ASSESSMENT OF THE EFFECT OF MOTIVATION ON EMPLOYEE TURNOVER IN DAWAKINKUDU AND TARAUNI LOCAL GOVERNMENT EDUCATION AUTHORITIES OF KANO STATE

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ZARIA, NIGERIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA INPARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF SCIENCE (MSc.) DEGREE IN PUBLIC ADMINISTRATION

DEPARTMENT OF PUBLIC ADMINISTRATION,

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ZARIA, NIGERIA

May, 2018

I declare that the work in this Dissertation entitled “Assessment of The Effect of Motivation on Employee Turnover in Dawakinkudu and Tarauni Local Government Education Authorities of Kano State has been carried out by me in the Department of Public Administration Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Dissertation was previously presented for another degree or Diploma at this University or any other institution.

Umar Abdulkadir UMAR …… ……

Sign **Date**

CERTIFICATION

This Dissertation entitled "ASSESSMENT OF THE EFFECT OF MOTIVATION ON EMPLOYEE TURNOVER IN DAWAKINKUDU AND TARAUNI LGEAs OF KANO STATE" by Umar ABDULKADIR,Umar meets the regulations governing the award of Master of Science (MSc) Degree in Public Administration of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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Dean School of Postgraduate Studies Sign Date

DEDICATION

This Dissertation is dedicated to my lovely late mother Fatima Ismail Mrs Abdulkadir (Yaya) may her soul rest in perfect peace and may Allah *Subhanahu Wata'ala* grant her*Aljanntul-Firdausil A'ala*.

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Abstract

This study is an "Assessment of the Effect of Motivation on Employee Turnover in Dawakinkudu and Tarauni LGEAs of Kano State from 2011-2016". The main objective of this study was to assess the effect of motivation on employee turnover in Dawakinkudu and Tarauni LGEAs. Specifically, the study assessed the extent to which compensation, promotion and training affects employee turnover. Data for the study were generated from primary and secondary sources. The instruments used for the primary data were administration of questionnaires and interviews, 346 questionnaires were administered to 346 respondents where 318 were retrieved,among them 297 were valid, interviews were conducted on 20 members of management in the LGEAs and SUBEB head quarter. The secondary sources used in this study are text books, annual reports, journals, conference papers, gazettes, circulars, unpublished dissertations and theses as well as internet data. Multi stage sampling techniques were used in the selection of the sample size. Both descriptive and inferential statistics were used in presenting and analyzing the data obtained from the study. Multiple regression was used in testing the hypotheses. The study discovered that compensation package was not attractive and adequate to ensure workers retention in Dawakin kudu and Tarauni LGEAs, the study also discovered that employees' compensation were not paid as at and when due and that, promotion were not regularly done while opportunities for training were provided. The study recommended among others that government should provide adequate and attractive compensation package for its employees in the LGEAs, payment of monthly salaries should be on time as at when due, promotion should be regular, sustaining and increasing windows for training to ensure worker's retention.

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List of Abbreviations

ACAbstract Conceptualization

AEActive Experiment

CE Concrete Experience

CP Compensation

CSCCivil Service Commission

DD Deputy Director

DFS Director Finance and Supply

DPM Director Personnel Management

DPRS Director Planning Research and Statistics

DSS Director Schools Services

DV Dependent Variable

EIVExpectancy Instrumentality Valence

EMISEducational Management Information Services

ELT Experiential Learning Theory

ESEducation Secretary

ESSPIN EducationalSector Support Programme In Nigeria

ETO Employee Turnover

FCE Federal College of Education

FCTFederal Capital Territory

FIG Figure

GL Grade Level

HFSHead Finance and Supply

HNDHigher National Diploma

HNEHead of Nomadic Education

HOCS Head of Civil Service

HPM Head of Personnel Management

HPRSHead of Planning Research and Statistics

HSMHead of School Mobilization

HSSHead of Schools of Services

IV Independent Variable

KNSUBEBKano State Universal Basic Education Board

LEDLocal Education Department

LGAsLocal Government Areas

LGEAs Local Government Education Authorities

MDAsMinistry Department and Agencies

NCE Nigerian Certificate of Education

NUT National Union of Teachers

PDEProfessional Diploma in Education

PM Permanent Member

PRO Promotion

PSMB Primary Schools Management Board

ROReflective Observation

SHRMSociety of Human Resources Management

SLT Social Learning Theory

SPEB State Primary Education Board

SPSS Statistical Package of Social Science

SUBEB State Universal Basic Education Board

TAT Thematic Apperception Test

TRN Training

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Employee turnover has become worrisome to every organisation be it public or private, simple or complex. The human resources are the life wire of every organisation. It is difficult for the organisation to compete favourably and to achieve its set goals and objectives without loyal and competent employees. The loyal employees are the most productive for the development of the organisation.

One of the most critical functions that the management of an organization should perform is that of getting its employees motivated, stimulated and enticed to work positively towards the actualization and realization of predetermined goals and objectives upon which the organization is established. This is predicated on the fact that the character and functioning of an organization is largely a function of character and functioning of its human resources as rightly pointed out by Dess and Shaw (2012), and Armstrong (2011). In the same vein, the Society for Human Resource Management (SHRM) (2013) submission have clearly submitted that an employee constitutes an indispensable ingredient for proper functioning of an organization. Hence, it is very crucial for an organization to devise and strategize ways of obtaining as well as retaining valuable, resourceful, hardworking and dedicated employees who are always ready to put their best to the organization. It can be stated here without exaggeration that for high productivity and efficiency to be achieved in every organization, there is need for dedicated, committed and enthusiastic employee, who will put their hands on deck to translate the goals and objectives of an organization into reality. According to

Stahi (1995) the same way that organisations need a strategy for marketing or operation, so also the same way they need a strategy for managing and retaining of their human resource (HR). This has been challenging for employers for a long time and has been dealt with in different ways across organisations over time. Similarly, writers like Issa and Adebola (2014) Locke (1976) have submitted that the quality of personnel in the organisation is very important for it to be able to survive in a highly competitive environment. The quality of the personnel may arise from their academic qualification, skills acquired from past experience or creative and innovative mind. However, to have quality personnel may not guarantee productivity but the commitment and loyalty of such personnel towards their work is equally important. A committed employee performs his work diligently and beyond expectation of the management. Hence, according to Heathfield, (2016) in order to increase the commitment of its personnel, it is important for an organisation to employ high-performance personnel and design good method of increasing their loyalty, dedication and commitment and this can be done through motivation.

Heathfield, (2016) have established that the basic foundation for retaining high performing employees is to have them motivated because a motivated employee is likely to perform better. Thus, employee motivation is an integral element in individual and organisational performance and is also a significant factor in people's decision to quit working in an organization or to stay, (Beach, 1990).

However, Schultz and Schultz (2006) argue that there are many circumstances that it become unavoidable for an employee to leave an organization either due to death, resignation, or as a result of taking up a new job somewhere else. This situation according to Alexander (1994) is what is referred to as employee turnover**.**

Mobley (1982) gave the meaning of employee turnover as the discontinuance of membership in an organization by the person who received monetary compensation from the organization. Bliss (2007) has defined turnover as the movement of employees out of the organization.

According to Molefi, Moreke&TIholoe (2014), employee turnover could be described as a proportion of employees who leave the department or organization over a set period (often on a year-to-year basis), expressed as a percentage of total workforce numbers. In its broadest sense, the term is used to encompass all labourers who leave an organization, both voluntary and involuntary including those who resign, retire or are made redundant, (Grobler (2006), and Nel 2008). It therefore becomes a challenge for the human resources managers to retain the employees for long period and make sure they minimize turnover in the organization to the barest minimum(Khan &Aleem, 2014). Turnover involves not only movements out of employment (separations) but movement in to the services as pointed by Stahl, (1962).

Over the years, employee turnover had become a challenge to many organizations across the global spectrum. According to Mercer's Global Talent Trends Study (2015) employee turnover had reached 23% in U.S.A, 20% in UK, 31% in China and 33% in India and Brazil respectively between 2009 to 2013, a period of five years, and hardly can there be an organization that did not experienced labour turnover in its historical antecedents. More fundamental is the fact that according to SHRM (2012), even the highly industrialized countries like Japan, China, Germany U.S and Russia, with all their sophisticated machines, leadership and management styles and good compensation packages are not totally insulated from labour turnover. In fact according to Oladele (2016), there is no single organization either public or private in world over, that did not have a record of labour turnover in its life history. This is a pointer to the fact that the trend is a global phenomenon, and has been

observed to be the order of the day in many schools as put by Ingersoll (2002). According to him, in the USA teacher scarcity is as a result of turnover, which is eminent in many States. In South Africa the mass exodus or movement of teachers being recruited are said to be leaving the profession for greener financial pastures in countries like Britain. It is unlikely that dispirited, under motivated and dissatisfied teachers will be effective and committed instructors for a long period of time and the quality of teaching is hurt by the loss of these experienced teachers and raises the costs of recruiting and training new teachers as echoed by (Ongori, 2007).

