

**WORK CONDITION AND ACADEMIC STAFF TURNOVER IN SELECTED  
HIGHER LEARNING INSTITUTIONS IN DAR ES SALAAM, TANZANIA**

**A dissertation**

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**In partial fulfillment of the requirements for the award of masters degree of  
business administration in human resource management**

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**DECEMBER, 2018**

## DECLARATION

I **EMMANUEL WILLIAM** hereby declares that this dissertation entitled “**Work Condition and Academic Staff Turnover in Selected Higher Learning Institutions in Dar Es Salaam, Tanzania**” is my original work; neither whole nor part of it has ever been submitted to any College, University or Institution of Higher Learning before.

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## APPROVAL SHEET

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## **DEDICTAION**

This dissertation is dedicated to my beloved wife and my children Venance, Victor and Velimir for their prayers and support during this study.

## **ACKNOWLEDGEMENT**

First and foremost, I give my thanks to My Lord Jesus Christ for the wonderful life and good health that he gave me throughout my studies and spiritual protection, may his name be glorified.

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## **ABSTRACT**

The study focused on work condition and academic staff turnover in selected higher learning institutions in Dar es salaam, Tanzania. The objectives of the study were; to assess the level of academic staff turnover in selected Universities in Dar es Salaam Tanzania, to determine the work condition aspect that influence academic staff turnover and to determine the relationship between work condition and academic staff turnover in the selected Universities in Dar es salaam Tanzania. The study used descriptive survey research design and a sample size of 133. Random and purposive were employed to select the sample size. Data was collected using questionnaire and interview.

The results show different results from those academic staff from private and those from public institutions. The staff commitment in private universities was low compared to the commitment of academic staff in public universities. The rate of academic staff turnover was high in private institution compared to public universities. Work conditions aspects such as remuneration, job security and career development were low in private universities unlike in private universities. Also the study found that there was a relationship between work condition and academic staff turnover, the Pearson Correlation result was 0.714 which meant the relationship between work condition and academic staff turnover was strong, and any change that would be made in work condition would strongly change academic staff turnover. The study recommended that, mitigation Measures should be developed to curb academic staff turnover in universities in Dar es salaam and Work conditions such job security, career development; interpersonal relations should be improved to curb academic staff turnover.

## TABLE OF CONTENT

Declaration .....	i
Dedication ..	iii
Acknowledgement .....	iv
Abstract... ..	v
Table of Content .....	vi
List of Figures .....	x
<b>CHAPTER ONE : INTRODUCTION.....</b>	<b>1</b>
1.0 Introduction .....	1
1.1 Background of the study.....	1
1.2 Statement of the Problem .....	6
1.3 Purpose of the study .....	7
1.3.1 Objectives of the study .....	7
1.4 Research questions .....	7
1.6 Hypotheses of the study.....	8
1.7 Scope of the study .....	8
1.7.1 Geographical scope .....	8
1.7.2 Content scope .....	9
1.7.3 Theoretical scope.....	9
1.7.4 Time scope.....	9
1.8 Significance of the study .....	9
1.9 Definitions of key terms .....	10
<b>CHAPTER TWO : LITERATURE REVIEW .....</b>	<b>12</b>
2.0 Introduction .....	12
2.1 Theoretical Review.....	12
2.1.1 Herzberg Theory of Motivation.....	12
2.1.2 The Human Capital Theory .....	14
2.2 Conceptual Framework .....	15

2.3	Workplace condition on academic staff turnover.....	16
2.4	Workload on academic staff turnover .....	18
2.5	Work Condition on academic staff turnover .....	19
2.6	Compensation (Salary) on academic staff turnover .....	19
2.7	Supervisor and Subordinate on academic staff turnover.....	20
2.8	Career Development Opportunity on academic staff turnover.....	21
2.9	Job Security on academic staff turnover .....	22
1.10	Academic staff turnover .....	23
2.11	Review of Related Literature.....	26
2.12	Research gap.....	31
<b>CHAPTER THREE : METHODOLOGY .....</b>		<b>33</b>
3.0	Introduction .....	33
3.1	Research Design .....	33
3.2	Research Approach.....	33
3.3	Target Population .....	34
3.3	Sample Size and Sampling Procedure .....	34
3.3.1	Sample Size .....	34
3.5	Sampling Procedures .....	35
3.6	Research instruments.....	35
3.7	Validity of the instruments .....	36
3.8	Reliability of the Instrument.....	38
3.9	Data Collection Procedures .....	39
3.10	Method of Data Analysis.....	39
3.10	Ethical Consideration .....	40
3.11	Limitation of the study .....	40
<b>CHAPTER FOUR : DATA PRESENTATION AND ANALYSIS .....</b>		<b>41</b>
4.0	Introduction .....	41
4.1	Response Rate .....	41
4.2	Background Information .....	41
4.2.1	Sex.....	42



4.2.2	Age .....	42
4.2.3	Marital Status.....	43
4.2.3	Education Level of Respondents.....	43
4.3	Objective One: To assess the level of academic staff turnover in selected Universities in Dar es salaam Tanzania.....	44
4.3.1	Staff Commitment to Universities.....	45
4.3.1.1	Private Universities response .....	45
4.3.1.2	Public Universities Response.....	47
4.3.2	Rating of Academic staff turnover .....	49
4.3.2.1	Private Universities .....	49
4.3.2.2	Public Universities .....	49
4.4	Objective Two: To determine the work condition aspects that influence academic staff turnover in selected Universities in Dar es Salaam Tanzania .	51
4.4.1	Remuneration .....	51
4.4.1.1	Private Universities .....	51
4.4.1.2	Public Universities .....	52
4.4.2	Job security.....	53
4.4.2.1	Private Universities .....	53
4.4.2.2	Public Universities .....	54
4.4.3	Supervisor and subordinate relation .....	55
4.4.3.1	Private Universities .....	55
4.4.4	Career development.....	57
4.5	Objective Three: To determine the relationship between work condition and academic staff turnover in the selected Universities in Dar es salaam Tanzania	60
<b>CHAPTER FIVE : SUMMARY CONCLUSION AND RECOMMENDATION</b>		<b>63</b>
5.1	Introduction .....	63
5.2	Summary.....	63
5.3	Conclusion.....	64
5.4	Recommendations .....	<b>Error! Bookmark not defined.</b>
<b>REFERENCES.....</b>		<b>67</b>
<b>APPENDIXICES.....</b>		<b>73</b>

## LIST OF TABLES

Table 3. 1	Sample Size Distributions.....	34
Table 3. 2:	Returns on items of questionnaire.....	37
Table 3. 3:	Item measurement reliability .....	38
Table 3. 4:	Showing Overall Reliability Statistics .....	38
Table 3. 5:	Rating scale .....	39
Table 4. 1:	Response Rate .....	41
Table 4. 2	Sex of Respondents.....	42
Table 4. 3:	Age of respondents .....	42
Table 4. 4:	Marital status.....	43
Table 4. 5:	Respondents Level of education .....	44
Table 4. 6:	Staff commitment to University (Private Universities) .....	45
Table 4. 7:	Staff commitment (Public Universities) .....	47
Table 4. 8	Response on rate of academic staff turnover (private universities).....	49
Table 4. 9:	Response on rate of academic staff turnover (Public Universities).....	49
Table 4. 10	Response remuneration Private Universities .....	51
Table 4. 11	Response remuneration Public Universities .....	52
Table 4. 12:	Response Job Security Private Universities.....	53
Table 4. 13:	Response Job Security Public Universities.....	54
Table 4. 14	Response employee Interrelations Private Universities.....	55
Table 4. 15:	Response employee Interrelation Public Universities .....	56
Table 4. 16:	Response on Career Development Private Universities .....	57
Table 4. 17:	Response on Career Development Public Universities .....	58
Table 4. 18:	Response Job Satisfaction Private Universities.....	59
Table 4. 19:	Response Job Security in Public Universities .....	60
Table 4. 20:	Correlation between work condition and academic staff turnover.....	61

## LIST OF FIGURES

Figure 2. 1	Conceptual Framework of workplace condition on academic staff turnover.....	15
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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This study covers the background of the study, statement of the problem, purpose of the study, research objectives, and research questions, hypothesis of the study, scope of the study and definition of key terms.

### **1.1 Background of the study**

It is a fact that no education system can rise above the level or quality of its academics. However, acquiring and retaining quality academic staff for better performance is a major source of concern that is facing educational planners and stakeholders at all levels worldwide due to low pay and insufficient working conditions (Tettey, 2006). The problem of insufficient working condition coupled with low pay has been credited to be the major cause of the high turnover of academic staff in the high education sector in low and middle-income countries (Nombo, 2013; Manogharan, Thivaharan, & Rahman, 2018). Hitherto, in the ever changing global knowledge and innovation economy, it is incontestable that higher education institutions ought to make it a top priority to attract, deploy, motivate, develop and retain talented academic staff (Atuhaire, 2010; Oyagi & Kembu, 2014). This is based on the supposition that a competitive workforce is the key to organizational success.

Conducive work condition has been singled out as one of the critical factors that can enable any organization, regardless of context, attract, deploy and retain talented employees (Mkulu, 2018). Ruchi & Surinder (2014), describe work condition as comprising of: physical scenery (e.g. noise, equipment, heat); fundamentals of the job itself (e.g. workload, task, complexity); extensive business features (e.g. culture, history); and even extra business background (e.g. industry setting, workers relation). According to business dictionary as cited in Ali, Ali, & Adan (2013), the term

working condition refers to working environment and all existing circumstance affecting labor in the work place, including job hours, physical aspects, legal rights and responsibility organizational climate and workload. Therefore, in this study, working condition refers to all components or factors that may affect both physical and psychological well-being of academic staff. Such factors may include workload, harassment, office condition, job hours, physical aspects, legal rights and responsibility, and organizational climate.

Bushe (2012) stated that there is a growing global interest in matters of recruitment and staff retention in higher education institutions. The emergency of globalization Mkulu (2018) argued has not been innocent in ensuring staff retention, as it is solely responsible for the better or for the worse for opening the global economy and making its citizens mobile, let alone, academic staff. Mkulu further observed that the quality of staff in an organization has a direct influence on its organizational effectiveness. Similarly, Kubler and DeLuca (2014) reported that demand and competition for highly qualified academics has intensified. Growth in global mobility and shifting demographic profiles, means recruiting and retaining talented and knowledgeable lecturers and researchers is an ever-increasing challenge. These trends have engendered a more strategic approach to human resource management across the higher education sector (Varol, 2010).

The excellence of any higher education institution is a function of the people it is able to employ and keep in its faculties (Atuhaire, 2010; Oyagi & Kembu, 2014). This is because every organization has three types of general resources that are physical, financial and human. The most critical one is no doubt the human resource of an organization because this resource can choose to accelerate the process of organizational development or can demolish the organizational progress (Oyagi & Kembu, 2014). This proves that human resource is the York of organizational resources, and motivation the nucleus because it is a central and vital component which is key contributor in job satisfaction of employees (Rasheed, Aslam & Sarwar, 2010).

Nombo (2013), asserts that academic staff turnover rates vary widely between developed and developing countries including Tanzania. Statistics from the International Task Force report on Teachers for All, TFA (2010) demonstrated that in New Zealand, academic staff attrition in private universities alone rose to 10.4 percent per year, in England 9 percent and in USA 13.6 percent. The findings indicated that academic staff left the teaching profession due to low pay and poor conditions of work.

Sub-Saharan African continent faces a huge challenge in terms of skilled human resource capacity, which has a debilitating effect on its ability to make strides in the areas of socio-economic and political development (World Bank, 2006). For example: Ghanaian universities and polytechnics have staff vacancy rates of 40% and 60% respectively (Tettey, 2006). In Nigeria, two-thirds of its 36,134 academic staff positions remain unfilled (Tettey, 2006). Tettey (2006) points out that “by 2000 the University of Ghana's medical school had lost about half of its teaching staff. In African countries: the turnover is 15 percent per year in Malawi and 14 percent in Zambia. In South Africa, lecturers quit due to the leadership style and low remuneration (Muteswa, 2012). In Kenya, out of one million Kenyans who moved to developed countries, about 40 percent are lecturers from private universities as explained by (Owuor, 2010).

In East Africa, a study conducted by Owuor (2010) examined academic mobility and brain drain in East Africa with Kenya as the case study. The study deliberately focused on the turnover of academic staff within and across East African countries. The findings revealed that there was high movement of lecturers from African universities to overseas due to inadequate pay, poor policies, and bad working conditions. In Kenya, Wafula (2013) looked at employee's perception of remuneration schemes in private universities. The study involved 136 respondents, both teaching and non-teaching staff, from which data was collected using questionnaires. The findings showed that remuneration is the key factor for retaining academic staff in private

In South Africa, The labour-market suffers from a dearth of skilled manpower and a Continuous brain drain suggesting that South African organizations are under pressure to retain available talent (Olorunjuwon, 2008). Similarly, in Malawi, a shortage of teachers in nursing colleges was one reason for low student uptake in the early 2000s. While the University of Zimbabwe reportedly stopped admitting new pharmacy students because of a lack of lecturers, many of whom had left the country (Physicians for Human Rights, 2004).

In Uganda, public and private sector universities are also facing the problem of academic staff turnover by 35% for Public and 47% for private universities this is key if we want academic staff to do their job in improved and/or new ways that meet the expectations of students, employers and society as a whole (Minja 2011, Magalla 2011).

In Tanzania, Pienaar (2008) asserted that the crucial role of the University education is to prepare most of the professionals who develop, lead, manage, teach, and influence society's institutions. Hence the retention of academic staff is the pillar to the functioning of any university. In a study on the factors causing staff turnover at Masinde Muliro University of Science and Technology, Butali, Wesang'ula, & Mamuli, (2013) revealed that dissatisfaction with conditions of work; insufficient career development opportunities at place of work; Bullying and harassment at place of work; the job or workplace not living to the employees' expectations; Mismatch between the person and the job; Employees feeling devalued and unrecognized; Stresses from overwork and work/ life imbalance; Loss of trust and confidence in senior leaders; and Poor relationship with colleagues are some of the causes of staff turnover at MMUST.

