

A STUDY OF LABOR TURNOVER AND BUILDING EMPLOYEE

COMMITMENT

CASE STUDY: MENGO SENIOR SCHOOL KAMPALA

UGANDA

BY

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**A PROJECT SUBMITTED TO THE SCHOOL OF BUSINESS AND
MANAGEMENT IN PARTIAL FULFILMENT FOR THE AWARD OF A BACHELORS
DEGREE OF HUMAN RESOURCE AND MANAGEMENT OF KAMPALA
INTERNATIONAL UNIVERSITY.**

NOVEMBER 2010

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Declaration

I **Kamau Maina Edward** declare that this project report is from my own findings and has never been presented to any examining body for certification or otherwise. The information given is purely for academic purpose and will be treated with utmost confidentiality. This project should not be duplicated without my knowledge.

Signature.....

Reg. No.....*BHR/16611/72/08*

Date.....*12th Dec 2010*

This project report is submitted to Kampala International University in the business and management school and approved by

Supervisor **MR. Henry Barasa**

SIGNATURE.....

Date.....*12th Dec 2010*

Dedication

I dedicated this project to my brothers and sisters, all human resource students and to my love

Anne Wangui.

ACKNOWLEDGEMENT

I give thank to almighty God for enabling me to finish this research project, the far he has brought me may his holy name be glorified and divine providence.

I wish to extend my special attribute to my dad Mr. Charles K. Macharia and mum Mrs. Margaret K for your financial support through the accomplishment of this project. God bless you abundantly

I am grateful to my supervisor Mr. Henry Barasa for his professional guidance and unwavering help may God bless you.

Special thanks go to my colleague that is Boniface, Kahiu, Anne, and Judith for providing an enabling environment during the research.

I wish to extend my gratitude to the Mengo school administrators who allowed me to conduct this research in the school. May God lord bless you all.

ABSTRACT

In chapter one, the problem statement has been discussed in details and an introduction to the background of the study. The objectives of the study and the problem statement are categorically discussed in this chapter. The researcher also shows the purpose of the study which justifies carrying out of the study.

The researcher presents a rational justification of the problem statement and how the report was prepared; the problem encountered during the research survey are analyzed and discussed. These constraints are also subjected to other presumptions by the researcher which he assumes to be true or constant given the prevailing conditions. These also affect the degree of reliance on the research. Theoretical and conceptual framework concludes this chapter

In chapter two we have literature review on the same subject. This entails factual information quoted from renowned authors on labour turnover and building employee commitment. This therefore gave strong back up to the whole study. This knowledge from authors like Armstrong, Ruby Am and made the research rich with information.

The researcher discussed the problem statement in details to give a clear idea on labour turnover and employee commitment. He beliefs the interested parties on the subject and therefore makes the report easy to digest to show a clear outlook and understanding, so that the reader is informed on the concept of labour turnover and employee commitment.

Chapter three covers the methods employed by the researcher to prepare his final report. The instrumentation used in data collection, procedures followed during the research period. Such tools and methods justified the validity of the report. Such data analyzed, are interviews, questionnaires and observations. These help the researcher to arrange his work on several chapters, dealing with separate data collection and the final results obtained.

Chapter four contains the presentation, interpretation and discussion of the findings. The chapter contains objectives of the study; to investigate the causes of labour turnover, to establish the cost associated with the labour turnover and ways of building employee commitment in Mengo Senior School. To achieve this purpose the data is collected from the teaching staff and manager.

The data is gathered through self administer questionnaires and interviews with the key informants.

Chapter five presents the summary of the background to the study, objectives, methodology and findings. It also presents the conclusions that are derived from the findings and the recommendations for the causes of labour and ways of building employee commitment in Mengo Senior School.

The researcher is guided by three research objectives; to examine the major causes of labour turnover, to establish costs associated with labour turnover and ways of building employee commitment

The recommendation made by the researcher is advisory in nature based on all chapters' findings. It carefully summarizes to provide the necessary information for relevant decision making by the organization concerned.

CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND TO THE STUDY.

Labor turnover is commonly considered as a problem of labor instability and therefore it should be controlled. The causes of labor turnover in Mengo senior school were influenced by several factors such as competition among the schools, low reward system, poor working conditions, individual differences among the teachers, job characteristic, voluntary controllable, voluntary uncontrollable, involuntary labor turnover and negative attitudes, and low job satisfaction.

This problem was prevalent in Mengo senior school. Costs was incurred; this included both the real cost such as time taken to select and recruit and placement and also opportunity cost such as cost productivity. The cost of employee turnover to for profit organizations that was estimated to be up to 150% of the employee's remuneration package. There were both direct and indirect costs. Direct costs related to leaving costs, replacement costs and transition costs, while indirect costs were related to loss of production, reduced performance level, unnecessary overtime and low morale among teachers.

A study of personnel records from the office of research assistant for administration and finance indicates that 25% of teaching staff left the school annually despite the existence of formal recruitment procedure and management effort to train labour related incentives to staff. Labour turnover remained high over the last two years posing a threat to the Mengo Senior School.

This necessitated the school management to come up with ways of building employee commitment; such as improving reward systems, involving teachers in decision making, ensuring that there was relationship between the superiors and the subordinates in the teaching staff, enhancing career development through training and development programs. Mengo Senior School should aimed at improving performance appraisal practices and open door policy (Armstrong, 2001).

Ideally, the problem of labor turnover is the most alarming in developing world than is the case of developed nations. In Uganda, labour turnover is a great challenge to most organizations for its impact on the organizational performance is grave indeed. This problem was worsened by the fact that there was abundant labour force in developing world and Uganda in particular. This was because of the liberalization policies that had brought about many private institutions providing education training which had hither to monopoly of the government institutions, this implies that there were many school leavers who did not match the available vacancies. This issue was necessitated the need for research for establish what was propelling the undesirable situation in the labour market

1.1 Statement of the problem

Despite the existences of formal recruitment procedure and management efforts to avail labor related incentives to staff, giving benefit like salary and housing there was still increasing rate of labour turnover up to 25% due to competition among the schools, poor rewards system, individual differences among the teachers, poor working conditions, negative attitudes, low job satisfaction combined to secure work elsewhere. A study of personal records from the offices of research assistant for administration and finances stated that 25% of the staff leave the school annually. This

necessitated the school management to come up with ways of building employee commitment so as to cut down costs associated with labor turnover.

