

Relationship between Job Related Factors and Labour Turnover among Kenyan Technical Training Institutions. (A Case of Mount Kenya Region)

Susan N. Nkanata
KIRINYAGA UNIVERSITY

Nancy G. Rintari, PhD.
School of Business & Management, Kenya Methodist University

Abstract

The aim of the aim of this research was to investigate the relationship between Job factors related to career progression, job security, remuneration, work life balance and Labour turnover among Government Technical Training Institutions in Mount Kenya Region. The study employed descriptive and inferential statistics as the research designs. Target population was 40 Human Resource officers, 40 Education Officers, and 315 Heads of Sections. A questionnaire was to collect data from Human resource departments and Heads of Sections while an interview guide collected data from education officers in the study. Data was analyzed qualitatively and quantitatively using SPSS version 21.0. The research revealed that career development had a positive effect on the employee loyalty and from employer's which improved morale, boosted productivity and helped the organization become more efficient. The study also showed that job security was a major job related factor that contributed to the intention of leaving employment among most technical staff. Re-Pay level was potentially important direct impact on voluntary turnover. Employees leaving their current employment indicated that availability of higher paying jobs elsewhere motivated them to leave. Work-life balance programs were critical management tools for the organizing institutional community in maintaining an excellent, engaged workforce, and reduced labor turnover rate in Government Technical Training Institutions. The study recommends that in order to encourage employee retention, the management of Government Technical Training Institutions should develop an overall strategic compensation package, hire the right people and continue to develop their careers, address employees at their work place, particularly identify employees who are dissatisfied to solve their problems.

1.0. INTRODUCTION

1.1. Background of the Study

Technical and Vocational Training Institutions (TVET) both in industrialized and developing countries are faced with an increasing challenge of teaching and non-teaching staff retention issues. According to a study conducted by the National Centre for Educational Statistics (2001) in the United States of America about 7.7% of staff left their institutions for greener pastures within a year.

In Africa, the situation is made worse by the increasing number of universities which has resulted to a more fluid human resource in TVET institutions. For instance, in a study done in Ghana local polytechnics showed that staff left their institution to join newly established universities in the country (Tamale Polytechnic, 2011). In just three years forty three (43) employees had left the polytechnic to join other better paying jobs in upcoming universities (Tamale Polytechnic, 2011). A research carried out in South Africa by Wyngaard & Kapp (2004) on the impact of institutions mergers, indicated that a major negative effect was labour turn-over among TVET institutions. The study showed that many former employees of these institutions feared victimization by new management (Wyngaard & Kapp, 2004).

According to Getahun (2005) 10 agricultural training and vocational colleges in Ethiopia accounted for 82% labour turnover. Main causes of this high rate include; job security, poor pay and intimidation by seniors (Getahun, 2005). In a study in Kenya, Jacinta (2012) reported that high labor turnover was experienced in technical training institutions due to reasons such as; appraisal procedures, desire to grow individual careers by staff and issues related to job security.

1.2. Statement of the Problem

Globally, today's human resource departments are faced with the daunting task of not only identifying, recruiting, but are also bestowed with the more challenging task of ensuring that employee retention is achieved. However, it is human resource departments in academic institutions world over that face the biggest challenge (Hugo, 2005). The situation worse in African institutions of higher learning which are mostly faced with the biggest challenge of retaining their employees due to multiple factors (Bushe, 2012). In Kenya reports of high staff turnover from government run technical training institutions in search of better pay in new private universities

and in other private sector jobs is evident. Government technical training institutions in Mt. Kenya region are not exceptional and most experience very high employee turnover due to various reasons. This study therefore, sought to investigate the relationship between job related factors and labour turnover among Institutions in Mt. Kenya region.

1.3. Objectives of the Study

1.3.1 General Objective

To investigate the relationship of Job related factors and Labour Turnover among Government Technical Training Institutions in Mt. Kenya Region.

1.3.2 Specific Objectives

1. To determine the relationship of career progression and labor turnover in Government Technical Training Institutions.
2. To establish the relationship of job security and labor turnover in Government Technical Training Institutions.
3. To examine the relationship of remuneration and labor turn over in Government Technical Training Institutions.
4. To explore the relationship of work Life balance and Labor turnover in Government Technical Training Institutions.

