishing among the different forms of organisational commitment was that they have very different implications for behaviour. Although all three forms of commitment, namely affective, normative and continuance commitment, tend to bind employees to the organisation, and therefore relates negatively to turnover, their relations with other types of work behaviour can be quite different. Research shows that affective commitment has the strongest positive correlation with job performance, organisational citizenship behaviour, and attendance followed by normative commitment. Continuance commitment tends to be unrelated or negatively related to these behaviors.

Related research reports positive relationships between commitment and organisational effectiveness and productivity, job performance and interpersonal trust as well as a negative association between organisational commitment and absenteeism and turnover (Marchior & Henkin, 2004).

4.6 Staff development policy

Table 4.12 Showing whether there are staff development policies implemented in the institutions

Staff development policies	Number of respondents (N=80)	Percentage (%)
Yes	5	6.3
No	75	93.8
Total	80	100

Source: field work 2014

When asked whether there were staff development policies in the institutions (both MUHAS and IMTU), the biggest number of respondents (93.8%) reported that there were no staff development policies in their institutions while only 6.3% said they had staff development policies.

Table 4.13 Showing whether there are possibilities for career advancements

Possibilities for career advancements	Number of respondents (N=80)	Percentage (%)
Strongly agree	1	1.3
Agree	4	5
Neutral	11	13.8
Disagree	38	47.5
Strongly disagree	26	32.5
Total	80	100

Source: field work 2014

Table 4.13 revealed respondents' opinions on whether there were possibilities for career advancements whereby the majority (47.5%) reported that there were no possibilities for career advancements, followed by 32.5% who strongly disagreed meaning there were not career advancements at all. 13.8% of them respondents interviewed cited neutral while 5% said there are possibilities for career advancements and there was only one respondent (1.3%) who strongly agreed that were possibilities for career advancements.

