

**A SURVEY OF FACTORS INFLUENCING STAFF TURNOVER IN
TEACHERS SERVICE COMMISSION IN KENYA**

BY:

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D53/CTY/PT/23223/2011

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF BUSINESS
ADMINISTRATION (HUMAN RESOURCE MANAGEMENT OPTION)
SCHOOL OF BUSINESS KENYATTA UNIVERSITY.**

JANUARY 2013

DECLARATION

This project report is my original work and has not been presented for a degree or any other course in any other institution.

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ACKNOWLEDGEMENT

I would like to thank my loving family for supporting me while I took time and energy away from home life.

My sincere appreciation goes to Mr. Shadrack Bett my supervisor who was involved in the early stages of the proposal and kept me focused throughout the supervision of the document.

His knack for getting the proposal the level of writing appropriate for academic excellence was invaluable as was his attention for details.

DEDICATION

The study is dedicated to my family.

ABSTRACT

The objective of the study was to investigate factors influencing employee turnover at the teachers' service commission in Kenya. The study specifically investigated the influence of training and development, remuneration, scheme of service and organizational structure as factors that may contribute to workforce turnover in this sector.

The study adopted a descriptive research design to identify the employee turnover factors and a sample size of 81 employees was selected using a stratified random sampling since the population for the purpose of this study was regarded as not being homogeneous. The study collected both primary and secondary data using semi-structured questionnaire and review of empirical and theoretical literatures respectively. The instruments were pilot tested for reliability checks. Statistical software SPSS was used for data analysis and generation of charts and graphs. Analysis took both descriptive and inferential dimensions where some elements of measure of central tendency and regression analysis were employed respectively.

The findings indicated that poor remunerations greatly influences staff turnover followed by training and development. Organizational structure was found to be of least influence on staff turnover. These findings are of great significance to employers especially in the public service commission's who are the main players in ensuring effective service delivery to the public. The information generated will help them understand the forces that affect their institutions either positively or negatively. The findings are also beneficial to the private sector, Governments and policy makers in identifying clearly the bottlenecks which cause turnover and how they can be overcome by suggesting possible solution. However the study faced some limitations as the public service involves many players and is wide with unique characteristics so not all findings were generally applicable to the entire public service.

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ABBREVIATIONS AND ACRONYMS

TSC Teachers service commission

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Employee turnover is a major concern for many organizations today. High employee turnover can have a devastating effect on a company, especially if the lost employees are high performers. First and foremost, it is costly to replace personnel, and the proprietary knowledge that they take with them when they leave is impossible to replace. A ripple effect often occurs as well. When employees depart, they impact morale, spur rumors, and often open the door for others to leave the organization. According to the Saratoga Institute, which specializes in quantitative human resources measurement systems, the average company loses about one million dollars for every 10 professional employees who leave.

There is a vast literature on the causes of voluntary employee turnover dating back to the 1950s. By developing multivariate models that combine a number of factors contributing to turnover and empirically testing the models researchers have sought to predict why individuals leave organizations. Many studies are based on only a small number of variables which often only explain a small amount of variability in turnover. Another criticism of turnover studies is that they do not adequately capture the complex psychological processes involved in individual turnover decisions. A recent study of turnover by Boxall et al (2003) in New Zealand confirmed the view that motivation for job change is multidimensional and that no one factor will explain

it. In 1995, a meta-analysis of some 800 turnover studies was conducted by Hom and Griffeth, which was recently updated (Griffeth et al, 2000). Their analysis confirmed some well-established findings on the causes of turnover. These include: job satisfaction, organisational commitment, comparison of alternatives and intention to quit. Kirschenbaum & Mano-Negrin (2004) research on the impact of unemployment rates as a proxy for actual opportunities in employee turnover revealed that unemployment rates affected the job-satisfaction/turnover intent relationship but not actual turnover. The authors concluded that objective opportunities were a better set of explanations of actual turnover behaviour than either perceived internal or external labour market opportunities.

Nevertheless, while actual alternatives appear to be a better predictor of turnover, there is also well-established evidence of the link between perceived alternatives and actual turnover. In their most recent meta-analysis, Griffeth et al (2000) confirmed that perceived alternatives modestly predict turnover. Mobley et al (2003) noted that the relationship between intentions and turnover is consistent and generally stronger than the satisfaction-turnover relationship, although it still accounted for less than a quarter of the variability in turnover. Tang et al's (2000) study confirmed the link between commitment and actual turnover and Griffeth et al's (2000) analysis showed that organisational commitment was a better predictor of turnover than overall job satisfaction. Martin (2003) investigates the determinants of labour turnover using establishment-level survey data for the UK. Martin indicated that there is an inverse relationship between relative wages and turnover (i.e. establishments with higher relative pay had lower turnover).

Griffeth et al (2000) noted 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 leave. They cite findings from Milkovich and Newman (1999) that where collective reward programs replace individual incentives, their introduction may lead to higher turnover among high performers. Taplin et al (2003) conducted a large-scale turnover study in the British clothing industry. Two factors emerged as the most significant reasons for employees leaving the industry. One was the low level of wage rates in the clothing industry relative to other manufacturing sectors. The other reason referred to industry image with staff leaving because of fears relating to the long-term future of clothing manufacture in the UK. In this study, turnover rates were highest among the most skilled workers.

Martin (2003) detected a complex relationship between turnover and training. He suggested that establishments that enhance the skills of existing workers have lower turnover rates. However, turnover is higher when workers are trained to be multi-skilled, which may imply that this type of training enhances the prospects of workers to find work elsewhere. Shah and Burke (2003) reviewed some of the literature on the relationship between turnover and training. In a British study examining the impact of training on mobility, Green et al (2000) concluded that, in aggregate, training has on average no impact on mobility. However, training that is wholly sponsored by the individual (or their families) is on balance likely to be a prelude to job search. In contrast, when employers pay for training the downward effect on mobility is more likely. Chang (2004) examined the relationship between career commitment,

organizational commitment and turnover intention among Korean researchers and found that the role of career commitment was stronger in predicting turnover intentions.

Loss of employee talent hinders the development of new products, disrupts client relationships and delays customer deliverables. These production delays, along with replacement costs of employee turnover, negatively affect overall business performance and success. Vacant positions also cause a decline in overall productivity. Employees who remain with the organization are less productive and efficient while they assume the responsibilities of the vacant position in addition to their own job duties. Once a vacant position is filled with a new employee, those individuals are still contributing less to their primary job responsibilities and, subsequently, to the organization overall as a result of having to train the new hire

Workforce attrition can be a disadvantage, particularly in a competitive job market where the skills gap is increasing. For organizations with high employee turnover rates, it is important to look at the possible root causes of turnover and undertake retention efforts.

An examination of key indicators, such as the types of employees leaving, their tenure at an organization, and the positions they occupied, may reveal trends that organizations can proactively address. Strategies for succession planning, workforce retention, new staff recruitment and job satisfaction can help reduce vacancy rates and subsequently reduce costs and loss of knowledge capital, and improve the overall organization. The importance of reducing employee turnover and ensure staff

retention lie in the strategic approach that is utilized. Companies can seek to achieve organizational goals through a variety of human resource strategies and approaches. One such approach, a commitment strategy, attempts to develop psychological connections between the company and employee as a means of achieving goals (Arthur, 1994; Scholl, 2003).

The History of the Teachers Service Commission dates back to the colonial times when teachers were employed by different bodies namely: The Missionaries and the Government for primary school teachers and the African Teachers Service and the Government for both African and European secondary school teachers.

The Kenya National Union of Teachers, established in 1957, an umbrella body of teachers found it unnecessary to have the decentralized system of handling teachers affairs. It therefore made it its priority to press for the employment of teachers by a central body which led to the establishment of the Teachers Service Commission (TSC) under an Act of Parliament (Cap 212) of the Laws of Kenya in 1967.

Teachers Service Commission transformed from merely serving as a staffing unit of the Ministry of Education to currently handling all that is stipulated in the mandate. It has strategically positioned itself at a competitive edge providing effective service for quality teaching to the largest workforce in the Civil Service totaling 266,500 serving teachers. Teachers Service Commission serves effectively all the 266,500 teachers who are geographically distributed all over the country serving in over 17,000 primary schools and 3,000 secondary schools and related tertiary institutions. To serve them all, the Commission has established units at the provincial and district

levels as per the recommendations of the National Committee on Educational Objectives and Policies of 1976. Services provided by the Commission since its inception has seen the teachers contributing a lot to the growth of our country's social, economic and political dimensions. Over time most have contributed largely in shaping the country's education and its future growth.