In Nigeria, labour turnover has been a common phenomenon in many organizations over the years, even so fundamental is the fact that labour turnover has badly affected one of the most important sector of the nation; the education sector most especially at primary and secondary levels,(Issa and Adebola 2014). According to the report by The Labour Force Survey conducted quarterly by the National Bureau of Statistics(NBS) (2014) to collect data on employment, unemployment and underemployment for formulating and monitoring Government policies on humanresources development income support and social programmes in Nigeria, the number of personnel who left the establishment as a result of Resignation, Retirement, Retrenchment, Dismissal and Death by suitable manpower categories have reached about 20% across the nation in 2012. The reports shows that education sector especially at primary level are worst hit by the trend. This of course is very alarming considering the importance attached to education in national development. The quality of school education relies upon the professionalism and dedication of teacher employees (Cole, 1990). Risking the education efficiency are reduced teacher morale and increasing turnover both pointing out low teacher motivation and job under satisfaction

(Reynold, 2016). Poor teacher morale leads to absenteeism, laxity and inadequate attendance of classroom duties. While many factors have been identified as cause of poor performance in the education sector, as pointed out that teacher motivation and work commitment are vital factors affecting learning institutions effectiveness. According to Shukla & Sinha (2013) one common cause of high employee turnover in Nigeria is largely associated with low pay and benefits packages. When a worker is employed in a low-wage position with limited benefits, there is little incentive to stay if a similar employer offers even a slightly higher rate of pay.

In Kano State, labour turnover among the primary school teachers have assumed an alarming rate in the past years. According to report from the office of Planning, Research and Statistics of Kano State Universal Basic Education Board, (KNSUBEB) between 2011 to 2016, over 11254 primary school teachers across the forty four (44) Local Government Education Authorities (LGEAs) in Kano state have applied for transfer of service from SUBEB to other ministry agencies and parastatals in the state with tertiary institutions in the state having the highest proportion of applicants. Although the KNSUBEB have the highest number of workers in the state with no fewer than 60,000 staff strength, but yet according to it has the highest number of turnover cases. This of coursecould be a serious threat to the survival and achievement of good and sound education at primary level in Kano state due to the loss of valuable human capital because an employee leaving organization whether public or private for whatever reasonmust leave an effect on the organisation and the people that composed it as rightly pointed by Des & Shaw, (2001).

It is against this background that this research is targeted at assessing the effect of motivational factors responsible for employee turnover in Dawakin Kudu and Tarauni Local Education Authority of Kano state from 2011 to 2016.

1.2 Statement of the Research Problem

Employee turnover is a burning issue for every organisation be it public or private. For the effective service delivery in an organisation it is pertinent to maintain its skilled labour force. But most of the times it is very difficult to control the turnover rate within the organisations.

Dawakin Kudu and Tarauni Local Government Education Authorities (LGEAs) were established agencies under the Kano state Universal Education Board (KNSUBEB) and specifically shouldered with the responsibility of ensuring better management and control of Primary education at local government levels. The authorities were responsible for the appointment, compensation, training, promotion, discipline, transfer, as well as ensuring good condition of service to all teaching and non-teaching staff as enshrined in SUBEB Law of 2005.

However, over the years, it appears that in Dawakin Kudu and Tarauni local education authorities were affected by incidence of employee turnover from both teaching and non-teaching staff. According to Annual Report (2016) of both Dawakin Kudu and Tarauni LGEAs, it shows that from 2011 to 2015, over 453 staff have resigned their appointment and took new employment where they have higher pay and regular promotion, while in Tarauni LGEA, the number has reached 607.In the same vein, according to LGEAs annual report (2016) over 741 and 857 employees applied for transfer of service in DawakinKudu and Tarauni LGEAs respectively.

It is regrettably however, to point out that the most cited reason for this trend is associated with unattractiveness and poor remuneration and compensation packages, irregular promotion and advancement, feeling of inferiority at work place and inadequate training and

development opportunities. There was only one promotion exercise from 2011 to 2016 in DawakinKudu and Tarauni LGEAs, and a number of staff are in dire need to be promoted in these LGEAs. The SUBEB chairman recently revealed that no fewer than 40,000 thousand teachers need to be promoted as a result of skipping of some years without promotion (NUT Bulletin, 2016). Although concerted efforts were made by both Dawakin Kudu and Tarauni LGEAs to reduce the incidence through short listing and forwarding the names of those due for annual promotion to the state headquarters, payment of salary and windows of training opportunities to the teaching and non-teaching staff, but yet, in spite of these efforts, employee turnover keeps increasing in DawakinKudu and Tarauni Local Government Education Authorities (LGEAs) of Kano State. Kano state Civil Service Commission Annual Report (2016) indicates that KNSUBEB has the landslide majority of the applicants of inter-state service transfer. Even so fundamental is the fact that the attention of the office of the Head of Civil Service of Kano State has been drawn consequent upon which a circular was released on February, 2016 with caption **streamlining of procedure for Transfer of Service.** In the first paragraph of the circular stated that:

> *"It has been observed with dismay the influx of requests for transfer of service to particularly tertiary institution and health sector by the Staff across ministries, departments and agencies (MDAs). The transfer which ought to have been aimed at either enhancing the services of organisations or improving the performance of the individual affected staff has been characterised largely for economic benefits or financial gains". (HOCS, Kano, circular 2016).*

In the same vein KNSUBEB released circular with caption **Ensuring Efficiency and Effectiveness on The Transfer of Service Procedure**notifying all 44 LGEAs that any staff willing to transfer his/her services to any organisation must obtain letter of

interest/availability of vacancy from receiving organisation before forwarding his/her application to the Board KNSUBEB circular No. 161/2017.

It is in the light of the above that one fundamental question that this research work want to ask is what are the factors of motivation responsible for employee turnover in Dawakin Kudu and Tarauni LGEAs of Kano state?

1.3 Research Questions

i. To what extent does the compensation affect employee turnover in DawakinKudu and Tarauni LGEAs of Kano state?

ii. To what extent does Promotion affect employee turnover in DawakinKudu and Tarauni LGEAs Kano state?

iii. To what extent does training opportunities affect employee turnover in DawakinKudu and Tarauni LGEAs of Kano state?

1.4 Objectives of the Study

The main objective of this study is to assess the factors of motivation responsible for employee turnover in Dawakinkudu and Tarauni LGEAs of Kano state. Specifically, this research set to achieve the following objectives:

i. Assess the effect of compensation on employee turnover in DawakinKudu and Tarauni LGEAs of Kano state.

ii. Examine the effect of promotion on employee turnover in DawakinKudu and Tarauni LGEAs of Kano state.

iii. Identifythe effect of training opportunities on employee turnover in DawakinKudu and Tarauni LGEAs of Kano state.

1.5 Statement of Hypotheses

Hypothesis is a tentative generalisation or temporary guess or solutions to the problem that can only be accepted when it conforms to empirical evidence and previous knowledge (Eneanya, 2012). It is also a proposition stated as a basis for argument of reasoning. A premise from which a conclusion is drawn. Hypothesis is very important in research, it specifies direction to the researcher. Hence, the research states the following three hypotheses.

(i) **H_0:** There is no significant relationship betweencompensation and employee turnover in DawakinKudu and Tarauni LGEAs of Kano state.

(ii) **H_0:** There is no significant relationship between promotion and employee turnover in DawakinKudu and Tarauni LGEAs of Kano state.

(iii) H_0: There is no significant relationship between training opportunities and employee turnover in Dawakin Kudu and Tarauni LGEAs of Kano state.

1.6 Significance of the Study

This study is important considering the importance of scientific research in propounding solution to social and organisational problems. The importance of this study to researchers, administrators, managers cannot be over emphasized. The study will guide the management/administrators of Dawakinkudu and Tarauni LGEAs of Kano state in reducing

of employee turnover, as well as the other organisations with similar problem in Nigeria and wider world.

