FACTORS INFLUENCING EMPLOYEE TURNOVER IN PRIVATE TERTIARY COLLEGES: A CASE OF EMBU COLLEGE IN EMBU COUNTY, KENYA

BY
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A Research Project Report Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Project Planning and Management of the University of Nairobi.

2015
DECLARATION

This research project is my original work and has not been presented for a degree or other award in any other University.

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Teresia Wangiri
L50/62083/2013

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DEDICATION

This research project report is dedicated to my beloved husband John and my daughters Patience and Abigael for their prayers and support during this study.
ACKNOWLEDGEMENT

My special thanks go to my supervisors Dr. John Wanjohi and Dr. John R. Chandi who supported and guided me throughout this research project. I also sincerely thank the University of Nairobi for granting me the opportunity to undertake a Master of Arts Degree in Project Planning and Management at Extra Mural Centre. I greatly thank the Resident Lecturer Dr. John Chandi of Meru Extra Mural Centre and all the lecturers for their support throughout this research project. I sincerely thank students of 2013 Master of Arts in Project Planning and Management class of Embu Extra Mural Centre for their encouragement and team work.
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<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMA</td>
<td>American Management Association</td>
<td></td>
</tr>
<tr>
<td>GNP</td>
<td>Gross National Product</td>
<td></td>
</tr>
<tr>
<td>KENPRO</td>
<td>Kenya Projects Organization</td>
<td></td>
</tr>
<tr>
<td>OECD</td>
<td>Organization for Economic Co-operation and Development</td>
<td></td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
<td></td>
</tr>
<tr>
<td>RAE</td>
<td>Research Assessment Exercise</td>
<td></td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Education, Scientific and Cultural Organisation</td>
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ABSTRACT

The study assessed the factors influencing employee turnover in private tertiary colleges with reference to Embu College in Embu County, Kenya. The objectives of the study were to establish how organizational change, training, economic factors and staff motivation influence employee turnover in private tertiary colleges. The theoretical framework of this study was derived from the human capital theory, Maslow theory and Herzberg and Mausner two-factor theory. The study used a descriptive survey design. The target population of the study was 90 employees and a sample of 73 employees was picked. This sample was picked using stratified sampling and proportionate sampling. Questionnaires were used to collect data. Ten (10) employees were used for Pilot testing before the commencement of the study. Data analysis was done using Statistical Package for Social Sciences (SPSS). Descriptive statistics was computed and data was presented using tables. The study findings indicated that organizational change influence employee turnover, by 51.3%. The organizational structure of Tertiary colleges should ensure that the institution has proper staff workload, set targets and the organization structure should have strong communication systems capable of creating awareness on information required by staff. The staff training influence employee turnover by 74.4%. The staff in tertiary institutions should be well educated, motivated, stable and responsive; and be offered chances to attend refresher courses because opportunities for training and development are among the most important reasons why employees stay especially young and enthusiastic ones. Economic factors such as salary, allowances and any other sources of income, influence employee turnover by 56.9%. Employee motivation influence employee turnover by 79.2%. The staff in tertiary colleges should be provided with good working conditions which will make the staff motivated and increase staff retention. The staff promotion should be fair, done at the stipulated time and everybody be given equal opportunity. The generated information will help tertiary college managers to be able to understand the determinants of staff turnover in these institutions. The study will help government departments in the Ministry of Education to come up with policies which will improve the performance and retention of staff in tertiary institutions. The study will also help policy makers in planning for education systems for tertiary institutions.
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Globally, there is a trend in private proprietorship of educational institutions over the years even in socialist countries like Tanzania, former Soviet Union, Eastern Europe, India, Ghana and Colombia, the private sector has been most responsive to the increased demand for tertiary education with almost 67 percent of total enrolment and 40 percent of enrolment in evening and night courses (Akpotu, 2009). Akpotu (2009) further reported that the financial straits of the central government to provide adequate educational funding for the entire country has been very burdensome and therefore transferring the fiscal burden from the central government to local governments, communities, individuals and the private sector became the plausible solution to extricate the whole system from its plight. Indeed, private educational institutions exist, parallel with government institutions at all levels in most developed and, in recent times developing countries.

Nwangwu, et al; (2012) observed that in Belgium, private schools account for 60 percent of enrolment in all schools. Also, in Spain, private schools enroll 30 percent of all enrollee, while it accounts for 25 percent in France. In Nigeria, the trend has been that of the private sector gradually taking over the primary and secondary sub-sectors of the education industry. In most parts of South-West, South-East and South-South of the country, the number of privately owned pre-primary, primary and post primary educational institutions have grown exceedingly and their enrolment figures have far exceeded enrolment in public schools. In Kenya, there has been dramatic rise in the number of private universities which has risen from three in the 1980’s to seventeen in 2004. Moreover, the number of private universities is three times the number of public universities.
Bushe (2012) stated that there is a growing global interest in matters of recruitment and staff retention in higher education institutions. The emergency of globalisation 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. He further observed that the quality of staff in an organization has a direct influence on its organizational effectiveness. Kubler and DeLuca (2006) 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.

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 (Mgohamwend, 2013). While various efforts have been made to address the problem, there seems to be little progress, due to a variety of reasons, particularly, the inadequate investment in education and other training programs. Thus, while the World Bank, for example, made significant investments in capacity building initiatives in several countries during the 1990s, these initiatives have not generated sustained human capital benefits for the countries. To make matters worse, even the narrow high skill base that exists is being eroded at a very fast rate by the outflow of professionals to more developed countries of the world. Tettey (2006) found that Africa is losing significant numbers of employees who are fundamental resources in socio-economic and political development. He further said that there is there are severe recruitment and retention difficulties in African Universities. Many studies have proved a dire need for not only recruiting qualified and but retaining competent staff as well. The main reason eroded academic staff base, amongst other things is inadequate and non-competitive salaries vis-à-vis local and international organizations and lack of job satisfaction due to non-monetary reasons (Bushe, 2012).
Cinar and Karcioglu (2012) stated that Hawthorne Studies, conducted by Elton Mayo found that employees are not motivated solely by money and employee behavior is linked to their attitudes. This study brought about the human relations approach to management, whereby the needs and motivation of employees become the primary focus of managers (Sharma, 2006). A motivated workforce is crucial to the success and survival of any business in today's uncertain and turbulent business climate with its ever rising competition. To survive the increasing global competition, expand and maintain its sustainability, private colleges and universities requires a highly motivated workforce. However, despite management’s recognition that motivation is important to the organization’s competitiveness and the inclusion of motivation in the strategic planning agenda, little or nothing is done to not only understand staff motivation or retention factors but also commitment to execute those policies and practices that enhances the same (Otieno, 2010).

Netsweraa et al; (2005) indicated that employees’ retention starts long before an employee is recruited, that is, when describing the position intended to be filled. Job descriptions, recruitment, selection and orientation are the imperatives of retention. Therefore all higher education institutions require clear objectives in line with their mandate and core faculties that address their target markets, be it community development or skills development.

The study will focus at how organisation change, staff training, economic factors and staff motivation influence on employee turnover in private tertiary colleges: a case of Embu College in Embu County, Kenya. Trueman (2010) stated that if organizations introduce change and experience a resultant increase in turnover, it is important for them to be able to identify whether this change is typically avoidable, or unavoidable in order to manage it effectively.

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). The cause of brain drain is driven by such concerns as economic constraints, political turmoil or intolerance, as well as social and psychological pressures (Nunn, 2005). Industrialized countries are attractive to many professionals from poorer countries because of promise of economic success or political sanctuary. Tella (2007) further said that motivation interacts with and acts in conjunction with other cognitive processes. Motivating is the management process of influencing behaviour based on the knowledge of what make people tick.

Embu College is a tertiary institution. Tertiary institutions are called colleges, vocational schools or Post secondary institutions. These institutions offer diplomas or certificates for courses that last anywhere from a few months to 4 years. Typical courses offered are accounting (including CPA), nursing, IT, Culinary studies, tourism, metalwork, teacher training. Embu College has 90 employees (12 administrators, lecturers and support staff).

1.2 Statement of the Problem

Employee retention stands as a great challenge in many organizations. There is a growing global interest in matters of recruitment and staff retention in higher education institutions. Invariably all tertiary institutions in Africa are confronted with the tremendous challenge of identifying, recruiting and retaining high caliber staff, particularly lecturers (Bushe, 2012). These trends have engendered a more strategic approach to human resource management across the higher education sector (Whitchurch, 2008). According to Nyakundi (2010), employees in organizations and learning institutions like to feel that someone cares about their work and appreciates it which in turn motivates them to work more effectively. One role of tertiary college management is to ensure that employees are retained; however, many staffs in Kenya are leaving the tertiary colleges to seek for jobs in other sectors. Bernardin (2003) and Armstrong (2006) have identified the existence of poor relations in the work place as causes of staff turnover. Blau (2006) stated that the causes of turnover have received significantly less attention from researchers and hence the researcher will bridge this gap by determining the factors influencing staff turnover from private tertiary colleges will specific attention to Embu College.
Table 1.1: Staff turnover

<table>
<thead>
<tr>
<th>Year</th>
<th>Total staff</th>
<th>Staff leaving College</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>73</td>
<td>22</td>
</tr>
<tr>
<td>2014</td>
<td>77</td>
<td>19</td>
</tr>
<tr>
<td>2015 March</td>
<td>97</td>
<td>7</td>
</tr>
</tbody>
</table>

Data from Embu College records 2015.

1.3 Purpose of the Study

The purpose of the study was to determine the factors influencing employee turnover in private tertiary colleges: a case of Embu College in Embu County, Kenya

1.4 Objectives of the Study

The study was guided by the following specific objectives

1. To establish how organizational change influence employee turnover in private tertiary colleges: a case of Embu College in Embu County, Kenya
2. To determine how staff training influence employee turnover in private tertiary colleges: a case of Embu College in Embu County, Kenya.
3. To establish how economic factors influence employee turnover in private tertiary colleges: a case of Embu College in Embu County, Kenya.
4. To examine how staff motivation influence employee turnover in private tertiary colleges: a case of Embu College in Embu County, Kenya.