1.2 Purpose of the study

The purpose of the study was to examine the causes, costs of labor turnover and building employee commitment at Mengo senior school Kampala.

1.3 Objectives of the study

- a) Was to examine the causes of labor turnover at Mengo senior school.
- b) To establish the costs of labor turnover at Mengo senior school.
- c) To examine ways of building employee commitment in Mengo senior school.

1.4 Research questions.

- a) What were the major factors leading to labor turnover of staff in Mengo senior school?
- b) What were the costs of labor turnover of Mengo senior school?
- c) What were the ways of building employee commitment in Mengo senior school?

1.5 Scope of the study

1.5.1 Time/ Geographical scope

The scope of the study was from the year 1995 to the year 2010. Mengo senior school is located around Nakulabye near Bakuli; in the region of Namirembe along Namirembe cathedral within Kampala Uganda.

1.6 Significances of the study

The study helped Mengo senior school to establish the major cause of labor turnover of staff and how to minimize it.

The study benefited the policy makers especially the leaders of learning institutions to understand the ways of building employee commitment in relation to labor turnover so as to make the people focused.

Provide up to date literature to other scholars who may wish to carry out similar /related studies procedures and conditions that make this program effective.

1.7 THE THEORETICAL FRAMEWORK

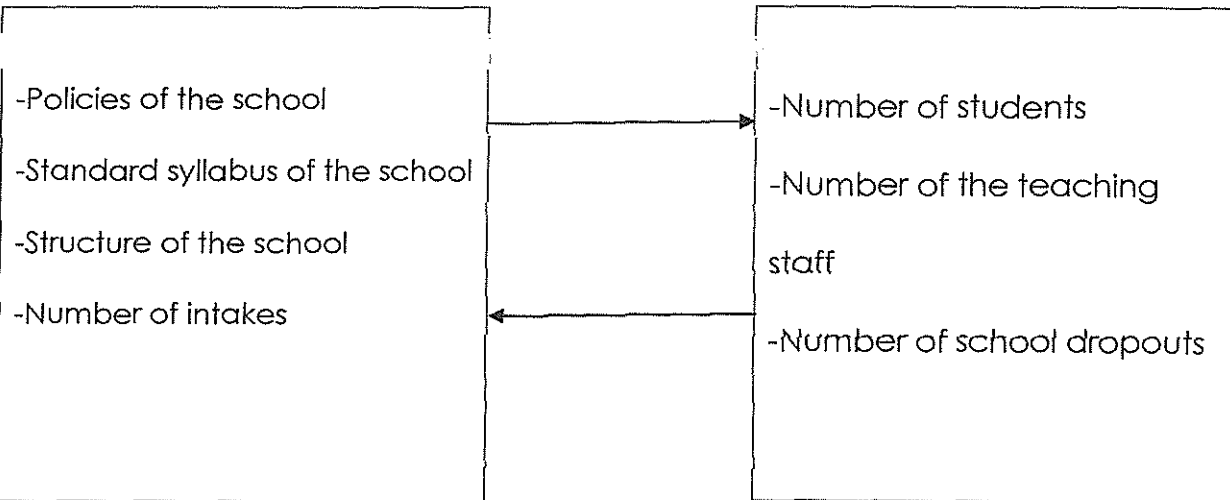
Labour turnover is commonly considered as a problem of instability and therefore it should be controlled. The causes of labour turnover was been influenced by several factors; such as competition among the schools, low reward system, poor working conditions, voluntary controllable, voluntary uncontrollable, and low job satisfaction. Pay affects the commitment of employees in the organization since employee's commitment to the organization arises from how the employees feel

that the organization also cares for them and therefore they are looking at the way the organization treats them.

The conceptual frame work

Dependent Variables

Independent Variables



CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter presents the review of literature. This has been defined directly from the themes in the objectives of the study. It covers the causes and costs of labor turnover and ways of building employee commitment.

2.1 Labor turnover

Turnover refers to the characteristic of a given company or industry, relatively the rate which it gains or loss staff (Abse et al, 2008). Armstrong (2006), notes that high labour turnover can destabilize a business and demoralize those who to maintain a level of service against a background of recent post, inexperienced staff and general discontent.

Armstrong (2001) looks at staff turnover as the number of leavers in a specified period in relation to employee during the same period. He further notes that if people were not trained well or properly recruited resignation and turnover rates would increase basing on demands made unto them may not be justified.

Lawler (2008), looks at labour turnover as the level at which an organization losses its employee to other competitors in the labour market and also due to lack of proper skills and knowledge. They further state that overtraining of employees poses a big problem for the company to lose its employee to other competing firms.

Labor turnover is also looked at in terms of internal labor turnover where an employee leaves on position in a company and moves to another position in the same company and external labour turnover where an employee leaves an organization to another one or is laid off due to incompetence (ruby Am, 2002).

Labor turnover is also looked at as the rate which an organization gains and losses employees (Abse et al, 2009). Armstrong, (2001) states that labour turnover is an index of stability of workforce and is calculated as:

$$\frac{\text{number of leaves in a specified period usually 1 year} \times 100}{\text{average number of employees during the same period}}$$

labor turnover is also looked at as an index of number of employees who leave an organization during a particular period expressed as percentage of average number of employees during that period (Heery et al, 2001). 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.” Turnover is measured for individual companies and for their industry as a whole (Wikipedia).

2.2 Causes of labor turnover

Remuneration

Bwegyeme Jacinta, (2002) also attaches the same importance on remuneration and she observed that possessing a talent is not enough. The stimulus for converting the employee’s talent into successful

job is necessity. Money is a lubricant, if people are not compensated properly, they slow down and eventually retire, leave their jobs (Nansasi Veronica, 2004).