Previous study on employee turnover byMolefi and Moroke (2014) centred on Impact of staff Turnover on performance whileMasooma, Rifat and Fatima (2014) concerns with Determinants of Job Satisfaction and its impact on Employee performance and Turnover intention. On the other handClementina (2010) focused on Labour Turnover and Productivity in Public Sector.None of these scholars assessed the factors responsible for employee turnover on primary schools teachers. This study intended to cover the gaps left out by previous researchers.

However, this research work will contribute to the body of knowledge, particularly to those that want to carryout research in the relevant area.

Finally, it is also hoped that the study will stimulate further research in the area because of its great importance for the organisational survival and development.

1.7 Scope and Limitation of the Study

The scope of the study covered the assessment of the effect of compensation (Salary), promotion and training on employee turnover in Dawakinkudu and Tarauni LGEAs of Kano State. The choice of the assessment of the effect motivation on employee turnover in these LGEAs can be justified on the ground of being an issue of greater concern where teachers are leaving to other MDAs within and outside the state(SUBEB, 2013). The choice of the population of the study was made on the ground that Tarauni LGEA is one of the most affected with employee turnover among the metropolitan LGEAs. While Dawakinkudu is one of the most affected in the rural LGEAs (SUBEB, 2015).The choice of the

compensation, promotion and training as the variables of the study was informed by the fact that they are the most challenging issues in the LGEAs throughout the state as cited in the SUBEB Report (2013). The State Universal Basic Education Board, Kano has been contacted to get their views about employee turnover as the board controlling the affairs of LGEAsthroughout the state.

The study covers the period of six years from 2011 to 2016. These years were characterised with number of issues that comprisedpoor compensation, irregular promotion, inadequate training and movement of teachers to other MDAs and other issues of welfare services of teachers in the state.

The inadequacy of data and poor records habit which characterised public service in Nigeria as well as confidentiality in the civil service are parts of the limitation of this study. The issue of granting interview and filling questionnaires also constituted part of the limitation of this study.

This research work also faced financial constraint. The time frame allotted to the researcher is also too limited to carryout research of this nature.

However, the researcher did all that is possible to usewhat is available to make this work worthy.

1.8 Definition of Key Terms (Conceptual and Operational)

All the related variables were defined under this sub-heading through conceptual and operational definitions of the key variables and their indicators.

Employee: According to Fair Labour Standard (1994) defined as “any individual who is employed by an employer. It is also an individual who works in the public or private sector

organisation. Employee is an individual who works part time or full time under contract of employment, whether oral or written express or implied, and has recognized rights and duties.

In this study employee simply means an individual who agreed to work either in public or private sector.

Employee Turnover: Mobley (1982) gave the meaning of employee turnover as the discontinuance of membership in an organization by the person who received monetary compensation from the organization.

In this study employee turnover means parting between organisation and workers, it consists of inter-ministerial, department, agencies transfers and resignations. Employee turnover and labour turnover are used interchangeably in this study.

Retention: Des and Shaw(2000) describe it as ability of the organisation to maintain an employee for as long as possible without thinking to leave the organisation.Employee retention strategies go a long way in motivating the employees so that they stick to the organization for a long period of time and contribute effectively. Sincere efforts must be taken to ensure growth and learning for the employees in their current assignments and for them to enjoy their work..

In this studywe can define retention as the process of implementing initiatives to encourage staying of staff in the LGEAs and discourages there leaving.

Compensation: hrcouncil.ca (2016) describe Compensation as all of the rewards earned by employees in return for their labour. This includes:

Direct financial compensation consisting of pay received in the form of wages, salaries, bonuses and commissions provided at regular and consistent intervals

Indirect financial compensation including all financial rewards that are not included in direct compensation and can be understood to form part of the social contract between the employer and employee such as benefits, leaves, retirement plans, education, and employee services

Non-financial compensation referring to issues such as career development and advancement opportunities, opportunities for recognition, as well as work environment and conditions.

Compensation in this study means salary which is paid to workers on monthly basisto employees in return for his/her service rendered to the organization. Salary is a form of periodic payment from an employer to an employee, which may be specified in an employment contract (Heathfield, 2016). Poor compensation in this study simply mean inadequate, unattractive and untimely paid salary that cannot motivate the worker to stay in his/her organisation for a long period of time.

Timely Payment: In addition to paying the correct amount of compensation to employees, you are expected to pay it on time and in the manner required by law. Different rules apply to the routine payment of wages on regular paydays and the payment of wages when an employee resigns or is laid off or terminated. Adhere to these rules to avoid stiff penalties.

Timely payment in this study simply means payment of salary at exact day that month ends or before. It can be 30^{th} or 31^{st} depending the on the number of the days in the month.

Regular payment in this work simply means constant payment of salary on each and every month without skipping month(s).

Promotion: The advancement of an employee from one job position to another job position that has a higher salary range, a higher level job title, and, often, more and higher level job responsibilities in an organization, is called a promotion Chand (2016).

In this research Promotion is the advancement of an employee's rank, salary, duties, and/or designation within an organization. In this work it means an advancement from an existing grade level to the upper grade level. Promotion for junior staff grade Level 01-06 is on two years interval. While promotion for senior staff from G.L 07 to GL 13 is on three years interval while from GL13 to GL16 is on four years interval.

Regular promotion in this study means promoting employees at regular interval and at when due without skipping months or years. While irregular promotion means skipping year or years without promotion.

Training: According to Obisi (2001) training is a process through which the skills, talent and knowledge of an employee is enhanced and increased. George and Hill, (2000) believe that primarily focuses on teaching organisational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers.

Training in this study is an activity of increasing employee capacity to perform or discharge his/her responsibility. While inadequate training means non availability of provisions for the adequate and relevant training that can improved teachers' performance.

Seminar/Workshop: a brief intensive course of education for small group of people emphasizing interaction and practical problem solving.

In-service Training: This is type of training is carryout outside the working environment. It is usually conducted in the class rooms of universities, colleges of education, polytechnics and other tertiary institutions.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter covered conceptual perspectives, theoretical perspectives, empirical perspectives, and theoretical framework. The researcher attempted to define concepts from the scholars' perspectives, explored theories related to the variables and came up with the theory that is relevant to the study as theoretical framework.

2.2.1 Conceptual Perspective of Employee Turnover

Employees' turnover is a much studied phenomenon (Shaw and Johnson 1999).But there is no standard reason why people leave organisations. Employee turnover is the rotation of workers around the labour market; between firms, jobs and occupations; and between the states of employment and unemployment (Abassi & Hollman, 2000).Employee turnover can be interpreted as a leave or departure of intellectual capital from the employing organization (Johnson, 2000).

The term "turnover" is defined by Price (1977) as: the ratio of the number of organizational members who have left during the period being considered divided by the average number of people in that organization during the period. This definition depicts that turnover is only measured by the percentage of staff who leaves organisation without considering the resourcefulness of those who are leaving, while in a real sense the term employee turnover is beyond quantitative measurement but qualitative measurement is more important. Frequently, managers perceived turnover as the entire process associated with filling a vacancy: Each time a position is vacated, either voluntarily or involuntarily, a new employee must be hired and trained. This replacement cycle is known as turnover (Woods, 1995). The

definition is inadequate because it views turnover as recruitment process for replacing those that have left instead of looking of what causes turnover. Mobley (1979) suggested two factors that are related to the employee's progression through successive stages of withdrawal. One factor reflects the employee's evaluation of the organization's future expected value and the tension associated with the employee's present work conditions. In turnover process everyone usually points out one factor for their turnover choice, but there are always more factors on the back hand that works as push-cart or driving force for that factor (Medina, 2012). Although, there is no standard framework for understanding the employees turnover process as whole, a wide range of factors have been found useful in interpreting employee turnover Kevin et al. (2004). It was found that employee goal setting (Medlin and Green 2009); career growth (Ongori, 2007), work environment (Cardoso and Obisi, 2001; Hansen, 2008 and Burke and Hsieh, 2006), job satisfaction (Palazzo and Kleiner 2002; Garcia and Kleiner 2001; Hannay and Northam 2000 and Stein, K. 1996), training and development (Walsh and Taylor 2007; Shaw et al., 1998). The above definition is comprehensive which depicts most of the causes of employee turnover as discovered in different studies.

Hom and Griffeth, (1995) perceived turnover in their unfolding model of voluntary turnover where it represents a divergence from traditional thinking by focusing more on the decisional aspect of employee turnover, in other words, showing instances of voluntary turnover as decisions to quit. Indeed, the model is based on a theory of decision making and image theory (Beach, 1990). The image theory describes the process of how individuals process information during decision making. The underlying premise of the model is that people leave organizations after they have analyzed the reasons for quitting. Beach (1990) argues

that individuals seldom have the cognitive resources to systematically evaluate all incoming information, so individuals instead of simply and quickly compare incoming information to more heuristic-type decision making alternatives. The above definition refers turnover as just decisional process of individual employee on whether to stay or quit without specifying what push them to start or quit.