In study exploring the challenges facing academic staff among private and public higher education institutions in Tanzania, Mkude (2007) revealed that remuneration and conditions of service were the key issues that affected academic staff turnover in Tanzania. They received very low salaries compared to the work done. Although opportunities for career development were provided to academic staff, 90 percent of

their salary was retained. Furthermore, the study revealed that brain drain in Tanzania was due to low remuneration and poor working conditions.

According to Mkulu (2018) Tanzanian education policy indicates that there is 26.1 percent academic staff turnover, 20.6 percent academic staff retirement and 8.5 percent natural attrition. Education Sector Development [ESD] (2012) reported that academic staff turnover in private and public universities in Tanzania are at 70.9 percent and attributed to poor conditions of work and low pay. Academic staff turnover in the higher education institutions in Tanzania has been a major issue yet it is least researched and documented. Dar es Salaam is one of the regions in Tanzania that is facing high turnover of lecturers from both public and private universities (Mkulu, 2018).

Universities in Tanzania continue to experience very low academic staff retention (Selesh & Naile, 2014). This has raised deep concern among university managers, administrators, parents, students and other stakeholders (United Republic of Tanzania, 2013). Empirical studies (Mkude, 2007; Minja 2011; Magalla 2011; Mkulu, 2018), conducted in both public and private organizations have come up with similar results. Thus, the rate of employees' turnover in public and private universities in Tanzania is increasing.

Similarly, exploring the magnitude of academic staff turnover, Arusha Lutheran Centre annual report [ALC] (2010) shows that private universities had a high turnover rate about 19% of academic staff leaving the centre. Another study by Ally (2011) done in Zanzibar has recently shown that this problem is within government ministries where employees shift between private sectors, union Government institutions and higher learning institution with the rate of 26%. In addition, Minja (2011) and Local Government Reform Program Report (LGRP) 2005, argues that public councils Tanzania mainland have experienced high labor turnover rates and employee shortages which have also been attributed to poor working conditions and low pay. Supporting the same, Augustine (2011) comments that labor turnover is becoming a solemn trouble in today's business setting. This situation threatens many



universities and has been termed as one of the management and organizational challenges (UNICEF Annual Report 2011, TBA Newsletter 2007, Mrara 2010, Ernest and Young Report 2012).

The studies (Mkude, 2007; Minja 2011; Ally, 2011; Magalla 2011; Selesh & Naile, 2014; Mkulu, 2018), also showed that academic staff are facing many problems in their daily activities including poor working conditions, poor living conditions together with low salaries. Despite all these studies, still little is known on the impact of Work condition and academic staff turnover in selected higher learning institutions in Dar es Salaam, Tanzania. It is against these backgrounds, that this study investigates work condition and academic staff turnover in selected higher learning institutions in Dar es Salaam, Tanzania.

## **1.2 Statement of the Problem**

The concept of turnover entails a negative connotation of management failure to motivate and retain employees (Selesh & Naile, 2014; Mkulu, 2018). Employee turnover is a costly expenditure, especially in lower paying roles where the rate of employee turnover remains to be the highest (Oyagi & Kembu, 2014). Today, many organizations struggle to reduce employee turnover because such turnover is related to lower organizational productivity, which in turn is associated with certain costs (Tetty, 2006). For instance, the costs of recruiting, inducting, supervising, and training replacement employees are just some of these particular costs, which can reach 70% of an organization's annual budget (Lee, Eberly & Terence, 2008). In addition, employee turnover can also lead to a loss of organizational knowledge and history (Armstrong, 2001). The problem is best illustrated by cases where experienced and knowledgeable employees leave their present position of working for their competitors (Nyamubarwa, 2013).

The problems of insufficient working condition coupled with high turnover of academic staff in the high education sector in low and middle-income countries (Butali, Wesang'ula, & Mamuli, 2013). United Republic of Tanzania (2013) reported that Tanzania is receiving increased global attention due to high turnover

rate for the education sector which is about 19% in 2013 attributed to low pay and insufficient working conditions. Conducive work condition has been singled out as one of the critical factors that can enable any organization, regardless of context, attract, deploy and retain talented employees (Mkude, 2007; Minja 2011). The fact that many higher education institutions do not provide sufficient working conditions should be seriously considered because of the detrimental affect it has on academic staff turnover, quality of graduates produced by these institutions.

In addition, the United Republic of Tanzania (2013) asserts that despite the efforts by the Ministry of Educational and Vocation Training (MoEVT) to retain human resources, there is very low lecturer retention at the rate of 34% compare to the turnover rate which is more than 66%. The private sector alone has 66.1 percent of lecturer turnover from private Universities.

Therefore this research was investigating the impact of working condition on academic staff turnover in selected higher learning institutions in Dar es salaam, Tanzania.

### **1.3 Purpose of the study**

The purpose of the study was to analyze the effect of work condition on academic staff turnover in selected universities in Dar es Salaam region, Tanzania.

#### **1.3.1 Objectives of the study**

- i. To assess the level of academic staff turnover in selected Universities in Dar es Salaam Tanzania.
- ii. To determine the work condition aspect that influence academic staff turnover in selected Universities in Dar es Salaam Tanzania.
- iii. To determine the relationship between work condition and academic staff turnover in the selected Universities in Dar es salaam Tanzania.

### **1.4 Research questions**

- i. What is the level of academic staff turnover in the selected universities in Dar es Salaam Tanzania?

- ii. What are the work condition aspects that influence academic staff turnover in selected Universities in Dar es Salaam Tanzania?
- iii. What is the relationship between work condition and academic staff turnover in the selected Universities in Dar es Salaam Tanzania?

## **1.6 Hypotheses of the study**

The tested the following hypothesis at 0.05 level of significance:

**1. H<sub>0</sub> (null hypothesis)** - there is no significant positive relationship between work condition and the level of academic staff turnover in the selected universities in Dar es Salaam Tanzania.

**2. H<sub>a</sub> (alternative hypothesis)** - there is a significant relationship between work condition and academic staff turnover in the selected Universities in Dar es Salaam Tanzania.

## **1.7 Scope of the study**

The scope of the study was discussed under four major headings (geographical, content, theoretical and time scope) as follows:

### **1.7.1 Geographical scope**

The study about work condition and academic staff turnover was conducted in selected public and private Higher learning institutions which are University of Dar Es Salaam, Mwalimu Nyerere University, Kampala International University and College of Business and Management (CBM) which allocated in Dar es Salaam Regional in Tanzania. Dar es Salaam is located at 6°48' South, 39°17' East (-6.8000, 39.2833), on a natural harbor on the eastern coast of East Africa, with sandy beaches in some areas. It is the capital of the co-extensive Dar es Salaam Region, which is one of Tanzania's 31 administrative regions and consists of five districts: Kinondoni in the north, Ilala in the centre, Ubungo, Temeke in the south and Kigamboni in the

east across the Kurasini creek. The region had a population of 4,364,541 as of the official 2012 census.

### **1.7.2 Content scope**

The study on work condition and academic staff turnover in selected public and private universities in Dar es Salaam Tanzania has two variables the dependent and independent variables. Under the independent variable which is work condition, the researcher looked at Promotion opportunity, job security, salary, over responsibilities or work load and career development opportunity as the main factors within work condition. While, under the dependent variable which is academic staff turnover, the study looked at commitment, job satisfaction and job stress as factors resulting from working condition.

### **1.7.3 Theoretical scope**

This study was anchored on Herzberg Theory of motivation (1959). According to Herzberg, employees' needs can be categorized into two factors, namely hygiene and motivators. Hygiene factors like job security, career development opportunities and welfare of human resources are those job factors which are essential for existence of motivation at workplace. If these factors are absent or if these factors are non-existent at workplace, then they lead to dissatisfaction. These factors are extrinsic to work. Hygiene factors are also called dissatisfies they are required to avoid dissatisfaction.

### **1.7.4 Time scope**

This study focused on the period between year 2010 and 2018. The reason for this time is that there has been high academic staff turnover in University.

## **1.8 Significance of the study**

The significance of the study was discussed under the following headings: -

**To the government:** The study findings may enable the government of Tanzania to realize how important working condition is in motivating and retaining quality

academic staff as well as enabling them work hard to achieve organizational objectives.

**To the higher learning institutions:** The study findings by providing base-line data would help higher learning institutions understand the need and importance of retaining academic staff as a way of maintaining excellence at the higher learning institutions.

**To scholars:** The study through provision of current literatures and base-line data would be of great significance to various students and researchers involved in human resource development research activities and would equip learners with more knowledge and skills on factors contributing to employee turnover in higher learning institutions. The study would further make a myriad of contributions to the world of literature on employee turnover and work conditions by providing researchers and students valid literature and base-line data and to other stakeholders in the academic circles.

## **1.9 Definitions of key terms**

The following key terms re operationally defined as follows: -

**Academic Staff turnover:** According to Yimer, Nega, & Ganfure (2017) academic staff turnover is viewed as a voluntary cessation of membership of an higher educational institution by an academic staff of that institution. Academic staff turnover here refers to the proportion of staff leaving in a given time period but prior to the anticipated end of their contract.

**Job satisfaction;** According to Murphy (2004), job satisfaction refers to a person's feeling of satisfaction on the job, which acts as a motivation to work. Job satisfaction refers to an individual's felling regarding his or her work which can be influenced by a multitude of factors

**Turnover:** According to Business Dictionary from the human resource management perspective: turnover refers to the number of employees hired to replace those who

left or were fired during a 12 month period. Turnover here refers to the act of replacing an employee with a new employee. Partings between organizations and employees may consist of termination, retirement, death, interagency transfers, and resignations.

**Working condition:** According to business dictionary as cited in Ali, Ali, & Adan (2013), the term working condition refers to working environment and all existing circumstance affecting labor in the work place, including job hours, physical aspects, legal rights and responsibility organizational climate and workload. Working condition here refers to the components or factors that may affect both physical and psychological well-being of workers. Such factors may include workload, harassment, office condition etc.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter covers opinions, facts and literature from different authors, theoretical review, conceptual framework, review of related literature and research gap concerning the working condition and academic staff turnover.

#### **2.1 Theoretical Review**

The study was guided by two theories, Herzberg two factor theory of Motivation and The Human Capital Theory

##### **2.1.1 Herzberg Theory of Motivation**

The importance of employees to an organization has been known for a substantial amount of time. They play a pivotal role in creating and maintaining a competitive advantage for their organizations. According to Herzberg (2005), employees' needs can be categorized into two factors, namely hygiene and motivators. Hygiene factors are those job factors which are essential for existence of motivation at workplace. If these factors are absent or if these factors are non-existent at workplace, then they lead to dissatisfaction. These factors are extrinsic to work. Hygiene factors are also called dissatisfies or maintenance factors as they are required to avoid dissatisfaction. These factors describe the job condition scenario.

The hygiene factors symbolize the physiological needs which the individuals want and expect to be fulfilled. Such factors may include working condition factors such as career development opportunity, job security workload etc. The employees should be offered health care plans (medicclaim), benefits for the family members, employee help programmes, etc. The physical working conditions should be safe, clean and hygienic. The work equipments should be updated and well-maintained. The employees' status within the organization should be familiar and retained. The relationship of the employee with his peers, superiors and subordinates should be

appropriate and acceptable. There should be no conflict or humiliation element present. The organization must provide job security to the employees.

This theory gives guidelines to university managers on providing conducive condition to workers and promotes growth at the workplace taking into account what lecturers want from their work. The theory provides strategies for employees' retention in private universities. Today, employees' retention is the top priority of organizations due to increasing competition (Maliposa, 2014). However, workplace has a positive or negative impact on academic staff retention or attrition. Tickle (2009) conducted a study on workplace condition and the contribution to lecturer turnover in United States. It was found out that working condition, low remuneration and learners' indiscipline led to low retention of academic staff in universities. According to Herzberg et al (1959), the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction.

These factors are inherent to work. These factors motivate the employees for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolize the psychological needs that are perceived as an additional benefit. Motivational factors include recognition, i.e., the employees should be praised and recognized for their accomplishments by the managers. There must be a fruit of some sort in the job. There must be growth and advancement opportunities in an organization to motivate the employees to perform well. Understanding the different dimensions of a job that may increase satisfaction or, at least, reduce dissatisfaction would be the very first step towards designing a strategy for retention of quality staff (Raju, 2004). As people are the most valuable resource of an organization, and that the management of people makes a difference to retention of academic staff (Patterson et al., 1997). To achieve high levels of employee retention, higher learning institution must ensure that the physical condition is conducive to organizational needs facilitating interaction and privacy, formality and informality and functionality.



The physical condition is a tool that can be leveraged both to improve business results (Mohr, 1996) and employee well-being (Huang, Robertson and Chang, 2004). Ensuring adequate facilities are provided to employees is critical to generating greater employee commitment and retention. The provision of inadequate equipment and adverse working conditions has been shown to affect academic staff commitment and intention to stay with the institution (Weiss, 1999). Extensive scientific research conducted by Roelofsen (2002) has also yielded indications suggesting that improving working condition results in a reduction in a number of complaints and absenteeism and an increase in staff retention.

The indoor condition has the biggest effect on staff retention in relation to job stress and job dissatisfaction. Providing working conditions that promote the safety of academic staff is therefore becoming a major management concern, (Ann I. Ogbo and Wilfred I. Ukpere, 2013). It is equally important to mention here that the state of convenience facilities across the country is very appalling. From the public to private convenience facilities, the issues remain the same. This shows that huge economic and other resources are being lost at hourly basis due to abandonment of duty post and related work stress that accompanies the poor working conditions. Some academic staff confessed to leaving their institution and work to a distant places in search of decent facilities to use. Sometimes, most of these distressed academic staff find it difficult to come back to their institutions and when they do, a lot of time would've been lost as well as some energy to continue with the work.