Working conditions

Many management scholars like Drucker Peter (2003), Mullins J. Laurie (2002), Drafke and Kossen (2002), staff turnover. They all agree that people are motivated by meaningful work and fair treatment. There are times that people quit well paying jobs because the boss, social interactions, the general working conditions or future prospects are less than desirable(drafke W. M. and Kossen Stan 2002).

Hagan Peter and Allstair Wylie 2003 supplemented the view that to ensure harmonious work, clear terms and conditions of work and procedures for handling employees grievances must be put in place (Gootnick Mary and Gootnick David 2002) further support the above view and argue that negative work climate discourages commitment, initiative and innovation of the staff. It breeds apathy, contempt and even sabotage. Appropriate development of people, both as individuals and as members of the teams leads to commitment.

Individual attitude

Individual attitude of each employee towards his/her job plays a significant role in his or her decision either to stay or quit the organization. Drucker (2003), Armstrong (2001), K.A. Swathappa (2003) and sushil (2001) observed that different people are motivated differently due to individual differences.

Labour turnover has been attributed to poor reward and ,compensation ,poorly conducted training and development Cole (2000),Hogue (2008), failure to invest and proper budgetary allocations on training has been a great causes of labour turnover. According to CIPD (2000), turnover may be a function of negative job attitude, low job satisfaction combined with the ability to secure employment elsewhere. Turnover is a normal function; a higher one is dysfunctional but by ascertains level one is good.

Robbins{2003), looks at turnover being a result of interpersonal, diversity, basic skills, and ethics training as great causes of employee labour turnover. According chartered institute of personnel development (u.k) the of labour turnover in public section 13.5

The following table shows labour turn over rates in United Kingdom over years.

YEAR	TURNOVER RATES IN %
2002	16%
2003	14%
2004/2005	15%
2005/2006	15.3%
2006//2007	15.7%

Source chartered institute of personnel development (u.k) www.upd.co.uk/surveys

In year 2004 lack of development opportunities accounted for 44% of labor turnover and in 2003.Lack of development and learning activities accounted for 42% of employees' turnover.

Thomas and Christopher (1998), look at labor turnover largely as a result of failure of employee not being involved in decision making, employee behavioral workplace inadequate skill to rotate in different tasks or jobs. They further argue that how much skill variety are included in a job ,how much feedback is needed and how much task identity a job contains if not addressed are great causes of labour turnover. Griffith et al established labour turnover as being a result of low job satisfaction organizational commitment, comparison of different alternatives, and influences from co workers, intention to quit and pay related variables.

Armstrong (2001) went further to argue that people change their career several times during their working lives, other because they are forced to leave their job or because they seized other opportunities. A survey report by institute of personnel and development (2001) over two thirds of respondent in survey said for better pay was the main reason for leaving other reasons for turnover included low job satisfaction, desire to further career development, poor communication system and job characteristic, lack of autonomy, lack of identity and sense of ownership, low level of significances and of lack of feedback.

Also the causes of labour turnover was analyzed and categorized by Gomez et al (2004) as follows on voluntary controllable this refers to people leaving the organization due to factors within the organization for examples dissatisfaction with pay.

Labor turnover can be investigated through risk analysis. This involves identifying two factors namely likelihood that an individual will leave and the consequence of the recognition Bevan et al (1997) peoples who are younger better qualified and with shorter services few domestic responsibility marketable skills and relatively low morale are most likely to leave CIPD(2001).

Armstrong (2001) where he added the following factors caused labour turnover search for security, poor working conditions, poor relationship with colleague, bullying and harassment and personal factor like pregnancy illness and moving away from area

Nandata (2001) pointed out that employees with the best work qualification are likely to find it easier to leave the organization and find alternatives employment opportunities .age also matter where by young persons are rendered more mobile and find it easy to leave especially if the organization doesn't offer opportunities satisfying them.

2.3 Costs of labor turnover.

Labor turnover from the perspective of an organization creates both tangible and intangible cost. Tangibles costs including recruitment, selection, training, adjustment, time possible products or services costs of agency and workers, temporarily staff. Intangibles cost which may be even more significance than tangibles costs involves effects on organizational culture, employee ,morale social capital and organization image (Morel et al 2004).labor turnover affects efficiency of a business because of the experienced employees and necessitated hiring and cost and training of new employees. Excessive labor turnover is a sign of instability of workforce and deficiency in work forces (Cole &furrier et al). Placement and also opportunity costs, such as lost productivity). The cost of employee turnover to profit organizations has been estimated to be up to 150% of the employees remuneration packages(Wikipedia org/wiki turnover).

Also according to the Wikipedia there are both direct and indirect costs. Direct costs relate to the leaving cost, replacement cost and transition costs, while indirect costs relate to the loss of production, reduced performance levels, unnecessary overtime and low morale .the

CIPD(2005)recruitment, retention and turnover survey established that the average costs per leaver was 4625 pounds. This is a typical figure, and the calculation of the costs of labor turnover in an organization can produce alarming sum if labor is high, especially among employee manager s and knowledge workers. The information among can be used by HR as a powerful argument in support of changes in employment and reward policies.

Armstrong (2002) also analyses the costs of labor turnover in different categories as follows; leaving costs, payroll and personnel administration of leavers. Direct costs of recruiting replacement this include advertising ,interviewing and costs of time spent by HR and line managers in introducing new starter and direct cost of the time spent in training replacements in the necessary skills. Opportunity cost of time spent by line managers and other in providing training and loss of the input from those leaving before they are replaced in terms of contribution, output, sales, customer satisfaction and support loss arising from reduced input from new starters they are fully trained.

It is further reiterated that as a result of turnover, a new employee must be hired and this involves cost interms of recruitment, selection, hiring, placement training. These are among the direct costs related to employee turn over. (stohr et al 2003) observed that the work force cost is the largest cost in the organization.