According to Grobler (2006) and Nel (2008), the term is used to encompass all leavers, both voluntary and involuntary including those who resign, retire or are made redundant.This scenario may be described as overall or crude employee turnover because it covered voluntary and involuntary turnover while it fails to give the causes of turnover explicitly. It is also possible to calculate more specific breakdowns of turnover data such as redundancy-related turnover or resignation levels. The latter is particularly useful for employers in assessing the effectiveness of people management in their departments. Grobbler (2006) view controllable staff turnover as resignations and dismissals, and define resignation as the ending of an employment contract by the employee. This definition depicts that there are turnover that are controllable and therefore unable to identified uncontrollable turnover such as death, retirement etc.

As Ngu (2010) rightly Observed that it is regrettable however, to note that many managers do not bother to find out why workers leave their respective organisation very often; why workers resigned frequently or why there is frequent termination of appointments in their organisation. Such managers don't usually imagine that their organisations, exhibit unhealthy environment not conducive to workers motivation and high level of productivity. Ngu's observation on the employers of labour is very critical to the development and retention of

employees, because without addressing the issues that causes frequent resignation and termination, this organisation will not meet their stated objectives.

Sources of employee turnover

a) **Job related factors**

Most researchers (Bluedorn, 1982 and Saks, 1996) have attempted to answer the question of what determines people's intention to quit by investigating possible antecedents of employees' intentions to quit. To date, there has been little consistency in findings, which is partly due to the diversity of employed included by the researchers and the lack of consistency in their findings. Therefore, there are several reasons why people quit from one organisation to another or why people leave organisation. The experience of job related stress (job stress), the range factors that lead to job related stress (stressors), lack of commitment in the organisation; and job dissatisfaction make employees to quit (Firth ,2004).

This clearly indicates that these are individual decisions which make one to quit. There are other factors like personal agency refers to concepts such as a sense of powerlessness, locus of control and personal control. Locus control refers to the extent to which people believe that the external factors such as chance and powerful others are in control of the events which influence their lives. Manu (2004) argue that employees quit from organization due to economic reasons. Using economic model they showed that people quit from organization due to economic reasons and these can be used to predict the labour turnover in the market. Good local labour market conditions improve organizational stability. Large organizations can provide employees with better chances for advancement and higher wages and hence ensure organizational attachment.

Role ambiguity refers to the difference between what people expect of us on the job and what we feel we should do. This causes uncertainty about what our role should be. It can be a result of misunderstanding what is expected, how to meet the expectations, or the employee thinking the job should be different (Kahn 1982 and Muchinsky, 1990).

Insufficient information on how to perform the job adequately, unclear expectations of peers and supervisors, ambiguity of performance evaluation methods, extensive job pressures, and lack of consensus on job functions or duties may cause employees to feel less involved and less satisfied

with their jobs and careers, less committed to their organizations, and eventually display a propensity to leave the organisation (Tor, 1997). If roles of employees are not clearly spelled out by management/ supervisors, this would accelerate the degree of employees quitting their jobs due to lack of role clarity.

Voluntarily vs. involuntary turnover

There are some factors that are, in part, beyond the control of management, such as the death or incapacity of a member of staff. Other factors have been classed as involuntary turnover in the past such as the need to provide care for children or aged relatives. Today such factors should not be seen as involuntary turnover as both government regulation and company policies create the chance for such staff to come back to work, or to continue to work on a more flexible basis (Simon. 2007).

b) Organizational factors

Organisational instability has been shown to have a high degree of high turnover. Indications are that employees are more likely to stay when there is a predictable work environment and vice versa. In organizations where there was a high level of inefficiency there was also a high

level of staff turnover (Alexander, 1994). Therefore, in situations where organizations are not stable employees tend to quit and look for stable organisations because with stable organisations they would be able to predict their career advancement.

The imposition of a quantitative approach to managing the employees led to disenchantment of staff and hence it leads to labour turnover. Therefore management should not use quantitative approach in managing its employees. Adopting a cost oriented approach to employment costs increases labour turnover Simon (2001). All these approaches should be avoided if managers want to minimize employee turnover an increase organizational competitiveness in this environment of globalization. Employees have a strong need to be informed. Organisation with strong communication systems enjoyed lower turnover of staff. Employees feel comfortable to stay longer, in positions where they are involved in some level of the decision-making process. That is employees should fully understand about issues that affect their working atmosphere (Simon, 2007). But in the absence openness' in sharing information, employee empowerment the chances of continuity of employees are minimal. Schlicht (1978) points out that a high labour turnover may mean poor personnel policies, poor recruitment policies, poor supervisory practices, poor grievance procedures, or lack of motivation.

All these factors contribute to high employee turnover in the sense that there is no proper management practices and policies on personnel matters hence employees are not recruited scientifically, promotions of employees are not based on spelled out policies, no grievance procedures in place and thus employees decides to quit. Griffeth (2000) noted that pay and pay-related variables have a modest effect on turnover. Their analysis also included studies that examined the relationship between pay, a person's performance and turnover. They

concluded that when high performers are insufficiently rewarded, they quit. If jobs provide adequate financial incentives the more likely employees remain with organization and vice versa. There are also other factors which make employees to quit from organisations and these are poor hiring practices, managerial style, lack of recognition, lack of competitive compensation system in the organisation and toxic workplace environment Abassi (2000).

Many reasons explain why employees withdraw from their work places especially in an economy where skills are relatively scarce and recruitment is costly. This also applies to instances where substantial amount of time is taken to fill vacant positions. Employees voluntarily resign their appointments in organizations for various reasons which can be classified as **pull** and **push** factors.

a) Pull Factors of Employee Turnover

The pull factors, according to Sherratt (2000) include the attraction of a new jobs especially in a growing economy with many job opportunities, or resignation by employees from the governmental departments to go into private sectors or vice versa. In such cases, it is the availability of alternative jobs that attracts an employee to withdraw from a particular government department**.**

b) Push Factors of Employee Turnover

Sherratt (2000) also explains the push factor as a cause of dissatisfaction with the present job and motivates an employee to seek alternative employment elsewhere. Sometimes, it is a mixture of both the pull and push factors**.** However, some reasons for leaving are entirely explained by domestic circumstances outside the control of any employer. This applies to a typical example where employees relocate with their spouses or partners. One important push factor that leads to early turnover of new employees is the unrealistic expectations and

general lack of knowledge by many job applicants about the nature of the job at the time of employment.

Schultz and Schultz (2006) state that unrealistic expectations cause many employees to resign their appointments soon after taking up a new job. Many job applicants have unworkable expectations about their dream jobs but get disillusioned when such expectations are dashed by their employers. Some employers attract applicants with impractical and non-existent conditions of service during interviews. However, when these new employees get on board and the conditions of service promised by the employers are not forthcoming, such employees immediately update their resumes and quit for another job.

Impact of Employee Turnover

Employee turnover is expensive from the view of the organisation. Voluntary quits which represents an exodus of human capital investment from organisations and the subsequent replacement process entails manifold costs to the organisations. These replacement costs include for example, search of the external labour market for a possible substitute, selection between competing substitutes, induction of the chosen substitute, and formal and informal training of the substitute until he or she attains performance levels equivalent to the individual who quit (Johnson, 2000). Addition to these replacement costs, output would be affected to some extend or output would be maintained at the cost of overtime payment.

The reason so much attention has been paid to the issue of turnover is because turnover has some significant effects on organisations. Many researchers argue that high turnover rates might have negative effects on the profitability of organisations if not managed properly. On the other hand turnover effects on customer service and satisfaction George, (2013) argue that turnover include other costs, such as lost productivity, lost sales, and management's

time. Research estimates indicate that hiring and training a replacement worker for a lost employee costs approximately 50 percent of the worker's annual salary (Johnson, 2000) but the costs do not stop there. Each time an employee leaves the firm, we presume that productivity drops due to the learning curve involved in understanding the job and the organization.

Furthermore, the loss of intellectual capital adds to this cost, since not only do organizations lose the human capital and relational capital of the departing employee, but also competitors are potentially gaining these assets. Therefore, if employee turnover is not managed properly it would affect the organization adversely in terms of personnel costs and in the long run it would affect its liquidity position. However, voluntary turnover incurs significant cost, both in terms of direct costs (replacement, recruitment and selection, temporary staff, management time), and also (and perhaps more significantly) in terms of indirect costs (morale, pressure on remaining staff, costs of learning, product/service quality, organisational memory) and the loss of social capital (Dess and Shaw,2001).