### **2.1.2 The Human Capital Theory**

This is theory which emphasis that the special skills and information workers bring to or learn on a job may not be transferable to other jobs. The human capital of leaders is theorized to be an important resource for unit performance (Wright and McMahan, 2011). Human capital can be defined as individuals' knowledge, skills, and abilities used to produce a given set of outcomes (Kochhar, 2001).

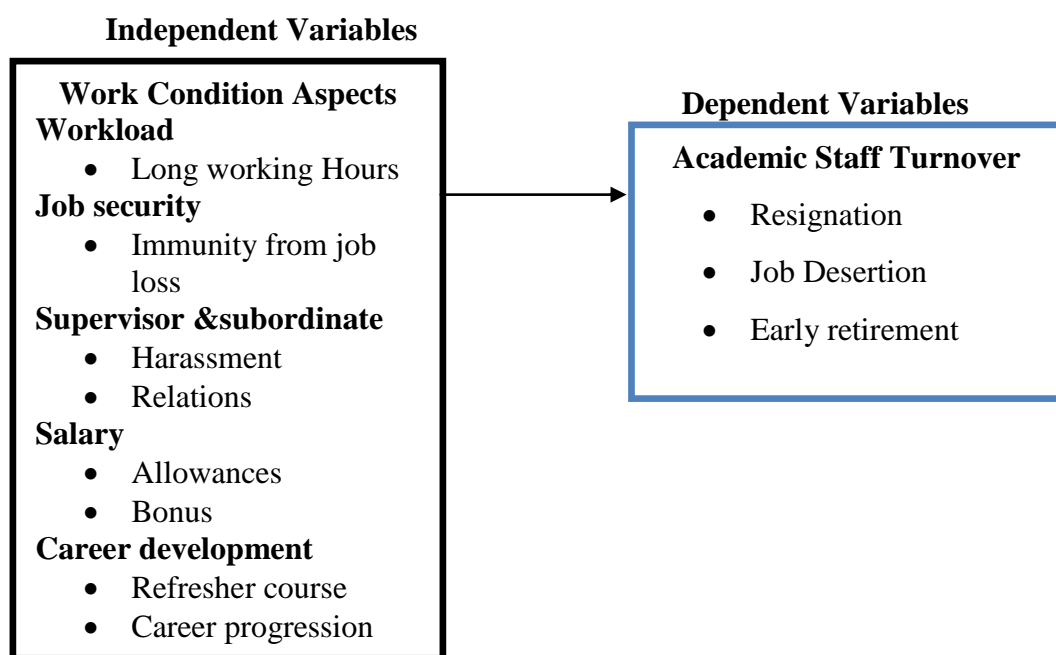
The term human capital (HC) according to Houghton (2017), can trace its roots to the early 1960s, when Schultz (1961, p. 140) proposed that HC consisted of the *'knowledge, skills and abilities of the people employed in an organisation'*. While

concise, Shultz’s initial definition of HC is somewhat limited in that it does not take into consideration the concept of ‘value’ and the importance of ‘investment’ in HC. In 1981, Schultz revamped this definition and defined HC as:

*‘...all human abilities to be either innate or acquired. Attributes which are valuable and can be augmented by appropriate investment will be human capital’* (Schultz, as cited in Houghton, 2017).

The resource-based view of the firm states that resources regarded as valuable, rare, inimitable, and non-substitutable create a competitive advantage for organizations (Barney, 1991). The human capital of academic staff is a resource that may meet the requirements of the resource-based view and create a competitive advantage for higher education institutions (Combs and Skill, 2003). This suggests that academic staff with higher levels of human capital can have a positive influence on the performance outcomes of education institutions (Pollock, and Graffen, 2006). Organizations that offer high levels of compensation to staff may have staff with high levels of human capital, which may lead to increased organizational performance (Castanias and Helfat, 1991).

## 2.2 Conceptual Framework



**Figure 2. 1 Conceptual Framework of workplace condition on academic staff turnover.**

Source: Researcher, (2018)

### **2.3 Workplace condition on academic staff turnover**

James (2011) concluded that the working conditions as a team has significant impact on the satisfaction level of employees as it affects their performance and decision to stay or leave. It is essential to recognize to the significance of these factors to boost the satisfaction level in the workforce. How employees perceive their work condition can affect employee's commitment, motivation, and performance and also helps organization to form a competitive edge. It is supported by research conducted by Mitrovic and Brown (2009) that a motivational and empowered work climate influences employee's attitudes toward work positively and improves work performance. Mitrovic et al (2009) added that, an effective work condition management entails making work condition attractive, creative, comfortable, satisfactory and motivating situations to employees so as to give them a sense of pride and purpose in what they do. In support of this idea, Taiwo (2010) outlined the following as some tools used to manage work condition to improve productivity. They include, noise control, contaminants and hazard control, enhancing friendly and encouraging human condition, job fit, rewards, feedback, work condition modeling, creating qualitative work life concepts and making physical working conditions favorable (Taiwo, 2010).

Workplace design needs to take into account of a wide range of issues. Creating better and higher performing workplace requires an awareness of how workplace impacts behavior and how behavior itself drives workplace performance. The relationship between work, the workplace and the tools of work, workplace becomes an essential part of work itself. Increasing workplace understanding is built on the identification that space has different characteristics: it performs different functions and there are different ways people work. People work individually and interact with others and this requires different workplace solutions (Chandrasekar, 2011). How workspace is designed and occupied affects not only how people feel, but also their work performance, their commitment to their employer, and the creation of new knowledge in the organization. These are the cornerstones of the level of research known as the conditional psychology of workspace (Vischer, 2008). According to Abdulla et al. (2010) Conditional factors represent the immediate job condition that

contains skills required to perform a job, authority, autonomy, relationship with supervisors and co-workers and other working conditions.

Employees appreciate a friendly or responsive workplace. Usually, a friendly workplace does not involve a large amount of investment and expenditure, but it requires time and sympathetic thoughtfulness on the part of top management. Schmalenberg and Kramer, (2009) empirically proved a positive relationship between employee job satisfaction and healthy working conditions. Good working conditions reduce employee turnover and induce a lower degree of job stress. Undesirable outcome on employees' dedication may be created if they are dissatisfied with the working conditions and consequently it may affect turnover decision. A study on workers of Grameen Phone, the largest telecom company in Bangladesh, identified working atmosphere or working condition as the most significant factor of job satisfaction for the employees of that company. This factor was also identified as a dominant factor for employees, decision to leave or to remain with the organization in a university setting. Conversely, Joarder and Sharif found an opposite result than the earlier studies. They disagreed that working conditions is a significant factor for increased job satisfaction for academics of higher educational institutes in Bangladesh. Herzberg also argued that employees' commitment may not increase with working conditions. Previous literature shows contradictory results on the association between job satisfaction and working conditions. Hence further investigation is required with regard to this variable.

Organizational culture refers to a set of value systems and propositions around performing the operations of an organization. Huang and Chi described that organizational culture and policy encourage employees to be motivated and consistent in their commitments.

Consequently, it leads to an increased organizational performance. Some researchers concluded that organizational culture and policy have a positive influence on the job satisfaction of the employees. In contrast, Johnson (2009) argued that some elements of organizational culture might not be significantly related to employees' job

satisfaction. Similarly, Navaie- Waliser, Lincoln, Karuturi and Reisch, (2013) asserted that job satisfaction of employees is not affected by organizational culture and policy.

#### **2.4 Workload on academic staff turnover**

Workload refers to the intensity of job assignments. It is a source of mental stress for employees. Stress is an active state of mind in which human being faces both an opportunity and constraint. Allen, (2006) defined workload as the total amount of time a faculty member devotes to activities like teaching, research, administration, and community services etc. A study conducted by Moy, (2006) sais that Clerical and Professional Workers' Association found that 65.5% of workers believed a five-day work week would help them better manage their private matters, where as half of respondents believed that this practice would allow them to spend more time with their families and improve their quality of life which helps in improving their productivity at work. Several studies have highlighted the consequences of work overload. Workload stress can be defined as unwillingness to come to work and a feeling of constant pressure accompanied by the general physiological, psychological, and behavioral stress symptoms. Numerous studies found that job stress influences the employees' job satisfaction and their overall performance in their work. Because most of the organizations now are more demanding for better job outcomes. In fact, modern times have been called as the “age of anxiety and stress” (Rehman et al. 2012). Excessive work interference with family is also associated with greater stress mostly, job burnout, increased absenteeism and higher turnover (Sutton 2000; Anderson et al., 2002). According to Jex and Beehr, (2001) strains associated with being overworked have been found to be uniformly negative across behavioral, psychological, and physiological outcome domains. According to Kirchmeyer, (2005) Researchers indicated negative links in between experience of work/nonworking conflict and organizational commitment.

Long working hours may affect the physical condition of employees. The employees facing workload have a moderate level of stress in which work to family conflict rises. Workers in stress and having work to family conflict also have intention to quit

the job because they are not performing their social roles efficiently. In Pakistan, there is a problem that employers are majorly concerned with less staff and as a result, the workload of employees is increasing. Mostly, employees of banks in Pakistan have increasing frustration due to heavy workload. Stress usually generates from workload and workload extends working hours on jobs which ultimately disturbs the incumbent's roles in the family and society as well, because a worker has to fulfill other roles in his life (Imam et al. 2010).

### **2.5 Work Condition on academic staff turnover**

If working conditions are substandard or the workplace lacks important facilities such as proper lighting, furniture, restrooms and other health and safety provisions, employees will not be willing to put up with the inconvenience for long time. (Shamsuzzoh & Sumon, 2014) Organizational instability has been shown to have a high degree of high turnover. Indications are that employees are more likely to stay when there is a predictable work condition and vice versa (Zuber, 2001). In organizations where there was a high level of inefficiency there was also a high level of staff turnover (Alexander et al., 1994). For employer losing a single key worker may decrease the likelihood of project success and investor confidence can be reduced in the company. Main causes of Turnover are Salaries Working condition and security of job. Turnover particularly arises from unhappiness from job place. In contrary employee also pushed to leave job due to the dissatisfaction in their present workplace (Shamsuzzoh & Sumon, 2014)

### **2.6 Compensation (Salary) on academic staff turnover**

One common cause of high employee turnover rates is low pay and benefits packages. When a worker is employed in a low-wage position with limited benefits, there is little incentive to stay if a similar employer offers even a slightly higher rate of pay. "While lower paying job roles experience an overall higher average of employee turnover, they tend to cost companies less per replacement employee than do higher paying job roles. However, they incur the cost more often. For these reasons, most companies focus on employee retention strategies regardless of pay levels." (Beam, 2009) Workers who make more, but whose salaries fall short of the

going market rate, may feel undervalued at their current companies and look for a company that will pay them what they're worth (Firth et al., 2004). Manu et al. (2004) argue that employees quit from organization due economic reasons. The most common reason for employee turnover rate being so high is the salary scale because employees are usually in search of jobs that pay well. (Hissom, 2009). Low pay is good reason as to why an employee may be lacking in performance. (Rampur, 2009). Unequal or substandard wage structures fall under this category as well. "When two or more employees perform similar work and have similar responsibilities, differences in pay rate can drive lower paid employees to quit. In a like vein, if you pay less than other employers for similar work, employees are likely to jump ship for higher pay, if other factors are relatively equal." (Handelsman, 2009) .

## **2.7 Supervisor and Subordinate on academic staff turnover**

Nature of management influence the individuals in terms of values of organization, image and existence of firm (Gregory and Henry, 2005). A poor relationship with the management can be an important reason for the employees to leave their jobs .It is relatively rare for people to leave jobs in which they are happy even offered by higher salary elsewhere (Shamsuzzoh & Sumon, 2014). Employer-employee relationship plays a vital role on turnover.(Nawaj, 2007).Lack of role clarity by management can lead to labor turnover According to Herzberg (1966) supervision is an extrinsic factor and a "dissatisfier" as well as a "demotivator" just like pay. This is because employees tend to perform better when they have under less supervision and freedom to exercise initiatives, judgment and self approach to work. (Mbah S. E., 2012). Workplace harassment means negative office interaction that affects the individual's job by affecting the terms and conditions and job decisions and such actions do not fall within the boundaries of law. In a country like Pakistan, women have started working along men, side by side in the organizations, and although women are being welcomed in the organizations across the country, the traditional organizational settings are still male dominated in their setup and as a result, women tend to face resistance in getting accepted as equals in the organizations (Nazir et al.

2011). Parker and Griffin, (2002) have studied gender harassment's negative consequences on distress and over performance demand.

According to (Lee, 2005) Psychological harassment and bullying are reduced when employers promote a fair and team-based work climate; provide sufficient job autonomy and resources to their workers so as to head-off unnecessary conflicts. When a supportive team condition exists, victims will feel greater sense of empowerment and control, on the one hand, and bullies will have fewer incentives to engage in dysfunctional, conflict-escalating behaviors, on the other. Another recent study of a diverse occupational sample of 180 workers in the Canadian prairies found that 40% reported experiencing at least 1 of 45 specific acts indicative of psychological harassment or bullying on a weekly basis for at least 6 months. An additional 10% of the sample reported experiencing 5 or more such acts on a weekly basis for at least 6 months.

## **2.8 Career Development Opportunity on academic staff turnover**

Larson (2004) says career progress creates stress on employee's understandings of the worth of his or her career prospects. Obstacles in career development can appear at any time during an employee's employment period which serves as stressor for them. These stressors can include an array of problems like being stuck at a position, without any hopes of progress or threats of downsizing (Smith and Cooper, 1994). Career growth is much more important than salary in Europe or America but it is counted equivalent to salary in Asian context (Europhia, 2008). "Moving Up or Moving Out" counts career growth as basic for turnover (Europhia, 2008). High employee turnover could also be due to no potential opportunity for advancements or promotions. Employees prefer other companies which may provide them with higher posts and increased compensation packages (Rampur, 2009).