2.4 Employee commitment

Employee commitment is the willingness of employees to continue working and remaining within an organization. They tend to believe in organization's mission, vision, values, goals and objectives. Such an employee is willing to expend extra effort to support organizations' achievement of its goals and objectives Newstroom and Keith (2002) According to Farnhan (1997) employee

commitment is the extent which employee identify with the organization work ethics and morals values including goal and objectives and help in achieving organization performance .

Newstrom and Davis (2002) agree that employees commitment is more like a strong metallic magnet capable of strong attraction hence an employee committed to an organization will always to be attracted and feel part of it. Robin and Coulter (1999) who view the commitment as representing employee orientation attachment goal congruence, identification, loyalty and allegiance to the organization.

2.4.1 Type of employee commitment

Effective commitment is defined as employee positive perception of his/ her emotion attachment to the organization. An employee who is affectively committed strongly identifies with the goal of the organization and desire to remain the part of the of the organization because he /she want to (Wikipedia org commitment) Robin and Coulter 1999) Greenberg 2002) agree that employee perception of his/her emotional attachment to add identification to the organization because they agree with underline value and goal having high level of employee commitment.

Continuance commitment. The individual commits to the organization because he/ she perceives high cost of losing organizational membership including economic cost such as pension accruals and social cost friendship ties with co-owners that would be incurred. The employee remains a member of the organization because he/she has to (Wikipedia organization commitment, Byers and Lessie 2002) agree with the above views a need that an individual may choose to stay within the organization because he feels he can afford to leave. This may be based on belief that he cannot get another organization of his high status /reputation or hard to find a better paying job.

Greenberg et al (2002) it is the strength of person's desire to remain working for an organization due to the belief that it may be costly to leave.

Normative commitment:

The individual commits to and remains with an organization because of a sense of obligation. These feelings may arise from many sources. For example, an organization may invest resources in training an employee who then feels a moral obligation to put forth effort on the job and stay with the organization to repay the debt. It may also reject an internalized norm, developed through family or other socialization processes that one should be loyal to one's organization. The employee stays with the organization because she/he 'ought to' (http://en.wikipedia.org/wiki/Organizational_commitment) get job satisfaction (Meyer & Allen 1990) this is based on the employee's feeling obligated to remain in the organization because it is considered the right thing to do.

2.4.2 Ways of building employees commitment

Career Development.

A major contributor to a committed workforce is career development which the organization provides through opportunities that advance their employee's future career prospects (De Vos, Dewettinck & Buyen (2008); Sturges, Guest, Conway & Mackenzie Davey (2002)). Career prospects are a major cause of turnover often there is little that employees can do about people needing to move on to improve their career especially in flatter organizations that have minimal hierarchies. Career opportunities can be provided by an employer by providing employees with experiences by introducing more systematic procedures for identifying potential such as assessment or development centers.

encouraging promotion from within, providing more equitable promotion procedures, providing guidance and on career fact. Career is the interaction of work rules and other life over a person lifespan. Including both paid and unpaid work in an individual lifespan Ananturam (2006) suggest that career development has indirect influence of the achievement.

Training

Arnold (2005) Observes that training provided by the organization may enhance employee perception of being supported and in turn lead to effective commitment; the perceived support mediate the training effective commitment relationship similar training by the organization as an investment in the employees development can make the employees feel obliged to reciprocate in turn creating normative commitment. Perceived need to reciprocate mediates the training normative commitment. Finally, training on relationship benefits the employees which is perceived as a non transferrable to another organization.

Team building and employee commitment

Team building is a leadership development process that help a work group involve into a cohesive unit. The team member not only share the expectation for accomplishing group task, but trust and support one another and respect one another individual difference with good team building skill, you can unite the employees around a common goal and generate greater productivity. A team takes one a life of its own and the staff to the effort each individual can make alone A team builder role is to lead the team toward cohesiveness and productivity. A team takes one a life of its own and one has to regularly nurture and maintain it just as you do for individual employees. Effective leaders inspire the hire level of personal performance and team work. Effective leaders are continually working and

studying to improve their leadership skills. At the ground leadership is all about relationship growing connection among and between individual that permit, collective, collaborate, thinking and action.(sources www.questia.com/leadership). With goal till building skill you can unite the employee around a common goal and generate a greater productivity.

Communication

Goal clarity and direction are identified as factor that can influence an employee's level of commitment (Patrick & lynell, Rober Elsenberger and Stephen Armel 1991) employee perform well when there are clear with their goal and objectives and know how to go about achieving them. As a result employee tend to be motivated and committed to hence communication of the clear goal and direction from the leader become crucial when employees are provided with more complete and accurate information about prospective jobs. They are able to make informed choices .The newly hired who have had a realistic preview of job expectation and are more easily met by the organization (Patrick D ek (1999)

Among established employee expectation can be influenced or altered by opportunities factors such as change in job market, which may erode job satisfaction and therefore ignite high turnover. If the organization does not have proper communication channel in place. Communication helps supervisors to resolve problem quickly because they may fear higher level investigation or complaint to higher management that reflect negativity on them. Top management react to complains; demonstrate them to lower level management and employees alike whether the higher echeons care about the way employees are treated. When top management wants the decision to be fair and willing to investigate the review of low decision where credibility is enhanced (wiedmer 2006)

Pay and reward

Newstrom & Davis (2002) Griffeth et al (2000) noted that pay and pay related variables have a modest effect on employee commitment. They concluded that when the higher performer is insufficiently rewarded their commitment to organization deteriorate and they end up leaving the organization and this is the major issue that triggers employee's commitment in the organization. Armstrong (2002) further added that salaries are a price indicator of the value or service of the employee to the employer.

In the face of different arguments concerning pay is worth nothing that employee cares about their pay in one way or another. This greatly determines their decision to be committed to stay or leave the organization. Robbins (2001) also asserts that money only motivates some people under some conditions. It is important to provide adequate incentives so as to retain employee.