1.5 Research Questions of the Study

The study sought to answer the following research questions:

1. To what extent do organizational change influence employee turnover in private tertiary colleges: a case of Embu College in Embu County, Kenya?
2. How do staff training influence employee turnover in private tertiary colleges: a case of Embu College in Embu County, Kenya?
3. To what extent do economic factors influence employee turnover in private tertiary colleges: a case of Embu College in Embu County, Kenya?
4. How do staff motivation influence employee turnover in private tertiary colleges: a case of Embu College in Embu County, Kenya?

1.6 Significance of the Study
The research findings generated new information which can help tertiary institution administrators and instructors to be able to understand the factors influencing staff turnover. The generated information will also help government departments in the Ministry of Education to come up with interventions which will improve the performance of staff retention in technical institutions. The study will also help policy makers in planning for education systems for technical institutions. Finally the study will be of help to researchers interested in technical education.

1.7 Limitations of the study
The available time and resources might be limitations in this study. A descriptive survey design lack control over a long time frame and sometimes lead to low response rates. To avoid this limitation, the questionnaires were in most cases administered, filled and picked the same day. In cases where the right respondents were not available, the questionnaires were left and picked after two days.

1.8 Delimitations of the study
The study focused on the determinants of employee turnover in private tertiary colleges at Embu College in Embu County. The study population was 90 staff working at Embu College. The study focused only at how organisation change, staff training, economic factors and staff motivation influence employee turnover in private tertiary colleges: a case of Embu College in Embu County, Kenya. Descriptive research design was used and questionnaires used to collect data. Descriptive statistics was computed and study findings were presented using percentages and tables and interpretations made.

1.9 Basic Assumptions of the study
The study assumed that all respondents would be available and would answer the questions correctly without any bias. The other assumption is that the instrument used
gave reliable results and that all respondents were honest, cooperative and provide reliable responses.

1.10 Definition of significant terms used in the study.

**Economic factors:** Factors which influence the financial well being of the employees in an organization.

**Organization change:** It is a change occurring to alter the hierarchical arrangement of lines of authority, communications, rights and duties the institution.

**Staff motivation:** This is the attribute that moves staff to do or not to do something. In the context of this study, it is defined as the act of making staff feels that their work is recognized and valued and at the same time they get the rewards worth their input.

**Staff Training:** The official and ongoing educational activities of staff with aim of enhancing the fulfillment of their duty.

**Turnover in private tertiary colleges:** This is the rate at which employees leave their current employer for other employers due to various reasons.

**Tertiary College:** This is an institution of higher learning offering courses at certificate, Diploma and Degree levels.

1.11 Organization of the study

This study has five chapters. Chapter One covers the background of the study, statement of the problem and purpose of the study. This is followed by research objectives, research questions, justification of the study, limitations of the study, delimitations of the study, significance of the study, definition of significant terms and concludes with the organization of the study.

Chapter Two covers literature review from various sources to establish work done by other researchers, their findings, conclusions and identification of knowledge gaps which forms the basis of setting objectives and research questions of the study. The theoretical and conceptual frameworks are also explained.
Chapter Three covers the research design, target population of the study, sample size and sampling procedures. This is followed by data collection procedures, data collection instruments, validity of instruments, reliability of instrument, data analysis techniques, ethical considerations and concludes with operational definition of variables.

Chapter Four cover findings from data analysis, presentation of findings and interpretation of findings. It is will be concluded with summary of the chapter.

Chapter Five covers summary of findings, discussion, conclusions and recommendations of the study. It is will be concluded with suggested areas for further research and contribution to the body of knowledge.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of empirical literature on factors influencing employee turnover in private tertiary colleges at Embu College in Embu County. These determinants are organization structure, training and development, staff motivation and social economic factors. The chapter also presents the theoretical framework of the study, conceptual framework and the research gaps for further study.

2.2 Employee Turnover in Tertiary Colleges

Globally, the debate for privatization of education has become a global issue in recent years. The debate has come in different forms with different interpretations such as deregulation; increasing the role of parents in the financing of education); private ownership of the funding and management of schools and the private investment with focus on cost recovery (Akoptu, 2009). The heavy burden of ever-increasing government expenditure on higher education in both developed and developing nations no doubt necessitated the debate. Private education has become a reality and has been growing around the world together with globalization. Even in the centrally planned countries of Eastern Europe, France and the egalitarian Germany; former Soviet Union, China, Mongolia and Tanzania; where the culture of private ownership of educational institutions was alien; the wind of globalization and market reforms have reverted the situation (Tinker, 2008). According to Mwebi and Simatwa (2013) China, although a one-party ruling system; the state has deliberately retreated from its role as a welfare service provider and has been gradually transferring the responsibility of providing educational services to the local level, the community level or even to individuals through the notions of decentralization and marketization.

Globally, employee turnover is a much studied phenomenon but there is no universally accepted account for why people choose to leave organisations (Flinkman, 2013). Voluntary turnover is of interest because in most cases, this represents the bulk of turnover within an organisation. These turnover represent a significant cost, both in terms
of direct costs (replacement, recruitment and selection, temporary staff, management
time) but also, and indirect costs (morale, pressure on remaining staff, costs of learning,
product/service quality, organisational memory) and the loss of social capital Although
there is currently no accepted framework for understanding the turnover process as a
whole, a wide range of factors brings about employee turnover namely job satisfaction,
labour market variables, various forms of commitment, equity, psychological contract
(Clarke, 2010). It should not be assumed that turnover is necessarily a bad thing or that
retention for its own sake is inevitably positive; some degree of turnover is inevitable and
perhaps desirable, although high rates of faculty turnover can be costly to the reputation
of an institution and to the quality of instruction (Tettey, 2006). In this definition,
dysfunctional turnover occurs when an organization loses good performing employees,
whereas functional turnover results from the loss of poor performing employees.
Functional turnover is a positive development to an organization since it gets opportunity
to invigorate itself by finding a more capable substitute. There is a growing global
interest in matters of recruitment and staff retention in higher education institutions.
Research has demonstrated that the quality of staff in an organization has a direct
influence on its organizational effectiveness (Du Toit, Erasmus and Stardom, 2008).
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 (Kubler and DeLuca, 2006).

Africa is losing significant numbers of fundamental resource in socio-economic and
political development (Tettey, 2006). As the processes of globalization take shape, it is
becoming abundantly clear that full, effective, and beneficial participation in the world
that is emerging will depend on the ability of societies to build and take advantage of
their human resource capabilities. In all tertiary institutions in Africa are confronted with
the tremendous challenge of identifying, recruiting and retaining high caliber staff,
particularly lecturers. These trends have engendered a more strategic approach to human
resource management across the higher education sector (Kubler and DeLuca, 2006).
External labour turnover comprises of two aspects, voluntary and involuntary turnover.
Involuntary turnover, best known as quitting occur when the employees leave the company for their own reasons. Though turnover in most case seen to be to the detriment of the company, literature has identified turnover to be both functional and dysfunctional (Clarke, 2010). Some turnover can prove to have positive consequences, such as having poor performing employees voluntarily quit, leaving room for better performing employees.

Metcalf (2005) reported that academic staff recruitment and retention are affected by the whole employment package (the rewards and benefits of the job) relative to other employment. These include pay and fringe benefits (pension and gratuity, comparative pay levels, pay systems, pay discrimination, intrinsic aspects of the job (academics, teaching and research), job security, work organization, autonomy, progression (changes in career paths, internal promotion, promotion criteria, Research Assessment Exercise (RAE), family friendly practices, congeniality of colleagues and the working environment.

According to the American Management Association (AMA), the biggest cost on turnover is that of replacing an employee who leaves. This cost is calculated conservatively at 30% of an employee’s annual salary and for those employees whose skills are in high demand; the cost can rise to two-thirds of their annual salary (Netswera, 2005). However, other studies have found the replacement costs of lost talent to be between 70% and 200% of the lost employee’s annual salary (Lavania, 2011). Crawford (2005) stated that in order to retain employees, leaders need to managing people and not retention; have a culture of caring balanced with a tradition of excellence; never soliciting employee feedback and then ignore it; keep an eye on the high performers and rewarding outstanding performance; view people management as a strategic management issue and be relentless in pursuit of continuous improvement.
2.3 Organizational Change influence on employee turnover in private tertiary colleges

Kevin, Loan-Clarke and Wilkinson(2008) indicated that in the 21st century organizations are faced with continuous and rapid pace of change, volatile free market economic environments, rapidly changing technologies, global competition, workforce diversity and new organizational structures which are also organization’s challenges. Organizations may differ in the priority they attach to the human resource component, in their efforts toward achieving high productivity and competitive advantage, yet they all recognize the value of a qualified, motivated, stable, and responsive team of employees (Olusegun, 2012).

According to Tella, Ayeni and Popoola (2007), the management of people at work is an integral part of the management process. An effective organization ensures that there is a spirit of cooperation and sense of commitment and satisfaction within the sphere of its influence. In order to make employees satisfied and committed to their jobs in tertiary colleges, there is need for strong and effective motivation at the various levels, departments, and sections of the College. Trueman (2010) stated that if organizations introduce change and experience a resultant increase in turnover, it is important for them to be able to identify whether this change is typically avoidable, or unavoidable in order to manage it effectively. Determining this will enable to manage better the tradeoff between attending to the competitive context on the one hand, and maintaining internal capability on the other.