TSC has however been facing many challenges ranging from technology infrastructure to high staff turnover. Given its important role in ensuring effective education delivery it is important to understand the factors which are causing this staff turnover and also to suggest how these problems can be overcome hence the need for this study.

1.2 Statement of the problem

Many studies have been carried out on employee turnover. Bii, (2005) studied labour turnover in the Ministry of Labour and his findings indicated that job satisfaction was a key driver for turnover. Irungu (2010) looked at employee turnover and its impact on service delivery and concluded that high levels of employee turnover led to decreased service delivery and increased customer dissatisfaction.

Ongori, (2007) reviewed literature on employee turnover and identified factors such as training and development as being key determinants for employee turnover. Martin (2003) looked at the effect of unions on labour turnover and found clear evidence that unionism is associated with lower turnover. He suggested that lower turnover is a result of the ability of unions to secure better working conditions thus increasing the attractiveness for workers of staying in their current job. However no studies have

been done to identify causes of employee turnover at Teachers Service Commission which serves the highest labour force (55%) in the public sector.

According to TSC report (2006) their attrition is at 50% and mostly among trained staff. Further, education remains as one of the most important sectors in attainment of Kenya's vision 2030. It is therefore imperative that any factors that would hinder the attainment of Kenya's education vision be identified and addressed hence a need to study the factors causing the turnover at this very important commission. This study will investigate the factors that lead to the turnover and suggest ways of curbing these problems and reducing the high turnover rate.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to examine factors influencing staff turnover in Teachers Service Commission

1.3.2 Specific Objectives

The specific objectives of the study included:-

- i. To determine how training and development of staff influences such turnover in Teachers Service Commission.
- ii. To find out the influence of remuneration of staff on turnover in Teachers Service Commission.
- iii. To investigate the extent to which the existing scheme of service Influences such staff turnover in Teachers Service Commission.
- iv. To establish how the organization structure influences such staff turnover in Teachers Service Commission.

1.4 Research Questions

- i. What is the effect of training and development on staff turnover in Teachers Service Commission?
- ii. Does remuneration of staff affect staff turnover in Teachers Service Commission?
- iii. How does existing scheme of service influence staff turnover in Teachers Service Commission?
- iv. Does organization structure influence staff turnover in Teachers Service Commission?

1.5 Significance of the Study

This study is of great significance to employers especially in the public service commission's who are the main players in ensuring effective service delivery to the public. The information generated is helpful in understanding the forces that affect their institutions either positively or negatively. The study is also beneficial to the private sector, Governments and policy makers in identifying clearly the bottlenecks which cause turnover and how they can be overcome by suggesting possible solutions. Besides these benefits, the study has added to the existing body of knowledge on staff turnover. Future researchers in this field will find this research quite resourceful as part of their literature review.

1.6 Scope of the Study

The study was carried out in Teachers service commission given its importance in delivery of educational targets and that it currently has a high attrition rate and especially among its trained human resources.

1.7 Limitation of the Study

The public service has many institutions and many players. It is therefore impractical to claim that one can study it in whole. This study therefore was limited by the fact that one can only study a small portion of the market and then infer the findings to the whole population. This limitation was minimized by selection of a sample that is representative of the population.

In dealing with the limitations, the study aimed at providing in depth understanding of the impact of training on staff turnover. In this respect, substitute interviews were selected. Questions were structured in a way as to make them vivid and easy to understand even those unfamiliar with staff turnover issues. Constant follow up was employed to ensure that almost all respondents filled in their questionnaires.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Organizations invest a lot on their employees in terms of induction and training, developing, maintaining and retaining them in their organization. Therefore, managers at all costs must minimize employee's turnover. Although, there is no standard framework for understanding the employees turnover process as whole, a wide range of factors have been found useful in interpreting employee turnover Kevin et al (2004). Therefore, there is need to develop a fuller understanding of the employee turnover, more especially, the causes of employee turnover, effects and strategies that managers can put in place minimize turnover.

With globalization which is heightening competition, organizations must continue to develop tangible products and provide services which are based on strategies created by employees. These employees are extremely crucial to the organisation since their value to the organization is essentially intangible and not easily replicated Meaghan et al. (2002). However, the majority of studies have focused on other sectors completely ignoring the educational sector and more specific the commission that oversees the execution of education sector strategies. In this study the researcher will review the various theories and literatures that exist on factors leading to staff turnover and those on the independent and dependent variables leading to formulation of the conceptual framework.

2.2 Theories of employee turnover

The classical employees' turnover is the rotation of employees around the labour market between firms, jobs and occupations, and between the states of employment and unemployment (Abassi et al., 2000). The term "turnover" is defined by Price (2003) as the ratio of the number of organizational members who have left and divided by the average number of people in that organization during the period. Generally, there were primary study in organizational employee's movement from view of macroscopically economic at the beginning of the 20th century, for searching the factors influencing employees' turnover, such as salary, common training, labour market structure, and job opportunities, and their achievements have laid the foundation for later construction of organizational employees' retention/ turnover theory (March, 1999; Burton, 2001; Chen, 2002; Zhang et al., 2006).

In terms of the integrative theory concerning management of employees' retention/ turnover, as early as Barnard (1938, 1997), from the perspective of organizational society, personal psychology, and interaction of economic interest, made profound discussions about the determinate factors (individual goal, desirability, impetus, and other available opportunities which can be perceived) for people to join certain "collaborative organizations", theory on effectiveness of organizational "inducement" for attracting organizational members and keeping their willingness to contribute to organization, maintaining social structure in organizations, and realizing the target of organization.

The Organizational Equilibrium Theory indicates clearly that the movement desirability and perceived mobility by employees are the most important theoretical precursor variables for their turnover behavior. The Classic School with the idea of the “Job attitude model” in the last 60 years took the main position in classic mainstream research. This is based on job attitude and oriented at the construction element of organizational commitment from the concept of movement desirability perceived by individuals. In the classic model, the ease of apperceived mobility by individuals is understood as selectable job opportunities or actual unemployment rate perceived by individuals, and is constructed as an external influencing factor which acts directly on employees’ withdraw tendency or turnover behavior in the traditional research model based on job attitude (Xie, 2003; Lee et al., 2004).

Classic turnover models based on job attitude are constructed on the basis of a psychological process. It puts research focus on the mutual relations of employees’ turnover behavior, including job satisfaction, training opportunities, organizational commitment and expansion of their sub-structure variables as the mediator variables, generating various representative organizational employee voluntary models in different periods. The model’s variables were increasingly generated and their relationships among variables gradually became complicated (Griffeth et al., 2000; Lee et al., 2004). Examples of the differing variables include the psychological process model of Price (1977) with job satisfaction and better remuneration as the direct mediator for employee voluntary turnover; the “Extended Media Chain” model put forward by Mobley (1979); Steers and Mowday’s turnover model (1981) with the introduction of organizational commitment as a mediator; and the so called “non-

mainstream” voluntary turnover model called “Cusp-Catastrophe” of Sheridan and Abelson’s (1983), which regards job satisfaction as the key measuring indicator and did not treat turnover as a process of continuous psychological changes. The above-mentioned models introduced respectively by Price (1977), Mobley (1979), Steers and Mowday (1991) are regarded as typical “Attitude models” in the development of research on organizational employees’ turnover in the monograph of Hom Griffeth, published in 1995.

The multi-route unwrapped turnover model and the job coupling model on employee turnover on employee turnover, which were developed by Lee (1999) and Mitchell et al., (2003), may be integrated with the background of social capital, and may be combined closely with social factors with more comprehensive inclusiveness.

Therefore, the developed model may demonstrate an adaptable situation whereby different period features put the accent on knowledge economy development, especially the job coupling model by Mitchell (2003) and Lee (2004) reveals employee retention or turnover tendencies and behaviours. They are a more significant explanation for the traditional-manner turnover model, which is attracting attention and is increasingly quoted by the mainstream school (Maertz and Griffeth, 2004).

Coupling means the economic activities are rooted in the social structure, but the core of the social structure should be the social network of the people living and coupling. Its mechanism should be the “dependence on each other”. The practical verification of the job coupling model may reveal the performance factors of the organization included by the employee job coupled, this may possibly be the link or process which

connects employee organizational behavior decision-making and withdraw behavior decision-making at the concept and the experience of the organization.