Costs Associated with Staff Turnover

Staff turnover impacts heavily on both workers and organizations. It causes disruption and forces employees to learn new job specific skills and find different career prospects (Alogoskoufia, 1995). Turnover rates differ from department to department and from sector to sector with a worrying indication that it will continue to rise in the years ahead. Changing demographics affects the labor groups as there are few skilled job candidates from which to hire. Societal norms are also changing, where loyalty to one employer is no longer to be taken for granted. Managers are faced with the increasing need to retain current employees in order to position their departments to be more attractive to talented job applicants (Boxall,

Macky and Rasmussen 2003). In their analyses of turnover costs, Schultz and Schultz (2006) warned that employee turnover is costly for government departments. Every time an employee quits, a replacement must be recruited, selected, trained, and permitted time on the job to gain experience.

Abassi and Hollman (2000) emphasize that employees are major contributors to organizations competitive advantage. It is therefore essential for management to discourage staff turnover. According to Testa (2008) organisation should avoid high turnover rates especially one involving skilled professionals as it can pose an inevitable risk due to human capital cost. He argued that these employees by their skilful ability are likely to be re-employed within the same industry by the competitor. This may cost the employer according to Johnson (2000) about 50% of the worker's annual salary to hire and train a replacement worker for a lost employee. It is important for management to know why employees, particularly high performing employees resign from the departments. The common way of investigating employee's resignation is by conducting an exit interview which also is another cost to the department.

The justification given by Schultz and Schultz (2006) for such interview is that management is allowed a chance to investigate the persuasive reasons for employee's withdrawal. If the reasons given by the employee suggest inadequacies on the part of the organization, this may serve as a guide to management to review such issues. Moreover, this may help organizations in the formulation of retention policies that adequately provide for the shortcoming. In conducting an exit interview, some costs are involved and they must be taken into consideration when calculating turnover costs. Bliss (2007) lists these costs to include the time of the person conducting the interview and the administrative costs involved in

processing the resignation letter, including stationery and printing. Before a recruitment process is initiated, a job analysis is necessary to determine the job content of the vacant position. A job analysis expert must be consulted to evaluate outstanding work and job requirements of the vacant position. These costs also represent turnover costs and must as well be accounted for (Greenberg, 2000).

Related to these costs as suggested by Bliss (2007) are the selection of applicants, conducting of interviews, preparation of candidates' assessment, employment offer, and notification of successful, and sometimes, unsuccessful candidates too. Having completed employment process, orientation programmes are conducted for new employees in order to familiarize them with the work environment and other employees. Orientation materials such as products, souvenirs, computers and other materials are prepared and availed during the process. After orientation, new employees are assigned to departments where they are trained for the effective performance of their duties. This involves supervisors and other departmental employees who put in their time in training the new employees. All these attract costs and must be taken into consideration when calculating turnover costs because they represent productivity losses.

Training and retraining of employees constitute one of the most crucial aspects of management in both the public and private sector organizations. New employees normally undertake on-the-job training, and in some cases, they are sent abroad to acquire a specialized skill. These costs are enormous and when a highly trained employee resigns without justifying these huge training expenses, departments stand to lose all the investments already accumulated. Long serving employees are normally entitled to gratuity, severance packages, and such benefits as those that will continue to be paid for a lifetime (such as, life

pension, medical and child education). These are unproductive expenses which the organisation could incur and such expenses may hinder the growth of this department. Meanwhile, many government departments do not have the expertise to determine or calculate the rate of turnover in their selected departments. It is therefore important for managers to keep statistical records of staff retention and turnover for the purpose of human resource planning and formulation of retention policy (Greenberg, 2000).

Reasons for Employee Turnover

Employee turnover is expensive. While some turnover can be expected, poor management can cause the normal turnover to climb to an excessive level. According to the U.S. Bureau of Labor Statistics, (In Smith, 2016) turnover can cost an organization 33 percent of an employee's total compensation, including wages and benefits. The impact, however, is not only financial; it also adversely affects employee morale. Although hard to quantify, poor morale results in a domino effect that negatively impacts efficiency and effectiveness.

Obviously, it's important for organizations to reduce turnover rates. However, in order to reduce these rates, organizations must first understand the main reasons employees leave for other positions. Good people don't leave good organizations they leave poor managers. Good employees quit for many reasons. The following is a list of what might be considered 12 reasons for employee turnover by Smith (20016).

Rude behavior. Studies have shown that every day indignities have an adverse effect on productivity and result in good employees quitting. Rudeness, assigning blame, back-biting, playing favorites and retaliations are among reasons that aggravate employee turnover. Feeling resentful and mistreated is not an enticement for a good work environment.

Work-life imbalance. Increasing with economic pressures, organizations continue to demand that one person do the work of two or more people. This is especially true when an organization downsizes or restructures, resulting in longer hours and weekend work. Employees are forced to choose between a personal life and a work life. This does not sit well with the current, younger workforce, and this is compounded when both spouses or significant others work.

The job did not meet expectations. It has become all too common for a job to significantly vary from the initial description and what was promised during the interviewing stage. When this happens it can lead to mistrust. The employee starts to think, "What else are they not being truthful about?" When trust is missing, there can be no real employee ownership.

Employee misalignment. Organizations should never hire employees (internal or external) unless they are qualified for the job and in sync with the culture and goals of the organization. Managers should not try to force a fit when there is none. This is like trying to force a size-nine foot into a size-eight shoe. Neither management nor employee will be happy, and it usually ends badly.

Feeling undervalued everyone wants to be recognized and rewarded for a job well done. It's part of our nature. Recognition does not have to be monetary. The most effective recognition is sincere appreciation. Recognizing employees is not simply a nice thing to do but an effective way to communicate appreciation for positive effort, while also reinforcing those actions and behaviors.

Coaching and feedback are lacking. Effective managers know how to help employees improve their performance and consistently give coaching and feedback to all employees. Ineffective managers put off giving feedback to employees even though they instinctively know that giving and getting honest feedback is essential for growth and building successful teams and organizations.

Decision-making ability is lacking. Far too many managers micromanage to the level of minutia. Micromanagers appear insecure regarding their employees' ability to perform their jobs without the manager directing every move. Organizations need employees to have ownership and be empowered! Empowered employees have the freedom to make suggestions and decisions. Today "empowerment" seems to be a catch-all term for many ideas about employee authority and responsibility. However, as a broad definition, it means an organization gives employees latitude to do their jobs by placing trust in them. Employees, in turn, accept that responsibility and embrace that trust with enthusiasm and pride of ownership.

People skills are inadequate. Many managers were promoted because they did their jobs very well and got results. However, that doesn't mean they know how to lead. Leaders aren't born they are made. People skills can be learned and developed, but it really helps if a manager has a natural ability to get along with people and motivate them. Managers should lead by example, reward by deed.

Organizational instability. Management's constant reorganization, changing direction and shuffling people around disconnects employees from the organization's purpose. Employees

don’t know what’s going on, what the priorities are or what they should be doing. This causes frustration leading to confusion and inefficiencies.

Raises and promotions frozen. Over the years, studies have shown that money isn’t usually the primary reason people leave an organization, but it does rank high when an employee can find a job earning 20 to 25 percent more elsewhere. Raises and promotions are often frozen for economic reasons but are slow to be resumed after the crisis has passed. Organizations may not have a goal to offer the best compensation in their area, but if they don’t, they better pay competitive wages and benefits while making their employees feel valued! This is a critical combination.

Faith and confidence shaken. When employees are asked to do more and more, they see less evidence that they will ultimately share in the fruits of their labour. When revenues and profits increase along with workload, organizations should take another look at their overall compensation packages. Employees know when a company is doing well, and they expect to be considered as critical enablers of that success. Organizations need to stop talking about employees being their most important asset while treating them as consumables or something less than valuable. If an organization wants empowered employees putting out quality products at a pace that meets customer demand, they need to demonstrate appreciation through actions.

Growth opportunities not available. A lot of good talent can be lost if the employees feel trapped in dead-end positions. Often talented individuals are forced to job-hop from one company to another in order to grow in status and compensation. The most successful organizations find ways to help employees develop new skills and responsibilities in their

current positions and position them for future advancement within the enterprise. Employees who can see a potential for growth and comparable compensation are more inclined to stay with an organization

Causes of High Employee Turnover

It costs a lot to hire an employee. On top of salary expenses, there are also benefits to be paid and costs associated with recruiting and on boarding. Additionally, organisations also have to deal with a learning curve; it can take as much as two years for a new hire to become completely productive (Reynold, 2016).