Machethe (2011) stated that during the last decade, employee retention has become a serious and perplexing problem for all types of organization. Managing retention and keeping the turnover rate below target and industry norms is one of the most challenging issues facing businesses. Thus, employee turnover is a major organizational phenomenon. Labour turnover is important to organizations, individuals and society. Akrani (2010) reported that from the organizational perspective, employee turnover can represent a significant cost in terms of recruiting, training, socialization and disruption as well as a variety of indirect costs. Given the significance of turnover, it is important for the
manager to be able to analyze, understand and effectively manage employee turnover. A happy worker will always make an organization to prosper in terms of production, service and costs. Martin and Roodt (2008) reported that organizational commitment has evolved as a wide range of types like engagement, attachment, commitment and involvement within a wide spectrum of work, job, career, profession, occupation, organization and union. Despite the lack of consensus on the various definitions, conceptualizations and measurements, a common theme is shared across all these deviations, namely that organizational commitment is considered to be a bond or linkage of the individual to the organization. They further said that the growth in the commitment related concepts has not been accompanied by careful segmentation of commitment’s theoretical domain in terms of the intended meaning of each concept or the concepts’ relations among themselves. The state of commitment is not only separated from its antecedent and consequential conditions and behaviours, but also from its related affective and conative components that are also present in other widely used constructs, such as job satisfaction and turnover intentions respectively.

Simon and Hinkin (2001) observe that organisational instability has been known to have a high degree of high turnover, and that employees are more likely to stay where there is a predictable work environment and vice versa. In addition, Ogoshi (2006) also posited that in organisation where there was a high level of inefficiency; there was also a high level of staff turnover. This means that organisations which are not stable, employees tend to quit and look for placement in stable organisation where they can predict their career development. Employees have a strong need to be informed and organisations with strong communication systems capable of creating awareness to their employees on information required by them tend to enjoy low turnover of staff (Lee, 2006). Employees feel comfortable to stay longer in positions where they are well informed on pertinent issues concerning the organisation and their welfare. Employees need to fully understand the issues that affect their work (Johnson, 1986). Griffeth, Hom and Gaertner (2000) noted that pay and pay-rated variables have a modest effect on turnover.
2.4 Staff Training influence on employee turnover in private tertiary colleges

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 processual, hinged on effectively administered performance appraisals, identification of training needs, and establishment of a competence framework that addresses organizational goals.

According to Andrew, Bankole, and Olatunde (2000), Lack of staff have lead to decline of staff quality which has lead to obsolete research facilities tertiary institutions. Laboratories are not well-equipped or are practically non-existent. Computer science courses are sometimes offered without computer laboratories, let alone Internet connectivity. Libraries have become archives of stale, archaic, and irrelevant materials. A respondent from a manufacturing firm noted that instructors from some of the local universities do not have copies of basic texts that are available in the corporate library and are essential reading for the engineering processes used by the firm. Adeyemi and Uko (2004) posit that there is no gainsaying that curriculum planning and physical expansion without adequate and sustainable human and material resources would definitely fail to produce the desired results. The ability of tertiary institutions to produce quality graduates depends largely on the quantity and quality of teachers available. Ayodeji (2002) reported that, teacher adequacy is a function of many factors, which include funding, student enrollment over time and staff turnover.
2.5 Economic Factors influence on employee turnover in private tertiary colleges

Netswera (2005) stated that irrespective of salaries, some staff members would opt to work for particular institutions because of their perceived reputation and relevance of their graduates in the job market. Employees who are creative, self-motivated and energetic require stimulating work opportunities, personal challenge, growth and a contributing stake in the organizational action. If workers find that their jobs no longer provide these necessities, they will decide they are no longer suitable and will leave for a job that will meet their new challenges (Kjerulf, 2007). Management’s role in governance of the institution is revealed to be a critical area of institutional performance. Most managers and supervisors think that they can keep good employees with money. Research suggests that 89% of managers truly believe it is largely about money. These managers put the responsibility for keeping key people squarely in the hands of their finance departments (Netswera, 2005). The cause of brain drain is driven by such concerns as economic constraints, political turmoil or intolerance, as well as social and psychological pressures (Nunn, 2005).

Industrialized countries are attractive to many professionals from poorer countries because of promise of economic success or political sanctuary. In the face of skilled labor shortages, developed countries are devising subtle strategies to address the problem with commensurate injections of professionals from other parts of the world. Among countries that have put in place incentive policies that specifically target such professionals are Canada, Australia and the United Kingdom (Tremblay, 2005). Thus in all Organization for Economic Co-operation and Development (OECD) countries, the proportion of skilled immigrants originating from low-income countries has increased, especially in North America, with a notable increase of highly-skilled immigration from Asian countries” (Docquier and Rapoport, 2005).

The average ratio of expenditure on tertiary education per student in Africa in 1995, which was about five times the global average of 77 percent of GNP (Gross National Product) per capita the financial cost of emigration to these countries is enormous (Lucas, 2005). In Ghana, the vacancy rates for doctors increased from 43% to 47%, between 1998 and 2002, while the rates for registered nurses catapulted from 26% to 57% during
the same period, mainly due to emigration (Walsh and Oshea, 2010). Docquier and Rapoport (2005) indicated that African professional migrant at $184,000 is probably closer to the loss that the continent makes per individual, taking into account the investment that went into their training and the spin-offs that that investment could have generated. In addition to directly contributing to socio-economic development, skilled labor injects other multiplier effects or externalities that are critical to the overall progress of their societies. These include paying taxes, the synergies that are derived from working with each other, providing significant complements to the productivity of low skilled workers particularly in the context of developing countries and attracting foreign direct investment. In South Africa, the emigration of professionals is estimated to have cost the country about 8.4 billion rand in tax earnings between 1994 and 1997 (Tettey, 2006).

2.6 Staff Motivation

Olusegun (2012) indicated that motivation is the willingness to exert a persistent and high level of effort towards organisational goals, conditioned by the efforts' ability to satisfy some individual needs. The key elements in this definition are intensity of efforts, persistence, direction towards organisational goals and needs. Aworemi (2011) stated that motivation is the result of the interaction between the individual and the situation. Certainly, individuals differ in the motivational drive, but an individual's motivation varies from situation to situation, from culture to culture. Iguisi (2009) defined motivation as, the willingness to exert high levels of efforts to reach organisational goals, conditioned by effort's ability to satisfy some individual needs.

Tella (2007) stated that motivation and motivating both deals with the range of conscious human behaviour somewhere between two extremes: reflex actions such as a sneeze or flutter of the eyelids; and learned habits such as brushing one's teeth or handwriting style. Along with perception, personality, attitudes, and learning, motivation is a very important element of behaviour. Tella (2007) further said that motivation interacts with and acts in conjunction with other cognitive processes. Motivating is the management process of influencing behaviour based on the knowledge of what make people tick. Daft (2014) stated that motivation refers to the forces either within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action.
Motivation is intrinsic (internal), it comes from within based on personal interests, desires, and need for fulfillment. However, extrinsic (external) factors such as rewards, praise, and promotions also influence motivation. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but, theoretically, it can also be used to describe the causes for animal behavior as well. This study refers to human motivation. According to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality. Conceptually, motivation should not be confused with either volition or optimism. The fact that paying attention to workers could improve their behavior was called the Hawthorne effect. As a result of this research, it was evident that employees should be treated in a human way. These findings started the human relations movement a change in management thinking and practice that viewed increased worker productivity as grounded in satisfaction of employees' basic needs. Many years later, it was discovered that the workers in the Hawthorne experimental group had received an increase in income; therefore, money was probably a motivating factor, although it was not recognized as such at the time (Hayden, 2007).

Dehlor (2006) indicated that workers need to be motivated through avoiding the frustration and tardiness of appointment and promotion processes and foster transparency, by ensuring that they are devolved to faculties, and anchored in a representative committee system at every level. Reconsider the retirement age for academics, at least, as a short term measure to ensure that the institutions are staffed by qualified personnel until long term solutions are found. Tettey (2006) pointed out that one need to give serious consideration to the weighting of teaching, vis-à-vis research, in promotion, merit increment, and tenure decisions. Institutions should work towards a reasonable improvement in the working conditions (salary and non-salary) of staff, because this is likely to result in more than proportionate levels of job satisfaction. It is necessary to implement some system of differential rewards. This is inevitable, if certain academic fields are to attract and retain staff. Universities should maintain, or institute,
non-salary benefits such as tuition waivers/remissions, preferential admission for staff and their families, and access to childcare and primary school facilities provided by their institutions. Bushe (2012) indicated that to survive the increasing global competition, expand and maintain its sustainability, private colleges and universities requires a highly motivated workforce. However, despite management’s recognition that motivation is important to the organization’s competitiveness and the inclusion of motivation in the strategic planning agenda, little or nothing is done to not only understand staff motivation or retention factors but also commitment to execute those policies and practices that enhances the same.

Musah, A and Nkuah, J (2012) reported that the greatest amount of motivation is present when people perform tasks that are rewarding, both intrinsically and extrinsically. Extrinsic rewards relate to tangible things that an organisation makes available to employees in order to induce or influence their behaviour to perform. One of the major criteria for the quality of work life is adequate and fair compensation. Compensation broadly refers to all the ways in which an organisation may reward employees for the services that they render. These rewards could include wage and salary payments, fringe benefits, such as vacations, pensions, and medical aid, status symbols, promotion and security. Compensation is the primary inducement offered to employees in exchange for the contributions of labour services in the employment contract. Compensation management methods and techniques can significantly affect the relationship between an organisation and its employees.