2.2.1 Training and development

Training is of growing importance to companies seeking to gain an advantage among competitors. There is significant debate among professionals and scholars as to the affect that training has on both employee and organizational goals. One school of thought argues that training leads to an increase in turnover while the other states that training is a tool to that can lead to higher levels of employee retention (Colarelli & Montei, 2004; Becker, 2005). Regardless of where one falls within this debate, most professionals agree that employee training is a complex human resource practice that can significantly impact a company's success.

The training industry as a whole has shown significant growth through the years. Statistics indicate that investment in training is continuing to grow as more and more companies realize its importance. In 1995, \$7.7 billion was spent on the wages and salaries of in-house company trainers and \$2.8 billion was spent on tuition reimbursement (Frazis, Gittleman, Horrigan, Joyce, 1998). The American Society for Training and Development found that in 2004, the average annual training expenditure per employee was \$955, which is an increase of \$135 per employee from the previous year. The number of formal learning hours per employee also rose from 26 hours in 2003, to 32 hours in 2004 (atsd.com, 2005). As the investment in various training programs continue to rise, it becomes even more imperative for employers to understand the impact that training has on their organization.

Training can have a considerable influence on company finances as there are several potential training costs that companies may incur. One type of training related cost is direct cost. This may include instructor salary, materials, and follow-up supervision. A second type of training related cost is indirect cost. These costs are related to worker output and productivity during and upon completion of the training.

Along these lines, once a training program is completed, worker productivity is expected to increase. The benefits will be to the company, due to an increase in worker output and productivity, and to the worker, as the increase in output should translate into higher wages and opportunities for career advancement. In general, a company will weigh the costs and returns to training to determine the amount of investment it will incur (Kaufman & Hotchkiss, 2006).

Krueger and Rouse (1998) examined the effect that training and workplace education programs can have on various organizations. The study included an analysis of numerous outcome variables that may be achieved through training. Variables relating to performance, wages, productivity, satisfaction, motivation, and absenteeism were all examined. These variables are analogous too many of those that are commonly scrutinized in the training and development literature.

The importance of ensuring employee retention following training may lie in the strategic approach that is utilized. Companies can seek to achieve organizational goals through a variety of human resource strategies and approaches. One such approach, a commitment strategy, attempts to develop psychological connections between the company and employee as a means of achieving goals (Arthur, 2002; Scholl, 2003).

In an attempt to ensure that the employee remains with the company following training, employers may implement a strategy to training that fosters commitment. Training that attempts to increase employee commitment may serve to counter the numerous direct and indirect costs associated with turnover. Although a commitment strategy can be tied to all company human resource practices; recruitment, selection, performance evaluation, and so on, the focus of this paper will be to determine whether training can lead to an increase in employee commitment and in turn foster employee retention.

When organizations seek to foster a philosophy of commitment, then the likelihood of an employee searching for employment elsewhere is lowered. In a study of employee mobility, Green, Felsted, Mayhew, and Pack (2000) found that commitment objectives decreased that probability of employees being “more likely to search” from 19 to 10 percent, and increased being in the “less likely to search” category from 15 to 26 percent. Much like the other studies identified above, this study shows that committed employees are more likely to remain with the organization.

Patrick Owens (2006) had a similar finding in his study of training and organizational outcomes. Although Owens’ study centered on the overall impact of training he was able to find a correlation between commitment and turnover.

The study found that employees that had a higher level of commitment also had a higher level of “turnover cognitions”. A higher score in “turnover cognitions” indicated that the employee had a more favorable attitude and was less likely to consider turnover. By applying the results of his survey to independent t-tests,

Owens was able to determine that trained employees had a mean turnover cognition of 31.15 and organizational commitment of 83.54. In comparison, the untrained employees had a mean of 28.94 for turnover and 75.87 for commitment. These statistics are relevant as they are representative of the inverse relationship of commitment and turnover. By separating the trained and untrained employees, Owens was able to show that the more committed employees are, the less likely they will consider turnover.

2.2.2 Remuneration

Remuneration is the reward for employment in the form of pay, salary, or wage, including allowances, benefits (such as company car, medical plan, and pension plan), bonuses, cash incentives, and monetary value of the non - cash incentives.

Compensation as a concept according to (Bernadine, 2007) refers to all forms of financial returns and tangible benefits that employee receives as part of employment relationship.

Compensation as it were is divided into two parts and these are cash compensation which is the direct pay provided by employer for work performed by the employee and fringe compensation which refers to employee benefit programs. Cash compensation has two elements which include base pay and pay contingent. Base pay has to do with hourly or weekly wages plus overtime pay, shift differential and uniform allowance while pay contingent is concerned with performance allowances such as merit increases, incentive pay bonuses and gain sharing. Fringe compensation on the other hand refers to employee benefits programs. Fringe compensation also has two parts to it which are legally required benefit programs and discretionary benefits.

Legally required benefit programs include social security, workers compensation while discretionary programs include health benefits, pension plans, paid time off, tuition reimbursement, recognition award, foreign service premiums, responsibility allowance, child care, on campus accommodation, promotion, annual increment and a host of others (Cascio, 2003; Dessler, 2005; Bernadin,2007). Benefits, in a nutshell are the indirect financial and non financial payments employees receive for continuing their employment with an organization.

The concept of employee compensation and benefits cannot be discussed in a vacuum. Various studies have established that salaries and benefits are closely related to job satisfaction (St. Lifer, 1994); and job satisfaction can bring about motivation which in turn affects employee job performance and organizational commitment.

Compensation as it were is a complex topic that has significant impact on organizational success (Dessler, 2005), and for any organization to succeed, it must not look up to capital investment but to its employees as the fundamental source of improvement with the understanding that the human element and the organization are synonymous (Ayeni, and Popoola, 2007).

According to Cascio (2003), the objective of the design of compensation program is divided into two, which are, direct and indirect forms of compensation. Direct compensation has to do with wage and / or salary aspect while indirect compensation is the fringe benefits a worker enjoys as a result of working in an organization. Integrating the two into a package that will encourage the achievement of an organizations goal is what compensation is all about.

In the words of McNamara (2006), compensation includes issues regarding wage and/or salary programs and structures accruing from job descriptions, merit-based programs, bonus-based programs, commission based programs and so on, while benefits typically refers to retirement plans, health life insurance, disability insurance, vacation, employee stock ownership plan and so on. Gomez – Mejia, Balkin and Cardy (2006) view employee compensation as comprising of base pay and fringe benefits. Base pay or cash pay is the direct pay provided by employers for work performed and these include salary, overtime pay, shift allowance, uniform allowances and pay contingent on performance like merit awards, incentive pay, bonuses and gain sharing while fringe compensating include required programs such as social security, health benefits, pension plans, paid time off, tuition reimbursement, foreign service premiums and so on.

Other emerging trends in employee benefits embrace flexibility or what is known as cafeteria approach to benefits. This allows an employee to choose from array of benefits in lieu of pay. An employee who is a bachelor may choose money in lieu of child care (Miner and Crane, 2005). This is a welcoming idea though it could be more expensive for employers. By and large, employee compensation and benefits is the ultimate in an organization whether monetary or non-monetary and it matters a lot to individual workers.

An average employee in the organized sector is entitled to several benefits such as salary and wages, incentives; fringe benefits etc. following are the major components of remuneration: Wages represent the hourly rates of pay whereas salary represents

the monthly rates of pay regardless number of hours put in by an employee. Incentives are basically “payment by results”. Incentives depend on productivity, sales, profits or cost reduction efforts. Individual Incentive Scheme is applicable to specific employee performance. Group Incentive Scheme is applicable where a given task demands group efforts for completion. Fringe Benefits include gratuity, medical care, hospitalization, accident relief, health & group insurance, canteen, uniform and recreation etc. Prerequisites are allowed to executives and include company car, club membership, paid holidays, furnished house, stock option schemes etc. Non Monetary Benefits include challenging job responsibilities, growth prospect, competent supervision, comfortable working conditions etc.

2.2.3 Scheme of service

According to the directorate of personnel management Kenya (2004) a good scheme of service should aim to provide for a clearly defined career structure which will attract, motivate and facilitate retention of suitably qualified and competent Personnel in the Civil Service, to provide for clearly defined job descriptions and specifications with clear delineation of duties and responsibilities at all levels within the career structure to enable officers understand the requirements and demands of their job, to establish standards for recruitment, training and advancement within the career structure on the basis of qualification, knowledge of the job, merit and ability as reflected in work performance and results and to ensure appropriate career planning and succession management. Good schemes of service enable organisations to attract and retain quality staffs that in turn provide quality service to the customers enabling the organisations to grow and maximize shareholder returns.