Figure 4.8: Showing whether there are possibilities of career advancement

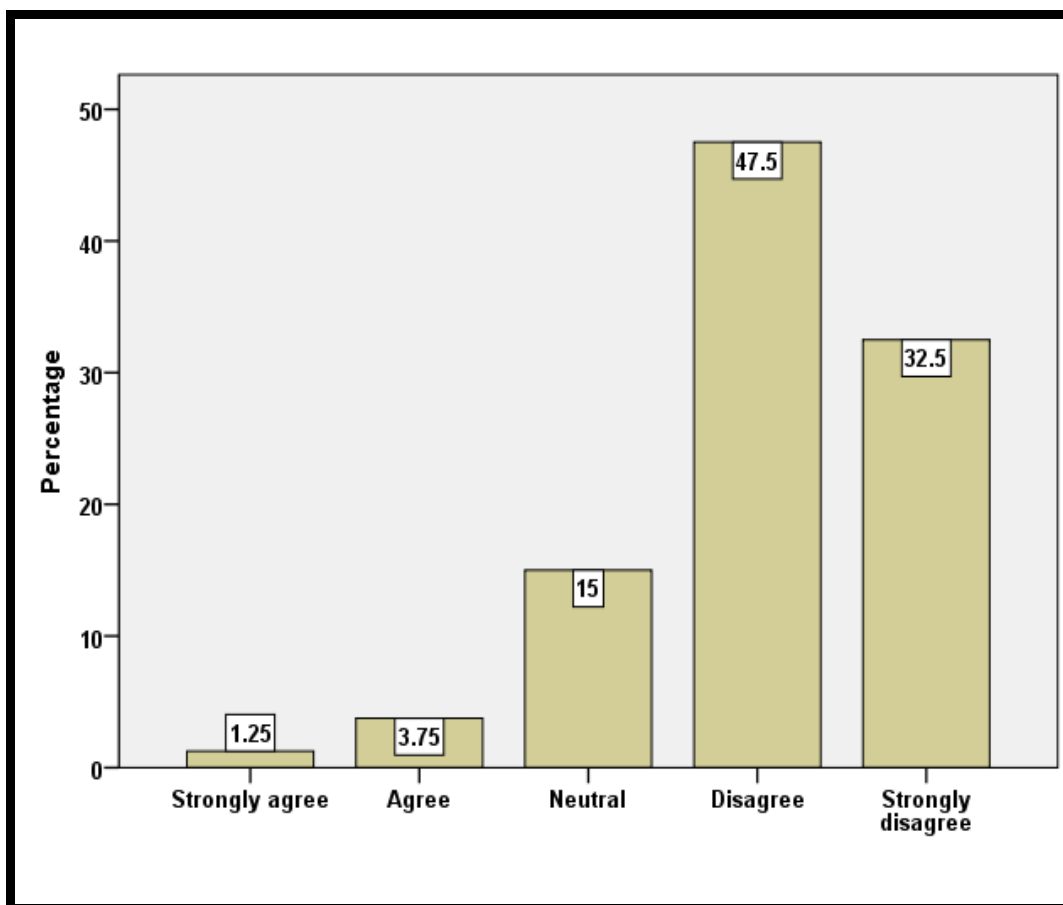


Table 4.14 Availability of adequate trainings

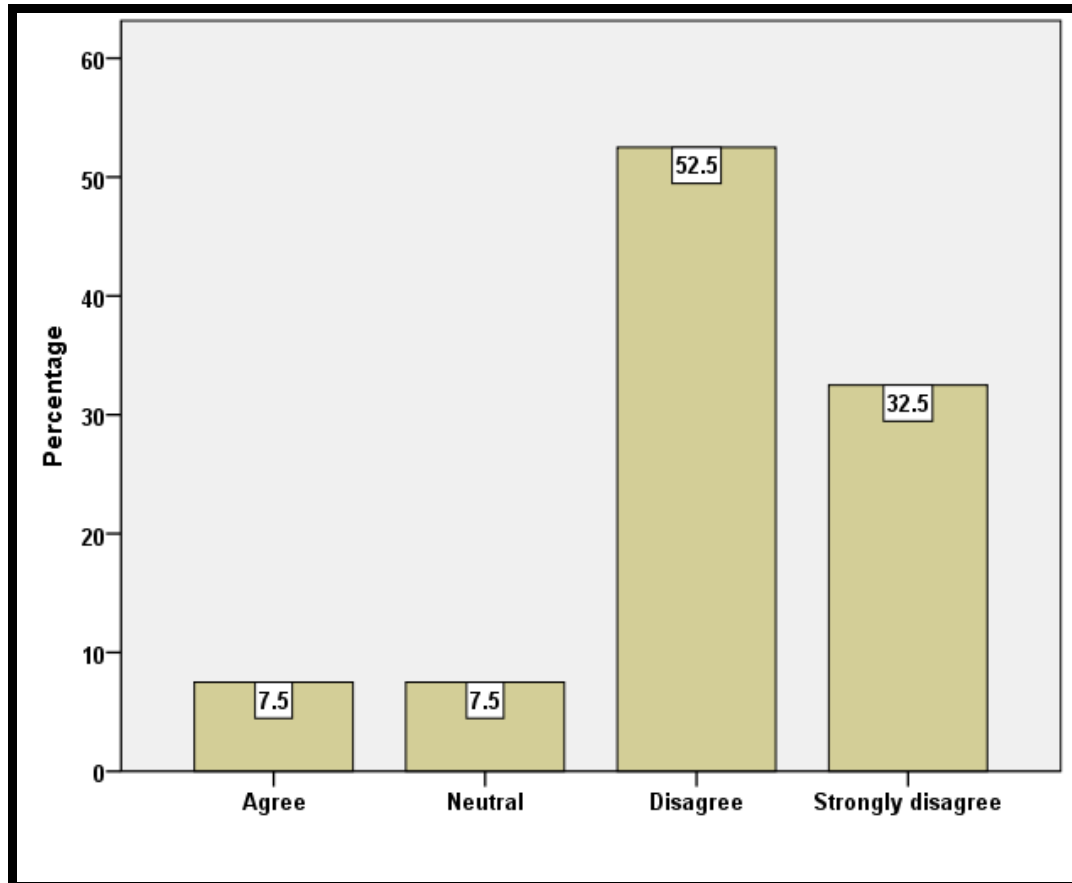
Adequate trainings	Number of respondents (N=80)	Percentage (%)
Agree	6	7.5
Neutral	6	7.5
Disagree	42	52.5
Strongly disagree	26	32.5
Total	80	100

Source: field work 2014

Table 4.14 illustrated that majority of respondents who participated in the study reported that there were no availability of adequate trainings where by 52.5%

disagreed meaning that there were no trainings and 32.5% strongly disagreed indicating there were no trainings at all. Those who mentioned neutral and those who agreed the availability of trainings shared same percentage of 7.5% each.

Figure 4.9: Showing whether training are available



4.6.1. Staff development policy and staff turnover

Organisational culture has been defined as a set of assumptions, beliefs, values and norms that are shared by the organisation's members. Culture represents a key element of the work environment in which employees perform their jobs (Newstrom & Davis, 1997, p. 102).