Schuster and Zingheim (1992) assert that reward system as motivational strategies should be designed to drive, reinforce and sometimes alter the culture in such a way that the organisation’s goals will be supported. There are many different types of pay systems which include piecework with a wide variety of formulae, measured day–work and high–rate systems, plant–wide incentives and framework processes which affect employee pay (Martocchio, 1998). In various ways all these systems try to relate performance to pay, whether it is individually or through small or large groups. Labour turnover comes with enormous effects on organisations as it distorts the wage and salary systems put in place
by managements. Employee turnover is expensive from the view of the organization and the subsequent replacement process entails manifold costs to the organisation (Curran, 2004). The lost of intellectual capitals adds to this cost, since not only does the organisation loses the human capital and relational capital of the departing employee, but other competitors tend to gain through the employment of these personnel (Meaghan and Bonts, 2002). Therefore, if labour turnover is not properly managed it would adversely affect an organisation in terms of personal costs and in the long run affect its liquidity position. According to Meaghan and Bonts (2002), turnover is described as a costly phenomenon and a difficult exercise to undertake. The difficulty of estimating the financial costs of labour turnover arises because of the range of variables involved.

Chang (2006), stated that certain professional jobs often take a year or more to fill; for example, a hospital that loses a Urologist may struggle for a longer period to get one due to the scarcity of these professionals. Chang (2006) further asserts that the cost of labour turnover varies from industry to industry and from company to company. There are both positive and negative effects associated with high and low labour turnover. High labour turnover can potentially facilitate adjustment if firms that need to decrease or restructure their staffing can utilize attrition and layoffs to adjust, and if workers can profit from hiring and job opportunities to secure better job matches. Also, larger flows may bring more fragility, less security and more uncertainty to workers (Gimpelson and Lippoldt, 2001).

2.7 Theoretical framework

The study was guided by the following development theories:-

Human capital theory was postulated by Joyce, Weil and Calhoun, (2003). The concept is of learner characteristics as an important dimension of the social foundation of tertiary college education. Meek (2009) observed that this concept influences how to prepare, structure and execute programmes in tertiary education. It is seen increasingly as a key determinant of economic performance. A key strategy in determining economic performance has been to employ a conception of individuals as human capital and various economic metaphors such as technological change, research, innovation, productivity, education and competitiveness. In modern Human Capital Theory all human
behaviour is based on the economic self-interest of individuals operating within freely competitive markets. These economic interests when not achieved leads to staff turnover in Colleges. Maslow (1970) and Herzberg and Mausner (1959) emphasised the importance of the fulfilment of various needs of employees, which will determine their behaviour in organizations. Maslow (1970) postulated a hierarchy ranging from lower to higher order needs. Lower order needs, such as survival needs, are often referred to as extrinsic needs (compensation and working conditions) while higher order needs are referred to as intrinsic needs (recognition and achievement). Herzberg and Mausner (1959) formulated the two-factor theory of job satisfaction and postulated that satisfaction and dissatisfaction were two separate and sometimes unrelated phenomena. Extrinsic factors were named ‘hygiene’ factors and were claimed to involve primarily the context in which the job was performed. Intrinsic factors were named motivators and are believed to involve mainly aspects of the job itself. In the study, the researcher intends to investigate the factors influencing employee turnover in private tertiary Colleges and give recommendations in an attempt to make private tertiary colleges manage their staff in a better way.

2.8 Conceptual Framework

The conceptual framework on which this study is based appears as Figure 1
Figure 2.1: Conceptual framework
2.9 Knowledge gap

Tertiary institutions education and training is back on the development agenda of many African countries after years of benign neglect, instigated by a complex set of reasons that included budgetary constraints and criticisms of the World Bank in the early 90's on its direction and focus (Afeti, 2014). The literature review of this study shows that the declining quality of staff is affecting the ability of tertiary institutions to accomplish their role in society. These institutions are generally unable to attract and retain high calibre academic staff. The study reflects on how organization change influence employees turnover in private tertiary colleges, how training influence employees turnover in private tertiary colleges, how economic factors and how motivation of employees influence employees turnover in private tertiary colleges. The study has not considered about the effect of private tertiary institutional management and other determinants on employees turnover in both public and private institutions. There’s therefore the need to carry out further research on the effects of private tertiary institutional management and other determinants on employees turnover in both public and private institutions.

2.10 Summary of literature review

This chapter has presented a review of empirical literature on factors influencing employees turnover in tertiary institutions. The factors discussed are organizational change, staff training, economic factors and staff motivation which influence staff turnover in tertiary institutions. The chapter also presents theoretical frame work of the study, conceptual framework and the research gaps for further study.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the research methodology which will be used to find answers to the research questions. It also contains research design, target population, sampling procedures and sample size, data collection methods, instruments of data collection, reliability and validity of the data collection instruments and finally the data analysis are presented in the chapter and ethical considerations.

3.2 Research Design

The data was collected using a descriptive survey design. Kumar (2005) argues that the goal of descriptive research is to describe the characteristics of a selected phenomenon and involves the collection of data without manipulation of variables. The sole purpose of descriptive research is to provide an accurate and valid representation of the factors or variables that are relevant to the research questions. The design was used because it looks at the phenomena, events and issues the way they are (Mugenda and Mugenda, 2008). The design was used because it examined the problem at hand thoroughly to define it, clarify it and obtain pertinent information that can be of use to stakeholders in technical education. The design also accommodated large sample sizes and it is good in generalization of the results. It was also easy to administer and record answers in this design.

3.3 Target Population of the Study

Oso and Onen (2005) defined target population as the total number of the subjects of interest to the researcher. According to Bayley, (2014), a population refers to any group of institutions, people or objects that have common characteristics. The study focused at all staff of Embu College. The target population in this study was 90 staff members of Embu College.
Table 3.1: Target Population

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of employees (Target Population)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>12</td>
</tr>
<tr>
<td>Lecturers</td>
<td>43</td>
</tr>
<tr>
<td>Support staff</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
</tr>
</tbody>
</table>

3.4 sampling procedures and Sample size

Sampling is the procedure of identifying those to take part in the research. A sample is a small group of research participants from whom data is to be obtained. Mugenda and Mugenda (2008) indicated that a sample is a smaller group or sub-group obtained from the accessible population. Sampling is a procedure, process or technique of choosing a sub-group from a population to participate in the study.

According to Krejcie and Morgan (1970) as shown in Appendix 5, a total of 90 employees require a sample of 73 employees. Stratified random sampling and proportionate sampling was used in this study resulting to 73 employees as shown in Table 3.1. This study used stratified sampling since different categories of employees were considered. Proportionate sampling was used because each department was allocated a sample of employees depending on its proportion to the total number of respondents. This is accomplished by selecting individuals at random from subgroups (stratified random sampling) in proportion to the actual size of the group in the total population (Van Dalen, 1979).


<table>
<thead>
<tr>
<th>Category</th>
<th>Number of employees (target Population)</th>
<th>Sample size</th>
<th>Percentage(%) of sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>12</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Lecturers</td>
<td>43</td>
<td>35</td>
<td>48</td>
</tr>
<tr>
<td>Support staff</td>
<td>35</td>
<td>28</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>73</td>
<td>100</td>
</tr>
</tbody>
</table>

### 3.5 Data Collection Instruments

In this study, data was collected by use of questionnaires. Questionnaires are cheap to administer to respondents who are scattered over a large area. It is convenient for collecting information from a large population within a short span of time. According to KENPRO (2013), questionnaires will enable the researcher to reaching out to a large number of respondents within a short time; give the respondents’ adequate time to respond to the items, offer a sense of security (confidentiality) to the respondents and it is an objective method since no bias resulting from the personal characteristics. The questionnaires had both open and closed ended questions to facilitate in easier analysis as they are in immediate usable form; while the unstructured questions were used to encourage the respondent to give an in-depth and felt response without feeling held back in revealing of any information.

#### 3.5.1 Pilot study

Pilot study is a small study conducted in advance of a planned project, specifically to test aspects of the research design and to allow necessary adjustment before final commitment to the design. The researcher carried out pilot testing on ten (10) employees who were not part of the main study. This is in accordance to Hill (1998) who suggested that 10 to 30 participants for pilots in survey research. All ambiguous questions were removed and suggestions made were included in to the instruments. The 10 employees were not included in the final study.
3.5.2 Validity of the Instruments

Validity is the accuracy, soundness or effectiveness with which an instrument measures what it is intended to measure. In this study, the instruments were first discussed with experts from Embu College and then reviewed with my supervisor to provide his expertise and ensure that the instruments measure what they intended to measure as recommended by Kumar (2005). The panel ensured that the items adequately represented concepts that cover all relevant issues under investigation, which complied with recommendations of Mugenda and Mugenda (2008).

3.5.3 Reliability of the Instruments

Shuttleworth (2009) stated that in test retest method, the instrument is administered at two different times and then the correlation between the two sets of scores computed. This research study will use test-retest method which involves administering the same scale or measure to the same group of respondents at two separate times. This was after a time lapse of one week. Reliability of the instruments was computed using Pearson's Product Moment correlation coefficient Formula as follows and a correlation coefficient of above 0.8 was obtained and the questionnaires were deemed to mean that the instrument was reliable and accurate.

\[
 r = \frac{\sum xy - (\sum x)(\sum y)}{\sqrt{\sum x^2 - (\sum x)^2} \sqrt{\sum y^2 - (\sum y)^2}}
\]

3.6 Data Analysis Techniques

The questionnaires were edited to check on completeness, clarity and consistency in answering research questions. The data will be coded, tabulated and analysed using Statistical Package for Social Sciences (SPSS) version 19 based on study objectives. Descriptive statistics will be computed and study findings will be presented using tables and percentages and interpretations made and report written.
3.7 Ethical considerations
The respondents were treated with great respect and courtesy in order to avoid misunderstanding between the enumerators and respondents. The respondents were informed of the purpose of the study. Each respondent was politely requested to fill the questionnaire and assured of confidentiality with regard to any information they will provide.