Grade structures are needed to provide a logically designed framework within which an organisation's pay policies can be implemented. Structures enable an organisation to determine where jobs should be placed in a hierarchy, to define pay levels and the scope for pay progression and provide the basis on which relativities can be managed, equal pay can be achieved and the processes of monitoring and controlling the implementation of pay practices can take place. A grade and pay structure is also a medium through which the organisation can communicate the career and pay opportunities available to employees (Armstrong and Murlis, 2005).

Job evaluation underpins judgments on appropriate grading and therefore pays decisions. It 'is a systematic process for defining the relative worth or size of jobs within an organisation in order to establish internal relativities and provide the basis for designing an equitable grade and pay structure' (Armstrong and Murlis, 2005).

Initially emerging out of the need to guarantee equal pay for equal work, particularly for female employees, interest in job evaluation has increased generally, in line with a growing awareness of its benefits. Armstrong and Murlis (2005) summarize these as: assisting organizations to meet ethical and legal 'equal pay for work of equal value' obligations, establishing the relative value or size of jobs, i.e. internal relativities based on fair, sound and consistent judgments, producing the information required to design and maintain equitable and defensible grade and pay structures, providing as objective as possible a basis for grading jobs within a grade structure, thus enabling consistent decisions to be made about job grading and enabling sound market comparisons with jobs or roles of equivalent complexity or size.

The conventional view of job evaluation is that it is concerned with the job not the person. In other words, the only concern is the content of the job in terms of the demands made on the job-holder. The main perceived benefit of properly devised and applied job evaluation is that it allows for consistent decisions to be made on job grades and rates of pay. In addition, such decisions are far more likely to be accepted by employees as fair and equitable as compared to informal, ad-hoc approaches.

However, criticisms of the concept have also been made (Gunnigle et al, 2006). It has been suggested that job evaluation leads to a situation whereby the job is perceived as more important than the person in the job and more particularly their performance. This can lead to excessive weight being given to promotion within environments where opportunities in this regard may be limited. Related to this is the inability of many formal job evaluation schemes to effectively address the issue of knowledge workers whose performance is based on specialised applied learning rather than on general skills and, also, its inability to keep pace with ever changing roles which are a common feature of many dynamic organisations.

There is also the possibility of schemes decaying overtime through misuse. People learn to manipulate them to achieve a higher grade and this leads to the phenomenon known as 'grade drift' - re-grading that are not justified by a sufficiently significant increase in responsibility (Armstrong and Murlis, 2005). Lastly, is the fundamental problem of the possibility of error in the human judgments that form a central part of the whole process.

Perhaps the biggest pitfall in this regard is making a priori judgments, whereby decisions in relation to job evaluation are influenced by preconceptions about relative worth.

2.2.4 Organizational Structure

Until recently, nearly all organizations followed Weber's concept of bureaucratic structures. The increased complexity of multinational organizations created the necessity of a new structure that Drucker called (1974) "federal decentralization". In federal decentralization, a company is organized so that there are a number of independent units operating simultaneously. "Each unit has its own management which, in effect, runs its own autonomous business." This structure has resulted in large conglomerates which have diversified into many different fields in order to minimize risk.

The project management organizational structure has been used effectively in highly dynamic and technological environments (French, Kast and Rosenzweig, 2005). The project manager becomes the focal point for information and activities related to a specific project. The goal is to provide effective integration of an organization's resources towards the completion of a specific project. Implementing a project management approach often involves dramatic changes in the relationships of authority and responsibility.

The matrix organizational structure evolved from the project management form (Kolodny, 2004). It represents a compromise between the traditional bureaucratic

approach and the autonomous project management approach. A matrix organization has permanently established departments that provide integration for project management. The matrix form is superimposed on the hierarchical structure, resulting in dual authority and responsibilities. Permanent functionality departments allocate resources to be shared among departments and managers.

Chandler (2003) studied four large United States corporations and proposed that an organization would naturally evolve to meet the needs of its strategy -- that form follows function. Implicit in Chandler's ideas was that organizations would act in a rational, sequential, and linear manner to adapt to changes in the environment. Effectiveness was a function of management's ability to adapt to environmental changes.

Lawrence and Lorsch (2004) also studied how organizations adjusted to fit their environment. In highly volatile industries, they noted the importance of giving managers at all levels the authority to make decisions over their domain. Managers would be free to make decisions contingent on the current situation.

Senge (1990) describes systems thinking as: understanding how our actions shape our reality. If I believe that my current state was created by somebody else, or by forces outside my control, why should I hold a vision? The central premise behind holding a vision is that somehow I can shape my future; Systems thinking helps us see how our own actions have shaped our current reality, thereby giving us confidence that we can create a different reality in the future.

A central theme of systems theory is that nonlinear relationships might exist between variables. Small changes in one variable can cause huge changes in another, and large changes in a variable might have only a nominal effect on another. The concept of nonlinearity adds enormous complexity to our understanding of organizations. In fact, one of the most salient arguments against systems theory is that the complexity introduced by nonlinearity makes it difficult or impossible to fully understand the relationships between variables.

The literature on grade and pay structures (Armstrong and Murlis, 2005; Armstrong and Stephens, 2005; Armstrong and Brown, 2001) identifies five general categories: narrow graded, pay spines, broad banded, career families and job families. Perry et al (2006) in an appraisal of research in this area conclude that ‘merit pay and pay-for-performance systems in the public sector have generally been unsuccessful, have little positive impact on employee motivation and organisational performance, and fail to show a significant relationship between pay and performance’. Finally, the OECD (2005b) in concluding an extensive research study into performance related pay policies in the public sector, suggest that while PRP in itself may not have a significant impact on employee behaviour, it is regarded as useful in facilitating other organisational changes. These include an improved and stronger focus on effective appraisal and goal-setting processes as well as clarification of tasks, better attention to the acquisition of skills and team work, the improvement of employee and management dialogue and increased flexibilities in work organisation: ‘Introducing PRP can be the catalyst that allows organisation changes to occur and, at the same time, facilitates a renegotiation of the ‘effort bargain’ thus assisting in recasting the

culture of the workplace. These dynamics have positive impacts on work performance' (OECD, 2005b).

2.2.5 Staff Turnover

The importance of ensuring employee retention following training may lie in the strategic approach that is utilized. Companies can seek to achieve organizational goals through a variety of human resource strategies and approaches. One such approach, a commitment strategy, attempts to develop psychological connections between the company and employee as a means of achieving goals (Arthur, 1994; Scholl, 2003). In an attempt to ensure that the employee remains with the company following training, employers may implement a strategy to training that fosters commitment. Training that attempts to increase employee commitment may serve to counter the numerous direct and indirect costs associated with turnover.

Richard Steers (2002) hypothesized and found true that the more committed an employee is, the less of a desire they have to terminate from the organization. These "highly committed" employees were found to have a higher intent to remain with the company, a stronger desire to attend work, and a more positive attitude about their employment.

Patrick Owens (2006) had a similar finding in his study of training and organizational outcomes. Although Owens' study centered on the overall impact of training he was able to find a correlation between commitment and turnover.

The study found that employees that had a higher level of commitment also had a higher level of "turnover cognitions". A higher score in "turnover cognitions"

indicated that the employee had a more favorable attitude and was less likely to consider turnover. By applying the results of his survey to independent t-tests, Owens was able to determine that trained employees had a mean turnover cognition of 31.15 and organizational commitment of 83.54.

Most researchers (Bluedorn, 2002; Kalliath and Beck, 2001) 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 2005). 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, 2001. 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 organisation (Tor et al., 2007). 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.

For the purposes of this research we will refer more to the modern turnover theory and model. In general, these research models may be divided into the "Classification employee retention/turnover process model" and the "New developed multi-routes model". Traditional and classic turnover intermediary variable "Job attitude" is

caused directly by “Job satisfaction” and “Organizational commitment”. The multi-routes model has been constructed according to the “New turnover theory” and be explained based on the various specific influencing factors since the 1990s, and the evolutionary direction of the guiding ideology for constructing these research models (Mitchell et al., 2003, 2009).

The multi-route unwrapped turnover model and the job coupling model on employee turnover on employee turnover, which were developed by Lee (1999) and Mitchell et al., (2003), may be integrated with the background of social capital, and may be combined closely with social factors with more comprehensive inclusiveness. Therefore, the developed model may demonstrate an adaptable situation whereby different period features put the accent on knowledge economy development, especially the job coupling model by Mitchell (2003) and Lee (2004) reveals employee retention or turnover tendencies and behaviours. They are a more significant explanation for the traditional-manner turnover model, which is attracting attention and is increasingly quoted by the mainstream school (Maertz and Griffeth, 2004).