All things considered, organizations should do everything within their power to reduce turnover as much as possible. To do that, you first need to understand the more common reasons employees decide to leave (Reynold, 2016):

Employees are worked to the bone According to our 2015 Employee Engagement Report,(in Reynold, 2016) nearly 70% of employees feel as though there aren't enough hours in the week to do their jobs. Having too much work on their plate's week in and week out isn't exactly motivating. Overworked employees will often jump ship to join companies that understand the importance of work-life balance.

Team members are treated differently when the boss's favorite employee's start getting treated differently than everyone else, it's only a matter of time before other workers get angry. You can not let one employee work from home whenever they want to if no one else is given that privilege.

Workers like making money Employees would leave their jobs for a 10% raise somewhere else, our engagement report revealed. If your organization offers miserly salaries and hesitates to give raises, chances are members of the team will constantly be on the lookout for an escape.

Organisation culture is toxic Work culture is strongly correlated with employee happiness. When workers love their company's culture, they're happier and more productive. When they dislike the organisation culture, they're miserable and unmotivated. Take a look around. Do your employees seem happy? Or do they seem to be going through the motions?

Employees hate their bosses, if you notice that a lot of your employees who work under a specific manager are jumping ship, it's not because your company is so awesome and they simply can't keep up with it. It's because the manager is terrible. Remember, people quit their bosses not their companies.

There are not enough career development opportunities Employees want to develop professionally. They want opportunities to advance their careers not just crank out work for the sole benefit of their employer's wallet. Our engagement report revealed that only 25% of workers feel as though there are ample opportunities for development at their organizations. If you never offer your staff career development opportunities, don't be surprised when there's an exodus.

Employees aren't recognized for their hard work you can't expect your employees to bust their tails on a daily basis if you take their efforts for granted. When employees aren't recognized for their contributions at least every now and again they may look for an exit.

Chances are if your organization is experiencing high turnover, you're guilty of at least some of the above. The good news is that you have the ability to make changes that should encourage employees to stick around for the long haul. The faster you do that, the sooner you'll see your employee retention starts tick up.

Measurement/Calculation of Employee Turnover

Before you begin calculating your employee turnover rate, you should first decide over what period of time you want to measure turnover. This can be any length of time, but most businesses calculate employee turnover on an annual or monthly basis. You could also measure turnover on a quarterly basis, especially if you hire lots of seasonal workers, or have one quarter that is more stressful than another (Partners, 2016).

Once you've decided the length of time you're going to be using to measure turnover, you'll then need to figure out the average number of people your organisation employed during the specified time period. You can do this by averaging the number of employees who were employed at the beginning of the time period and the number of employees who were employed at the end of the time period. Then simply divide the number of employees who separated from your company during that time by the average number of employees working during that time, and multiply by 100. That will give you the rate of employee turnover in the given period.

Employee Turnover Rate

$$\frac{\text{Number of employees who left during the given time period}}{\text{Average number of employees during the given time period}} \times \frac{100}{1}$$

For example, if 20 employees left organization within a year in the population of 100 employees it can be calculated in the following to find out the percentage of turnover in the year

$20/100 \times 100 = 20\%$

Summarily, the percentage of employee turnover in the year under review is 20%.

Employee turnover can be used to gauge the effectiveness of managers or recruiting processes, employee satisfaction and even the overall organizational culture. Turnover can be quite costly for organizations, so it's important for organizations to take action to prevent high rates of employee turnover Partners (2016).

Strategies on how to minimize employee Turnover,

Confronted with problems of employee turnover, management has several policy options viz. changing (or improving existing) policies towards recruitment, selection, induction, training, job design and wage payment. Policy choice, however, must be appropriate to the precise diagnosis of the problem. Employee turnover attributable to poor selection procedures, for example, is unlikely to improve were the policy modification to focus exclusively on the induction process. Equally, employee turnover attributable to wage rates which produce earnings that are not competitive with other firms in the local labour market is unlikely to decrease were the policy adjustment merely to enhance the organization's provision of on-the-job-training opportunities. Given that there is increase in direct and indirect costs of labour turnover, therefore, management are frequently exhorted to identify the reasons why people leave organization's so that appropriate action is taken by the management.

Extensive research has shown that the following categories of human capital management factors provides a core set of measures that senior management can use to increase the effectiveness of their investment in people and improve overall corporate performance of business:

Employee engagement, the organization's capacity to engage, retain, and optimize the value of its employees hinges on how well jobs are designed, how employees' time is used, and the commitment and support that is shown to employees by the management would motivate employees to stay in organization.

Knowledge accessibility, the extent of the organisation's"collaborativeness" and its capacity for making knowledge and ideas widely available to employees, would make employees to stay in the organisation. Sharing of information should be made at all levels of management. This accessibility of information would lead to strong performance from the employees and creating strong corporate culture (Schultz and Schultz, 2006). Therefore; information accessibility would make employees feel that they are appreciated for their effort and chances of leaving the organisation are minimal.

Workforce optimization, the organisation's success in optimizing the performance of the employees by establishing essential processes for getting work done, providing good working conditions, establishing accountability and making good hiring choices would retain employees in their organisation. The importance of gaining better understanding of the factors related to recruitment, motivation and retention of employees is further underscored by rising personnel costs and high rates of employee turnover. With increased competitiveness on globalizations, managers in many organizations are experiencing greater

pressure from top management to improve recruitment, selection, training, and retention of good employees and in the long run would encourage employees to stay in organisations.

Job involvement describes an individual's ego involvement with work and indicates the extent to which an individual identifies psychologically with his/her job (Borowski and Daya, 2014). Involvement in terms of internalizing values about the goodness or the importance of work made employees not to quit their jobs and these involvements are related to task characteristics. Workers who have a greater variety of tasks tend to stay in the job.

Task characteristics have been found to be potential determinants of turnover among employees. These include the five core job characteristics identified by Hackman and Oldham (1975, 1980): skill variety, which refers to the opportunity to utilize a variety of valued skills and talents on the job; task identity, or the extent to which a job requires completion of a whole and identifiable piece of work - that is, doing a job from beginning to end, with visible results; task significance, which reflects the extent to which the job has a substantial impact on the lives or work of other people, whether within or outside the organization.

Job autonomy the extent to which the job provides freedom, independence, and discretion in scheduling work and determining procedures that the job provides; and job feedback, which refers to the extent to which the job provides information about the effectiveness of one's performance (Tor, 1997). Involvement would influence job satisfaction and increase organizational commitment of the employees. Employees who are more involved in their jobs are more satisfied with their jobs and more committed to their organization. Job involvement has also been found to be negatively related to turnover intentions.

Job satisfaction, career satisfaction, and organisational commitment reflect a positive attitude towards the organization, thus having a direct influence on employee turnover intentions. Job satisfaction, job involvement and organisational commitment are considered to be related but distinguishable attitudes (Brooke and Price, 1989). Satisfaction represents an effective response to specific aspects of the job or career and denotes the pleasurable or positive emotional state resulting from an appraisal of one's job or career. Organisational commitment is an effective response to the whole organisation and the degree of attachment or loyalty employees feel towards the organisation. Job involvement represents the extent to which employees are absorbed in or preoccupied with their jobs and the extent to which an individual identifies with his/her job (Brooks, Mitchell, Thomas, Chris, & Miriam E. 1988).The degree of commitment and loyalty can be achieved if management they enrich the jobs, empower and compensate employees properly.

Empowerment of employees could help to enhance the continuity of employees in organisations. Empowered employees where managers supervise more people than in a traditional hierarchy and delegate more decisions to their subordinates. Managers act like coaches and help employees solve problems. Employees, he concludes, have increased responsibility. Superiors empowering subordinates by delegating responsibilities to them leads to subordinates who are more satisfied with their leaders and consider them to be fair and in turn to perform up to the superior's expectations. All these makes employees to be committed to the organization and chances of quitting are minimal.

Tips to Reduce Employee Turnover

Competitive salary and benefits, flexible schedule options, and tuition assistance are three basics in employee retention. Especially for millennial employees, these are the holygrail for recruitment and reducing employee turnover. But, employers can reduce employee turnover in many other ways (Heathfield, 2015). Reducing employee turnover is dependent on the total work environment you offer for employees. These recommendations about reducing employee turnover are also common-sense, basic and incredibly hard to find in organizations today (Heathfield, 2015).