3.8 Operational definition of variables
The operational definition of variables is given in Table3.2.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Type of Variables</th>
<th>Indicator(s)</th>
<th>Measure(s)</th>
<th>Measurement scale</th>
<th>Type of analysis Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>To establish how organizational change influence employee turnover in private tertiary colleges</td>
<td><strong>Independent</strong></td>
<td>Departments</td>
<td>Number of established departments</td>
<td>Ratio</td>
<td>Percentages means</td>
</tr>
<tr>
<td></td>
<td>Organizational change</td>
<td>Workload</td>
<td>Amount of workload</td>
<td></td>
<td>Percentages means</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Set targets</td>
<td>Number of set targets</td>
<td>Ratio</td>
<td>Percentages means</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervision</td>
<td>Number of supervisors/supervision</td>
<td>Ratio</td>
<td>Percentages means</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Job security</td>
<td>Number of years worked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To investigate how training influence employee turnover in private tertiary colleges</td>
<td><strong>Independent</strong></td>
<td>Level of education</td>
<td>Number of employees who have achieved various certificates</td>
<td>Ratio</td>
<td>Percentages means</td>
</tr>
<tr>
<td></td>
<td>Staff training</td>
<td>Teaching experience</td>
<td>Number of years in teaching</td>
<td>Ratio</td>
<td>Percentages means</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Refresher courses</td>
<td>Number of courses attended</td>
<td>Ratio</td>
<td>Percentages means</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workshops held</td>
<td>Number of academic workshops held</td>
<td>Ratio</td>
<td>Percentages means</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respect from co workers</td>
<td>Number of staff respecting you</td>
<td>Ratio</td>
<td>Percentages means</td>
</tr>
<tr>
<td>Objectives</td>
<td>Type of Variables</td>
<td>Indicator(s)</td>
<td>Measure(s)</td>
<td>Measurement scale</td>
<td>Type of analysis Tools</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>--------------------------------</td>
<td>---------------------------------</td>
<td>-------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>To establish how economic factors influence employee turnover in private tertiary colleges:</td>
<td><strong>Independent</strong> Economic factors</td>
<td>Salary</td>
<td>Amount of salary paid</td>
<td>Ratio</td>
<td>Percentages means</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Income from other sources</td>
<td>Amount of income from other sources</td>
<td>Ratio</td>
<td>Percentages means</td>
</tr>
<tr>
<td>To examine how staff motivation influence employee turnover in private tertiary colleges</td>
<td><strong>Independent</strong> Staff motivation</td>
<td>Schemes of work</td>
<td>Number of employees with scheme of work</td>
<td>Ratio</td>
<td>Percentages means</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rewards system</td>
<td>Number of times rewarded</td>
<td>Ratio</td>
<td>Percentages means</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work results</td>
<td>Number of times achieved set targets</td>
<td>Ratio</td>
<td>Percentages means</td>
</tr>
<tr>
<td><strong>Dependent</strong> Employee turnover in private tertiary colleges</td>
<td>Retention of staff</td>
<td>Number of tourists</td>
<td>Ratio</td>
<td>Percentages means</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experienced staff</td>
<td>Amount of income generated</td>
<td>Ratio</td>
<td>Percentages means</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Motivated staff</td>
<td>Number of people employed</td>
<td>Ratio</td>
<td>Percentages means</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Employees exceeded expectations</td>
<td>Number of staff who exceeded set targets</td>
<td>Ratio</td>
<td>Percentages means</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Job security</td>
<td>Number of staff feeling that their job is secure</td>
<td>Ratio</td>
<td>Percentages means</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter contains data analysis, presentation and interpretation of findings. The study intended to determine the factors influencing employee turnover in private tertiary colleges: a case of Embu College in Embu County, Kenya. The chapter discusses results of the study under the following headings: questionnaire return rate, demographic characteristics of the respondents, objectives of the study namely influence of organizational change on employee turnover, influence of staff training on employee turnover, influence of economic factors on employee turnover and influence of staff motivation on employee turnover in private tertiary colleges: a case of Embu College in Embu County, Kenya.

4.2 Questionnaire Return Rate

The questionnaire return rate was 98.6 %, as 73 questionnaires were used. This was possible because the questionnaires were administered by trained research assistants who administered questionnaires, waited for the respondent to complete and collect immediately.

4.3 Demographic Characteristics of the respondents

This section discusses the respondent’s gender, age, marital status and the level of education. These social attributes were relevant to the study since they enabled the respondent to provide information that is valid, reliable and relevant to the study.

4.3.1 Study responses by gender

The respondents from Embu College were asked to indicate their gender. The responses are shown in Table 4.1.
Table 4.1: Gender of the respondents

<table>
<thead>
<tr>
<th>Gender of respondent</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>25</td>
<td>35.0</td>
</tr>
<tr>
<td>Female</td>
<td>47</td>
<td>65.0</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study indicated that 65% of the respondents were females who were more than 35% of respondents who were males. This shows that the staff of Embu College was mainly dominated by females.

4.3.2 Respondents by age

The respondents were asked to indicate their ages from among choices of age classes given. The respondents responses are shown in Table 4.2

Table 4.2: Age of respondents

<table>
<thead>
<tr>
<th>Age of respondent in years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 30</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>31-40 years</td>
<td>60</td>
<td>83.3</td>
</tr>
<tr>
<td>41-50 years</td>
<td>10</td>
<td>13.9</td>
</tr>
<tr>
<td>51-60 years</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings show that majority of the respondents are 31-40 years in age with only 1.4% in the age bracket in 51-60 years. This shows that most staffs are in their middle age and hence able to deliver their duties well.

4.3.3 Marital status of the respondents

The respondents were asked to indicate their marital status. The responses are shown in Table 4.3.
The study findings indicated that 76.4% are married while 18% of respondents are singles. The findings show that majority of the respondents were married. Marriage ascribes familial responsibilities to staff and therefore staffs become more serious in work.

4.3.4 Education level of the respondents.

The respondents were asked to indicate their education level. Table 4.5 shows the distribution of the respondents by education level.

<table>
<thead>
<tr>
<th>Education level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>11</td>
<td>15.2</td>
</tr>
<tr>
<td>Bachelors</td>
<td>30</td>
<td>41.8</td>
</tr>
<tr>
<td>Higher diploma</td>
<td>11</td>
<td>15.2</td>
</tr>
<tr>
<td>Diploma</td>
<td>20</td>
<td>27.8</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings show that 41.8% of the respondents had attained bachelor’s level of education while 15.2% had masters and higher diploma levels. This indicates that majority of the respondents (57%) have academic degrees.

4.3.4 Position held in the College

The respondents were asked to indicate their position in the College. The responses are shown in Table 4.5.
Table 4.5: Position Held in the College

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>9</td>
<td>12.5</td>
</tr>
<tr>
<td>Lecturer</td>
<td>35</td>
<td>48.6</td>
</tr>
<tr>
<td>Support staff</td>
<td>28</td>
<td>38.9</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study findings indicated that 48.6% of the staffs interviewed were lecturers while 12.5% are college administrators.

4.4 Influence of organizational change on employee turnover in private tertiary colleges

This section sought to establish the influence of organizational change on employee turnover in private tertiary colleges.

4.4.1 Influence of organizational change on employee turnover

The respondents were asked to indicate the influence of organizational change on employee turnover and their responses are shown on Table 4.6 and Table 4.7.
Table 4.6: Influence of organizational change on employee turnover

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>College has active departments</td>
<td>42</td>
<td>58.3</td>
<td>23</td>
<td>30.3</td>
<td>7</td>
</tr>
<tr>
<td>Whether satisfied with workload</td>
<td>11</td>
<td>15.3</td>
<td>42</td>
<td>58.3</td>
<td>10</td>
</tr>
<tr>
<td>Staff always meet set targets</td>
<td>16</td>
<td>22.2</td>
<td>36</td>
<td>50</td>
<td>14</td>
</tr>
<tr>
<td>Satisfied with current supervisors</td>
<td>34</td>
<td>47.2</td>
<td>26</td>
<td>36.1</td>
<td>8</td>
</tr>
<tr>
<td>The overall organisational structure is</td>
<td>21</td>
<td>29.2</td>
<td>23</td>
<td>31.9</td>
<td>17</td>
</tr>
<tr>
<td>excellent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfied with job security</td>
<td>13</td>
<td>18.1</td>
<td>16</td>
<td>22.2</td>
<td>26</td>
</tr>
<tr>
<td>Staff are likely to resign from the college</td>
<td>21</td>
<td>29.1</td>
<td>16</td>
<td>22.2</td>
<td>20</td>
</tr>
<tr>
<td>any time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>21</td>
<td>29.2</td>
<td>23</td>
<td>32.5</td>
<td>17</td>
</tr>
</tbody>
</table>
The study showed that 58.3% of the respondents strongly agree that the College has active departments, 58.3% of the respondents agreed that the respondents are satisfied with workload, 50% of the respondents agreed that staff always meet set targets, 47.2% of the respondents strongly agree that they are satisfied with current supervisors, 31.9% of the respondents agreed that the overall organisational structure is excellent, 36.1% of respondents remained neutral to state that they are satisfied with job security while 29.1% of respondents strongly agree that staff are likely to resign from the college any time. On average 23 respondents (32.5%) agreed on all aspects.

From the study, 56.7% of the respondents indicated that there is adequate staff in the college. The study shows that adequate staff ensures that staff are well educated (44.4%) and handle their tasks diligently (12.5%).

**Table 4.7: Effect of organisational structure on employees turnover**

<table>
<thead>
<tr>
<th>Effect</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put right roles on specific departments</td>
<td>8</td>
<td>11.1</td>
</tr>
<tr>
<td>Enable staff handle manageable workload</td>
<td>11</td>
<td>15.4</td>
</tr>
<tr>
<td>Enable targets to be set</td>
<td>37</td>
<td>51.3</td>
</tr>
<tr>
<td>Enable supervision to be done smoothly</td>
<td>8</td>
<td>11.1</td>
</tr>
<tr>
<td>Good organizational structure ensure job security</td>
<td>8</td>
<td>11.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The study findings has shown 51.3% of the respondents felt that organizational structure enable targets to be set while 11.1% of respondents believed that put right roles on specific departments, enable supervision to be done smoothly and good organizational structure ensure job security.
4.5 Influence of staff training influence employee turnover in private tertiary colleges

This section sought to determine the influence of staff training on employee turnover in private tertiary colleges.