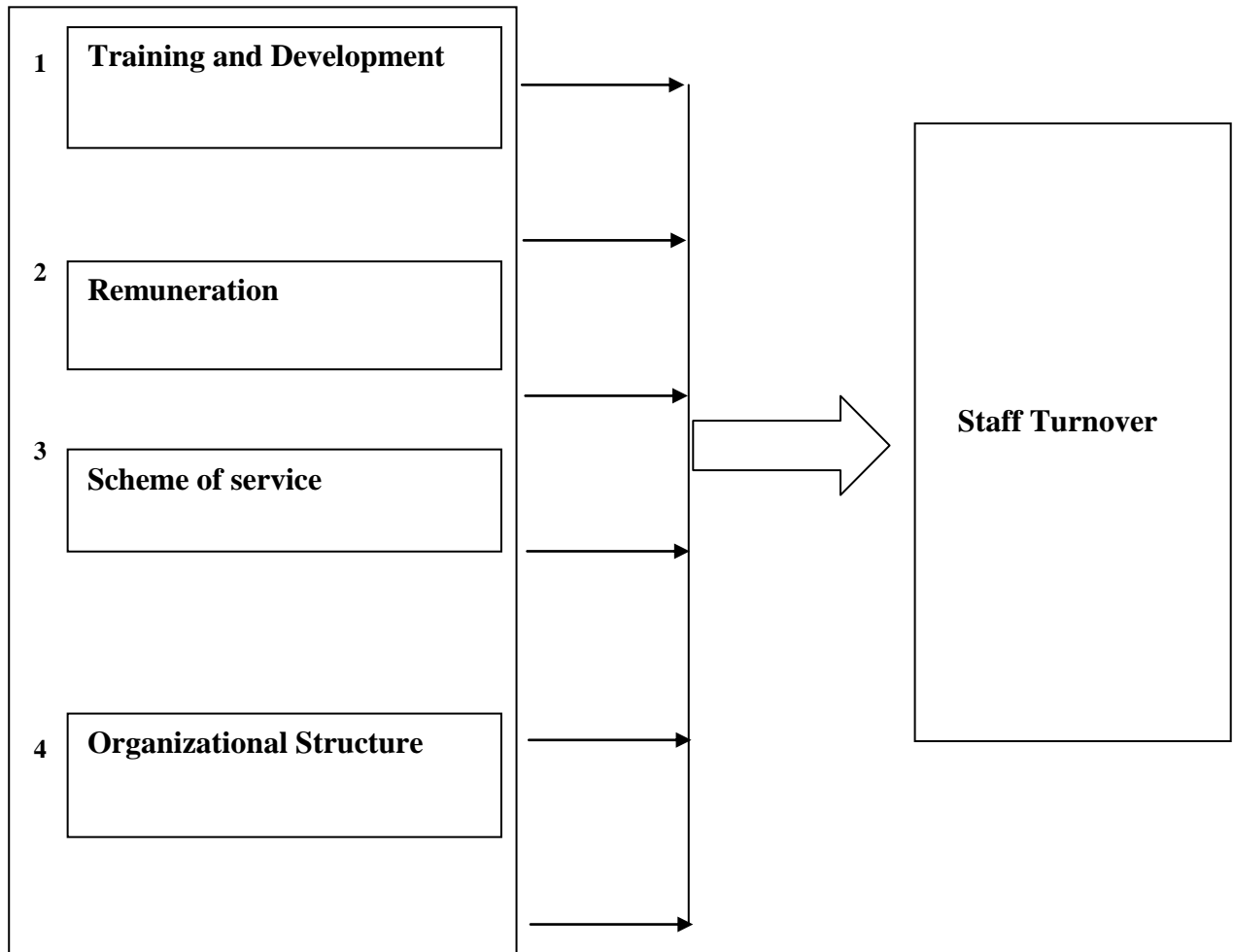
Coupling means the economic activities are rooted in the social structure, but the core of the social structure should be the social network of the people living and coupling. Its mechanism should be the “dependence on each other”. The practical verification of the job coupling model may reveal the performance factors of the organization included by the employee job coupled, this may possibly be the link or process which connects employee organizational behaviour decision-making and withdraw behaviour decision-making at the concept and the experience of the organization.

2.3 Conceptual Framework

From the literature reviewed for this study, the conceptual framework is developed as depicted in Figure 1

Independent Variables

Dependent Variables



Source: Author (2013)

Figure 1: Conceptual model of relationship between the independent variables and staff turnover. The figure depicts the relationships among the various variables of the study identified and explained in the literature review. The framework suggests an interrelationship among two groups of variables: The independent variables and staff turnover.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, target population, sample and sampling techniques, research instruments, validity and reliability of research instruments, data collection procedures and data analysis.

3.2 Research Design

A quantitative research design was adopted for this study. Burns and Grove (1993) define quantitative research as a formal objective, systematic process to describe and test relationships and examine cause and effect interactions among variables. This approach has been used by many researchers with good results; Sunday Anady (2005). This design was deemed suitable to meet objectives of the study namely to determine factors influencing turnover. Strauss (1990) in his research used descriptive survey design with good results achieved in relation to the objective of the study.

3.3 Target Population

The target population was staff of Teachers Service Commission at the headquarters in four departments namely Staffing Directorate, Human Resource Directorate, Finance and Accounts Directorate and Administration Directorate. Although there are a total of 2020 staff in the four departments those who deal with HR issues only number 404.

Table 3.1: TSC Staff Compliment at the head office

DEPARTMENT	POPULATION FREQUENCY	PERCENTAGES
Staffing Directorate	164	41%
Human Resource Directorate	100	25%
Finance and Accounts Directorate	80	20%
Administration Directorate	60	14%
TOTAL	404	100%

Source: TSC Human Resource database (2012)

3.4 Sampling Strategy (Sample size and sampling techniques)

From the above target population of 404 a sample size of 20% was taken, Researchers such as Mugenda & Mugenda (1999) suggest that one may use a sample size of at least 10 per cent, but for better, more representative results, a higher percentage is better. The stratified sample is depicted in table 2 below:

Table 3.2: TSC Sample by Department

DEPARTMENT	POPULATION	SAMPLE RATIO	SAMPLE SIZE
Staffing Directorate	164	0.2	33
Human Resource Directorate	100	0.2	20
Finance and Accounts Directorate	80	0.2	16
Administration Directorate	60	0.2	12
TOTAL	404		81

Source: TSC Human Resource database (2012)

3.5 Data Collection instruments

This study used questionnaires to collect data. Questionnaires are cheap and manageable to administer to respondents that are scattered over a large area. (Mulusa 1988). A questionnaire is defined as a written set of questions to which the subject responds in writing. It is also convenient for collecting information from a large population within a short space of time. Respondents also like it because they feel free to give frank answers to sensitive or embarrassing questions without disclosing their identity (Kothari 2004).

3.6 Methods of collecting Data

Data was collected using questionnaires which are with both open ended and closed ended questions. Face to face interviews was also employed. With the help of two clerks, the researcher administered the questionnaires via drop and pick method. This approach is expected to enhance dependability, accuracy, clarity and adequacy of the administered instruments (Mugenda and Mugenda (1999).

3.7 Validity and Reliability of the instruments

Validity refers to the accuracy or truthfulness of the measurement. It concerns if the questionnaire is measuring what it's expected to. The researcher submitted the instrument to two experts for opinions with regard to content validity. For construct validity, the researcher used a confirmatory factor analysis to see if the various single items contribute to the overall construct measurement. Reliability refers to the aspect

of stability or repeatability. It concerns if the measurement can give consistent results over time. The researcher used test retest method.

3.8 Data analysis (and techniques of presentation)

The researcher examined all the questionnaires for completeness and consistency, and then categorized all the items before coding. The collected data was analyzed using SPSS (statistical package for social sciences). It was presented in pie charts, bar charts and graphs. Descriptive statistics such as mean, mode, median was used to present the characteristics of data.

3.9 Ethical Issues

An informed consent was sought from all the respondents. The respondents were given full and detailed explanation of the study. The respondents were also made aware of voluntary participation and that confidentiality of their responses is guaranteed. They were required to write their names and that no victimization would be used should respondent decline to respond.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

4.1 Background of Respondents

The data for this study was collected within the month of February and March 2013 using questionnaires. In total, 100 questionnaires were distributed to the various respondents. Of these 80 questionnaires were successfully completed and returned to the researcher by respondents giving a response rate of 80%, a figure considered substantially sufficient for the study. Analysis of the profiles of sample respondents was based on demographic characteristics of the respondents in terms of number of years of service, gender and level of education.