1.3.3. Scope of the Study

This study was carried out in Technical Training Institutions of Mount Kenya Region. It covered Education officers, Institutions' Human resource departments and section heads in the study locale.

2. LITERATURE REVIEW

2.1. Theoretical Review

Mhere (2010) posits that staff may quit their job from technical institutions if they feel their inputs which may include; skill, effort, hard work, adaptability and tolerance are not equal to the outputs they receive such as; their pay, fringe benefits, competent supervision and friendly co-workers.

Dessler, 2012 argues that staff in Government Technical Institutions are likely to change jobs when they consider the amount of work they do and the commitment they grant to their jobs is not equal to their expected returns from the organization.

There is a strong correlation between what employees in Technical Institutions expect and their intention to seek for an alternative job in other promising institutions or corporate (Estes & Polnick, 2012).

According to Shika (2013) to curb high rates of turnover among staff, management in Technical Institutions should put in place measures that ensure that staff is always expectant of extrinsic motivators such as; job security, salary, and fringe benefits, interpersonal relations and working conditions. When absent these motivators lead to job dissatisfaction a situation that can result to staff looking for alternative jobs where they perceive extrinsic motivators will be present.

According to Champoux (2011) these needs are classified under; physiological needs, safety needs, love, affection and belonging and progressing up to needs for self-esteem and self-actualization. Failing to meet employee's needs at any level in the hierarchy can create a lack of fulfillment in employees' professional lives, causing them to eventually try to fulfill these needs on their own, possibly by finding a new employer who provides better opportunities.

2.1.2. Empirical Literature Review

Ruhland (2001) studied staff turnover in Government Technical Training Institutions in the U.S documents that the main cause leave was related to the desire to either grow individual careers and or change careers. This is supported by Long and Swortzel (2007) who carried out separate and observed that high labour turnover among staff in a government technical agricultural extension institution resulted from the desire by workers to grow their careers.

Guest (2004) documents that job security is a major job related factor that contributes to the intention to leave employment among most Technical Training Institutions staff. Intentions to leave among technical staff are in most cases as a result of certain unfair organizational practices such as; incompetent supervision, unfair promotions, increased responsibility that does not relate to remuneration and unfavorable work conditions.

Van (2002) observes that poor remuneration for staff in Government Technical Training Institutions has resulted to an increase turnover rates of organization's staff. Attractive remuneration in foreign countries as compared to home situations also contributes to staff turnover in Kenyan Government Technical Training Institutions.

Berg, *et al.* (2003) recommends that human resource managers develop programs within their organizations that facilitate the creation of a balance between paid work and the daily needs of life for instance: family time, community activities, voluntary work, personal development, leisure and recreation

Obiora&Iwuoha (2013) documents that technical training staff in Government Technical Training Institutions were leaving their jobs due to work overload to work part time for upcoming private universities.

3. METHODOLOGY

3.1. Study design

This study adopted descriptive and survey research designs to carry out the study into the relationship of job related factors on labour turnover. Descriptive survey research design assisted the researcher to gather both qualitative and quantitative data on how study variables such as; Career progression, Job security, Remuneration and Work-life balance relate to labour turnover among Government Technical Training Institutions in Mount Kenya Region whereas inferential statistics assisted the researcher to draw conclusions about the population under study and also establish the relationship between job related factors and labour turnover.

3.1.2. Target Population

The population of the study was 395 respondents which included institutions Human resource departments, Education Officers and Heads of Sections of the Institutions. It is these respondents that were used to collect the necessary data required for this study because they were familiar with the variables under study and how they relate to labour turnover in Government Technical Training Institutions in Mount Kenya Region.

3.1.3. Sample Size and Sampling Technique

According to Kothari (2004), a sample of 30% of the target population is usually representative and considered adequate for descriptive survey research. For this study, a sample of 30% (119 respondents) considered adequate using stratified random sampling. The sample sizes were distributed as follows: human resource departments were twelve (12), Education officers was 12 and 95 for heads of sections.