4.5.1 Staff working experience

The respondents were asked to indicate their salary per month and Table 4.8 shows the responses

<table>
<thead>
<tr>
<th>Work experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 years</td>
<td>26</td>
<td>36.1</td>
</tr>
<tr>
<td>4-5 years</td>
<td>11</td>
<td>15.3</td>
</tr>
<tr>
<td>6-10 years</td>
<td>29</td>
<td>40.3</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>6</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The findings showed that 40.3% of the respondents have worked in Embu College for 6-10 years while 8.3% of the respondents have worked for more than 15 years.

4.5.2 Refresher courses attended

From the study only 20.8% of the respondents were nominated to attend refresher courses. The respondents were asked to indicate the courses they were trained on during refresher courses and responses are on Table 4.9.
Table 4.9: Refresher courses

<table>
<thead>
<tr>
<th>Refresher courses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human resource management</td>
<td>5</td>
<td>6.9</td>
</tr>
<tr>
<td>Education management</td>
<td>6</td>
<td>8.3</td>
</tr>
<tr>
<td>Business or enterprise</td>
<td>9</td>
<td>12.5</td>
</tr>
<tr>
<td>management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td>52</td>
<td>72.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The findings showed that 12.5% of the respondents attended business or enterprise management, 8.3% attended a course in educational management and 6.9% attended a course in human resource management. These refresher courses motivated the staff to work harder.

4.5.3 Influence of staff training on staff turnover

The respondents were asked to indicate how staff training influence staff turnover. Table 4.10 shows the responses.

Table 4.10: Staff training and turnover

<table>
<thead>
<tr>
<th>Influence</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff training enhanced staff retention and job security</td>
<td>55</td>
<td>76.4</td>
</tr>
<tr>
<td>Staff motivates staff and enable deliver their work efficiently</td>
<td>17</td>
<td>23.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the study, 76.4 % of the respondents believed that staff training enhanced staff retention and job security while 23.6% believed that staff training motivates staff and enable them deliver their work efficiently.
4.6 Influence of economic factors on employee turnover in private tertiary colleges

This section sought to establish the influence of economic factors on employee turnover in private tertiary colleges.

4.6.1 Staff Salary

The respondents were asked to indicate their amount of salary and Table 4.11 shows the responses.

<table>
<thead>
<tr>
<th>Salary per month</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10000</td>
<td>21</td>
<td>29.2</td>
</tr>
<tr>
<td>10001-20000</td>
<td>33</td>
<td>45.8</td>
</tr>
<tr>
<td>20001-40000</td>
<td>18</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The findings showed that 45.8% of the respondents receive 10001-20000 Kenya shillings per month while 25% of the respondents receive 20001-40000 Kenya shillings per month. This shows that the staff salary scale is low since only 38.9% of the respondents indicated that the salary is able to meet their needs.

4.6.2 Extra Source of Income

The respondents were also asked to indicate their extra source of income. Responses are in Table 4.12.

<table>
<thead>
<tr>
<th>Source of income</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial business</td>
<td>6</td>
<td>8.3</td>
</tr>
<tr>
<td>Farming of crops/livestock</td>
<td>66</td>
<td>91.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

From the study, 91.7% of the respondents obtain their extra income from farming of crops and livestock while 8.3% of the respondents obtain their extra income from commercial business. This extra income improves family standards of living.
4.6.3 Economic factors and employees turnover

The respondents were asked to indicate the influence of economic factors on employees’ turnover and responses are indicated on Table 4.13.

Table 4.13: Economic factors and employees turnover

<table>
<thead>
<tr>
<th>Factors</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries are improved</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>Ensure staff retention through good working conditions</td>
<td>41</td>
<td>56.9</td>
</tr>
<tr>
<td>Likelihood of opening new business</td>
<td>29</td>
<td>40.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The findings showed that 56.9% of respondents indicated to check staff turnover workers should have good working conditions while 40.3% of respondents believed if not satisfied with salaries most employees have a likelihood of opening new business to supplement their salary.

4.7 Influence of staff motivation on employee turnover in Embu College

This section sought to establish the influence of staff motivation on employee turnover in private tertiary colleges.

4.7.1 Staff motivation and employees turn over

The respondents were asked to indicate who conducted the supervision. Their responses are in Table 4.14

Table 4.14: Staff motivation and its influence on employees turn over

<table>
<thead>
<tr>
<th>Staff motivation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create better working relationships</td>
<td>15</td>
<td>20.8</td>
</tr>
<tr>
<td>good working environment</td>
<td>57</td>
<td>79.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>283</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the study, 79.2% of the respondents good working conditions will be motivated employees and increase staff retention while 20.8% of the respondents believed that with
creation of better working relationships, staff will be motivated employees and increase staff retention.

4.7.2 Staff motivation and employee turnover in private tertiary colleges

The respondents were asked to indicate the influence of staff motivation on employee turnover in private tertiary colleges. Their responses are in Table 4.15.

Table 4.15: Staff motivation and its influence on employee turnover

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My scheme of service is permanent</td>
<td>33 45.8</td>
<td>20 27.8</td>
<td>18 25</td>
<td>1 1.4</td>
<td>0 0</td>
</tr>
<tr>
<td>Staff stay many years before transferring from Embu college</td>
<td>0 0</td>
<td>12 16.7</td>
<td>5 6.9</td>
<td>20 27.8</td>
<td>35 48.6</td>
</tr>
<tr>
<td>Staff in Embu college are highly experienced</td>
<td>54 75</td>
<td>15 20.8</td>
<td>3 4.2</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>Staff promotion is done on stipulated time</td>
<td>0 0</td>
<td>18 25</td>
<td>5 6.9</td>
<td>43 59.7</td>
<td>6 8.3</td>
</tr>
<tr>
<td>Promotion is fair and everybody has equal opportunity</td>
<td>16 22.2</td>
<td>14 19.4</td>
<td>8 11.1</td>
<td>33 45.8</td>
<td>1 1.3</td>
</tr>
<tr>
<td>There is a reward system for work well done</td>
<td>1 1.4</td>
<td>11 15.3</td>
<td>8 11.1</td>
<td>32 44.4</td>
<td>20 27.8</td>
</tr>
<tr>
<td>Staff work results are satisfactory</td>
<td>3 4.2</td>
<td>3 4.2</td>
<td>2 2.8</td>
<td>21 29.2</td>
<td>43 59.7</td>
</tr>
<tr>
<td>Mean</td>
<td>15 21.2</td>
<td>13 18.4</td>
<td>7 9.7</td>
<td>21 29.8</td>
<td>15 20.8</td>
</tr>
</tbody>
</table>
The study showed that 45.8% of respondents strongly agreed that their scheme of service is permanent, 48.6% of respondents strongly disagree that staff stay many years before transferring from Embu college, 75% of the respondents strongly agreed that staff in Embu college are highly experienced, 59.7% of respondents disagreed that staff promotion is done on stipulated time, 45.8% of respondents disagreed that promotion is fair and everybody has equal opportunity, 44.4% of respondents disagreed that there is a reward system for work well while 59.7% of respondents strongly disagreed that staff work results are satisfactory. On average 21 respondents (29.8%) disagreed on all aspects.

4.7.3 Determinants of staff turnover in Embu College

The respondents were asked to indicate the determinants of staff turnover in Embu College. Their responses are in Table 4.16.

Table 4.16: Determinants of staff turnover

<table>
<thead>
<tr>
<th>Determinant</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of adequate recognition</td>
<td>25</td>
<td>34.7</td>
</tr>
<tr>
<td>Reduced academic chances</td>
<td>47</td>
<td>65.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Embu College while 34.7% believed that lack of adequate recognition has made many employees to leave Embu college.

4.7.4 Suggestions of controlling staff turnover in Embu College

The respondents were asked to suggest ways of controlling staff turnover from Embu College and their responses are in Table 4.17.
Table 4.17: Control of staff turnover

<table>
<thead>
<tr>
<th>Control of staff turnover</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management should make clear policies for employees</td>
<td>42</td>
<td>58.3</td>
</tr>
<tr>
<td>Pay scale should be well structured</td>
<td>23</td>
<td>31.9</td>
</tr>
<tr>
<td>Not applicable</td>
<td>7</td>
<td>9.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>283</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the study, 58.3% of the respondents suggested that the management should make clear policies for employees in order to control staff turnover while 31.9% believed that the pay scale should be well structured in order to control staff turnover.