Organisational culture is made up of a number of inter-related components: artifacts, behaviours, espoused values and core values (Nguwi, 2004). Artifacts are the physical manifestations of culture such as organisational structure, rules, processes

and routines as well as more tangible things like office layout, status symbols and the way people dress for work.

This research question was intended to examine whether there was staff development policy in institution both private and public that is implemented. The results were depicted in table 4.12, of all the respondents 93.8% showed that there was no staff development policy in their Institutions both public and private while 6.3% showed they have a policy.

Most health professionals have successfully completed the basic training to perform their tasks; however, they are required to undergo further training at work so as to keep up with the developments because of the technological advances and the like. Training and development opportunities have become a crucial retention-tool and employees who are receiving training tend to be more loyal to the firm, more knowledgeable, and more skilled (Buhler, 2002). If employees are continuously developed, there are chances that the employees will remain in the organization.

The results obtained from this study indicated that majority (47.5%) reported that there were no possibilities for career advancements, followed by 32.5% who strongly disagreed meaning there were not career advancements at all. 13.8% of them respondents interviewed cited neutral while 5% said there are possibilities for career advancements and there was only one respondent (1.3%) who strongly agreed that were possibilities for career advancements.

Another feature that was cited in the study is the availability of various training (short or long) in institutions to upgrade the performance. It showed that Institutions are not providing training to their staff at all as it was indicated by 85% of the respondents; while those who has neutral comment and those agreeing shared the same percentage of 7.5 as presented on table 4.14.

All organisations, either private or public engage employees to execute certain activities in order to attain goals and objectives. No matter what these goals are, organisations must have competent employees to perform the tasks and to

accomplish them. This is not just a matter of extensive training in task skills, but of completely new ways of thinking about work, and of working and relating with one another (Beardwell & Holden, 2001, p. 275). Although well-thought-out strategies and human resource planning, recruitment and selection initially provide an organisation with the required workforce, additional training is normally necessary to provide employees with job-specific skills which enable the employees to survive over time (Swanepoel, Erasmus, Van Wyk & Schenk 2003, p. 450).

The relationship between training and staff turnover is complex. One point of view states that high staff turnover reduce the return on investment in human capital and, as a result discourages that investment (Forrier & Sels, 2003). The literature postulates both a positive and a negative relationship between training and staff turnover (Forrier & Sels, 2003).

According to the positive perspective, companies with a high turnover rate will invest more in training to replace the skills and competencies of outgoing personnel and to increase employment loyalty in the future. The negative perspective argues that organisations that train employees extensively generate higher turnover precisely because the trained personnel leave the company for better paid jobs where they can use the skills they have acquired.

Current labour economic thinking on training assumes a negative relationship between turnover and training. It supposes that the investment in training is the result of optimising decisions made by both workers and employees. The increased skills resulting from general training enables employees to extract higher wages from their current or future employers. Since employers are confronted with the risk of not being able to recoup this investment, they will not be inclined to sponsor general training of employees. Firm-specific training, on the other hand, cannot generate an increased wage with anyone other than the current employer. Therefore organisations can recoup their investment in specific training and they will be willing to share some or all of the costs of specific training rather than of general training (Forrier &

Sels, 2003).

Promotional opportunities seem to have a varying effect on job satisfaction. This is because promotions take a number of different forms and have a variety of accompanying rewards. For example, individuals who are promoted on the basis of seniority often experience job satisfaction but not as much as those who are promoted on the basis of performance (Luthans, 2002, p. 121). Similarly, a ten per cent salary raise is typically not as satisfying as one with a 20 per cent salary increase.

Promotional arrangements can reward individual behaviour by providing security, status and skill development. It can also benefit the organisation by promoting productivity and performance goals. Promotion can contribute to retaining employees and motivating them to perform, thus reducing costs of training, recruitment and turnover (Saporta & Farjoun, 2003).

The supervisory or management style used in an organisation could also impact on staff turnover. No one enjoys working for a manager who is inconsiderate and authoritarian. Todd (2002) reports that in a study conducted at Space Coast Credit Union, employees indicated that they left because they could not stand their bosses. Auckland University staff reported frustration with incompetent management as a consistent factor that influenced them to leave (Gardiner & Parata, 1998, p. 32). This reflects how critical the relationship between manager and employees is for retention.