3.1.4. Data collection Instruments

Primary data was collected through the use of questionnaires and an interview guide. The questionnaires also provided an opportunity to analyze data more objectively in this study.

Open-ended interview guide was used to collect information from education officers in this study. Personal interviews were conducted with the help of the interview guide which provided an opportunity to obtain more information from the respondent and an opportunity to ask any questions that related to the topic of study.

3.1.5. Data collection procedure

The research collected primary data through the use of questionnaires and administered the questionnaires in person through the use of the drop and pick later method to the sampled respondents. The study also collected primary data with the help of a properly designed interview guide. The primary data required for this study was obtained directly from individual interviewees through a semi-structured interview guide.

3.1.6. Pilot test

A pilot study to address any deficiencies in the research instruments. By conducting a pilot study, the researcher was examining the feasibility of the intended approach that the researcher used in the main study.

3.1.7. Validity

Validity of the research instruments was assessed through constant consultations with supervisors to establish whether the chosen measurement tools included a sufficient and indicative set of items to cover the concept under study

3.1.8 Reliability

The study adopted internal consistency procedure, through which the researcher used Cronbach Alpha to check the reliability of instruments to be used in the study.

3.1.9 Data Processing and Analysis

For reliable analysis, SPSS version 21.0 was used to analyze collected data and presented using descriptive statistics such as frequencies, mean, variance and standard deviation. Content analysis was used to analyze data from the interview schedule and open ended questions and the results from this analysis were presented in themes as per the study's objectives. Frequencies and percentages were used to summarize information. The researcher used multiple linear regression model to determine the relationship between the four variables of this study.

4.0. Research Findings

From the research findings, many the respondents as demonstrated by 77.4% indicated that labour turnover in the organization emerged from the desire by professionals to propel their professions while 22.6% of the respondents disagreed that Career development has a positive effect on the employee. The findings are in line with the research by Dessler (2000) that career development programs of an organization helps an individual in the organization to see and develop career potential.

The findings showed that, majority of the respondents (69.8%) agreed that the institution had clear terms and conditions of employment in place but 30.2% of the respondents were didn't agree. It is demonstrated from the study that Job security increased career and financial stability amongst employees, employees who did

not fear for their jobs were more likely to perform at a higher level and contributed to greater commitment to employment, job security was a motivator when employees connect between job retention and their own performance, to strengthen employees' motivation. Companies should offer them stock options or performance and retention bonuses.

As indicated by research findings, majority of the respondents agreed that, the increments offered by the institution were not satisfactory and this impact on labor turnover. The basic pay offered by the institution was very attractive and did not impact labor turnover as shown by a mean of 4.33 in each case. Fringe benefits offered in my institution were not satisfactory and this had a great impact on labor turnover in the institution as shown by a mean of 4.23. The institution where respondents work for had a remuneration policy that enhanced fairness and equity as shown by a mean of 4.22. The findings were in line with the argument by Herbert, Donald, John, & Lee (2000) who stated organizations pay level is a potentially important direct impact on voluntary turnover.

The study showed that work-life programs were critical management tools for the organization in maintaining an excellent and engaged workforce. The research observed that some of the critical work-life programs offered by Government Technical Training Institutions in Kenya to employees include worksite health and wellness, employee assistance programs, workplace flexibilities, and dependent care. The findings are in line with literature by Emmerik (2002) that when work-life programs are implemented according to today's best practices, they can demonstrate significant benefits for agencies, employees, and our communities.

HYPOTHESIS TESTING TO SHOW THE RELATIONSHIP

Hypothesis 1: Career progression and labour turnover

H₁ There is a significant relationship between Career progression and labour turnover in Government Technical Training Institutions.

The computed t.value (-4.454) has a P-Value of 0.001 which shows that it is less than the level of significance given by 0.05. null hypothesis was rejected and accept the alternate hypothesis concluding that there is a significant relationship between Career progression and labour turnover in Government Technical Training Institutions.

Hypothesis 2: Job security and labour turnover

H₁: There is a significant relationship between job security and labor turnover in Government Technical Training Institutions in Kenya.