4.1.1 Gender of Respondents

Table 4.1 shows that in the 80 respondents, the majority of the respondents were female (60%) and male 40%.

Table 4.1 Gender of Respondents

Gender	Percentage	Number
Male	40%	32
Female	60%	48

Source: Author (Field data 2013)

4.1.2 Level of Education

Majority of the respondents are graduates (50%), Masters (33%), secondary school (7%) and others (10%) as shown in table 4.2.

Table 4.2: Level of Education

Level of Education	Percentage	Number
PhD	0%	0
Masters	33%	26
Under Graduate	50%	40
Secondary	7%	6
Other	10%	8

Source: Author (Field data 2013)

4.1.3 Length of Service

Most of the respondents have been in TSC for between 3-5 years (40%) while only 6% have been in service for less than a year as depicted in table 4.3.

Table 4.3: Length of Service

LESS THAN ONE YEAR	6%
1-3 YEARS	40%
3-5 YEARS	27%
MORE THAN 5 YEARS	27%

Source: Author (Field data 2013)

4.1.4 Knowledge of Factors Causing Turnover at TSC

Most of the respondents understand the causes of turnover at TSC (87%) as shown in figure 4.1.

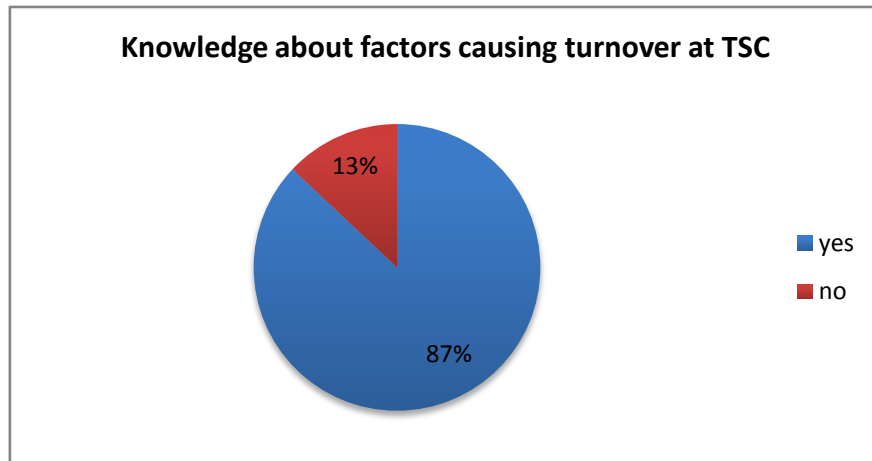


Figure 4.1: Knowledge of Factors causing turnover at TSC

4.2 Effect of Staff Turnover

In general, the study gives a favorable picture concerning the awareness of effects of staff turnover. In table 4.4 the respondents indicated that Staff turnover contributes to poor service delivery (73%) and reduced efficiency (27%) respectively.

Table 4.4: How Staff turnover has affected your organization in recent years

Views on Effect of Staff Turnover	Findings	Number of Respondents
Poor Service Delivery	73%	58
Low Staff Morale	0%	0
Reduced Efficiency	27%	22
Low Productivity of staff	0%	0
Decreased Employee Satisfaction	0%	0

Source: Author (Field data 2013)

Majority of the respondents interviewed were experiencing between high impact of staff turnover on TSC (6%) and moderate effect (67%) as shown in table 4.5.

Table 4.5: Level of impact of Staff Turnover on TSC

Level of Effect	Number of respondents	Findings
High effect	5	6%
Moderate effect	56	67%
No Change	18	21%
Low effect	5	6%
No effect	0	0%

Source: Author (Field data 2013)

Majority of the respondents (93%) concurred that training had a high effect in TSC.

This is depicted in figure 4.2.

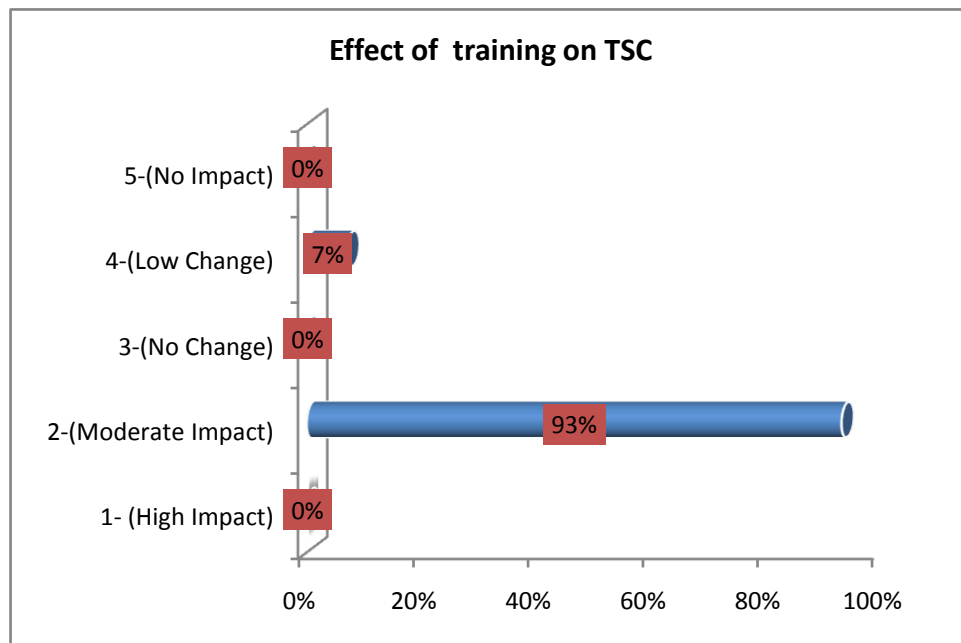


Figure 4.2: Determination of effect of training in TSC

The study also sought to determine the views of the respondents in relation as to whether Staff Turnover had proved as an advantage or disadvantage to Organizational Effectiveness at TSC. The findings indicate that all of the respondents (100%) view Staff Turnover as a disadvantage to Organizational Effectiveness at TSC as shown in figure 4.3.

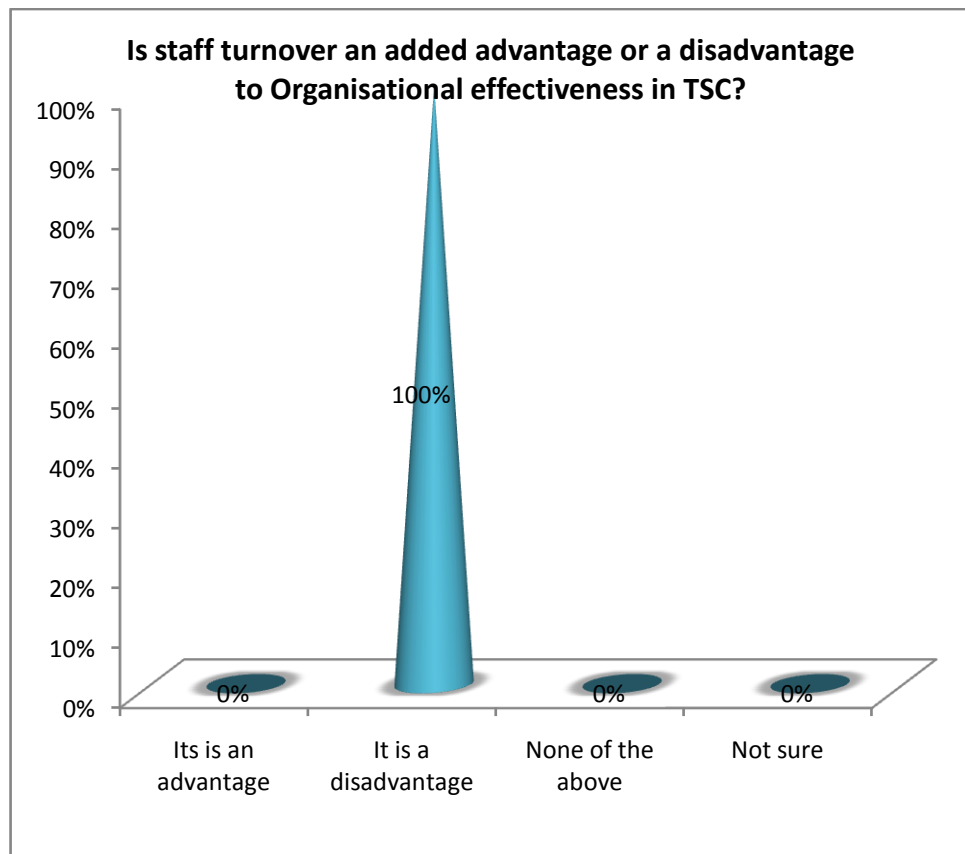


Figure 4.3: Value of Staff turnover on Organizational Effectiveness in TSC

4.3 Impact of Staff Turnover in TSC

The study sought to find out the impact of the various indicators of Staff Turnover in TSC. The respondents were asked to rate, on a five-point scale, the extent to which they agreed or disagreed with statements describing the effect of variables of staff turnover in TSC with respect to training and development, poor remuneration, poor

scheme of service and organizational structure. The ratings ranged from 1 (lowest) to 5 (highest). Responses to various statements under each staff turnover indicator were collapsed and a composite index (mean score) computed for each function. The results were presented in Table 4.6 along with standard deviations.