4.8 Comparison of independent variables on dependent variable

This section sought to find the most influencing factor on staff turnover. A cross tabulation was carried out and the responses are as shown in Table 4.18
### Table 4.18: Comparison of independent and Dependent variables

<table>
<thead>
<tr>
<th>Influence</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence of organizational change on staff turnover</td>
<td>72</td>
<td>100</td>
</tr>
<tr>
<td>Influence of staff training on staff turnover</td>
<td>60</td>
<td>83.3</td>
</tr>
<tr>
<td>Influence of economic factors on staff turnover</td>
<td>57</td>
<td>79.2</td>
</tr>
<tr>
<td>Influence of staff motivation on staff turnover</td>
<td>41</td>
<td>56.9</td>
</tr>
</tbody>
</table>

From the study, organization change is the highest influencer of staff turnover, followed by staff training while staff motivation is the least in influencing staff turnover. Therefore, with a good organisational structure staff is not likely to move resign from the college.
Table 4.19: Correlation test of association of variables

<table>
<thead>
<tr>
<th>Determinants</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>72</td>
<td>0</td>
<td>72</td>
</tr>
<tr>
<td>Training</td>
<td>60</td>
<td>12</td>
<td>72</td>
</tr>
<tr>
<td>Economic</td>
<td>57</td>
<td>15</td>
<td>72</td>
</tr>
<tr>
<td>Motivation</td>
<td>41</td>
<td>31</td>
<td>72</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>230</td>
<td>58</td>
<td>288</td>
</tr>
</tbody>
</table>

**Hypothesis**

\( H_0 \): There is no association between Turn over and determinants  
\( H_1 \): There is association between Turn over and determinants

Pearson's Chi-squared test

\[
X^2 = \sum \frac{(Observed - Expected)^2}{Expected}
\]

Where

\( X^2_{computed} > X^2_{(df \alpha), \ tabulated} \)

\( X^2 \text{-squared} = 42.2285, \ \ \ \ \ \text{df} = 3, \ \ \ \ \text{p-value} = 3.588e-09 \)

We reject null hypothesis at \( \alpha=0.05 \); we conclude there is a high association between Turn over and determinants.

**4.9 Summary of the Chapter**

The data collected was analyzed using Statistical Package for Social Sciences and tables were used to present data in APA table format. The questionnaire return rate was 98.6 %, as 73 questionnaires were used. This chapter contains data analysis, presentation and interpretation of findings. The study intended to determine the factors influencing
employee turnover in private tertiary colleges: a case of Embu College in Embu County, Kenya. The chapter discusses results of the study under the following headings: questionnaire return rate, demographic characteristics of the respondents, objectives of the study namely influence of organizational change on employee turnover, influence of staff training on employee turnover, influence of economic factors on employee turnover and influence of staff motivation on employee turnover in private tertiary colleges: a case of Embu College in Embu County, Kenya.
CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter focuses on the summary of findings of the study which formed the foundation for discussions. The discussions provided a firm basis upon which conclusions and recommendations were advanced to address the factors influencing employee turnover in private tertiary colleges: a case of Embu College in Embu County, Kenya. It also includes suggested areas for further research.

5.2 Summary of Findings
The summary of findings is presented based on the four objectives of the study.

5.2.1 The summary of the findings based on objective one which was to establish how organizational change influence employee turnover in private tertiary colleges.
The study has shown that 58.3% of the respondents strongly agree that the College has active departments and respondents are satisfied with workload, 50% of the respondents agreed that staff always meet set targets, 47.2% of the respondents strongly agree that they are satisfied with current supervisors, 31.9% of the respondents agreed that the overall organizational structure is excellent, 36.1% of respondents remained neutral to state that they are satisfied with job security while 29.1% of respondents strongly agree that staff are likely to resign from the college any time.
The study also indicated that 56.7% of the respondents believed that the staff in the college is adequate. The respondents believed that the staff are well educated (44.4%) and handle their tasks diligently (12.5%).
The study findings has shown that 51.3% of the respondents felt that organizational structure enable set targets to be met while 11.1% of respondents believed that right roles are put on specific departments which enable supervision to be done smoothly. Good organizational structure ensures job security in colleges.
5.2.2 The summary of the findings based on objective two which was to determine how staff training influence employee turnover in private tertiary colleges.

The study has shown that 40.3% of the respondents have worked in Embu College for 6-10 years while 8.3% of the respondents have worked for more than 15 years. The findings indicated that 12.5% of the respondents attended business or enterprise management, 8.3% attended educational management course while 6.9% of the respondents attended human resource management course. These refresher courses motivated the staff to work harder.

From the study, 76.4% of the respondents believed that staff training enhanced staff retention and job security while 23.6% believed that staff training motivated staff and enabled them deliver their work efficiently.

5.2.3 The summary of the findings based on objective three which was to establish how economic factors influence employee turnover in private tertiary colleges.

The findings showed that 45.8% of the respondents receive 10001-20000 Kenya shillings per month while 25% of the respondents receive 20001-40000 Kenya shillings per month. This shows that the staff salary scale is low. From the study, 38.9% of the respondents indicated that the salary is able to meet their needs.

From the study, 91.7% of the respondents obtain their extra income from farming of crops and livestock while 8.3% of the respondents obtain their extra income from commercial business. This extra income improves family standards of living.

The study showed that 56.9% of respondents believed that workers should have good working conditions in order to control staff turnover while 40.3% of respondents believed when staff are not satisfied with salaries they have a likelihood of opening new business to supplement their salary.

5.2.4 The summary of the findings based on objective three which was to examine how staff motivation influence employee turnover in private tertiary colleges.

The study showed that 79.2% of the respondents believed that good working conditions will make the staff motivated and increase staff retention while 20.8% of the respondents
believed that with creation of better working relationships, staff will be motivated employees and increase staff retention.

The study showed that 45.8% of respondents strongly agreed that their scheme of service is permanent, 48.6% of respondents strongly disagree that staff stay many years before transferring from Embu college, 75% of the respondents strongly agreed that staff in Embu college are highly experienced, 59.7% of respondents disagreed that staff promotion is done on stipulated time, 45.8% of respondents disagreed that promotion is fair and everybody has equal opportunity, 44.4% of respondents disagreed that there is a reward system for work well while 59.7% of respondents strongly disagreed that staff work results are satisfactory. From the study, 65.3% of respondents indicated that reduced academic chances has made many employees to leave Embu college while 34.7% believed that lack of adequate recognition has made many employees to leave Embu college. The management should make clear policies for employees in order to control staff turnover while 31.9% believed that the pay scale should be well structured in order to check staff turnover.

5.3 Discussion of Findings

A discussion of findings of the study is presented based on the three objectives of the study.

5.3.1 Influence of organizational change on employee turnover in private tertiary colleges.

The study has shown that the College has active departments and respondents are satisfied with workload, staff always meets set targets, staff are satisfied with current supervisors but the overall organisational structure is not proper and hence cause high turnover. This collaborates study by Lee (2006) who stated that employees have a strong need to be informed and organisations with strong communication systems capable of creating awareness on information required by them tend to enjoy low turnover of staff. The study has shown that staff are likely to resign from the college any time. This agrees with Simon and Hinkin (2001) who observe that organisational instability has been known to have a high degree of high turnover, and that employees are more likely to stay
where there is a predictable work environment and vice versa. This is further supported by Ogoshi (2006) who reported that in organisation where there was a high level of inefficiency, there was also a high level of staff turnover.

The study has also indicated that the staff in the college are adequate, well educated and handle their tasks diligently. Therefore Embu College recognizes the value of qualified team. This agrees with Olusegun (2012) who reported that organizations recognize the value of a qualified, motivated, stable, and responsive team of employees. The study findings has further shown that organizational structure enable set targets to be met and the right roles are put on specific departments which enable supervision to be done smoothly. Good organizational structure ensures job security in colleges. This also collaborates study by Bushe (2012) who reported that the quality of staff in an organization has a direct influence on its organizational effectiveness.

5.3.2 The influence of staff training on employee turnover in private tertiary colleges

The study has shown that 40.3% of the respondents have worked in Embu College for 6-10 years while 8.3% of the respondents have worked for more than 15 years. The staff turnover is brought about by social and economic concerns. This agrees with Nunn (2005) who stated that the cause of brain drain is driven by such concerns as economic constraints, political turmoil or intolerance, as well as social and psychological pressures (Nunn, 2005). The findings indicated that some staff attended business or enterprise management, educational management course and human resource management course. These refresher courses motivated the staff to work harder and remain in the College. This is supported by Ngethe (2012) who pointed out that opportunities for training and development are among the most important reasons why employees stay especially young and enthusiastic ones. The study is further supported by Ayodeji (2002) who reported that teacher adequacy is a function of many factors, which include funding, student enrollment over time and staff turnover.
Thudy has shown that staff training enhanced staff retention, motivated staff and enabled them deliver their work efficiently. This agrees with Olaniyan and Okemakinde (2008) who 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. The study is further supported by Metcalfe, et al (2005) who reported that Opportunities for training and development are among the most important reasons why employees stay especially young and enthusiastic ones.

5.3.3 The influence of economic factors influence employee turnover in private tertiary colleges

The findings showed that 45.8% of the respondents receive 10001-20000 Kenya shillings per month while 25% of the respondents receive 20001-40000 Kenya shillings per month. This shows that the staff salary scale is low. From the study, only 38.9% of the respondents indicated that the salary is able to meet their needs and such they can leave the institution any time. This agrees with Nuun (2005) who pointed out that the cause of brain drain is driven by such concerns as economic constraints, political turmoil or intolerance, as well as social and psychological pressures (Nunn, 2005). The study also indicated that some staff obtains extra income from farming of crops and livestock while others obtain their extra income from commercial business. This extra income improves family standards of living. This extra income makes some staff to remain in employment. This agrees with Tettey (2006) who stated that in addition to directly contributing to socio-economic development, skilled labor injects other multiplier effects or externalities that are critical to the overall progress of their societies. These include paying taxes, the synergies that are derived from working with each other, providing significant complements to the productivity of low skilled workers particularly in the context of developing countries and attracting foreign direct investment. The study has shown that workers should have good working conditions in order to control staff turnover. This is supported by Netswera (2005) who stated that irrespective of salaries, some staff members would opt to work for particular institutions because of their perceived reputation and relevance of their graduates in the job market.
5.3.4 The influence of staff motivation influence employee turnover in private tertiary colleges

The study showed that good working conditions make the staff motivated and increase staff retention. This agrees with Tella, Ayeni and Popoola (2007) who reported that in order to make employees satisfied and committed to their jobs in tertiary colleges, there is need for strong and effective motivation at the various levels, departments, and sections of the College. The study has shown that with creation of better working relationships, staff will be motivated employees and increase staff retention. This collaborates study by Musah and Nkuah (2012) who reported that the greatest amount of motivation is present when people perform tasks that are rewarding, both intrinsically and extrinsically.