The computed t.value (-4.94) has a P-Value of 0.001 which shows that it is less than the level of significance given by 0.05. This implies that we reject the null hypothesis and accept the alternate hypothesis concluding that there is a significant relationship between job security and labor turnover in Government Technical Training Institutions in Kenya.

Hypothesis 3: Remuneration and labour turnover

H₁: There is a significant relationship between remuneration and labor turnover in Government Technical Training Institutions in Kenya.

The computed t.value (-3.676) has a P-Value of 0.001 which shows that it is less than the level of significance given by 0.05. This implies that we reject the null hypothesis and accept the alternate hypothesis concluding that there is a significant relationship between remuneration and labour turnover in Government Technical Training Institutions in Kenya.

Hypothesis 4: Work life balance and labour turnover

H₁: There is a significant relationship between work life balance and labour turnover in Government Technical Training Institutions in Kenya.

The computed t.value (-4.212) has a P-Value of 0.001 which is less than the level of significance given by 0.05. This implies that we reject the null hypothesis and accept the alternate hypothesis concluding that there is a significant relationship between work life balance and labour turnover in Government Technical Training Institutions in Kenya.

4.1. Conclusions

The research implies that career development and progression had a positive effect on the employee loyalty. It reduced costs due to employee turnover and from employer's side career progression improved morale, boosted productivity and helped the organization become more efficient. Therefore, the study concludes that career progression helped to reduce labor turnover rate in Kenyan Government Technical Training Institutions.

The study indicated that job security was a major job related factor that contributed to the intention to leave employment among most technical staff. Job security works best as a motivator when employees see a connection between job retention and their own performance, therefore the study concluded that provision of job security measures reduced labor turnover rate in Government Technical Training Institutions.

The study shows that pay level was a potentially important direct impact on voluntary turnover, and that one of the most common reasons given by employees leaving their current employment was the availability of

higher paying jobs elsewhere. Thus, the study concluded that better remuneration helped to curb labor turnover rate in Government Technical Training Institutions.

That work-life balance programs are critical management tools for the organization to maintain an excellent, engaged workforce and that when work-life programs are implemented in accordance to today's best practices, significant benefits for agencies, employees, and our communities have a significant impact. Therefore, the study concludes that work life balance is important to reduce labor turnover rate in Kenyan Government Technical Training Institutions.

4.2. Recommendations

To improved employee retention, the management of Government Technical Training Institutions have to develop an overall strategic compensation package. This should include not only base and variable pay scales, but long-term incentive compensation, bonus and gain-sharing plans, benefit plans to address health and welfare issues, non-cash rewards other perks. Government Technical Training Institutions should also consider standard benefit package, including health, dental and life insurance, vacation, leave policies and retirement plans.

The management of Government Technical Training Institutions needs to hire the right people and continue to develop their careers. An investment in upgrading the workforce is one of the best investments an organization can make when looking at long-term growth, training is necessary as it goes way a long way toward ensuring employee loyalty and retention.

Qualified and skilled personnel should be acquired and retained which is a crucial factor for any institution. To increase productivity and job performance of the organization, managers should make a maximum effort in the handling of employee issues and motivate dissatisfied employees.

It is also recommended that training programs should be fair to all levels and categories of employees based on the pre-planned and departmental needs assessment analysis as stipulated on the personnel manual of the organization.

These organizations should have an employee promotion program based on their performance and ability to increase staff morale. In the meantime, it confirms employee trustworthiness to their organization. Thus, the management of Government Technical Training Institutions should consider having an equal and fair employee handling mechanisms based on their performance evaluation.