Olaniyan and Okemakinde (2008) stated that formal education and training is highly instrumental and an imperative to improve national production capacity, in particular that an educated population is a productive population. Metcalfe, et al (2005)



observed that human resource managers and heads of department do not always have the skills needed to develop staff and apparently many heads of department did not see staff development as one of the responsibilities of their post. Opportunities for training and development are among the most important reasons why employees stay especially young and enthusiastic ones (Ng'ethe, 2012). It is however instructive that training must not be conducted for its own sake, but must be systematic and procession, hinged on effectively administered performance appraisals, identification of training needs, and establishment of a competence framework that addresses organizational goals.

## **2.9 Job Security on academic staff turnover**

Meltz (1989) defines job security broadly as “an individual remains employed with in the same organization with no diminution of seniority, pay, pension rights, etc.” The Business Dictionary .com, (2009) similarly defines job security as the assurance employees have about the continuity of gainful employment for their work life. According to Wikipedia (2008) job security is defined as the probability that an individual will keep the job. These definitions show that job security entails that employees retain the employment statuses in the same organization as long as they still choose to work there. The definitions however fail to highlight the factors that bring about job security for employees in any given organization.

According to Public Service Alliance of Canada BC (2008), job security is a provision in a collective agreement protecting a worker's job, as in the introduction of new methods or machines and thus should be agreed upon prior to the commencement of employment. Similarly, other scholars like Njoya (2007) define job security as the workers’ right to be treated with dignity and respect as reflected in notions of „good faith“ and „mutual trust“ and confidence which the employer should observe in the period when still with the employee. Such a definition brings in the aspect of treating employees basing on humanitarian perspective to protect employees from job loss though it does not clarify how job security for employees can be achieved. Considering the discrepancies in the above definitions, the definition of job security that was adopted for this study was from Herzberg (1968)

who defined job security as the extent to which an organization provides stable employment for employees. This definition was considered worthwhile since it clearly shows that it is the role of the employer to create job security for employees. The employer must put in place provisions to show employees that their jobs are secure even in events of major organizational changes. Several theories have been advanced to describe the relationship between job security and job retention; Nosse et al; (2004) for example suggests that absence of job security (and other dissatisfies) can result in disenchantment with a job even if the satisfiers are present leading to low job retention.

### **1.10 Academic staff turnover**

Derek et, al. (2007) suggested that job satisfaction and affective commitment as the basic variables with turnover intentions. He further argues that no support was found in the results for continuance dedication as a variable with turnover intentions. The results also concluded that significant positive correlations were found for the distal variables workload, work stress, employee salary, job satisfaction, and work to family conflict. Magnus et al. (2001) resulted that the job insecurity is interrelated primarily to exit and devotion reactions, but not to voice. In terms of exit, a striking pattern in our results concerns the connection obtained between job insecurity and organizational turnover intention. Although the magnitudes of effect sizes differed across countries, there was a positive relation between job insecurity and the propensity to exit from the organization. The results also swell previous research by indicating that job insecurity may have similar cost for union turnover intention. Outsourcing is more prevalent under condition of high scientific uncertainty and high information exchange; research gained some tentative insights into the fact that higher outsourcing under these conditions leads to higher performance of individual.

Not only does job stress affect turnover intentions, but also attendance rate (Chiu et al, 2009).In addition, employees who are dissatisfied with their work situation may start putting in less effort at work (Withey & Cooper, 1989).Paradoxically, at the same time as the job characteristics seem to become more and more disadvantageous from the perspective of the employees, another trend has emerged that focuses on

maintaining and attracting talent employer branding. Employer branding is a strategy and a critical tool for “talent acquisition, development, and retention” (Biswas & Suar, 2014). The growing interest for employer branding can be explained by the ‘war for talent’ in the labour market and it may concern “functional, economic, and psychosocial benefits of employment and identification with the company”. These two trends are seemingly opposed on the one hand, the psychosocial working condition becomes alarmingly worse, but on the other hand companies are working harder than ever before to offer (seemingly) beneficial working conditions with the potential to attract and retain talent.

Fogarty et al. (2004) results that the employee turnover increases due to individuals in offices were mostly at fault, making errors because they failed to follow procedures and were ineffectually supervised the circumstances; put the employees of the organization in, such a pressure created by poor planning and results in increase in turnover and organizational performance decrease. Bloom et al. (2001) concluded that the organizational analysis of turnover is due to organizational and ecological variables like the crime rate in the area may increase nursing turnover. The study strongly argued that the base of increase in turnover is only conditional basis. Beverly & Philip (2006) recognize that the extant research on employee engagement demonstrates its relationship to outcome variables important to every organization, such as productivity, safety, and employee retention and customer service. They further explore that the Increases in knowledge as to how to create high performance workplaces are always welcome by practitioners and academics. What the field does not need, however, is another fad term. We call for continued research into employee engagement in order better to understand and to capture its contribution to organizational and individual performance.

According to Bakotić (2016), the organizational commitment found to be a significant predictor of organizationally relevant behavior, in his case, turnover. This certainly lends support to the position of organizational commitment. Conversely, Bakotić further justify that there was no evidence from this study of workers in one public sector agency that job satisfaction has any effect on voluntary turnover (Koys,

2001). The correct in that even when combined with the other relevant control variables, the explanatory power of the models containing organizational commitment is fairly low. It should be kept in mind that organizational commitment was typically measured months before the respondents actually quit work. Even so, the results of this and related studies suggest that even though we have additional insight about the theoretical relevance of organizational commitment, we still do not seem to understand much about the processes that generate turnover (Bakotić, 2016).

In the same vein, Maertez and Campion (2004) suggested that the first, quitting is a salient, major life event, and people remember the details surrounding such events relatively easily. Second, quitting tends to be associated with affective arousal, be it negative or positive; such events are more easily remembered than those with little accompanying affective arousal. Also, Maertez et al, (2004) added that another possibility is that the relationships discovered could be partially due to employee schemata or implicit theories of turnover. However, if such schemata reflect reality or are widely held by employees, they may not threaten the validity of our finding that working conditions impact academic staff and general employee retention.

Similarly, Nwagbara, Smart, Ugorji, and Ennsra, (2013) concluded that the employee turnover in schools and universities are due partly to the low morale of the teachers, which in turn has increased the rate of labor turnover from the system. Nwagbara, et al, (2013) further analyze that it is fair to say that lecturers will put in their best when the work condition is conducive; when there are good welfare packages like good houses, adequate health and medical insurance, training and development opportunities and other relevant fringe benefits. In the absence of these, it can only be expected that frustration and eventually quits will result. Given their role in society, Folorunso, Adewale, and Abodunde (2014) observed that, there is a strong case to pay special attention to university academics while not constituting them into a special class. However, it is important to further explore opportunities to provide more incentives to enable lecturers maximize their role in the development process. In doing this, Folorunso, et al, (2014) asserted that it has been shown that economic incentives on their own do not provide sufficient motivation for university teachers.

Harris et al. (2002) theory asserts that high turnover lowers firms' incentives to provide staff training programs and, therefore, reduces productivity.

On the other hand, Pastorino (2013) stated that job matching theory postulates that turnover can help employers and employees to avoid being locked in sub-optimal matches permanently, subsequently increases productivity. The conflict between retaining workforce stability on the one hand, and flexibility on the other, gives rise to the quest of an optimal turnover rate. Klasen (2009) uses multinational cross panel regressions to explore the extent of employee turnover in the organization which may trim down growth and development of any organization and the overall economy. Klasen's paper finds a substantial impact of employee turnover on economic growth based on data from East Asia, Africa, South Asia and the Middle East. The results of another study by Michael & Steiner (2007) suggest that employee turnover in education and management has a direct impact on economic growth through throbbing change in management lowering the average quality of human capital produced by the higher education institutions. It could be argued therefore, that insufficient work conditions can trigger desire for attrition or turnover among academic staff in higher education institutions in Dar es salaam, Tanzania.

## **2.11 Review of Related Literature**

As people are the most valuable resource of an organization, and that the management of people makes a difference to retention of academic staff (Bakotić, 2016). To achieve high levels of employee retention, Bakotić argued, organizations must ensure that the physical condition is conducive to organizational needs facilitating interaction and privacy, formality and informality and functionality. Perspective assumes that education is highly critical and pivotal in the process of enhancing the production capacity of a population (Beatriz, Deborah, & Hunter, 2008). Accordingly, if this perspective is transposed into a managerial context, the hierarchical structure of the level of income over a lifetime is represented by incremental salary increases, to reflect the degree of job experience and training courses in a specific job and not on work conditions (Pierce-Brown, 1998). Beatriz, et al, (2008) added that the salary of an employee decreases once the employee is

perceived to be slowing down in their levels productivity which affects job satisfaction component in turn. Beatriz, et al, (2008) further argued that these factors can lead an employee to subsequently intend to leave their post.

In another development, Court (2003) in a study on Links between the quality of working life and employee retention revealed that creating better work conditions and preventing harm from work are key means of improving staff retention. The evidence that is presented was based on national data for UK work-related injuries, diseases, and their impact on absenteeism and the costs for society and companies. Similarly, Ryan, and Kossek (2008) in a study on work-life policy implementation: Breaking down or creating barriers to inclusiveness

Similarly, Sierra and McLeavety (2005) claimed that turnover intentions emerge from the belief that social relationships develop over time into trusting, loyal, and mutual commitments, between both an organization and its employees. The Exchange Theory posits that social relationships are characterized by the distinct emotional effects of different exchange structures, in that the investment of money and time in human capital actually create positive attitudes and an aura of honor towards the organization Sierra, et al, (2005). In other words, a healthy work condition in an organization is reflected positively in the feelings and emotions of the staff as a whole, and, in turn, their *intent to leave or stay*. Its practice can involve giving compliments to acquaintances, showing support to co-workers, maintaining a good flow of information within the company, possessing international merchandising, and fostering relationships between organizations and their customers Sierra, et al, (2005).

The Job Embeddedness Theory has been incorporated to argue that job embeddedness can modify the influence of organizational justice in regards to turnover intentions (Tanova, & Holtom, 2008). Specifically, job embeddedness can be seen to have various influential effects on the decision of an employee to stay in their job or not (Tanova, et al, 2008). In short, highly embedded employees would be less likely to intend on leaving their organization if they were to hold perceptions of

organizational justice within their comprehension (Tanova, et al, 2008). Thus, highly embedded employees who possess a perception of fairness in the overall outcomes would be less likely to display turnover intentions, especially if this related to respect of pay and reward allocation or the quality of interpersonal treatment from managers (Tanova, et al, 2008). This has also help to explain the role of sufficient work condition of academic staff retention and turnover or attrition.

The low level of turnover intention also refers to the factor that highly embedded employees are increasingly involved in various projects and with a variety of individuals, which means that they will not sacrifice a multitude of opportunities, as well as benefits, by leaving their company (Karatepe and Shahriari, 2014). Greaves, Parker, Zacher, & Jimmieson, 2015) conducted a study on a large, UK-based, publicly funded organization in the media sector. Greaves, et al, (2015) studied employees' turnover intention based on the components of the Theory of Planned Behavior (TPB), to identify whether these explain the causes of behavioral intentions in particular individuals. The findings indicates that examining the antecedents of any behavior, together with the overall context, helps researchers to understand the processes by which TPB components are linked to turnover intentions. It concluded that if TPB is brought in to explore conditional behavior in the workplace, it will represent a successful tool for predicting intentional behaviors such s the intention to leave an organization.

Accordingly, Arnold, Loan-Clarke, Coombs, Wilkinson, Park, & Preston, (2006) carried out research on 25,000 employees at 80 sites across the UK, based on TPB, and examined the proximal predictors of behaviors that stimulate individuals who intend to perform that behavior, the extent to which that behavior is controlled, and the extent to which one has confidence in the benefits gained from that perceived behavior. The study was of the view that there are three major components of TPB that predict intentional behavior: attitude, subjective norm, and perceived behavioral control. As a result, TPB has undoubtedly been duly effective in accounting for intentional behavior, and has also made predictions about the personal gains and social pressures that are taken from individuals that the researchers of studies are

familiar with. Can this help to explain academic staff behavioural intentions for turnover due to insufficient work conditions?

In addition, social and psychological antecedents are useful when taken into consideration in the field of turnover intention Arnold *et al.* (2006). De Moura, Abrams, Retter, Gunnarsdottir, & Ando,. (2009) demonstrated that there is a relationship between job satisfaction and organizational identification with turnover intention. The study shows that, job satisfaction has frequently been used as a key predictor of turnover intention.

Ahmad & Adnan (2011) investigated the voluntary turnover of doctors in Public sector medical colleges and hospitals. In Pakistan, the public sector doctors are considered as backbone in provision of health facilities to public. They are main source of providing medical education. This is the reason the major concern for the government is deployment of doctors and other medical staff in public sector hospitals and colleges of medical education. Their turnover intention is a real loss for government. The study used a sample of 231 doctors for analysis. Availability of better job opportunities, lack of distributive justice, management problems, less salary, nature of work, and behavior of higher ups are major sources of job dissatisfaction and doctors' turnover.

O'Connor, J. (2018) examine the relationship between job satisfaction and turnover intent of executive level central office administrators in Texas public school districts. For the intent of this study, executive level central office administrators were defined as staff members who serve in one of the following roles in a school district: assistant, associate, area, or deputy superintendent. The data were collected from a random sample of 234 participants in which survey instruments of job satisfaction and turnover intent were used. It was concluded that a moderate inverse relationship exists between job satisfaction and turnover intent and job satisfaction explained 41.3% of an executive level central office administrator's intent for turnover. Research related to this employee group is lacking. Therefore, not much is known regarding how it relates to their attitude towards work condition factors. Learning



more about work condition and turnover intention of academic staff could have long term implications since it relates to mitigating the shortage of quality graduates available to fill the growing number of vacancies as well as recruitment, retention, and increased work productivity of employees.