Select the right people in the first place through behavior-based testing and competency screening. The right person, in the right seat, on the right bus is the starting point. At the same time, don't neglect to hire people with the innate talent, ability, and smarts to work in almost any position even if you don't currently have the "best" match available. Hire the smartest people you can find to reduce employee turnover.

Offer an attractive, competitive, comprehensive benefits package with components such as life insurance, disability insurance and flexible hours. I'll never forget a young employee whose stated reason for accepting our job offer was the availability of our match. And, my research on millennial and money indicates that they do not want to repeat the mistakes of their parents, Better benefits reduced employee turnover.

Provide opportunities for people to share their knowledge on-the-job via training sessions, presentations, mentoring others and team assignments. Employees like to share what they know; the act of teaching others ensures the employee's own learning.

Demonstrate respect for employees at all times. Listen to them deeply; use their ideas; never ridicule or shame them. Via your communication, share that you value them.

Offer performance feedback and praise good efforts and results to reduce employee turnover.

People want to enjoy their work. Make work fun. Engage and employ the special talents of each individual.

Enable employees to balance work and life. Allow flexible starting times, core business hours and flexible ending times. (Yes, his son's soccer game is as important as work.)Involve employees in decisions that affect their jobs and the overall direction of the company whenever possible. Involve them in the discussion about company vision, mission, values, and goals. This strategic framework will never "live" for them or become "owned" by them if they merely read it in email or hanging on the wall.

Recognize excellent performance, and especially, link pay to performance to reduce employee turnover. Your key employees are motivated when their above-average efforts are recognized and rewarded.

Base the upside of bonus potential on the success of both the employee and the company and make it limitless within company parameters. (As an example, pay 10% of corporate profits to employees.)

Recognize and celebrate success. Mark their passage as important goals are achieved.

Staff adequately so overtime is minimized for those who don't want it and people don't wear themselves out.

Nurture and celebrate organization traditions. Have a costume party every Halloween. Run a food collection drive every November. Pick a monthly charity to help. Have an annual company dinner at a fancy hotel.

Provide opportunities within the company for cross-training and career progression. People like to know that they have room for career movement. This is a serious deterrent to employee turnover.

Provide the opportunity for career and personal growth through training and education, challenging assignments and more responsibility.

Communicate goals, roles and responsibilities so people know what is expected and feel like part of the in-crowd.

Encourage employees to have good, even best, friends, at work**.** Now that you have the list that will reduce employee turnover, why not work to make your organization one of the few, the best that truly honors and appreciates employees. If you treat your employees wonderfully, you will seriously reduce employee turnover and employee complaints (Heathfield, 2015).

2.2.2 Concept of Compensation

Many management scientists give different definitions of compensation according to their understanding of the system. Dunn and Rachel (1997) defined compensation "as a reward for services rendered by people at the work place". Compensation is the monetary payment

such as wages, salaries, emoluments and bonuses (Current and deferred) used to reward employees (Stahl, 1995).

This definition attaches only importance to monetary aspect of compensation. It does not take into consideration the intrinsic reward system, which is a long- term measures of rewarding and compensating good employees.

Cascio (1987) considers compensation rewards as "including direct financial payments and indirect payments in form of fringe benefits". A critical look at this definition can observe that it is not all encompassing. Cassio use of the term "fringe benefits" can be called to question because compensation (reward) system goes beyond ordinary financial rewards and fringe benefits. Later Cascio (1995), Mobly et al (1988) came up with a more acceptable definition of compensation. They described compensation as all rewards (direct financial payments plus indirect payments/benefits play incentives individuals receive in an organization plus non-compensation rewards), all those aspects of the pleasant work environment that serve to enhance their sense of respect and esteem by others.

Compensation is the money and benefits that organizations give employees in exchange for work. Compensation is more explicitly defined as any form of payment or reward in exchange for work provided for their employees. Schuler (1975) said that total compensation is the activity by which organization evaluate the contributions of employees in order to distribute fairly direct and indirect, monetary and non - monetary rewards within the organization's ability to pay and within what is allowed by legal

regulations. In the above definition Schuler depicts that payment of compensation is in relation to the contribution of employee in his /her workplace.

Financial payment made at or near the time the work is performed is called indirect compensation. These include wages, salaries, overtime, commissions and bonuses etc. Wages, salaries, overtime, commissions and bonuses etc. Wages refer to direct compensation received by an employee based on hourly or piece rate, while salaries are pay regardless of specific hours worked, which can be received weekly or monthly. Indirect compensation comes in form of insurance, pension, health care, children, golden parachute, game and awards, golden handcuffs, paid absences, paid vacations, working conditions, self-realization, vesting, wellness program, Compensation is the process of assessing the employees contributions to the organization fairly and equitably direct and indirect rewards in exchange for his performance. Total compensation helps the organization to retain good employees, enhance competitiveness, growth, survival and profitability of the organization concerned. This is because human beings in the organization are responsible for control and management of materials and other resources for attainment of organizational objectives. If human beings in the organization are poorly treated, they will not put in their best performance and this will consequently affect the overall performance of the organization. Organizations that fail to embrace total compensation package usually experience high rate of labour turnover, and also find it difficult to face the dynamic and competitive business environment (Ugwudioha, 2004).

One common cause of high employee turnover rates is low pay and benefits packages. When a worker is employed in a low-wage position with limited benefits, there is little incentive to stay if a similar employer offers even a slightly higher rate of pay. "While lower paying job roles experience an overall higher average of employee turnover, they tend to cost companies less per replacement employee than do higher paying job roles. However, they incur the cost more often. For these reasons, most companies focus on employee retention strategies regardless of pay levels." (Beach, 1990). Workers who make more, but whose salaries fall short of the going market rate, may feel undervalued at their current companies and look for a company that will pay them what they're worth (Firth et al., 2004). This definition is in tandem with hypothesis of this study which stated as there is significant relationship between compensation and employee turnover. Mano (1994) argue that employees quit from organization due economic reasons. The most common reason for employee turnover rate being so high is the salary scale because employees are usually in search of jobs that pay well. (Hauskneacht, 2008). Low pay is good reason as to why an employee may be lacking in performance. (Reynold, 2016). Unequal or substandard wage structures fall under this category as well. “When two or more employees perform similar work and have similar responsibilities, differences in pay rate can drive lower paid employees to quit. In a similar vein, if you pay less than other employers for similar work, employees are likely to jump ship for higher pay, if other factors are relatively equal." (Price J, 2001). The above definitions linkage compensation with employee turnover which shows that low and unattractive compensation causes employee turnover as postulated in the hypothesis of this study.

Importance of Total Compensation

Randall and Luber (1990) pointed out that organizations that engage in total compensation system derive the following benefits.

Attraction of potential applicants; This is because the applicants will like to work where the compensation package is adequate.

Retaining good employees; Good employees tend to remain with an organization that practices a total compensation system. This results in low labour turnover.

Gaining Competitive edge; any organization that engages in total compensation usually gains competitive edge over others. This helps in attainment of organizational objective and wealth creation for the firm.

Motivation; It is a motivating factor. It motivates the employee and makes him feel that he is a part of the organization. This motivation enhances performance and productivity.

To administer pay within the legal system; Because several legal regulations are directed towards total compensation, an organization that engages in total compensation is regarded as good corporate citizen.

It facilitates organizational strategic objective; some organizations use total compensation as their management strategic objective. This enables them to have competent employees that will pilot the affairs of the organization.

To Define organizational structure; Some organizations engage in total compensation as a way of defining and reinforcing their organizational structure and status hierarchy.

To dominate market shares; It is a known fact that human beings within an organization make the organization what it is. In this direction, some organizations use total compensation package to attract the best people. This will consequently enhance the organization's performance and overall objective.

2.2.3 Concept of Promotion

In simpler terms, promotion refers to upward movement in present job leading to greater responsibilities, higher status and better salary. Promotion may be temporary or permanent depending upon the organizational requirement. According to Clothier and Spriegel (2007) "promotion is the transfer of an employee to a job which pays more money or one that carries some preferred status." In this definition promotion attached with monetary value while in real sense promotion is beyond monetary value rather career progression.

In the corporate sector employee promotions doesn't make much difference as that of in government sector. In the government the word promotion is the ultimate desire for an employee for the service rendered by him in the organisation and this is the only way for an employee career development in the government sector. Promotion is the ultimate motivating factor for any employee because moves employee forward in hierarchy of concern

organisation added with additional responsibility, higher respect, honour, with increase in grade pay and allowances.