REFERENCES

- ACAS. (2005). *Controlling Labour Turnover in government Technical Training Institutions*. Addis Ababa: Ministry of Education. Retrieved from: ACAS : www.acas.org.uk
- Adeyemi, J. K., & Uko - Aviomoh, E. E. (2004). Effective Technological Delivery in Nigerian Polytechnics: Need for Academic Manpower Development Policy. *Educational Policy Analysis*, 12(24), 14-21. <http://dx.doi.org/10.14507/epaa.v12n24.2004>
- Agagu, A. A. (2008). Re-inventing the Nigerian Public Service in an era of Reforms. *Pakistan Journal of Social Science*, 5(3), 244-252. <http://medwelljournals.com/abstract/?doi=pjssci.2008.243.252>
- Akpan, C. E. (2007). Resource Management and Job Involvement among University Lecturers in South-South Nigeria. *European Journal of Business and Social Sciences*, 1 (8), 12-22. <http://www.ejbss.com/recent.aspx>
- Anfara, V., & Mertz, N.T. (2006). *Theoretical Frameworks in Qualitative Research*. Thousand Oaks: Sage Publications Inc.
- Babbie, E. (2002). *The Basics of Social Research* (2nd ed.). Belmont, CA: Wadsworth.
- Balasundaram, N. (2010). Quality of Work Life Practices of Academic Professionals in Bangladesh: A Factor Analytical Approach. *International Journal of Research in Commerce & Management*, 1(7), 6-11. http://ijrcm.org.in/article_info.php?article_id=268
- Barrett Beicht, U.G., Walden, G., & Herger, H. (2004). *Costs and benefits of in-company vocational educational and training in Germany*. Bonn: BIBB.
- Bell, A. R. (2012). Job stress, wellbeing, work-life balance and work-life conflict among Australian academics. *Electronic Journal of Applied Psychology*, 8(1), 25-37. <http://dx.doi.org/10.7790/ejap.v8i1.320>
- Bellamy, S. M., Rothery, P., Hinsley, S.A. & Newton, I. (2003). Why Business Academics Remain in Australian Technical Colleges Despite Deteriorating Working Conditions and Reduced Job Satisfaction: an intellectual puzzle. *Journal Higher Edu. Policy and Manag*, 25(1), 13 - 28. Doi: 10.1080/1360080032000066960
- Berg, P., Kalleberg, A. L., & Appelbaum, E. (2003). Balancing work and family: The role of high - commitment environments. *Industrial Relations: A Journal of Economy and Society*, 42(2), 168-188. Doi: 10.1111/1468-232X.
- Bratton, J. (2012). *Human resource management: Theory and practice*. New York: Palgrave Macmillan.
- Champoux, J. (2011). *Organizational Behavior: Integrating Individuals, Groups, and Organizations* (4th ed).

- New York: Routledge.
- Chandran, E. (2004). *Research methods: A quantitative approach with illustrations from Christian ministries*. Nairobi: Daystar University.
- Chiboiwa, M. S. (2010). Evaluation of job satisfaction and organisational Citizenship Behaviour: Case study of selected organisations in Zimbabwe. *African Journal of Business Management*, 5(7), 2910-2918. Doi: 10.5897/AJBM10.1400
- Choi, S., Long, L. Y., Thean, W. K., & Ahmad, J. (2012). Leadership Style and Employees' Turnover Intention: Exploratory Study of Academic Staff in a Malaysian Technical College. *World Applied Science Journal*, 19(4), 575-581. Doi: 10.5829/idosi.wasj.2012.19.04.155
- Cooper, D. R., & Schindler, P. S. (2006). *Business Research Methods (9th ed.)*. New York: McGraw-Hill.
- Danida. (2003). *Danida Survey report: Technical vocational schools, Cabo Delgado, Tete and Zambezia*. Maputo: Royal Danish Embassy.
- DeCenzo, D. A., & Robbins, S.P. (2010). *Fundamentals of Human Resource Management (10th ed.)*. Hoboken, NJ: John Wiley & Sons, Inc.
- Dee, J. R. (2004). Turnover intent in an urban community college: Strategies for faculty retention. *Community College Journal of Research & Practice*, 28(7), 593-607. Doi: 10.1080/10668920490467242
- Delafrooz, N. P., Paim, L. H., & Khatibi, A. (2009). Developing an Instrument for Measurement of Attitude toward Online Shopping. *European Journal of Social Sciences*, 7(3), 166-177. <http://psasir.upm.edu.my/7061/>
- Dessler, G. (2000). *Human Resource Management (8th Edition)*. New Jersey: Prentice-Hall.
- Dessler, G. (2012). *Human resource management*. Upper Saddle River, NJ: Prentice.