In the same track, Yücel (2012) examined the relationships among job satisfaction, organizational commitment, and turnover intention: An empirical study. A model of job satisfaction, organizational commitment, and turnover intention is developed and tested in one field study. In this study, using a 250 employees of a Turkish manufacturing company, were given questionnaires to complete during regular working hours; 188 completed questionnaires were returned.. Job satisfaction, organizational commitment, and turnover intention are popular topics in the study of work related attitudes. The main objective of this article is to test the relationships among job satisfaction, organizational commitment and turnover intention. Structural equation modeling to test research hypotheses is used and the model that has high reliability and validity is developed. The results indicate that job satisfaction is one of the most antecedents of organizational commitment and turnover intention and suggest that high levels of job satisfaction results in higher commitment and lower turnover intention so job satisfaction positively influences on affective commitment, continuance commitment, and normative commitment while it is negatively impact on turnover intention.

Adenguga, Adenuga, and Ayodele, (2013), investigated the various aspects of organizational commitment and turnover intentions in private sector universities in Nigeria. The study used survey technique for data collection. A sample of 600 employees was drawn from private sector universities of the study area. Analytical techniques correlation and multiple regressions were used for deriving results. The results showed a significant association various dimensions of explanatory variables over turnover intentions. Interestingly the variables like sex, marital status, education, nature of job and job duration are important determinants of turnover. These factors also predict organizational commitment. The study also found that politics in organizations, and job satisfactions as factors significantly affect turnover

intentions of employees (Adenguga, et al, 2013). This may include does of academic staff in higher education institutions.

Ahmed, Shad, Mumtaz, and Tanveer, (2012), designed a study to unveil the relationship ethics prevailed in organizations and job satisfaction. Data was collected from a sample of 2303 bank employees' belonged to both public as well as private sector. The results obtained from the data analysis show that egoistic approach to ethics and job satisfaction are related but in opposite direction. Mehboob and Niaz (2012) studied the existence of any possible relationship between the job satisfaction of employees and organizational citizenship behavior (OCB). The aim was to explore whether or not job satisfaction of employs is a predictor of organizational citizenship behavior in the study area. A sample of 84 faculty members was drawn from three business education institutes. Job satisfaction was found to determined by both Extrinsic & Intrinsic factor of faculty members and the of the organization work conditions and pay.

### **2.12 Research gap**

Ologunde, Monday, & James-Unam (2015) in a study on labour turnover among university teachers in southwestern Nigeria: issues, solutions and lessons. The study examined the phenomenon of labour turnover among university teachers in southwestern Nigeria. Subject for the study were four hundred and forty-two teachers drawn from two federal and two state universities in the southwestern zone of Nigeria. The stratified random sampling technique was used in the selection of subjects. The findings showed that the motivation strategies available for university teachers in Nigeria are inadequate for their continued stay in the university system. Economic incentives were found to be grossly inadequate for the retention of lecturers in the university system. It is therefore recommended that both economic and non-economic forms of motivation be employed to keep the university teachers on their job. It did not explore the impact of work condition on academic staff turnover intentions in the university. Most of these studies used single institution as a case study, low sample size derived from low population. This study used multiple case study and fairly large smple.

The study carried out by Amutuhaire (2010) on terms of Service and Job Retention among Academic Staff in Makerere University examined the effect of terms of service on job retention for academic staff. The conclusion was that, Satisfaction with employment contract affects lecturers' intentions to retain jobs. The study employed quantitative cross sectional survey design as against the use of descriptive survey design and quantitative approach which this study utilized.

Similarly, Azumah, & Mohammed, (2017) did an empirical study to examine Job satisfaction of university staff and her findings indicated that elements of job satisfaction such as Satisfaction with work autonomy, Satisfaction with social recognition, and Satisfaction with self-worth influence overall job satisfaction. Another study by Albaqami (2016), had investigated on the determinants of turnover intention among faculty members at Saudi public universities. His findings revealed that the most imperative determinants to affect turnover intention were interpersonal relationships, job satisfaction, organizational commitment, and the payment justice. However, these researchers have not covered several important elements of work condition that are also powerful in influencing staff turnover. These include work load, job security, salary, career development opportunities and promotion Policy. To fill this gap in the existing literature, the current study will incorporate these left over elements in its scope of work condition. Again, it will assess the factors that influence working condition on academic staff turnover in public and private higher learning institutions. This study was an effort to fill this gap.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter describes the methodology that used to carry out the study. The chapter covers the following: the research design, research population, sample size and sampling procedures, research instruments, validity and reliability of data, data gathering procedures, data analysis, ethical considerations and limitations of the study.

#### **3.1 Research Design**

This study used descriptive survey design because of its considerable ability to generate answers to the question what and how? as well as why questions. Survey is a method of collecting information by interviewing or administering a questionnaire to sample of individuals. survey is used during collection of information about people's attitudes, opinions, or feelings or any of the variety of education or social issues (Kombo & Tromp, 2006). This study used survey design due to its suitability in social research that can be done in the subjects natural setting like Dar es Salm Data was collected from employees at four selected higher learning institutions. This design was preferred because of its strengths and interpreting conditions, practices, beliefs, views, perceptions and effects that exist in the real world (Silverman, 2010). In addition the design suits both qualitative and quantitative approach.

#### **3.2 Research Approach**

This study used mixed methods approach because of the need to explore both quantitative or numerical and qualitative data to provide more valid and reliable insight into the problem being investigated ( Amin, & Mohamadi, 2018; Amin, 2015). Quantitative approach tries to discover answers to the questions who, what, when, where, and sometimes how by collecting numerical data about the problem (Cooper & Schinder, 2000). Quantitative data was explored to provide more detail insight into the problem of work conditions and academic staff turnover in higher education institutions in Dae es salaam, Tanzania. The justification for the adoption

and use of quantitative method lies in its perceived benefits and ability to help in determining the attitudes, behaviours, perspectives of the research subjects, and in understanding the environment of the study using numerical data.

### 3.3 Target Population

According to Gay (2006), population is the group of interest to the researcher, the group to which the researcher would like the results of the study to be generalized. The target population for the study comprised of 200 participants from which 50 will be gotten from each institution. These were selected purposively in order to enable the researcher to collect enough data so as to measure study variables.

### 3.3 Sample Size and Sampling Procedure

#### 3.3.1 Sample Size

A Sample is a part of targeted population under which a researcher determines to conduct the study (Adam and Kamuzora, 2008). The study purposively selected Dar es Slaam municipal based on the fact that it is one of the over concentrated area with higher education institutions in the country and it has high academic staff turnover. The sample was selected according to the parameter suggested by Taro Yameni in a bid to avoid biasness.

**Table 3.1 Sample Size Distributions**

S/N	Higher learning institution	Target population	Sample size
1	KIUT	50	44
	MWALIMU NYERERE UNIVERSITY	50	40
3	UDSM	50	25
4	CBM	50	24
	<b>TOTAL</b>	<b>200</b>	<b>133</b>

In the study, the sample size calculated from the target population of 200 employees by using Slovene's formula.

$$\text{Slovene's formula is presented as } n = \frac{N}{1 + N(e)^2}$$

Where  $n$  = Sample size,  $N$  = Population;  $e$  = Degree of error for research (0.05)

$$n = 200 / 1 + 200(0.05)^2$$

$$n = 133$$

### 3.5 Sampling Procedures

According to Amin (2005), sampling procedure involves choice made about studying some people, object, situation or event rather than all. The study employed simple random sampling techniques to sample the academic staff. The process was conducted as follows:

The study used simple random sampling, purposive and snowballing technique in the selection of schools and participants.

- i. **Sampling of KIUT Academic staff:** sampling was done using simple random sampling. A total of 44 academic staff were selected for being the most experienced
- ii. **Sampling of Mwalimu Nyerere University:** sampling was done using simple random sampling. A total of 40 academic staff were selected for being the most experienced
- iii. **Sampling of Academic Staff of UDSM:** : sampling was done using simple random sampling. A total of 25 academic staff were selected for being the most experienced **Sampling of Senior Accountants and Senior Auditors:** Two Senior Accountants and two Senior Auditors were sampled through simple random sampling.
- iv. **Sampling of Academic Staff of CBM:** A total of 24 academic staff were sampled

### 3.6 Research instruments

The study employed closed-ended questionnaires and interviews in which closed-ended questionnaire was used to collect data with four likert scale so as to describe the study variables quantitatively. Generally this method helped to mitigate weakness likely to be met in personal interviews because respondents might not be able to respond immediately as sometimes they are busy with their official activities while

interviews and observation was employed to respondents to gain detailed information about the study variables.

**Interview:** This method was employed in order to find information necessary from the group more quickly just to allow individual self expression. Senior lecturers used this method of interview. The interview data were coded and quantified for the quantitative approach.

### **3.7 Validity of the instruments**

Mugenda and Mugenda (2003) state that content validity is the measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept and that, in designing an instrument that yielded content valid data, the researcher must first specify the domain of indicators which are relevant to the concept being measured. Theoretically, the concept of validity measure should contain all possible items that should be used in measuring items and that should be used in measuring the concept. Validity is the degree to which an instrument measures what it purports to measure (Sekaran, 2007). As noted by Aiken and West (1991) as cited in Odo (2014) it concerns the accuracy and meaningfulness of inferences. According to Creswell (2014) instruments used to evaluate research data must be valid and precise. If they are not, the information collected from a study is likely to be biased or factually flawed, doing more harm than good. He outlined the following as types of validity that researchers should guide against:-

**Construct validity:** A construct is the behavior or outcome a researcher seeks to measure within a study, often revealed by the independent variable. To achieve that researcher operationalized and define the construct precisely as suggested by Creswell (2014). **Internal validity:** Internal validity refers to how well your experiment is free of outside influence that could taint its results.

**External validity:** External validity refers to how well your study reflects the real world and not just an artificial situation. Research instrument could achieve high

external validity by being applicable to a diverse group of people in a wide array of natural environments.

However, for this study, two types of validity were tested. First, to ascertain content validity, the researcher went through a review of literature and identified items required to measure the concepts, and also questions were double checked to ensure they covered all areas of the study. This enabled the research instruments to capture accurate data from all areas of the study. Second, face validity was established by requesting three experts in the field of financial management and academic staff from Kampala International University to give their opinions on the validity of the instruments.

They reviewed the items for their clarity relevance, content coverage and appropriateness. Some of the suggestions were inclusion of probing and negative questions in the instrument. This was considered to be appropriate in capturing data from respondents which were then incorporate into the final version of the instrument for use in the study. The group of experts was given the questionnaires with the questions and the returns for the questions per group were as follows;

**Table 3. 2: Returns on items of questionnaire**

<b>Group of experts</b>	<b>No of items received</b>	<b>No of items returned</b>
KIU experts	30	24
Statistics experts	30	27
Management experts	30	28
<b>Total</b>	<b>90</b>	<b>79</b>

Table 6 shows that out of the 75 items that were given to the experts, only 68 items were returned as well or correctly stated in accordance with the research objectives and research questions. Therefore, the Internal Validity Coefficient Value (IVCV) of the instrument was calculated using the formula below:-

$$V = CVI / TI$$

Where:-



CVI = number of items declared valid,

TI = total number of items,

IV = validity coefficient of instrument.

$$24 + 27 + 28 / 90$$

$$IV = 0.8777 \text{ or } 88\%$$

Since the IV = 0.88 is above 0.5 is a clear indication that instrument were valid. That means items were well or correctly stated consistent with the research objectives and research questions.

### 3.8 Reliability of the Instrument

To test the reliability of the instrument, a pilot study was conducted in one higher education institution randomly selected from Dar es Salaam from which 30 subjects or samples were randomly selected consisting of 15 management department staff and other academic staff 15. The pilot study was carried out through a test retest method of reliability within an interval of two weeks between the first test and the second test administration. The two weeks interval was given to ensure that respondents did hardly remember exactly their previous response. The two scores obtained were then be subjected to regression analysis and correlation methods using Cranach's alpha. The rating scale instrument quality criteria were used to measure the items reliability.

**Table 3. 3: Item measurement reliability**

Cronbach's Alpha Coefficients	Value criteria
< .6	Poor
.65 - .80	Fair
.81 - .90	Good
.91 - .94	Very good
.95 and above	Excellent

**Source:** - Fisher (2007) in Mohammad, Suleiman, Sern and Salleh (2015 : 166)

**Table 3. 4: Showing Overall Reliability Statistics**

Cronbach's Alpha	Number of Items
.79	50

Cronbach's alpha coefficient of 0.79 was obtained and this indicated high significant relationship among the items and also significant reliability.

### **3.9 Data Collection Procedures**

The researchers first obtain a clearance from the University to introduce the researcher to selected higher learning institutes. This was followed by securing permission to conduct the study.

During data gathering, the researcher together with research assistant distributed the research questionnaires to the respondents. The respondents were requested to answer completely and not leave any part of the questionnaires unanswered. The research team (researcher and research assistant) checked the returned questionnaires if were fully answered.

After the data collection, the completed self-administered questionnaires was coded, edited, categorized and entered into computerized and programmed Statistical Package for Social Science (SPSS) for data processing and analysis

### **3.10 Method of Data Analysis**

Descriptive statistics was used to analyze data, whereby frequencies, percentage, and means were used. Frequency distribution was used to analyze demographic characteristics of respondents while standard deviation and percentage was used to measure the level of academic staff turnover at selected higher learning institutes.

Correlation Coefficient was used to establish the relationship between work condition and academic staff turnover with the help of Statistical Package for Social Science (SPSS). Key

**Table 3. 5: Rating scale**

<b>Mean Range</b>	<b>Response Mode</b>	<b>Interpretation</b>
<b>1.00 - 1.75</b>	Strongly Disagree	Very low
<b>1.76 - 2.50</b>	Disagree	Low
<b>2.51 - 3.25</b>	Agree	Moderate
<b>3.26 - 4.00</b>	Strong Agree	High

### **3.10 Ethical Consideration**

To ensure research ethics, both the researcher and research assistant introduced themselves to the respondents using a copy of research clearance that was given by the department of Development studies and Management of Kampala International University. The researcher also explained the purpose of the study to each of the respondents. The researcher taught the respondents not to write names on the questionnaires so as to maintain confidentiality. Confidentiality was emphasized to protect the privacy of respondents. Lastly those who answered questionnaires did so without force and for those who were involved through interview, their names were not used in coding and writing the report instead pseudo names were employed.