A look at Table 4.6 showed that poor remuneration was rated highest on average with a mean of 4.18 with responses deviating from this mean by a standard margin of 0.80. This was followed closely by training and development with the mean of 4.00, with standard deviation (STD DEV) of 0.96, poor scheme of service (mean = 3.59, STD DEV = 0.78) and organizational structure (mean = 3.50, STD DEV = 0.58) in that order. This ordering could be interpreted to mean that poor remuneration was considered the best factor that led to staff turnover in TSC as on average respondents agreed to them. Conversely, organizational structure was lowest on the scale of effect on staff turnover although it was still well above the average (mid-point).

Table 4.6: Ranking of Indicators impact on staff turnover at TSC as represented using mean and Standard Deviation

Variable	Mean	Std Deviation	Rating of indicator effect on staff turnover impact
Poor remuneration	4.18	0.80	1 (Highest impact)
Training and development	4.00	0.96	2
Poor Scheme of Service	3.59	0.78	3
Organizational Structure	3.50	0.58	4

Source: (Researcher 2013)

The study also sought to find out which indicator had greatest influence on staff turnover at TSC. This was done using correlation tests. The correlation tests between the variables and staff turnover was tested using Pearson's product moment correlation analysis. The results were presented in Table 4.7. The Pearson's product

moment correlation coefficient values reveal a strong positive and significant correlation between staff turnover and poor remuneration ($r = 0.4, \alpha < 0.01$). Coming next were training and development ($r = 0.3, \alpha < 0.01$) and poor scheme of service ($r = 0.2, \alpha < 0.01$), and lastly, organizational structure at ($r = 0.3, \alpha < 0.05$) respectively.

Table 4.7: Results of the Correlation Analysis for the Relationship between Indicators and staff turnover in TSC

Indicators	r	Ranking based on Correlation Test
Poor remuneration	0.4**	1
Training and Development	0.2**	2
Poor scheme of service	0.3**	3
Organizational Structure	0.3*	4

** Significant at $\alpha < 0.01$ * Significant at $\alpha < 0.05$ n = 184

From Table 4.7 and the analysis above, all the variables were positively and significantly correlated to staff turnover.

4.4 Effect of variables on staff turnover

The study also sought to review the effect of the various variables on staff turnover.

The respondents were required to rank the level of effect ranging from high effect to no effect on each of the independent variables and the findings were as follows:

4.4.1 Effect of Training and Development on Staff Turnover

The findings indicate that 81% of the respondents rank Training and development as having moderate effect on staff turnover while only 6% rank the effects of training and development as being low. This is depicted in table 4.8 below.

Table 4.8: Effect of Training and Development on Staff Turnover

Level of Effect	Number of respondents	Findings
High effect	0	0%
Moderate effect	65	81%
No Change	10	13%
Low effect	5	6%
No effect	0	0%

Source: Author (Field data 2013)

4.4.2 Effect of Remuneration on staff Turnover

The findings indicate that 88% of the respondents rank remuneration as having high effect on staff turnover while only 12% rank the effects of remuneration as having moderate effect on staff turnover. This is depicted in table 4.9 below.

Table 4.9: Effect of Remuneration on Staff Turnover

Level of Effect	Number of respondents	Findings
High effect	70	88%
Moderate effect	10	12%
No Change	0	0%
Low effect	0	0%
No effect	0	0%

Source: Author (Field data 2013)

4.4.3 Effect of Scheme of Service on Staff Turnover

The findings indicate that 50% of the respondents rank scheme of service as having moderate effect on staff turnover while 25% rank scheme of service as having no change on staff turnover and 25% as having low effect. This is depicted in table 4.10 below.

Table 4.10: Effect of Scheme of Service on Staff Turnover

Level of Effect	Number of respondents	Findings
High effect	0	0%
Moderate effect	40	50%
No Change	20	25%
Low effect	20	25%
No effect	0	0%

Source: Author (Field data 2013)

4.4.4 Effect of Organizational Structure on Staff Turnover

Of all the independent variables, organizational structure had the least impact on staff turnover. The findings indicate that 50% of the respondents indicated it had no change on staff turnover while another 50% indicated it had low effect on staff turnover. This is depicted in table 4.11 below.

Table 4.11: Effect of Organizational Structure on Staff Turnover

Level of Effect	Number of respondents	Findings
High effect	0	0%
Moderate effect	0	0%
No Change	40	50%
Low effect	15	20%
No effect	25	30%

Source: Author (Field data 2013)

A review of these findings leads u to a conclusion that remuneration has the highest effect on staff turnover followed by training and development, then scheme of service and organization structure is ranked the least in terms of its effect on staff turnover.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction

This chapter presents a summary of findings, conclusions, recommendations and suggestions for further studies based on the data analysis.

5.2 Summary of Findings

This study was aimed at identifying such factors and based on the findings the following can be concluded:

Effect of Poor remuneration on Staff Turnover at TSC

Based on the findings of this study, it is very clear that poor remuneration ranks first in terms of staff turnover at TSC. Most respondents (88%) indicated that poor remuneration highly affects staff turnover in Teachers Service Commission.

Effect of Training and Development on Staff Turnover

The study also indicates that training and development influences staff turnover at TSC. Most respondents (81%) indicated that training and development moderately affects staff turnover in Teachers Service Commission.

Effect of Poor scheme of service on staff turnover at TSC

Poor scheme of service ranks third in terms of its effect on staff turnover. Most respondents (50%) indicated that poor scheme of service moderately affects staff turnover in Teachers Service Commission

Effect of Organizational Structure on Staff Turnover

Organizational structure has no impact on staff turnover as this study has concluded. Most respondents (50%) indicated that organizational structure doesn't have impact on staff turnover in Teachers Service Commission.

5.3 Conclusion

In Human Resource (HR) research and practice, employee retention or turnover, involves the question of organization employee movement. Research in this area by the mainstream Organizational Behavior School has evolved to the research of factors affecting employee turnover. The positive or negative influences from these factors may either result in employee retention or turnover (Zhang, 2005).

On training and development and staff turnover it can be concluded that training and development affects staff turnover moderately and this suggest that it is still important to train and develop staff in Teachers Service Commission to avoid staff leave the Commission. Training and development of staff not only equip employees with relevant skills, knowledge and competence but also it is useful for purposes of succession planning.

On poor remuneration and staff turnover it can be concluded that poor remuneration highly affects staff turnover in Teachers Service Commission, this suggest that it is important that the commission work closely with Salary and Remuneration Commission with a view to review Commission salary structure because improvement of employees salary not only reduces turnover but it will also motivate employees and improve their job satisfaction.

On poor scheme of service and staff turnover it can be concluded that it affects it moderately, this also suggests that the Commission should review their existing scheme of service such that people will have clear scheme of service with clear job responsibilities, salary structures and scale advancement that would assist to facilitate attraction, motivation and retention of employees.

On organizational structure and staff turnover it was noted organizational structure doesn't have impact on staff turnover notwithstanding this it is however important that this variable should be reviewed to ensure growth is encouraged within the organization and the structure permits growth.

Teachers Service Commission is one of the largest employers in public service in Kenya and given the importance of education it is important that causes of turnover at this important institution are identified and measures put in place to curb this turnover that can result in serious consequences.

5.4 Recommendations

Though individual organizations in Kenya can benefit from the study's findings, practical implications resulting from this study are of particular relevance to the Government and the public sector in general who wish to improve on the level of staff retention.

On training and development the study recommends an improvement of Commission training curriculum and calendar on continuous training so that all employees may get a chance of attending relevant training in their field of expertise, because it is only through training that employee skills, competence and knowledge is achieved as well as realization innovation and creativity.