2.5 SUMMARY

This chapter discusses the literature review undertaken on the causes and cost of labor turnover and building employee's commitment, other institutions that the study can be applied to include Mengo senior school. It covers leadership style, reward system and working conditions which may contribute the decision of teachers to leave the school. Rewarding employees is vital to minimize labor turnover but it is impossible to be able to reward employees with financial reward only. Other factors such as good working condition encouraging team building, communication and career development through training of teachers should be enhanced as to motivate teacher to remain at

school. This will help the management to cut down costs such as training costs, placement costs, recruitment costs and to improve the performance of the students.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter basically represent and describe the methods and techniques of data collection and the analysis. It includes the research design, study population, sampling procedures and size, method of data collection, measurement of variables, data analysis and limitations of the study.

3.1 Research design

The researcher adopted a cross sectional study which involved the study of target population at a single point in time through survey. Data was collected from different respondents and from various departments and was compared with the results of the findings on the causes of labor turnover and ways of building employee commitment.

3.2 Study populations

The study population included 20 teachers, 15 senior teachers and 5 managers. The total population was 40 respondents

3.3 Sampling procedure and size

Simple random method was used for collecting data because of its capability to capture a wide selection of respondents as well as avoiding biased data. Sample size is determined using the

formula provided by Krejcie and Morgan. This comprise of 40 respondents. There are 20 teachers, 15 senior teachers and 5 managers.

3.4 Data type and data collections methods

The data collected is primary. Primary data was collected by use of questionnaire and interviews guide. Questionnaire contains close ended questions and open ended questions that are self administered; this is to cover wide range of respondents and to save time. Oral interview was specifically used for managers because they have a tight schedule and they cannot get time to fill the questionnaire.

3.4.1 Questionnaires

The questionnaire was given to various respondents in the organization. Questionnaire has several advantages.

- They permits a greater depth of response since the respondent is given time to make a response.
- They also give the respondent time to verify their answers.
- They are economical to use in terms of money and time.

3.4.2 Interviews

This technique was used to supplement on the questionnaires it helped to get an in depth data which would not have been possible when using questionnaires. Interviews have several advantages.

- Interviews yield higher response rate mainly because it is difficult for subject to completely refuse to answer a question.
- They guide against confusing the question since they can clarify the questions there by helping the respondent to give relevant responses.
- There is direct contact and face-to-face interaction with respondents.

3.5 Measurements of variables

A questionnaire is developed containing at least 5 scales measuring strongly disagree, disagree, uncertain, agree and strongly agree. Scale item followed a link scoring format ranging from 1 to 5.

3.7 Data analysis

The data that was collected is raw and was post coded so that it can easily be understood and be conformed to the study. This led to a new data that was presented in frequency distribution, percentages and the true findings was presented using a table. The data obtained was sorted, edited, coded and organized systematically then analyzed using Microsoft excel.

3.8 Limitations of the study

While carrying out the study the researcher had the following problem;

Financial constraints: The researcher employed a lot of fund in surfing the expenses; printing, photocopying, binding, and transport expenses to travel to Mengo senior school. The researcher overcame this by getting financial assistances from parent and friends.

Time constraints: The time available was not adequate to enable the researcher to get all the material reliable to analyze the study. Here the researcher tried all the best to maximize the time given to submit the report on time.

Data inadequacy: There was limited access to relevant information especially from the internet where the passwords were required, public library were not sufficiently equipped with the up to date literature, relevant to the study variable and the teachers were not ready to give full information of Mengo senior school.

CHAPTER FOUR

4.0 PRESENTATION, INTERPRETATION AND DISCUSION OF FINDINGS

4.1 INTRODUCTION.

This chapter contains the presentation, interpretation and discussion of the findings. The chapter contains objectives of the study. This is to investigate the causes of labour turnover, to establish the cost associated with the labour turnover and ways of building employee commitment in Mengo Senior School. To achieve this purpose the data is collected from the teaching staff and manager. The data is gathered through self administer questionnaires and interviews with the key in formats.

4.2 RESPONDENTS BACKGROUND INFORMATION

This section is organized according to the general characteristics of the respondent based on sex, age, highest level of education, length of service in teaching and number of school taught in.

4.2.1. RESPONDENT'S AGE Table 1

Variables	Level	Frequency	Percentage
Age	Below 30 years	10	25%
	31-40years	15	37.5%
	41-50years	7	17.5%
	Above 50years	8	20%
Total		40	100%

Source of data; primary data

The results in the above table reveals that 25% of the respondents are below 30years, 37.5% of the respondents are between 31-40years, 17.5% of the respondents are between 41-50years and 20%.of the respondents are above 50years. This indicates that between 31-40years above are the majority and they are mature and they have potential to handle students at secondary level. It is recommendable for the organizations to recruit employees who are mature and ready to work to achieve organization goals and objectives

4.2.2 RESPONDENT SEX

Table 2

Table	Category	Frequency	Percentage
Sex	Male	28	70%
	Females	12	30%
Total		40	100%

Source of data; primary data

The table above indicates that 70% of the respondents male while 30% of the respondents are female. This indicates that the school is offering better job opportunities for male than the female teachers. It's advisable for the organizations to set up proper recruitment procedure that offer equal opportunities for all employees

4.2.3 HIGHEST LEVEL OF EDUCATION COMPLETED

Table 3

Variable	level	Frequency	Percentage
Education background	A' Level	5	12.5%
	Diploma	12	30%
	Higher Degree	7	17.5%
	Degree	16	40%
Total		40	100%

Source of data; primary data

The table above indicates that 12.5% of the respondents are A "level, 30% of the respondents are diploma holders, 17.5% of the respondents are higher degree, 40% of the respondents are degree holders. This indicates that the majority of teachers are degree holders and they ambitious and dynamic to search job else where. It is recommendable for the organization to employ all people so as to wide variety of skills and talents.

The same view is found out from the interviews from school managers where majority concurred that degree holders are very unstable, quit- more than other categories, the reason being that they are still young in the professional and over ambitious.