### **3.11 Limitation of the study**

Some respondents were not able to fill the questionnaire on the spot as required so they were given additional time which led to delay in data gathering. This was minimized by researcher adopting an alternative way where by respondents are assisted by the research assistant who helped them fill and also collect the completed questionnaire on the spot.

Another potential limitation is time constraint. Due to unforeseen bureaucracies in getting the research permit and availability of respondents caused to spend more time in the field than expected in the research time frame.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.0 Introduction

This study examined the impact of work condition on academic staff turnover in selected higher learning institutions in Dar es salaam, Tanzania. Data was collected from 4 selected Universities using questionnaires and interview. The researcher grouped the data in accordance to the research objectives.

#### 4.1 Response Rate

The study targeted 133 respondents from the total population 200 academic staff in the selected universities. However, when the questionnaires were distributed to the 133 respondents, 130 questionnaires were filled completely meeting the threshold put by the researcher. A response rate of 98 percent was considered adequate for wider generalization of research findings. The distribution of thr response rate are provided on Table 4,1 below as follows

**Table 4. 1: Response Rate**

Questionnaire	Private Universities	Public Universities	Frequency	Percentage
Completely filled	64	66	130	97.7
Not Completely filled	2	1	3	2.3
<b>Total</b>	66	67	133	100

**Source:** Researcher, (2018)

#### 4.2 Background Information

The background information considered the issues such as category by gender, sex and age of respondents and teaching experience. The purpose of the background information was to enable the researcher describe the features or characteristics of the target population and capture every aspect of the universities, considered useful for a later elaborate discussion of the findings.

#### 4.2.1 Sex

Sex was analyzed to make sure there was no bias in gender and that to ascertain if the problem of academic staff turnover was known to both sexes. Table 4.2 shows the summary of results.

**Table 4. 2 Sex of Respondents**

Sex	Frequency	Percentage
Male	70	53.8
Female	60	46.2
Total	130	100

Source: Researcher (2018)

Table 4.2 shows that, the respondents of this study were both male and female, where the female were 46.2% and males were 53.8%. This data was important in order to get responses from both sexes to avoid bias. Mugenda and Mugenda (2003) argued that for results dealing with satisfaction of people their gender parity must be observed to avoid bias in the results.

#### 4.2.2 Age

Age of the respondents was also important to the study as different age groups have different opinion as observed by Wario and Wako (2015), the study of the opinion that all ages should be represented. Table 4.3 shows the summary of results.

**Table 4. 3: Age of respondents**

Age (years)	Frequency	Percentage
25- 36	12	9.2
36-45	48	37
46 – 55	52	40
55 and above	18	13.8
Total	130	100

Source: Researcher (2018)

In Table 4.3, the biggest percentage of the respondents were aged 46 –55 (40%), those between age bracket 36– 45 made 37%, while 25-36 constituted 9.2% and those 50 and above years made only 13.8%. This implies that, all ages were catered

for in the study. O'Brien (2002) argued that it is meaningful to include all ages in a study because different ages may give varying opinions. However, respondents aged 46-55 were more in number who may likely retire in few years to come.

### 4.2.3 Marital Status

The study also investigated marital status of respondents. Table 4.4, give the summary of results.

**Table 4. 4: Marital status**

Marital status	Frequency	Percentage
Single	10	7.7
Married	105	80.8
Divorced	5	3.8
Widowed	10	7.7
<b>Total</b>	<b>130</b>	<b>100</b>

**Source:** Researcher (2018)

In investigating the marital status of the respondents the Table 4.4 shows that, 105 staff equal to 80.8% was married, 10 equal to 7.7 were single, 5 equal to 3.8 were divorced and 10 equal to 7.7 were widowed. This data was important to the study because marital status may have some weight in responsibilities such as paternal or maternal and hence they might affect their mobility. Emiroğlua, Akovab, & Tanrıverdi, ( 2015) in study determined the relation between the demographic factors (eg. age, gender, marital status, education) and the factors such as tenure, wage, position, working department and the turnover intention of employees working in hospitality industry. The result of the study indicates that the demographic factors such as age, gender, marital status, education, as well as the factors such as tenure, wage, position, and working department are determinants for turnover intention.

### 4.2.3 Education Level of Respondents.

The study had an interest of education level of respondents to really establish which category of qualification of academic staff is more likely to leave their work.

**Table 4. 5: Respondents Level of education**

<b>Level of Education</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Degree</b>	8	6.2
<b>Masters</b>	70	53.8
<b>Doctorate</b>	50	38.5
<b>Other (specify)</b>	2	1.5
<b>Total</b>	130	100

**Source:** Researcher (2018)

Table 4.5 shows that, 8 respondents equal to 6.2% were degree holders, 70 respondents equal to 53.8% had master's degree, 50 respondents equal to 38.5% had doctorate degree and two respondent equal to 1.5% indicated other which the study found was CPA and CPS. Education was important to the study such that the study can gauge the understanding of the respondents and also try to investigate which level of education was highly to leave their jobs. Grace and Khalsa (2003) opines that different levels of education may have different rates of leaving jobs. Also they agreed that people who are well trained are highly to leave their jobs to other jobs in search of better work conditions since they are highly qualified.

In support of that, Emiroğlua, Akovab, & Tanriverdi, (2015) revealed that the reasons of employee turnover can generally be divided into three categories as *work-related factors* (e.g. job satisfaction, wage, performance, organizational commitment), *individual factors* (e.g. age, education, gender, tenure) and *external factors* (e.g. unemployment rate, perceptions of employment, presence of trade union. Therefore, education level or qualification is a predictor variable for turnover intentions since people who are more qualified are more likely to leave their jobs to other jobs in search of better work conditions than those that are less qualified.

#### **4.3 Objective One: To assess the level of academic staff turnover in selected Universities in Dar es salaam Tanzania.**

This was the first objective of the study and was set to determine the level of academic staff turnover in the selected universities. The study tested the academic staff commitment to the universities.

### 4.3.1 Staff Commitment to Universities

The analysis was divided into two; private universities and public universities. This data was important to the study because it informed the researcher on the staff commitment since the level of commitment may lead to staff turnover for those employees who are not highly committed.

#### 4.3.1.1 Private Universities response

**Table 4. 6: Staff commitment to University (Private Universities)**

<b>Staff Commitment Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
I talk up this university to my friends as a great institution to work for.	64	1.58	0.727
I do not feel any obligation to remain with my current employer.	64	1.81	0.961
Even if it was to my advantage, I do not feel it would be right to leave the university now.	64	1.89	0.584
I feel very little loyalty to this university.	64	3.91	0.712
I would accept almost any type of job/assignment in order to keep working for this university.	64	1.93	1.233
It would take very little change in my present circumstances to lead me to leave this university.	64	1.02	0.535
For me, this is the best of all possible universities to work for.	64	1.13	1.089
One of the few negative consequences of leaving this university would be the scarcity of available alternatives.	64	3.03	0.771
I am willing to put in a great deal of effort beyond that which is normally expected in order to help this university to be successful.	64	3.21	0.844
This university really inspires the very best in me in terms of job performance.	64	1.81	0.961
Too much of my life would be disrupted if I decided that I wanted to leave the university now.	64	1.83	1.233
In comparison with other institutions, this is the best university I have ever worked for	64	1.02	0.535

**Source:** Researcher (2018)



Table 4.6 above shows the responses of respondents on Staff Commitment Statement to University and the breakdown are as follows: On item one; I talk up this university to my friends as a great institution to work for. Most of the respondents agree with high mean score of 1.58 and standard deviation of 0.727 respectively. In other words, the respondents feel that their university is a great institution to work for, although no obligation is felt by them to remain with their current employer with high mean score of 3.41 and standard deviation of 0.861 respectively.

On item three; Even if it was to my advantage, I do not feel it would be right to leave the university now. Most of the respondents agreed with high mean score of 3.59 well above the average mean score of 2.50 and standard deviation of 0.580. Similarly, on item four; I feel very little loyalty to this university was also agreed with high mean score of 3.41 and standard deviation of 0.722. Again, on item five; most of the respondents agreed with mean score of 3.43 which is higher than the average mean score of 2.50 and standard deviation of 1.333 respectively. Also, item six; it would take very little change in my present circumstances to lead me to leave this university was agreed with high mean score of 3.02 and a standard deviation of 0.435 respectively. Item seven; for me, this is the best of all possible universities to work for was also agreed with high mean score of 3.13 and standard deviation of 1.189 respectively.

Furthermore, item eight; one of the few negative consequences of leaving this university would be the scarcity of available alternatives was agreed with high mean score of 3.21 and standard deviation of 0.844 respectively. Item nine; I am willing to put in a great deal of effort beyond that which is normally expected in order to help this university to be successful was also agreed with high mean score of 3.31 and standard deviation of 0.744 respectively. Item ten; This University really inspires the very best in me in terms of job performance was also agreed with high mean score of 1.81 and standard deviation of 0.961 respectively. Similarly, item eleven; too much of my life would be disrupted if I decided that I wanted to leave the university now was also agreed with high mean score of 1.83 and standard deviation of 1.233 respectively. While, item twelve; in comparison with other institutions, this is the

best university I have ever worked for was again agreed with high mean score of 1.02 and standard deviation of 0.535 respectively. Therefore, most of the respondents explained that by leaving the university at present would result in a greater disruption in their life, and that their university is the best university they have ever worked for in comparison with other institutions.

#### 4.3.1.2 Public Universities Response

Also the public universities were investigated about staff commitment. Table 4.7 shows summary of results.

**Table 4. 7: Staff commitment (Public Universities)**

Staff Commitment Statement	N	Mean	Std. Deviation
I talk up this university to my friends as a great institution to work for.	66	3.58	0.717
I do not feel any obligation to remain with my current employer.	66	3.41	0.861
Even if it was to my advantage, I do not feel it would be right to leave the university now.	66	3.59	0.580
I feel very little loyalty to this university.	66	3.41	0.722
I would accept almost any type of job/assignment in order to keep working for this university.	66	3.43	1.333
It would take very little change in my present circumstances to lead me to leave this university.	66	3.02	0.435
For me, this is the best of all possible universities to work for.	66	3.13	1.189
One of the few negative consequences of leaving this university would be the scarcity of available alternatives.	66	3.43	0.671
I am willing to put in a great deal of effort beyond that which is normally expected in order to help this university to be successful.	66	3.31	0.744
This university really inspires the very best in me in terms of job performance.	66	3.51	0.861
Too much of my life would be disrupted if I decided that I wanted to leave the university now.	66	3.43	1.283
In comparison with other institutions, this is the best university I have ever worked for	66	3.32	2.545

**Source:** Researcher (2018)

Table 4.7 shows the responses of respondents on Staff Commitment Statement and the breakdown are as follows: On item one; I talk up this university to my friends as a great institution to work for. Most of the respondents agree with high mean score of 3.58 and standard deviation of 0.717. In other words, the respondents feel that their university is a great institution to work for, although no obligation is felt by them to remain with their current employer with high mean score of 3.41 and standard deviation of 0.861 respectively.

On item three; Even if it was to my advantage, I do not feel it would be right to leave the university now. Most of the respondents agreed with high mean score of 3.59 well above the average mean score of 2.50 and standard deviation of 0.580. Similarly, on item four; I feel very little loyalty to this university was also agreed with high mean score of 3.41 and standard deviation of 0.722. Again, on item five; most of the respondents agreed with mean score of 3.43 which is higher than the average mean score of 2.50 and standard deviation of 1.333 respectively. Also, item six; it would take very little change in my present circumstances to lead me to leave this university was agreed with high mean score of 3.02 and a standard deviation of 0.435 respectively. Item seven; for me, this is the best of all possible universities to work for was also agreed with high mean score of 3.13 and standard deviation of 1.189 respectively.

Furthermore, item eight; one of the few negative consequences of leaving this university would be the scarcity of available alternatives was agreed with high mean score of 3.43 and standard deviation of 0.671 respectively. Item nine; I am willing to put in a great deal of effort beyond that which is normally expected in order to help this university to be successful was also agreed with high mean score of 3.31 and standard deviation of 0.744 respectively. Item ten; This University really inspires the very best in me in terms of job performance was also agreed with high mean score of 3.51 and standard deviation of 0.861 respectively. Similarly, item eleven; too much of my life would be disrupted if I decided that I wanted to leave the university now was also agreed with high mean score of 3.43 and standard deviation of 1.283 respectively. While, item twelve; in comparison with other institutions, this is the

best university I have ever worked for was again agreed with high mean score of 3.32 and standard deviation of 2.545 respectively. Therefore, most of the respondents explained that by leaving the university at present would result in a greater disruption in their life, and that their university is the best university they have ever worked for in comparison with other institutions.

### 4.3.2 Rating of Academic staff turnover

The study wanted to establish the rate of staff turnover in the selected universities in Dar es Salaam. The respondents were asked to rate the academic staff turnover in their institutions.

#### 4.3.2.1 Private Universities

**Table 4. 8 Response on rate of academic staff turnover (private universities)**

Variable	Frequency	Percentage
Very High	9	14.1
High	40	62.5
Moderate	15	23.4
Low	0	0
<b>Total</b>	<b>64</b>	<b>100</b>

**Source:** Researcher (2018)

Table 4.8 shows that, 40 respondents equal to 62.5% observed high rate of academic staff turnover in their university. 15 respondents equal to 23.4% observed moderate and 9 respondents equal to 14.1% observed very high. This suggests that higher institutions experience high academic staff turnover in the area under study.

#### 4.3.2.2 Public Universities

**Table 4. 9: Response on rate of academic staff turnover (Public Universities)**

Variable	Frequency	Percentage
Very High	1	1.5
High	1	1.5
Moderate	10	15.2
Low	54	81.8
<b>Total</b>	<b>66</b>	<b>100</b>

**Source:** Researcher (2018)

Table 4.9 shows that, 54 respondents equal to 81.8% indicated low academic staff turnover in their university, 10 respondents equal to 15.2% observed moderate, 1 respondent equal to 1.5% indicate high turnover while 1 respondents equal to 1.5% indicated very high.