On poor remuneration of staff, the Commission should work closely with Salary and remuneration Commission with a view to review their salary structure, they should also conduct a bench mark survey with a view to of rationalizing the remuneration to reflect market practice if the visions and goals of the education pillar are to be achieved as envisioned in vision 2030.

On poor scheme of the service the Commission should review their existing Scheme of service such that people will have clear scheme of service with clear job responsibilities, salary structures and scale advancement that would assist to facilitate attraction, motivation and retention of employees.

On organizational structure the commission though not wit standing the fact that organizational structure does not have impact on staff turnover it is important that the commission should ensure the structure is reviewed to ensure growth within the organization because though it is ranked low in other continents organizational structure is ranked quietly high.

In respect to these recommendations, the Government of Kenya should embark on putting in place evaluation mechanisms on various terms of service of public service organizations to ensure the best human capital is attracted, retained and motivated to ensure service delivery and organizational effectiveness is improved.

5.5 Suggestions For Further Studies

The results of this study suggest a variety of implications for future research. First, indicators used in the study are not standardized. Future study may explore alternative bundles of indicators which influence staff turnover which will provide a rich research base for researchers to compare the outcome with the results of this study.

Secondly, it is further suggested that future researchers accommodate major differentiating factors, including economic, political, legal and historical environments instead of drawing conclusions from the findings of studies conducted in contrasting environments.

It is also recommended that future researches try to include all the East African Community member countries in the scope of the study to give a more elaborate picture on the variables influencing staff turnover to allow comparison. This should help to obtain more interesting and revealing results useful in cross border best practice adoption.

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APPENDIX I

LETTER OF INTRODUCTION

Date: _____

Dear Sir/Madam,

I am a Master's student from Kenyatta University currently undertaking research on the factors causing staff turnover at TSC in Kenya.

The information you will provide will be treated with a lot of confidentiality and will be used strictly for academic purposes.

Please try to give objective and honest answers to the questions.

Thank you for your co-operation.

Name : **Amos Punden**

Cell : **0727045793**

APPENDIX II

QUESTIONNAIRE

INTRODUCTION

I am carrying out a research on the factors causing staff turnover at the Teachers Service Commission.

INSTRUCTIONS:

Please answer all questions as objectively and as truthfully as possible. Do not indicate your name in the questionnaire. Using a tick (✓) indicate your responses in the boxes provided.

Due confidentiality will be observed on all the information given. This information is purely for academic purposes.

Section A

GENERAL

Gender: Male Female

Q1. Please mention the level of your education

- a) Primary
 - b) Secondary
 - c) Undergraduate
 - d) Masters
 - e) Phd
 - e) Others
-

Q2. How long have you worked with TSC?

- a) Less than a year
- b) 1 – 3 years
- c) 3 – 5 years
- d) More than 5 years

Q3. Do you have knowledge about the factors causing turnover at TSC?

- a) Yes
- b) No

If 'no', please mention the reason

If 'yes', please proceed with the following questions.

Q4. How has staff turnover affected your organization in the recent years?

- a) Poor service delivery
- b) Low staff morale
- c) Low productivity of staff
- d) Reduced efficiency
- d) Decreased employee satisfaction

Other: _____

Q5. How would you rank the impact of staff turnover in TSC on a scale of 1 (highest) to 5 (lowest)?

- a) 1
- b) 2
- c) 3
- d) 4
- e) 5

Q6. On a scale of 1-5 (1 – High impact, 2 – moderate impact, 3 – low impact, 5- no impact) Has training had any effect in TSC?

Level of impact _____

Q7. In your opinion has staff turnover had a positive bearing on performance of employees at TSC?

- a) Yes
- b) No
- c) Not sure
- d) None of the above

Q8. Is staff turnover an added advantage or a disadvantage to Organisational Effectiveness at TSC?

- a) It is an advantage
- b) It is a disadvantage
- c) None of the above
- d) Not sure

Q9. In your opinions which are the new bottlenecks that have emerged as a result of staff turnover?

Section B (Staff Turnover)

On a scale of 1-3 indicate the level of the impact of Independent variables listed on staff turnover.

		Agree (A)	Disagree (D)	Neither (N)
	Question	1	2	3
1	Training and development have led to an increase in staff turnover at TSC			
2	Poor remuneration has led to an increase in staff turnover at TSC			
3	Poor scheme of service has led to an increase in staff turnover at TSC			
4	The type of organisational structure have led to an increase in staff turnover at TSC			

Section C (Training and Development)

Q1. Does TSC train and develop staff?

- a) Yes
- b) No

Q2. Do you have study leave?

- a) Yes
- b) No

Q3. Do you think T& D contributes to staff turnover?

- a) Yes
- b) No

Q4. If yes it does to what extent?

- a) Very Great
- b) Great
- c) Moderate
- d) Low
- e) Very low

Q5. What do you suggest on T&D to help reduce turnover

Q6. State briefly if you agree with the following statements: (Tick as appropriate)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
There is high turnover in TSC					
TSC commission staff are well trained					
They have skills, knowledge and competence					

Section D (Remuneration)

Q1. Does TSC remuneration match market rates?

- a) Yes
- b) No

Q2. Do you feel you are well compensated in relation to the job you do?

- a) Yes
- b) No

Q3. Do you think remuneration contributes to staff turnover?

- a) Yes
- b) No

Q4. If yes it does, to what extent?

- a) Very Great
- b) Great
- c) Moderate
- d) Low
- e) Very low

Q5. What do you suggest need to be done in relation to remuneration to help reduce turnover?

Q6. State briefly if you agree with the following statements: (Tick as appropriate)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
TSC pays above market agree					
TSC remuneration is comprehensive and consolidated					
TSC salaries are reviewed yearly to reflect market rates					

Section E (Scheme of Service)

Q1. Does TSC have a scheme of service for its staff?

- a) Yes
- b) No

Q2. Do you understand the scheme of service?

- a) Yes
- b) No

Q3. Do you think scheme of service contributes to staff turnover?

- a) Yes
- b) No

Q4. To what extent does scheme of service contribute to staff turnover?

- a) Very Great
- b) Great
- c) Moderate
- d) Low
- e) Very low

Q5. What do you suggest on scheme of service to help reduce turnover?

Q6. State briefly if you agree with the following statements: (Tick as appropriate)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
TSC scheme of service is relevant to the market practice					
TSC scheme of service is clear and understood by all					
Good scheme of service can help reduce staff turnover					

Section F (Organisation Structure)

Q1. Do you understand the TSC organisation structure?

- a) Yes
- b) No

Q2. Are you satisfied with the TSC organisation structure?

- a) Yes
- b) No

Q3. Do you think the TSC organisation structure contributes to staff turnover?

- a) Yes
- b) No

Q4. To what extent does organisation structure contribute to staff turnover?

- a) Very Great
- b) Great
- c) Moderate
- d) Low
- e) Very low

Q5. What would you suggest on organisation structure to help reduce turnover?

Q6. State briefly if you agree with the following statements: (Tick as appropriate)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
TSC organization structure ensures achievement of its objectives					
An appropriate organization structure will help reduce staff turnover					
TSC organization structure enable individual growth within the organization					

APPENDIX III: BUDGET

	EXPENSES	APPROXIMATE KSH.
1	Stationery, foolscaps, pens, writing 1,2,3 proposal & project	13,000
2	Typing of questionnaires and interview schedules	12,000
3	Transport, food & accommodation during literature review and administering of instruments meeting supervisions	40,000
4	Data collection and analysis	36,000
5	Typing of the project, printing & binding	30,000
6	Other incidentals	7,000
	Total	138,000

APPENDIX IV: TIMETABLE

	ACTIVITY	DATES	DURATION	S	O	N	D	J	F	M	F	A	M	M
1	Writing 1 st draft of proposal under supervision guideline	Sep -Dec 2012	12 weeks											
2	Writing of the 2 nd draft under supervision of the lecturer	December 2012	4 weeks											
3	Writing the final copy, typing and handing over proposal	January 2013	4 weeks											
4	Data collection and analysis	Feb -March 2013	6 weeks											
7	Writing the 1 st and 2 nd draft of the project under supervisors' guidance	March 2013	2 weeks											
8	Final copy & handing over project	March 2013	2 weeks											

APPENDIX V

LETTER OF AUTHORITY TO CONDUCT RESEARCH

1. To be obtained from Kenyatta University
2. To be obtained from:
 - i. Ministry of Education
 - ii. Teachers Service Commission