The study has some staff scheme of service is permanent but and disagreed that staff they stay many years before transferring from Embu college. These factors demotivate staff and increase staff turnover. The study supports study by Otieno (2010) who stated that a motivated workforce is crucial to the success and survival of any business in today's uncertain and turbulent business climate with its ever rising competition and to survive the increasing global competition, expand and maintain its sustainability, private colleges and universities requires a highly motivated workforce. The study disagreed that staff promotion is done on stipulated time, promotion is fair, everybody has equal opportunity and there is a reward system for work well. The staff in the college are generally demotivated .This agrees with Tella, Ayeni and Popoola (2007) who stated that an effective organization ensures that there is a spirit of cooperation and sense of commitment and satisfaction within the sphere of its influence. In order to make employees satisfied and committed to their jobs in tertiary colleges, there is need for strong and effective motivation at the various levels, departments, and sections of the College.

The study indicated that reduced academic chances and lack of adequate recognition has made many employees to leave Embu college and thus the management should make clear policies for employees in order to control staff turnover. This agrees with Nyakundi
(2010) who reported that employees in organizations and learning institutions like to feel that someone cares about their work and appreciates it which in turn motivates them to work more effectively. The pay scale should be well structured in order to control staff turnover. This is supported by Bushe (2012) who stated that the main reason eroded academic staff base, amongst other things is inadequate and non-competitive salaries vis-à-vis local and international organizations and lack of job satisfaction due to non-monetary reasons.

5.4 Conclusions of the study
The followings conclusions were made from the study:
It can be concluded that organizational change influence employee turnover in private tertiary colleges. The staff should be satisfied with workload, set targets, supervisors and the institution should have strong communication system capable of creating awareness on information required by staff to control high staff turnover. The staff in the institution should be well qualified, motivated, stable and responsive.
It can also be concluded that staff training influence employee turnover in private tertiary colleges. Staff is motivated if chosen to attend refresher courses. Opportunities for training and development are among the most important reasons why employees stay especially young and enthusiastic ones.
It can be concluded that economic factors influence employee turnover in private tertiary colleges. This is because social economic constraints cause of brain drain. Extra income from other sources contributes to socio-economic development.
It can also be concluded that staff motivation influence employee turnover in private tertiary colleges. Good working conditions and creation of better working relationships make the staff to be motivated and increase staff retention.

5.5 Recommendations
The following policy recommendations were made from the findings of this study
i. The organizational structure of Tertiary colleges should ensure that the institution has proper staff workload, set targets and the organization structure
should have strong communication systems capable of creating awareness on information required by staff.

ii. The staff in tertiary institutions should be well educated, motivated, stable and responsive. The staff should be offered chances to attend refresher courses because opportunities for training and development are among the most important reasons why employees stay especially young and enthusiastic ones.

iii. The staff in tertiary colleges should be provided with good working conditions which will make the staff motivated and increase staff retention.

iv. The staff promotion should be fair, done at the stipulated time and everybody be given equal opportunity.

5.6 Suggested areas for further Research

The following areas are suggested for further studies from the results of this study

i. Conduct research on the factors influencing employee turnover in private tertiary colleges in Kenya.

ii. Conduct research on the factors influencing employee turnover in public tertiary colleges in Kenya.

iii. Conduct research on the effects of employee turnover on tertiary institutions in Kenya.
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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

TERESIA WANGIRI
L50/62083/2013
P.O. Box 2245
EMBU
Cellphone; 0726906100

The Principal
Embu College
P.O Box 956
EMBU.

Dear Sir/Madam,

**RE: PERMISSION TO CARRY OUT ACADEMIC RESEARCH**

I am a graduate student undertaking Masters of Arts Degree in Project Planning and Management in the University of Nairobi and I am conducting a research study entitled “the factors influencing student performance in technical education: ‘Determinants of Employee Turnover in Private Tertiary Colleges: A Case of Embu College in Embu County, Kenya”.

The purpose of this letter is to request for permission to interview teaching staff and pupils using the attached questionnaire. The information obtained is strictly for academic purpose and shall be treated with utmost confidentiality.

Thank You

Yours faithfully,

Teresia Wangiri

L50/62083/2013
Dear Sir/Madam,

I am a graduate student undertaking Masters of Arts Degree in Project Planning and Management at the University of Nairobi. I am conducting a research study entitled ‘FACTORS INFLUENCING EMPLOYEE TURNOVER IN PRIVATE TERTIARY COLLEGES: A CASE OF EMBU COLLEGE IN EMBU COUNTY, KENYA’.

You have been selected to assist in providing the required information because your views are considered important to this study.

I am therefore kindly requesting you to fill this questionnaire. Please note that any information given will be treated with utmost confidentiality and will only be used for the purpose of this study.

Thank You.

Yours faithfully,

Teresia Wangiri
L50/62083/2013
APPENDIX 3: QUESTIONNAIRE FOR ALL RESPONDENTS

Instructions

Kindly fill the following questions by ticking or filling in the appropriate spaces provided except where otherwise indicated.

Section A: Background Information

1. Please indicate your gender?
   (a) Male [     ] (b) Female [    ]

2. Please indicate your age.
   (a) Below 30 [   ] (b) 31 – 40 [   ] (c) 41 – 50 [   ] (d) 51 – 60 [   ] (e) above 61 [   ]

3. What is your marital status?
   (a) Married [   ] (b) Single [   ] (c) Divorced [   ] (d) Widow [   ] (f) Widower [   ]

4. What position do you hold in Embu College?
   (a) Administrator [   ] (b) Lecturer [   ] (c) support staff [   ] (d) Any other [   ] Please specify…………………….

5. How long have you held this position?
   (a) 0 [   ] (b) 1-3 [   ] (c) 4-5 [   ] (d) 6-10 years [   ] (e) more than 10 years [   ]

6. What is your highest academic qualification?
   (a) Masters [   ] (b) Bachelors [   ] (c) Higher Diploma [   ] (d) Diploma [   ]
   (e) Certificate (f) Any Other (please specify)………………………………………………..

7 (a). In your own opinion, are the staff adequate in your institution
   (a) Yes [   ] (b) No [   ]

   (b). Please on explain your answer in Question 7(a)
   ………………………………………………………………………………………………………………..
   ………………………………………………………………………………………………………………..
   ………………………………………………………………………………………………………………..

61
Section B: Influence of organizational change on employee turnover

The following are some of the organizational change issues influencing employee turnover. What is your level of agreement. Use a scale where 1- strongly agree, 2- agree, 3- neutral, 4- disagree and 5-strongly disagree.

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<td>Influence of organizational change on employee turnover</td>
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<tr>
<td>The college has active departments</td>
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<td>Satisfied with workload</td>
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<tr>
<td>Staff always meet set targets</td>
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<tr>
<td>Satisfied with current supervisors</td>
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<tr>
<td>The overall college organizational structure is excellent</td>
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<td>Satisfied with job security</td>
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<tr>
<td>Staff are likely to resign from the college any time</td>
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Section C: Influence of staff training on employees turnover

9. Please indicate the number of years you have been working
   (a) 1-3 [ ] (b) 4-5 [ ] (c) 6-10 years [ ] (d) 11-15 years [ ] (e) more than 15 years
10. List down two refresher courses you have attended in the last two (2) years
    i. ...........................................................................................................
    ii. ...........................................................................................................
11. Please List down two refresher courses you have attended in the last two (2) years
    i. ...........................................................................................................
    ii. ...........................................................................................................
12. Have you ever been nominated for an education scholarship either nationally or abroad?
    (a) Yes [ ] (b) No [ ]
Please explain your answer in Question 12
.............................................................................................................
.............................................................................................................
.............................................................................................................
13. How does staff training influence employees’ turnover in your institution?
.............................................................................................................
.............................................................................................................
.............................................................................................................

Section D: Influence of economic factors on employees’ turnover
14.(a). Please indicate your gross salary in Kshs.................................
(b). Is this salary able to meet your needs
   (a)Yes [    ]        (b No [    ]
(c.) Do you have an extra source of income
   (a)Yes [    ]        (b No [    ]
   (d).If the answer is yes in question 13c, Please indicate the extra source or sources and
the amount of income in KSHS. Per year

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<tr>
<th>Source</th>
<th>Amount in Kshs. Per year</th>
<th>Comments</th>
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</table>

15. How does economic factors influence employees’ turnover in your organization?
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SECTION E: Influence of staff motivation on employees job turnover

16. The following are some of the instructional methods influencing performance of students in technical institutions. What is your level of agreement? Use a scale where 1-strongly agree, 2-agree, 3-neutral, 4-disagree and 5-strongly disagree.

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<tr>
<td>I have a up to date scheme of work</td>
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<tr>
<td>Staff stay for many years before transferring or resigning from Embu college</td>
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<tr>
<td>Staff in Embu are highly experienced in their work</td>
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<tr>
<td>Promotion of staff is done on stipulated time</td>
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<td>Promotion is fair and everybody has equal opportunity</td>
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<tr>
<td>There is a recognition program in every aspect of my work</td>
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<tr>
<td>Satisfied with job security in Embu college</td>
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17. In your own please indicate the determinants of staff turnover in Embu College

1. ................................................................................................................................................
2. ................................................................................................................................................
3. ................................................................................................................................................
4. ................................................................................................................................................

18. Please indicate any comment(s) you may be having

................................................................................................................................................
................................................................................................................................................
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19. In your own opinion, how does staff motivation influence employees job turnover in your institution

…………………………………………………………………………………………………………
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Thank you for your time and participation
### APPENDIX 4: DETERMINATION OF SAMPLE SIZE FOR A GIVEN POPULATION

BY KREJCEE AND MORGAN

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Note: "N" is population size
"S" is sample size.

Source: Krejcie & Morgan, 1970