4.2.4 LENGTH (DURATION) IN TEACHING PROFESSIONAL

Table 4

Variable	Length of teaching	Frequency	Percentage
Length of years	1-5 years	20	50%
	6-10 years	12	30%
	11-15 years	6	15%
	Above 15years	2	5%
Total		40	100%

Source of data; primary data

The above reflects that 20 of the respondents are between 1-5years, 30% of the respondents are between 6-10years,15% of the respondents range between 11-15years and 5% of the respondents teaches above 5years.this indicates most teachers are leaving the school to search job else. Organization should come up with ways of retaining the employees by offering benefits both financial and non –financial rewards, offering training and encouraging teamwork among the employees.

Probably teachers leave Mengo Senior School and search for alternatives jobs elsewhere the same view is found out with the interviews with school managers where the majority revealed that many teachers in the Mengo Senior School are university student pursuing some courses when they complete their course they automatically leave teaching and go on search for better paying job

4.2.5 NUMBERS OF SCHOOLS TAUGHT

Table 5

Variable	No of schools taught	Frequency	Percentage
Number of school taught	One school	20	50%
	Two schools	12	30%
	Three schools	6	15%
	More than 3 schools	2	5%
Total		40	100%

Source of data; primary data

The results above reveals that 50% the respondents taught in one school, 30% of the respondents taught in two schools, 15% of the respondents taught in three schools and 5% of the respondents taught in more than 3 schools. This indicates that teachers can only concentrate teaching in one school because of work load. It is advisable for the organizations to adjust the working hours for the employees that is 40hours per week so as to reduce the work load

4.3 CAUSES OF TEACHING STAFF TURNOVER

4.3.1 REMUNERATION AND TEACHING STAFF TURNOVER

Table 6

Variable	Comment	Frequency	Percentage
Remuneration	Strongly disagree	20	50%
	Disagree	5	12.5%
	Uncertain	2	5%
	Agree	4	10%
	Strongly agree	9	22.5%
Total		40	100%

Source of data; primary data

The above table reflects that 50% of respondents strongly disagree, 12.5% of the respondents disagree, 5% of the respondents are uncertain, 10% of the respondents agree and 22.5% of the respondents strongly agree. This indicates that most of the teachers are not satisfied with their pay as indicated by strongly disagree and disagree respectively. Shukia MC (2003) viewed money is lubricant, if people are not compensated properly they slow down and eventually retire and leave their job. Organizations should restructure their pay and reward system so as to retain their employees by offering both financial and non-financial rewards.

4.3.2 WORKING CONDITIONS AND TEACHING STAFF TURNOVER

Table 7

Variables	Responses	Frequency	Percentage
Favorable working condition	Strongly disagree	6	15%
	Disagree	5	12.5%
	Uncertain	2	5%
	Agree	15	37.5%
	Strongly agree	12	30%
Total		40	100%

Source of data; primary data

The table above indicates that 15% of the respondents strongly disagree, 12.5% of the respondents disagree, 5% of the respondents are uncertain, 37.5% of the respondents agree and 30% of the respondents strongly agree. This indicates that the working conditions in school are fair. According to peter drucker, Mullin J. Laurie (2002) Drafke and Kossen (2002) they all agree that people are motivated by meaningful work and fair treatment .organizations should improve the working conditions by providing spacious room and health and safety measures.

4.3.3 CLEAR POLICIES AND TEACHING STAFF TURNOVER

Table 8

Variables	Responses	Frequency	Percentage
Clear policies	Strongly disagree	23	57.5%
	Disagree	4	10%
	Uncertain	2	5%
	Agree	5	12.5%
	Strongly agree	6	15%
Total		40	100%

Source of data; primary data

In these table the research findings indicates that 57.5% of the respondents strongly disagree with school policies, 10% of the respondents agree, 5% of the respondents are uncertain, 12.5% of respondent agree and 15% of the respondents strongly agree. These indicate that most of school policies are not clearly spelt out thus facilitating the teachers to leave the work for better schools elsewhere. Also in the same view the school manager lamented that the teachers did not have the specific time to report at the school. The organization should have both job description and job specification spelt out clearly, this will help to improve the organization performance.

4.3.4 GRIEVANCES HANDLING PROCEDURE AND TEACHING STAFF TURNOVER

Table 9

Variables	Responses	Frequency	Percentage
Grievances handling procedure	Strongly disagree	20	50%
	Disagree	7	17.5%
	Uncertain	6	15%
	Agree	2	5%
	Strongly agree	5	12.5%
Total		40	100%

Source of data; primary data

The table above indicates that 50% of the respondents strongly disagree, 17.5% of the respondents disagree, 15% of the respondents are uncertain, 5% of the respondents agree and 12.5% of the respondents strongly disagree. These indicate that there is no clear grievances handling procedure followed by the school management as shown in the table above by strongly disagree and disagree respectively. Organizations should set up a grievances handling committee so as to solve individual differences among the employees. According to Drucker (2003) states that individual attitude of employee towards his/her job plays a significant role in his/her decision either to stay or quit the organization.

4.3.5 COMMUNICATION FLOW AND TEACHING STAFF TURNOVER

Table 10

Variable	Responses	Frequency	Percentage
Communication flow in the school	Strongly disagree	20	50%
	Disagree	5	12.5%
	Uncertain	2	5%
	Agree	4	10%
	Strongly agree	9	22.5%
Total		40	100%

Source of data; primary data

The results above reflect that 50% of the respondents strongly disagree, 12.5% of the respondents disagree, 5% of the respondents are uncertain, 10% of the respondents agree and 22.5% of the respondents strongly agree. This indicates that there is no upward or downward movement of information in the school. Survey report by institutes of personnel and development (2001) over two thirds of the respondents in survey said that better pay is the main reason for leaving, other reasons included low job satisfaction, desire to further career development, poor communication system, and job characteristics. Organizations should encourage open communication for all the employees.