The results show different results from those academic staff from private and those from public institutions. The staff commitment in private universities seems to be low compared to the commitment of academic staff in public universities. According to the analysis of the current study's results, it is apparent that the general average mean for commitment is very low for academic staff from private institution. The rate of academic staff turnover is also high with 62.5% observing high while in public universities it academic staff turnover is low with 81.8 observing low. The results are similar to those of Ssesanga, (2005) who found out that private institutions have high turnover over public institution due to high government salaries and benefits. The study also put job security in the centre of low staff turnover in public institutions.

To this end, employee turnover is the rate at which employees or people leave or enter employment. It can be disruptive and costly for an organisation (Nwagbara, 2011).

Mathematically, employee turnover can be surmised as employee turnover index, which can be represented as thus:

Number of employees leaving in a given period (usually within a year)

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Average number of employees during the same given period x 1000

Thus, given the rate at which people leave and enter organizations, which impacts organisations' productivity and growth as a consequence, it is crucial to assess this in relation to organizations making forecast on losses and gains. Employee turnover can be low or high; it is low when few people leave an organisation and high when many employees leave. However, no matter the positions: low or high, calculating

employee turnover is essential for positioning an organization on the right path of growth and organisational success (Nwagbara, 2012).

There are a range of factors that cause employee turnover. These factors include job satisfaction, demographics, organisational structure and culture, work load, pay, and communication. These predictors of employee turnover vary from industry to industry; they are also based on individual's preferences (Gustafson, 2002).

#### **4.4 Objective Two: To determine the work condition aspects that influence academic staff turnover in selected Universities in Dar es Salaam Tanzania**

The study investigated work condition aspects which included remuneration, job security, interrelations with other workers, career development and job satisfaction. This analysis was divided into two categories private universities and public universities.

##### **4.4.1 Remuneration**

The study analyzed the remuneration offered in both the selected private and public universities.

##### **4.4.1.1 Private Universities**

**Table 4. 10 Response remuneration Private Universities**

<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
This University gives me a good benefits package.	64	1.16	0.516
University gives me good opportunities for promotion.	64	2.00	0.601
My experience matches with my remuneration package.	64	1.66	0.534
My monthly salary from University is enough for my basic needs.	64	1.62	0.751
With the current remuneration package for my job I cannot quit.	64	1.67	0.722

**Source:** Researcher (2018)

Table 4.10 shows that the response from respondents from private universities were very low for: This University gives me a good benefits package, My experience matches with my remuneration package, My experience matches with my remuneration package, My monthly salary from University is enough for my basic needs and response on With the current remuneration package for my job I cannot quit. This is shown by their very low means; 1.16, 1.66, 1.62 and 1.67 respectively. Only response on University gives me good opportunities for promotion, respondents observed low with mean 1.67. This data implies that, the academic staff in the private universities who participated in the study were not comfortable with the remuneration offered by their university and thus they were willing or had intention to quit their jobs to other jobs whose remuneration was better.

#### 4.4.1.2 Public Universities

**Table 4. 11 Response remuneration Public Universities**

<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
This University gives me a good benefits package.	66	4.16	0.916
University gives me good opportunities for promotion.	66	4.00	0.900
My experience matches with my remuneration package.	66	3.66	0.938
My monthly salary from University is enough for my basic needs.	66	3.82	0.955
With the current remuneration package for my job I cannot quit.	66	3.97	0.753

**Source:** Researcher (2018)

On the other hand, the response from respondents from public schools on asking them on statement on remuneration the respondents observed high which is depicted with high means; This University gives me a good benefits package with high mean score of 4.16 and standard deviation of 0.916 respectively. University gives me good opportunities for promotion with high mean score of 4.00 and standard deviation of 0.900 respectively. My experience matches with my remuneration package with high mean score of 3.66 and standard deviation of 0.938 respectively. My monthly salary from University is enough for my basic needs with high mean score of 3.82 and

standard deviation of 0.955 respectively. And With the current remuneration package for my job I cannot quit with high mean score of 3.97 and standard deviation of 0.753 respectively. This data implies that, academic in public universities are comfortable with their remuneration and they have no alarming intention to quit their jobs.

#### 4.4.2 Job security

Job security was also of concern to the study.

##### 4.4.2.1 Private Universities

**Table 4. 12: Response Job Security Private Universities**

<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
I have high chances of keeping my job in University	64	2.06	0.57
I have never thought of being dismissed from my job in University	64	1.14	0.66
My job is very secure in University	64	1.49	0.58
Technological advancement in University can not affect my job retention.	64	1.74	0.88
My job security cannot be affected by institutional restructuring in University.	64	2.12	0.80
Job security on this institute is the organization culture	64	1.04	0.62

**Source:** Researcher (2018)

The study also investigated on the job security, the respondents from private universities had low observation on their job security this is depicted by low very low and low means in Table 4.12. The Table shows the response from respondents from private universities on job security: I have high chances of keeping my job in University was disagreed with a low mean score of 2.06 which less than the average



mean score of 2.50 respectively. Similarly, second item; I have never thought of being dismissed from my job in University was also disagreed with low mean score of 1.14 and standard deviation of 0.66 respectively. Similarly, the remaining items disagreed with very low means scores of 1.49, 1.74, 2.11 and 1.04 respectively. Only response on University gives me good opportunities for promotion, respondents observed low with mean 1.67. This data implies that, the academic staff in the private universities who participated in the study was not comfortable with the remuneration offered by their university and thus they were willing or had intention to quit their jobs to other jobs whose remuneration was better.

#### 4.4.2.2 Public Universities

Also, the respondents from the public universities were asked about their job security. Table 4.13 shows the summary of results.

**Table 4. 13: Response Job Security Public Universities**

<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
I have high chances of keeping my job in University	66	4.06	0.56
I have never thought of being dismissed from my job in University	66	4.14	0.64
My job is very secure in University	66	3.49	0.68
Technological advancement in University can not affect my job retention.	66	3.74	0.97
My job security cannot be affected by institutional restructuring in University.	66	4.12	0.60
Job security on this institute is the organization culture	66	4.04	0.71

**Source:** Researcher (2018)

Table 4.13, show that the respondents who were from public universities strongly agreed that their jobs are secure. This was confirmed by the high means of the statements depicting their job security; I have high chances of keeping my job in University was agreed with a mean score of 4.06 and standard deviation of 0.56 respectively. I have never thought of being dismissed from my job in University 4.14, My job is very secure in University 3.49, Technological advancement in

University can not affect my job retention with high mean score of 3.74 and standard deviation of 0.97. My job security cannot be affected by institutional restructuring in University 4.12 and Job security on this institute is the organization culture with mean of 4.04. The data implied that, academic staff in are certain of security of their jobs.

#### 4.4.3 Supervisor and subordinate relation

The study also wanted to know whether interpersonal relation between supervisors and other workers could have lead to academic staff turnover in universities in Dar es Salaam. The analysis was done in categories private universities and public universities.

##### 4.4.3.1 Private Universities

To know the interrelations statements were given to the respondents in private universities. Table 4.14 shows the summary of results.

**Table 4. 14 Response employee Interrelations Private Universities**

<b>Statement on Supervisor and subordinate relation</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
I have a good working relationship with my colleagues.	64	3.40	0.87
There is a clear channel of communication at my workplace.	64	1.43	0.66
Upper management does involve the staff in decision-making processes.	64	2.04	0.67
I enjoy working with my co-workers.	64	2.66	1.27
Colleagues usually support me at work.	64	2.41	1.51
Uncaring Leadership for employees affects the retention rate	64	4.06	0.74

**Source:** Researcher (2018)

Through the above table 4.14, it appears that the general mean value are low except the mean of “I have a good working relationship with my colleagues which was high mean score of 3.40 and standard deviation of 0.87 was agreed. Similarly, uncaring Leadership for employees affects the retention rate which was 4.06 and standard deviation of 0.74 was agreed. The remaining items were rejected or disagreed as

indicated by the low mean scores. The data implied that inter relationship between superiors and workmate was low and this could have enhanced academic staff turnover in private universities.

**b) Public Universities**

The same statements were also given to respondents from public universities and the responses are shown in Table 4.15.

**Table 4. 15: Response employee Interrelation Public Universities**

<b>Statement on Supervisor and subordinate relation</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
I have a good working relationship with my colleagues.	66	2.41	0.86
There is a clear channel of communication at my workplace.	66	3.93	0.86
Upper management does involve the staff in decision-making processes.	66	2.44	0.66
I enjoy working with my co-workers.	66	2.46	1.17
Colleagues usually support me at work.	66	2.51	1.01
Uncaring Leadership for employees affects the retention rate	66	1.06	0.72

**Source:** Researcher (2018)

Through the above table 4.15, it appears that most of the respondents indicated low mean scores. The highest mean score of 3.93 which indicate agreement was for item two; there is a clear channel of communication at my workplace. Surprising was the low mean score for “I have a good working relationship with my colleagues” which as a mean score of 2.41. Upper management does involve the staff in decision-making processes also had a low mean score of 2.44. “I enjoy working with my co-workers 2.46” “Colleagues usually support me at work as mean score of 2.51”and” Uncaring Leadership for employees affects the retention rate which was very low mean score of 1.06 respectively. The results shows that employee inter relationships in public Universities is not supportive of good academic environment contrary with what is obtained in private institutions.

#### 4.4.4 Academic Staff Motivation

Academic Staff Motivation was also analyzed to find out if it was a factor influencing academic staff turnover in Universities in Dar es Salaam.

##### a) Private Universities

Statements depicting Academic Staff Motivation were given to the respondents from private universities. The Table 4.16 shows the summary of results.

**Table 4. 16: Response on Academic Staff Motivation Private Universities**

Statement on Academic Staff Motivation	N	Mean	Std. Deviation
There is always refresher courses offered by the university	64	2.19	0.69
Opportunities arise to further academic credentials	64	1.41	0.67
There is a clear plan of career progression	64	1.04	1.23
The university encourages academic staff to further their education	64	1.19	0.77
Scholarship are often give to academic staff	64	1.54	0.82

**Source:** Researcher (2018)

From the above table (4.16) it appears that the mean of participants' answers ranged from (1.04) to (2.19), which depict very low academic staff motivation in private universities. The highest mean was for statement. "There are always refresher courses offered by the university" which was 2.19 depicting moderate refresher courses are available in private universities. All the other statement the respondents strongly agreed (very low) in terms of academic staff motivation present in private universities.

##### b) Public Universities

Also using the same statement given to private universities respondents, the respondents from public universities were also given and Table 4.17 shows the summary of results.

**Table 4. 17: Response on Academic Staff Motivation Public Universities**

<b>Statement on Academic Staff Motivation</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
There are always refresher courses offered by the university	66	4.19	0.68
Opportunities arise to further academic credentials	66	2.40	0.68
There is a clear plan of career progression	66	3.54	1.03
The university encourages academic staff to further their education	66	3.19	0.97
Scholarships are often give to academic staff	66	2.01	0.84

**Source:** Researcher (2018)

From the above table (4.17) it appears that the mean of participants' answers ranged as follows: one item one; There are always refresher courses offered by the university were agreed with high mean score of 4.19 and standard deviation of 0.68 respectively. The highest mean was for statement: "There are always refresher courses offered by the university", which indicates a strong agreement from the participants for that statement. On item two; Opportunities arise to further academic credentials was disagreed with a low mean score of 2.40 which is lower than the average mean score of 2.50. Item three; there is a clear plan of career progression was agreed with high men score of 3.54 and standard deviation of 1.03 respectively. Item four; the university encourages academic staff to further their education was also agreed with high mean score of 3.19 and standard deviation of 0.97 respectively. Whereas, statement: "Scholarships are often given to academic staff", indicated the lowest mean value of 2.01 and standard deviation of 0.84 demonstrated the participants' disagreed to this statement.

#### **4.4.5 Job Satisfaction**

Job satisfaction was also investigated with both respondents from private and public universities.

### a) Private Universities

Statements were given depicting job satisfaction and Table 4.18 shows the summary of the results.

**Table 4. 18: Response Job Satisfaction Private Universities**

<b>Job satisfaction</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
I feel accomplishment in my job.	64	1.58	0.727
Overall, I am satisfied with my job.	64	1.81	0.961
My career actually gives me satisfaction.	64	1.89	0.584
My job is enjoyable.	64	1.91	0.712
I feel satisfied with my chances to receive a salary increase.	64	1.93	1.233
The benefits we receive are as good as those offered by most other institutions.	64	1.02	0.635
Those who do well on the job stand a fair chance of being promoted.	64	1.13	1.089

**Source:** Researcher (2018)

From the Table 4.18 the results show that the response mean were very low or low depicted by the indicated means. I feel accomplishment in my job mean was 1.58, Overall, I am satisfied with my job mean was 1.81, my career actually gives me satisfaction, mean was 1.89. The other statements were disagreed with by respondents as indicated by their low mean scores. For instance; My job is enjoyable with mean of 1.91, I feel satisfied with my chances to receive a salary increase with mean of 1.93, The benefits we receive are as good as those offered by most other institutions with mean of 1.02 while Those who do well on the job stand a fair chance of being promoted had mean of 1.13 respectively..

### b) Public Universities

On the other hand, public universities respondents were examined on job security. Table 4.18 shows the summary of results.

**Table 4. 19: Response Job Security in Public Universities**

<b>Job satisfaction</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
I feel accomplishment in my job.	66	2.59	0.722
Overall, I am satisfied with my job.	66	3.82	0.951
My career actually gives me satisfaction.	66	3.99	0.684
My job is enjoyable.	66	2.91	0.713
I feel satisfied with my chances to receive a salary increase.	66	2.93	1.234
The benefits we receive are as good as those offered by most other institutions.	66	4.02	0.655
Those who do well on the job stand a fair chance of being promoted.	66	3.13	1.099

**Source:** Researcher (2018)

Those who do well on the job stand a fair chance of being promoted. The highest mean was for the statement “The benefits we receive are as good as those offered by most other institutions” was agreed with high mean score of 4.02 and standard deviation of 0.655 respectively. The lowest mean was 2.59 for the statement “I feel accomplishment in my job”. Overall the results depicts that in public universities academic staff have job security.