According to Jooste (2003, p.27) the main aim of the manager is to maximise output of the organisation through administrative implementation. To achieve this, managers must undertake the functions of planning, organising, staffing, directing and controlling. According to Nandi (2002) when there is a high degree of participation, integration and commitment in the primary work group, staff turnover will be lower.

4.7 FACTORS THAT INFLUENCE EMPLOYEE TURNOVER

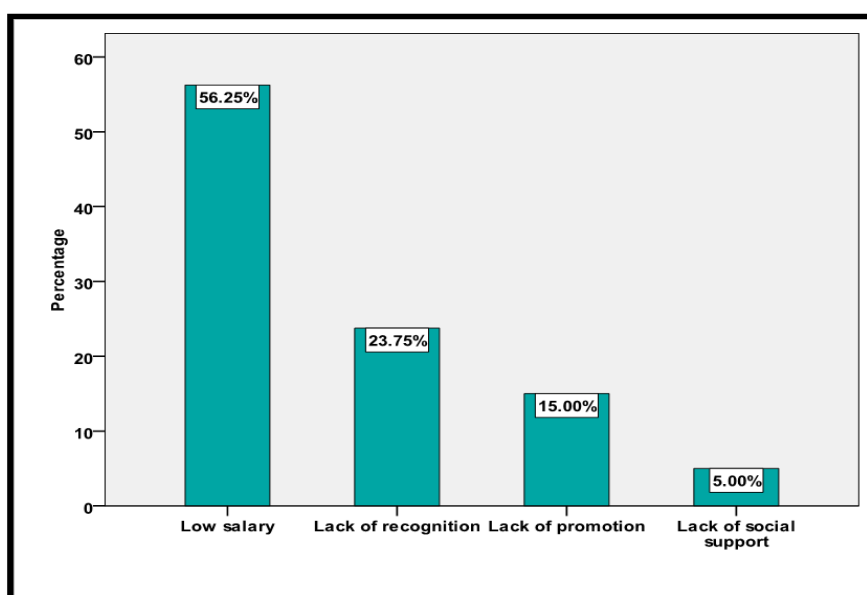
Table 4.15 factors that influence employee turnover

Factors	Number of respondents (N=80)	Percentage (%)
Low salary	45	56.3
Lack of recognition	19	23.8
Lack of promotion	12	15
Lack of social support	4	5
Total	80	100

Source: field work 2014

Table number 4.15 above depicted that, 56.3% of respondents reported that the low salary is the major factor that influence staff turnover, 23.8% mentioned lack of recognition while 15% said it is lack of promotions that contributes to employee turnover and few (5%) alleged that lack of social support influence employee turnover.

Figure 4.10: Showing factors that influence employee turnover



4.8 RELATIONSHIP BETWEEN BACKGROUND CHARACTERISTICS OF RESPONDENTS AND THEIR OPINIONS ON FACTORS THAT INFLUENCE EMPLOYEE TURNOVER

Table 4.16 Relationship between designation and factors that influence employee turnover

Characteristic	Factors that influence employee turnover				Total N (%)	P-Value
	Low salary	Lack of recognition	Lack of promotion	Lack of social support		
Designation						
Academic staff	40	13	10	0	63(79)	0.001
Non academic staff	5	4	2	4	15(18)	
Management staff	0	2	0	0	2(3)	
Total	45	19	12	4	80(100)	

Source: field work 2014

From the chi-square test, the result shows that there was a significant relationship between designation and their opinions on the factors that influence employee turnover ($p=0.001$). It was revealed that majority of the respondents interviewed were Academic staffs and more than half said low salary is the key factor to employee turnover followed by lack of recognition and lack of promotion. These three factors were the key factors mentioned by non academic staffs and management staffs. Therefore, the three factors contribute a lot to employee turnover in health higher institutions.

Table 4.17 Relationship between respondents from their respective institutions and factors that influence employee turnover

Factors that influence employee turnover						
Characteristic	Low salary	Lack of recognition	Lack of promotion	Lack of social support	Total N (%)	P-Value
Institution						
Public	30	10	8	2	50(62.5)	0.687
Private	15	9	4	2	30(37.5)	
Total	45	19	12	4	80(100)	

Source: field work 2014

From the chi-square test, study findings show that there was no relationship between respondents irrespectively to their institutions and their opinions on the factors that influence employee turnover ($p=0.687$). Results of the study show that there was no difference on opinions to factors that contribute to staff turnover, respondents from both institutions (Public and Private institutions) had same opinions where by many mentioned low salary as a strong factor for staff turnover, as well as lack of recognition and lack of promotion and very few mentioned lack of social support.