4.3.6 LEADERSHIP STYLE AND TEACHING STAFF TURNOVER

Table 11

Variable	Responses	Frequency	Percentage
Leadership style	Strongly disagree	15	37.5%
	Disagree	12	30%
	Uncertain	2	5%
	Agree	5	12.5%
	Strongly agree	6	15%
Total		40	100%

Source of data; primary data

The table above indicates that 37.5% of the respondents strongly disagree, 30% of the respondents disagree, 5% of the respondents were uncertain 12.5% of the respondents agree and 15% strongly agree. This signified that the leadership style used in the school was autocratic and a wide power distance between teachers and management. Organizations should adopt democratic or participative leadership style and all the employee should be involved in decision making.

4.4 TO ESTABLISH THE COSTS OF LABOUR TURNOVER.

4.4.1 SELECTION COSTS

Table 12

Variable costs	Response	frequency	percentage
Selection costs	Agree	2	66.7%
	disagree	1	33.3%
total		3	100%

Source of data; primary data

The results above indicate that after interviewing the school managers 66.7% of the respondents agree and 33.3% of the respondents disagree. This indicates the school is spending a lot of money on selection due to poor selection techniques used. Organization should employ proper selection procedure such as assessment centers, biographical information and tests so as to reduce the costs.

4.4.2 TRAINING COSTS

Table 13

variable	response	frequency	percentage
Training cost	Agree	2	66.7%
	disagree	1	33.3%
total		3	100%

Source of data; primary data

The table indicates that 66.7% of the respondents agree and 33.3% of the respondents disagree. This indicates that the school spend a lot of money on training the employees who have left or training the new recruits in the school, to avoid such costs organizations should offer good working conditions, better pay and rewards system so as to retain the workers.

4.4.3 MOTIVATIONAL COSTS

Table 14

Variable	Response	Frequency	Percentage
Motivational costs	Agree	1	33.3%
	disagree	2	66.7%
total		3	100%

Source of data; primary data

The above reflects that 33.3% of the respondents agree while 66.7% of the respondents disagree. This indicates that the school incurred low motivational cost because the employees are not offered within incentives such as transport and meal allowances. It is recommendable for the company to offer such incentives so as to retain the employees.

4.5 WAYS OF BUILDING EMPLOYEE COMMITMENT

4.5.1 CAREER DEVELOPMENT IN SCHOOL.

Table 15

Variable	Responses	Frequency	Percentage
Career development	Strongly disagree	2	5%
	Disagree	5	12.5%
	Uncertain	4	10%
	Agree	9	22.5
	Strongly agree	20	50%
Total		40	100%

Source of data; primary data

The research findings indicates that 50% of the respondent strongly agree, 22.5% of the respondents agree, 10% of the respondents were uncertain, 12.5% of the respondents disagree, 5% of the respondents strongly disagree. This indicates that if career development is enhanced in the school most of the teachers will be committed to their work, that is agree and strongly agree respectively for example by offering training and sponsoring teachers for further studies. According to Arnold (2005) he observes that training provided by the organization may enhance employee perception of being supported and in turn lead to effective commitment.

4.5.2 DECISION MAKING

Table 14

Variable	Response	Frequency	Percentage
Decision making	Strongly disagree	1	2.5%
	Disagree	2	5%
	Uncertain	3	7.5%
	Agree	9	22.5%
	Strongly agree	25	62.5%
Total		40	100%

Source of data; primary data

The table above indicates that 2.5% of the respondents strongly disagree, 5% of the respondents disagree, 7.5% were uncertain, 22.5% of the respondents agree and 62.5% of the respondent strongly agrees. This indicated that if the teachers are involved in decision making with the management where their views are supported it shows that they will remain committed in the school. According to weidmer (2006) argued that if the employee are treated fairly and when the top management is willing to investigate the review of low decision where credulity is enhanced. Therefore, organizations should enhance participatory decision making between management and employees and treat employees as part and parcel of the organization.

4.5.3 BENEFITS OFFERED IN THE SCHOOL.

Table 14

Variable	Response	Frequency	Percentage
Benefits offered	Strongly disagree	6	15%
	Disagree	5	12.5%
	Uncertain	2	5%
	Agree	12	30%
	Strongly agree	15	37.5%
Total		40	100%

Source of data; primary data,

The research findings above indicate that 15% of the respondents strongly disagree, 12.5% of the respondents disagree, 5% of the respondents were uncertain, 30% of the respondents agree, 37.5% of the respondents strongly agree. This indicates that a majority of the teachers remain in the school that is viewed as agree and strongly agree respectively due to benefits offered such as transport and medical allowances, and giving of loans and bonuses. According to Robbins (2001), he asserts that money only motivates some people under some conditions it is also important to provide adequate incentives so as employees to remain in the organization.

4.6 CONCLUSION

The research findings indicates that most of the teachers are leaving the school due to unfavorable working condition, poor pay and reward system, unclear policies in the school, poor leadership style, lack of teachers being involved in decision making and poor communication systems. Due to teacher's turnover rates, the school has incurred the following costs such as selection costs, training costs and motivational costs thus increasing the school operational cost. This has necessitated the school management to come with the way of building employee commitment by encouraging career development through training and sponsoring of teachers for further studies, clear policies on how teachers should report at the place of work, team work by encouraging teachers to work as department, open communication between teachers and management, participatory decision making between the teachers and the management, grievances handling procedure by setting grievances handling committee, pay and reward system on teachers by giving them transport, medical allowances and bonus.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMEDATION

5.1 INTRODUCTION

This chapter presents the summary of the background to the study, objectives, methodology and findings. It also presents the conclusions that are derived from the findings, and the recommendations for the causes of labour and ways of building employee commitment in Mengo Senior School.

The researcher is guided by three research objectives; to examine the major causes of labour turnover, to establish costs associated with labour turnover and ways of building employee commitment.