#### **4.5 Objective Three: To determine the relationship between work condition and academic staff turnover in the selected Universities in Dar es salaam Tanzania**

This was the third objective of the study. Its main aim was to test the two hypothesis given in chapter one.

**1. H<sub>0</sub> (null hypothesis)** - there is no positive relationship between work condition and academic staff turnover in the selected universities in Dar es Salaam Tanzania.

**2. H<sub>a</sub> (alternative hypothesis)** - there is a significant relationship between work condition and academic staff turnover in the selected Universities in Dar es Salaam Tanzania.

A Pearson Correlation was run between the work condition and academic staff turnover and the following results were obtained.

**Table 4. 20: Correlation between work condition and academic staff turnover**

		work condition	Academic staff turnover
work condition	Pearson Correlation	1	.714**
	Sig. (2-tailed)		.000
	N	130	130
Marketing Performance	Pearson Correlation	.714**	1
	Sig. (2-tailed)	.000	
	N	130	130
**. Correlation is significant at the 0.01 level (2-tailed).			

From Table 4.19 above, the relationship between work condition and academic staff turnover was tested. From the test, the Pearson Correlation result was 0.714 which meant the relationship between work condition and academic staff turnover was strong, and any change that would be made in work condition would strongly change academic staff turnover. From these results the study rejected the null hypothesis and accepted the alternative hypothesis there is a significant relationship between work condition and academic staff turnover in the selected Universities in Dar es Salaam Tanzania.

Secondly, apart from the Pearson Correlation in Table 4.19 to be close to one but also shown in positive (0.714) which meant any increase in value of work condition would lead to the decrease of the same value to the academic staff turnover. Online to that, the result of Sig (2-tailed) value was 0.000 which was less than 0.05 (<0.05), hence concluded that there was a statistically significant correlation between work condition and academic staff turnover which meant any increase or decrease in work condition would significant decrease or increase academic staff turnover.

Therefore, from the results above simply indicated that there was strong relationship between work condition and academic staff turnover. In addition, the results indicated that work condition had an impact on academic staff turnover to the extent



the increase or decreases of work condition would consequently decrease or increase academic staff turnover.

## **CHAPTER FIVE**

### **SUMMARY CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter presents the summary, conclusions and recommendations emanating from the major findings of the study.

#### **5.2 Summary**

The objectives of the study were; to assess the level of academic staff turnover in selected Universities in Dar es Salaam Tanzania, to determine the work condition aspect that influence academic staff turnover and to determine the relationship between work condition and academic staff turnover in the selected Universities in Dar es salaam Tanzania.

The results show different results from those academic staff from private and those from public institutions. The staff commitment in private universities seems to be low compared to the commitment of academic staff in public universities. According to the analysis of the current study's results, it is apparent that the general average mean for commitment is very low for academic staff from private institution. The rate of academic staff turnover is also high with 62.5% observing high while in public universities it academic staff turnover is low with 81.8 observing low.

On the remuneration the response from respondents from private universities were very low depicted by their low mean responses of 1.16, 1.66, 1.62 and 1.67 respectively. on public universities the respondents observed high which is depicted with high means; This University gives me a good benefits package 4.16, University gives me good opportunities for promotion 4.00, My experience matches with my remuneration package 3.66, My monthly salary from University is enough for my basic needs was agreed with high mean score of 3.82 and With the current remuneration package for my job I cannot quit 3.97. Job security was ranked by respondents from private universities while respondents from public institutions ranked job security in their institution high.

Finding on interrelationship shows that it appears that the general for private universities mean value were low except the mean of “I have a good working relationship with my colleagues which was 3.40” and mean of Uncaring Leadership for employees affects the retention rate which was 4.06”. The data implied that interrelationship between superiors and workmate was low and this could have enhanced academic staff turnover in private universities. For public universities it appears that the respondents which indicated moderate means The highest mean (3.93) was for “There is a clear channel of communication at my workplace.” Surprising was the moderate mean for “I have a good working relationship with my colleagues 2.41”, Upper management does involve the staff in decision-making processes 2.44”, “I enjoy working with my co-workers 2.46” “Colleagues usually support me at work 2.51” and ” Uncaring Leadership for employees affects the retention rate which was very low (1.06).

Academic staff motivation in private universities was observed to be low while in public universities was ranked high. The findings further show that low means for job satisfaction in private institutions and moderate or high means in public institutions.

The study found that there was a significant or strong relationship between work condition and academic staff turnover, the Pearson Correlation result was 0.714 which meant the relationship between work condition and academic staff turnover was strong, and any change that would be made in work condition would strongly change academic staff turnover. From these results the study rejected the null hypothesis and accepted the alternative hypothesis there is a significant relationship between work condition and academic staff turnover in the selected Universities in Dar es Salaam Tanzania.

### **5.3 Conclusion**

The study analyzes the effect of work condition on academic staff turnover in selected universities in Dar es Salaam region, Tanzania. Academic staff motivation in private universities was observed to be low while in public universities was ranked high. The findings further show that low means for job satisfaction in private

institutions and moderate or high means in public institutions. The study also found that there was a significant or strong relationship between work condition and academic staff turnover, the Pearson Correlation result was 0.714 which meant the relationship between work condition and academic staff turnover was strong, and any change that would be made in work condition would strongly change academic staff turnover.

Conclusively, there was high academic staff turnover in private universities than in public universities and these high academic staff turnover was due to remuneration, job security, interrelations, career development and job satisfaction. Furthermore, there was significant relationship between work condition and academic staff turnover in the selected Universities in Dar es Salaam Tanzania.

The study concluded that, there was high academic staff turnover in private universities than in public universities. These high academic staff turnover was due to remuneration, job security, interrelations, career development and job satisfaction. Further the study concluded that there was significant relationship between work condition and academic staff turnover in the selected Universities in Dar es Salaam Tanzania.

#### **5.4 Recommendations**

Based on the findings and conclusions of this study on work condition and academic staff turnover in selected higher learning institutions in Dar es Salaam, Tanzania the study put forward the following recommendations:

- i. That the management institutions in Tanzania should as much as possible provide attractive working conditions for employees to boost their decisions to stay within the institutions. Create a supportive culture in the workplace by offering, competitive remuneration, providing reward, training, recognition, good communication between academic staff and employers and good relations among colleagues.
- ii. There is a need for institutions leadership to adopt some of the creative ideas to mobilize resources from the public, private sectors, other

stakeholders, as well as international partners, to help them improve remuneration.

- iii. Managers and administrators of the higher institutions should treat academic staff and all employees with respect and trust; they should provide feedback on performance and recognize achievement done by the academic staff. It is recommended that employees be given fair treatment and high appraisal regarding promotion.
- iv. The government and other stakeholders need be to involve in the funding operations of higher education by giving grants and scholarships to the students to boost the economic situation and good work conditions to the academic staff of such institutions.

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## APPENDIXICES

### APPENDIX I: RESEARCH QUESTIONNAIRE

Dear respondent,

I Emmanuel William a student Of Kampala International University Tanzania, I am carrying out a research on **working condition and academic staff turnover at selected higher learning institutions** in a fulfillment of the requirements for the award of a Masters Degree in Business Administration in Human Resources Management.

This is purely an academic research and therefore the information provided in this questionnaire will be used for academic purposes only and shall be accorded utmost confidentiality. Your contribution towards filling in this questionnaire will be of a great contribution to this academic endeavor.

Thank you.

#### SECTION A: Background Information

##### Instructions:

Please Fill in or tick as appropriate.

##### 1. Sex of the Respondent

(i) Male  (ii) Female

##### 2. Age brackets of Respondents

(i) 25-35 years  36-45 years  (ii) 46-55 years    
(iv) Above 55 years

##### 3. Marital Status of Respondents

i) Single  ii) Married  iii) Divorced  iv) Widowed

##### 4. Education Level of Respondents.

(i) Degree  (ii) Masters   
(iii) Doctorate (PhD)  (iv) Others

##### 5. How long have you been working with Higher Learning Institution

(i) 6months - two years  (ii) Between 3 & 5 years   
(iii) Between 6 & 8 years  (iv) Above 8 years

**6. In which Faculty do you work?**

- |                                      |                          |                      |                          |
|--------------------------------------|--------------------------|----------------------|--------------------------|
| (i) Business and management          | <input type="checkbox"/> | (ii) Education       | <input type="checkbox"/> |
| (iii) Computer Science               | <input type="checkbox"/> | (iv) Law             | <input type="checkbox"/> |
| (v) Social Science                   | <input type="checkbox"/> | (vii) Health Science | <input type="checkbox"/> |
| (vi) Any other (please specify)..... |                          |                      |                          |

**7. Which of the following categories of employees do you belong?**

- |                           |                          |
|---------------------------|--------------------------|
| i. Top management         | <input type="checkbox"/> |
| ii. Middle level managers | <input type="checkbox"/> |
| iii. Operational staff    | <input type="checkbox"/> |

**SECTION: B**

<b>Questioner/Interview guides on working condition and academic staff turnover</b>					
<b>SD = Strongly disagree, D= Disagree, NS= Not sure, A=Agree, SA = Strongly agree</b>					
<b>WORKING CONDITION</b>					
<b>Statement: remuneration</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
I get positive recognition from the University when I produce quality work					
This University gives me a good benefits package.					
University gives me good opportunities for promotion.					
My experience matches with my remuneration package.					
My monthly salary from University is enough for my basic needs.					
With the current remuneration package for my job I cannot quit.					
Rewards that I get in addition to my salary satisfy me.					
I am sure of getting pension from this University when I retire.					
I consider my workload to be fair.					
<b>Statement: Job security</b>					
I have high chances of keeping my job in University					
I have never thought of being dismissed from my job in University					
My job is very secure in University					
Technological advancement in University can not affect my job retention.					
I am happy about my employment growth in this University					
My job security cannot be affected by institutional restructuring in University.					
Job security on this institute is the organization culture					
<b>Statement :Job satisfaction</b>					
I am capable of acting in a way that does not work contrary to my conscience.					
The money I receive is relevant to the work that I do.					
I feel accomplishment in my job.					
Overall, I am satisfied with my job.					
My career actually gives me satisfaction.					
My job is enjoyable.					
I feel satisfied with my chances to receive a salary increase.					
The benefits we receive are as good as those offered by most other institutions.					
Those who do well on the job stand a fair chance of being promoted.					

I have the chance to do different things from time to time.					
<b>Organizational Commitment Statement</b>					
I talk up this university to my friends as a great institution to work for.					
I do not feel any obligation to remain with my current employer.					
Even if it was to my advantage, I do not feel it would be right to leave the university now.					
I feel very little loyalty to this university.					
I would accept almost any type of job/assignment in order to keep working for this university.					
It would take very little change in my present circumstances to lead me to leave this university.					
For me, this is the best of all possible universities to work for.					
One of the few negative consequences of leaving this university would be the scarcity of available alternatives.					
I am willing to put in a great deal of effort beyond that which is normally expected in order to help this university to be successful.					
This university really inspires the very best in me in terms of job performance.					
Too much of my life would be disrupted if I decided that I wanted to leave the university now.					
In comparison with other institutions, this is the best university I have ever worked for					
<b>Statement : Interpersonal relation</b>					
I have a good working relationship with my colleagues.					
There is a clear channel of communication at my workplace.					
Upper management does involve the staff in decision-making processes.					
I enjoy working with my co-workers.					
Colleagues usually support me at work.					
Do you agree that uncaring Leadership for employees affects the retention rate?					
If you are not allowed to do the job by your own, you feel bore and intend to leave the job?					
Do you think Career Change is an important reason for Job Hopping?					

<b>ACADEMIC STAFF TURNOVER</b>					
<b>Statement: Motivation</b>					
My employer Rewards me for performance					
Reward for performance given to me has helped improve my job performance					
The compensation package offered by my company is competitive compared to other companies in the industry					
The reward system used by my company is equitable.					
I like the content of my job					
I Like my Job title					
I am able to plan my work.					
My job has clear objectives and targets.					
I am able to measure the objectives and targets of my job.					
<b>Statement: Absenteeism</b>					
I rarely absent myself from duties during work days.					
I communicate to my bosses in case of my absence					
Do you agree that insufficient Challenges in a Job makes you think for changing the company?					
If Job responsibility is not given do you feel like leaving the Job?					
My teaching job in University is psychologically satisfying to me					
I am very much committed to my job					
Do you agree that if there is no social connectedness and harmony among employees, they tend to turnover?					
Does Poor Team Works affect the work life which leads to turnover?					
<b>Statement: Turnover</b>					
Does Unfair pay increase affects turnover decision?					
I'm not thinking of leaving this University					
Does hostile condition for both the genders have great effect on Turnover?					
Does Job Elimination have affect on Turnover?					
If Job responsibility is not given do you feel like leaving the Job?					
Does unfair performance appraisal process have great affect on Employee turnover?					
Do you agree that uncaring Leadership for employees affects the retention rate?					
Do you agree that Organizational Politics affects the employee retention?					



**THANK YOU.**

**APPENDIX II: BUDGET**

S/No	Cost Category	No. of Units	Cost Break Down	Total Cost (Tsh )
1	Pilot studies and pre-test tools	4 Times	Transport to selected higher learning institutions	200,000
2	Stationary and Typing services	8 Times	Lump sum	200,000
3	Distribution Cost	2 Distributors	Distributors for Questioner and Interview	100,000
4	Biding of report	4 Books & 1 CD	Cover book & soft copy	200,000
<b>TOTAL</b>				<b>700,000</b>

**APPENDIX III: TIME FRAME**

ACTIVITIES		NUMBER OF MONTHS												
		1	2	3	4	5	6	7	8	9	10	11	12	13
1	Problems identification	■												
2	Proposal writing		■	■	■	■	■							
3	Proposal submission						■							
4	Data collection							■						
5	Data analysis								■					
6	Presentation of research									■				
7	Report writing & Submission of final copy of research										■	■	■	■