Table 4.18 Relationship between education level and factors that influence employee turnover

Factors that influence employee turnover						
Characteristic	Low salary	Lack of recognition	Lack of promotion	Lack of social support	Total N (%)	P-Value
Education level						
Certificate	0	2	0	2	4(5)	0.006
Diploma	1	3	2	0	6(7.5)	
Degree	42	10	10	2	64(80)	
Masters	2	3	0	0	5(6.3)	
PhD	0	1	0	0	1(1.3)	
Total	45	19	12	4	80(100)	

Source: field work 2014

From the chi-square test, the result shows that there was a major relationship between education level of respondents and their opinions on the factors that influence employee turnover ($p=0.006$). Study findings revealed that majority (80%) of the respondents were degree holders, more than half of these degree holders mentioned low salary as the key factor for staff turnover, followed by lack of recognition and lack of promotion as well. Those with masters' level of education also mentioned low salary and lack of recognition as the factors for staff turnover. The only respondent who had PhD also mentioned lack of recognition. Therefore, it was very clear that these respondents with high education levels had same opinions on the factors that contribute to employee turnover.

Table 4.19 Relationship between years spent at work and factors that influence employee turnover

Factors that influence employee turnover						
Characteristic	Low salary	Lack of recognition	Lack of promotion	Lack of social support	Total N (%)	P-Value
Duration						
1 to 5 years	28	10	5	4	47(58.8)	0.008
6 to 10 years	4	6	2	0	12(15)	
11 to 15 years	3	2	5	0	10(12.5)	
16 years and above	10	1	0	0	11(13.8)	
Total	45	19	12	4	80(100)	

Source: field work 2014

From the chi-square test, the result shows that there was an association between number of years respondents have spent in their respective institutions and their opinions on the factors that influence employee turnover ($p=0.008$).

Study findings revealed that more than half of the respondents interviewed have been working with the institutions between one to five years and these are more likely to be having low salaries and believe that could be the major factor for employee turnover although some of them believed lack of recognition as the factor that contribute to employee turnover. Few of them mentioned lack of promotion and lack of social support. Generally, more than half of respondents interviewed (regardless of years spent at work) mentioned low salary as the major factor that influence employee turnover, followed by those who mentioned lack of recognition, lack of promotion and lack of social support.

In terms of tenure, most research conducted support the supposition that turnover is significantly higher for shorter tenure employees. It has been found that employees normally resign during the first three years of employment.

A large percentage of voluntary turnover occurs in the first few months of employment when a person is still new in the organisation (Grobler et al, 2006,

p.126).

According to Van Der Merwe and Miller (1993, p.70) it is not only the length of service which affect employee stability but factors such as the formation of group ties, essence of familiarity with the job situation, and other tangible and intangible benefits which are likely to arise from long service. Nel et al (2003, p. 85) also state that employees sometimes remain in an organisation for a long period because they have built up a good relationship with their coworkers

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

A review of relevant literature led to the identification of remuneration, work interrelationship, organisational staff development policy and environmental factors that impact on staff turnover. Remuneration problems arise because of uncompetitive, inequitable or unfair pay systems. Pay and benefits must be competitive which means they must be close to what other employers are providing and what individuals believe to be consistent with their capabilities, experience and performance.

Employees can be demotivated because they are unclear about their responsibilities or performance standards, are not provided with feedback on how well they are doing or feel that their performance appraisals are unfair. Many individuals expect their rewards to be differentiated from those of others based on performance. That means if an employee receives about the same pay increase and overall pay as others who produce less, are absent more and work fewer hours than themselves, they may feel that the situation is unfair. To strengthen links between organisational and individual performance, firms are using variable pay and incentives programmes. These programmes offer cash bonuses or lump sum payments to reward extra performance.

Dissatisfaction with career prospects is a major cause of resignations. This may be unavoidable- more people now recognise that they need to broaden their experience in a number of organisations. But such wastage can be unnecessary if it is caused by failure of the organisation to keep individuals informed of their career opportunities or to provide them with career development opportunities. Employees should be able to discuss career opportunities within the organisation and career development activities with their management. Career development and planning efforts may

include formal mentoring programs. Also Institutions can reduce attrition by showing employees that they are serious about promoting from within.