5.2 SUMMARY

The researcher undertook to study three main issues and has the findings as below:

- To examine the major causes of labour turn over at Mengo Senior School. The research findings revealed that the major reasons of the teachers to leave Mengo Senior School are: poor pay, reward system, and unfavorable working condition.
- To establish the costs associated with labour turn over at Mengo Senior School. The study finding indicates that the school incurred a lot of costs such as direct costs, indirect costs, replacement costs, training and recruitment costs, thus increasing their operational costs of the school.

- To examine ways of building employee commitment at Mengo Senior School. The findings reveal that it is important for the school management to identify ways of building employee commitment which includes pay and reward systems by giving teachers transport, medical allowances, bonuses, loans, enhancing career development through training and sponsoring teachers for further studies, improving communication system by encouraging open communication and encouraging participatory decision making between teachers and management.

5.3 CONCLUSIONS

The study findings indicate a number of factors in employee turn over and motivation.

- Pay and reward system was found to be significant. The pay was generally poor and it was difficult for any teacher to afford basic necessities, thus necessitated the teachers to leave for other schools or other professions.
- Individual attitudes were found to be significant. It is found that where an employee could decide to leave employment voluntarily, his/her decision could have been influenced by environmental factors or social factors.
- Clear policies and practices are found to be important. The school management kept the school practices and policies informal and violating the government requirement of running the school. They could recruit students from universities and tertiary institutions especially from Kampala International University to teach as they provide cheap labor.

- Participation of teachers in decision making in the school was generally poor. This was due to wide power distance between the management and teaching staff. This forced the teachers to leave the school and search jobs elsewhere.

5.4 RECOMMENDATIONS

Pay and reward system. The pay to the teachers should reflect the work done and related to the cost of living, so as to enable them attain basic necessities. This will encourage the teachers to concentrate on their duties rather than keep on moving from one place to another.

Working conditions. The working conditions should be improved to be favorable for all the staff in the school by providing air conditioner, advanced staff rooms, chalk and blackboard duster sop as to minimize turnover in the school.

Open communication. There should be open communication between the management and teaching staff. This will enhance a good relationship between the people and bridge the power distance between the school management and teachers.

Training. Managers should undergo training in human resource management, business management and labor laws so as to acquire knowledge and understanding of the best management styles which can be employed to minimize staff turn over.

Decision making. The management should encourage participative decision making. This is because teachers are the stake holders and management needs to listen to at the teachers views and

encourage joint consultation. This will encourage a sense of belonging top the teachers and minimize turnover.

Benefits offered should be improved. In terms of offering house allowances, medical insurance, free transport and welfare allowance. This will make the teachers to identifies with the school and work with loyalty to achieve its goal and objective thus minimize turnover.

5.5 AREAS FOR FURTHER RESEARCH

- 1) Causes of labor turnover.
- 2) Costs of labor turnover.
- 3) Ways of building employee commitment

APPENDIX

QUESTIONNAIRE: to collect labour turnover data and the employee commitment in Mengo

Senior School

Dear respondent

I am **Kamau Maina Edward** carrying out research on labour turnover and building employee commitment in Mengo senior school in Kampala. The information given is purely for academic purpose and will be treated with utmost confidentiality and not be used for any other purpose or divulged to anybody else. Thanks for your cooperation.

SECTION A: BACKGROUND INFORMATION.

INSTRUCTIONS: Kindly tick the most appropriate answer.

Please provide the following about yourself by ticking the best answer or response option.

1. Gender

a) Male

b) Female

2. Age group

a) 20-29yrs

b) 30-35yrs

c) 36-40yrs

d) 41-50yrs

If above 50 please specify

.....

.....

3. Highest level of education achieved

a) O level

b) A level

c) University

d) Other

4. Current position held in the organization

a) Management

b) Employee

5. For how long have you been working in the organization?

a) Less than 1 year

b) 1-2 years

c) 2-5 years

d) above 5 years

SECTION: B

Tick against the most appropriate answer

SD-Strongly disagree=1

UN -Uncertain=3

D-disagree=2

A -agree=4

SA -Strongly agree=5

CAUSES OF LABOUR TURNOVER						
1	Are you satisfied with your current pay?	1	2	3	4	5
2	Is the working condition favorable in school?	1	2	3	4	5
3	Is the salary low compared to other school?	1	2	3	4	5
4	Is the salaries in the school based on knowledge, skill and competencies possessed by teachers	1	2	3	4	5
5	Does the school have any policies on teacher development	1	2	3	4	5
6	Do teachers participate in decision making in the school?	1	2	3	4	5
7	Grievance handling procedure	1	2	3	4	5
8	Does the leadership style in school encourage the teacher to stay in the school	1	2	3	4	5
9	Does the school have full communication system/procedures?	1	2	3	4	5

SECTION C

WAYS OF BUILDING EMPLOYEE COMMITMENT						
	Would you like to continue working in Mengo senior school if the management improved on					
1	Career development	1	2	3	4	5
2	Clear policies	1	2	3	4	5
3	Teamwork and teambuilding	1	2	3	4	5
4	Communication/procedures/system	1	2	3	4	5
5	Decision making procedures/process	1	2	3	4	5
6	Grievance handling procedure	1	2	3	4	5
7	Pay and reward system of teachers	1	2	3	4	5

If others please specify

.....

.....

.....

INTERVIEW GUIDE FOR THE MANAGERS

1) For how long have you worked as a manager?

.....
.....

2) How long have you been in this school?

.....
.....

3) Which procedures do you use to recruit teacher in your school?

.....
.....

4) What are the direct costs associated with the teachers leaving the school?

.....
.....

5) Is teaching staff turnover regarded as big problem in your own opinion?

.....
.....

6) What are indirect costs associated with the teacher leaving the school?

.....
.....

7) What category of teachers are most affected and why?

.....
.....

8) What reason do the teachers give for leaving?

.....
.....

9) What criteria do you use to curb teacher turnover in your school?

.....
.....

10) what general problems have you faced in managing the teaching staff?.....

.....

Thank you for your cooperation. God bless you

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