The key to win turnover is valuing all people's contributions to the institution, recognising their strength and respecting their ideas. Lack of recognition of contributions from employees and rewards for such contributions may also influence the rate of turnover. Employees need to feel that someone cares and that they are an important part of the team. This recognition need not be in the form of money. It can be either tangible or intangible. Calling the worker into the office and mentioning the good work done is enough. Tangible recognition comes in many forms such as employee of the month and perfect attendance certificates.

The remedy for these problems identified is to improve the organisation's systems for recruitment, training and development, performance management and reward. In other words, it is necessary to develop a coherent and integrated approach to the management of people, and this is the essence of human resource management.

Problems and Limitations

The main problem experienced by the researcher was the refusal by some respondents to complete the questionnaire. Some respondents were not willing to cooperate even after they were shown a letter that gave permission to the researcher to conduct the study at the respective Institutions. The process of collecting the questionnaire proved to be challenging because some respondents failed to complete the questionnaire on time and the researcher spent a considerable amount of time visiting the Institutions to follow up on the collection of the questionnaires. Despite this, an adequate number of questionnaires were returned to make the study valid. In addition, not enough Management staff participated in the study to make a comparison between the responses of management and non management staff viable.

5.2 Conclusion.

A number of factors were found to be the causes of the high turnover of staff in the institutions. These included the issue of lack of communication hence poor work interrelationship, lack of staff development policy and training so as to advance in their career; poor working environment which leads to job dissatisfaction, lack of promotional prospects in the institution, salaries not being competitive with other institutions and lack of appreciation of the work in the institution by management.

5.3 Recommendation

Strategies on how to minimize employee turnover, confronted with problems of employee turnover, management has several policy options viz. changing (or improving existing) policies towards recruitment, selection, induction, training, job design and wage payment. Equally, employee turnover attributable to wage rates could be addressed by benchmarking on salaries with other institutions. Management should also show appreciation of the work in the institution and engage employees on issues that affect them. This way the employers would be in a position to note disgruntlements before they culminate into resignation.

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**QUESTIONNAIRE ON STAFF TURNOVER IN HEALTH SERVICES IN
HIGH LEARNING INSTITUTIONS IN TANZANIA**

Please mark where appropriate

1. What is your gender?

Male	
Female	

2. What is your age

20-29 years	
30-39	
40-49	
50-59	
60 and above	

3. What is your designation?

Academic staff	
Non academic staff	
Others, please mention	

4. In which Institution do you work? Public/ private

.....

5. Qualifications (put a tick) secondary () certificate () Diploma () Degree ()

6. What kind of staff are you?

Permanent and pensionable	
Part time	

7. For how many years you have been working with your current employer
(please tick where appropriate)

- i. 1-5 ()
- ii. 6-10 ()
- iii. 11-15 ()

iv. 16 and above ()

8. In your opinion tick factors that influence employee turnover in the institutions

- a) Low salary
- b) Lack of recognition
- c) Lack of promotion
- d) Lack of social support
- e) Others mention.....

9. In your opinion does remuneration contribute to staff turnover? Tick

- a) Definitely agree ()
- b) Probably agree ()
- c) Neutral ()
- d) Probably disagree ()
- e) Definitely disagree ()

10. How do you rate your working environment as contributing factor to staff turnover

- a) Better
- b) Good
- c) Satisfying
- d) Poor
- e) Other

reasons.....
.....

11. In your Institution do you have staff policy implemented?

- a) Yes
- b) No

12. How does staff development policy contributes to staff turnover in your opinions

- a)
- b)
- c)

13. To find out the reason for staff turnover among public/ private medical higher institution staff.

No.	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I feel satisfied with my current job					
2	I feel content with my remuneration package					
3	There are possibilities for a career advancement in my current job					
4	I am contented with my colleagues at work.					
5	Multitasking is allowed in this Institution					
6	I receive adequate training and information to prepare the schemes of work.					
7	My job Offers time for other personal activities.					
8	Academic staffs are not committed to their work					
9	Am valued and appreciated by management					
10	I enjoy coming to work everyday					

14. To find out the effects of staff turnover in health services

No.	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Employee Turn over affects quality of work.					
2	Employee turnover decreases performance					
3	Poor motivation affects staff performance					
4	Employee turnover leads to unbudgeted expenses					
5	Work efficiency is affected by employee turnover					
6	Employee turnover lowers work morale of all staff					
7	Employee turnover makes job retention difficult					
8	Staff turnover affects decision making					
9	Staff turnover decreases the rate of medical students					
10	Work relationships are broken by employee turnover					