Heathfield (2016) defined promotion in the following: A promotion is the advancement of an employee's rank, salary, duties, and/or designation within an organization.Promotions can also carry increases in benefits, privileges, and prestige, although in some cases the promotion changes designation only. A promotion is the advancement of an employee's rank, salary, duties and/or designation within an organization. Promotions are often a result of good employee performance and/or loyalty (usually via seniority). The opposite of a promotion is a demotion (Heathfield, 2016). The above definition of promotion is comprehensive because it encompasses career progression and increase of salary but absence of promotion does not mean demotion rather status quo. The advancement of an employee from one job position to another job position that has a higher salary range, a higher level job title, and, often, more and higher level job responsibilities in an organization, is called a promotion Chand (2016).

Sometimes a promotion results in an employee taking on responsibility for managing or overseeing the work of other employees. Decision-making authority tends to rise with a promotion as well.

Promotion means elevation to a higher job accompanied by increased pay and privileges. It is an upward advancement of an employee in an organisation, which commands better pay, better status, higher opportunities, higher responsibilities and better working environment (Chand, 2016).

Promotion provides motivation and job satisfaction to all personnel. Quite often, industrial unrest, frustration and negative feeling among the employees are on account of matters concerned with promotion. A sound promotion policy is essential in all types of organisations. It is purely a managerial decision in which trade unions have no role to play. "A promotion is the transfer of an employee to a job which pays more money or one that carries some preferred status (Scott and Clothier, 2007).

"Promotion is the advancement of an employee to a better job-better in terms of greater responsibilities, more prestige or status, greater skill and especially, increased rate of pay or salary (Pigors and Myers, 1981)"A promotion involves a change from one job to another that is better in terms of status and responsibilities (Flippo, 1961). Promotion implies upgrading of an employee to a higher post involving increase in rank and responsibilities. Generally increase in pay also accompanies promotion but it is not an essential ingredient. A 'dry promotion' can also be given which would mean that the person being promoted does not get any monetary benefit.

George (2013) pointed out that career progress creates stress on employee's understandings of the worth of his or her career prospects. Obstacles in career development can appear at any time during an employee's employment period which serves as stressor for them. These stressors can include an array of problems like being stuck at a position, without any hopes of progress or threats of downsizing (Smith and Cooper, 1994). Career growth is much more important than salary in Europe or America but it is counted equivalent to salary in Asian context. "Moving Up or Moving Out" counts career growth as basic for turnover (Geoege, 2013). High employee turnover could also be due to no potential opportunity for

advancements or promotions. Employees prefer other companies which may provide them with higher posts and increased compensation packages (Cascio and Bodedreau, 1987).

Promotion from the above definitions can also mean increases in benefits, privileges, and prestige, although in some cases only the title changes. In very hierarchical organizations, like the military, the change in rank alone is significant and brings with it new responsibilities. In the nonprofit sector pay increases are modest, so the prestige of a promotion is one of its main benefits. In the private sector, promotion can include substantial salary increases, benefit increases, stock options, and various "perks," such as a bigger office or executive parking.

Types of Promotion

Different types of promotions are discussed below as submitted by Yorder, et al (1958)

a) Up or Out Promotion: In this case, an employee either earns a promotion or seeks employment elsewhere. Out promotion usually leads to termination of employee and joining some other organization in a better position.

b) Dry Promotion: In this type, promotion is given in lieu of increase in salary. For example, when a university professor is made Head of the Department, there is no increase in salary.

c) Paper promotion: Paper promotion happens on seniority of employee in government sector having different departments. Paper promotion is an employee promotion given to the employee belonging to the parent department, but indeed working in another department on transfer, on request of employee or due to exigency of work. Paper promoted employee

draws salary pertaining to job in another Department, but not according to promotion's job in the parent Department.

The reason for giving paper promotion is, generally in government sector, employee promotion will be given in order of seniority of employees subjected to the vacancy position created. Whoever is most senior employee amongst all employees in the same cadre, out of them top senior employee will be given promotion. When a top senior is working in another Department, in such cases to fill up the vacancy position, promotion on paper will be given to such employee, because he's not occupying job in the parent Department. Subsequently promotion will be given to the next top senior who is working in the parent Department. Paper promoted employee draws salary pertaining to the job of another department only but not according to the job, which got paper promoted in the parent department. The main objective of a promotion is to protect the right, seniority of an employee and reserve his/her promotion seat in the parent department when an employee reverts to his/her parent department.

Bases of Promotion

Promotion is given on the basis of seniority or merit or a combination of both. Let us discuss each one as a basis of promotion.

Seniority as a basis: It implies relative length of service in the same organization. The advantages of this are: relatively easy to measure, simple to understand and operate, reduces labour turnover and provides sense of satisfaction to senior employees. It has also certain disadvantages: beyond a certain age a person may not learn, performance and potential of an employee is not recognized, it kills ambition and zeal to improve performance.

Merit as a basis: Merit implies the knowledge, skills and performance record of an employee. The advantages are: motivates competent employees to work hard, helps to maintain efficiency by recognizing talent and performance. It also suffers from certain disadvantages like: difficulty in judging merit, merit indicates past achievement, may not denote future potential and old employees feel insecure (Scot and Clothier, 2007).

Seniority-cum-Merit as basis: As both seniority and merit as basis suffer from certain limitations, therefore, a sound promotion policy should be based on a combination of both seniority and merit. A proper balance between the two can be maintained by different ways: minimum length of service may be prescribed, relative weight age may be assigned to seniority and merit and employees with a minimum performance record and qualifications are treated eligible for promotion, seniority is used to choose from the eligible candidates.

Advantages of Promotion

Promotion stimulates self-development and creates interest in the job. According to Yoder, Heneman, Turnbull and Stone (1958), "promotion provides incentive to initiative, enterprise and ambition; minimizes discontent and unrest; attracts capable individuals; necessitates logical training for advancement and forms an effective reward for loyalty and cooperation, long service etc." The purposes and advantages of promotions are to:

Recognize employee's performance and commitment and motivate him towards better performance;

Develop competitive spirit among employees for acquiring knowledge and skills for higher level jobs;

Retain skilled and talented employees;

Reduce discontent and unrest;

To fill up job's vacant position that is created due to retirement, resignation or demise of an employee. In this case next senior employee will be promoted to the vacant job.

Utilize more effectively the knowledge and skills of employees; and

Attract suitable and competent employees.

2.2.4 Concept of Training

According to Obisi (1996) the concepts, of training and development are used interchangeably. However, it can be differentiated from the other. Training is for specific job purpose while development goes beyond specifics development covers not only those activities which improve job performance, but also those which bring about growth of personality. In training, you use one stone to kill one bird while in development you use one stone to kill two birds Mamoria, (1995). This definition distinguished between training and development, the former is carryout to ensure improvement on specific performance. While the latter is to ensure improvement on general performance in the organisation.

Obisi (1996) notes that training is a short-term process, utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill for a definite purpose. Development on the other hand is a long term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose.

From the above definition training is carryout on targeted purposes within certain period. While development is more wider concept it can be undergoing diplomas, HND, Degrees etc., but in real sense training encompasses both short term and long term processes of learning. Cambell, (1971) states that training refers only to instruction in technical and mechanical operations while development refers to philosophical and theoretical educational concept. Training is designed for non- managers while development involves managerial personnel.

In view of the above definitions training courses are typically designed for a short term, stated purpose, such as the operation of some piece(s) of machinery while development involves a broader education for long-term purpose. Training is for short-term while development is for long-term. Training is for specific job related purpose while development is for general purpose. Training constitutes a basic concept in human resource development. It is concerned with developing a particular skill to a desired standard by instruction and practice. Training is a highly useful tool that can bring an employee into a position where they can do their job correctly, effectively, and conscientiously. Training is the act of increasing the knowledge and skills of an employee for doing a particular job.

Beach (1980) defines training as 'the organized procedure by which people learn knowledge and/or skill for a definite purpose'. From the Beach definition above training is a broader term which entails the teaching and learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by a particular job and organization.

According to Flippo (1980) 'training is the act of increasing the skills of an employee for doing a particular job'. This definition views training in broader perspective but does not distinguish between training and development.

Need for Training

Every organization should provide training to all the employees irrespective of their qualifications and skills.Specifically the need for training arises because of following reasons:

Environmental changes: Mechanization, computerization, and automation have resulted in many changes that require trained staff possessing enough skills. The organization should train the employees to enrich them with the latest technology and knowledge.

Organizational complexity: With modern inventions, technological up gradation, and diversification most of the organizations have become very complex. This has aggravated the problems

Human relations: Every management has to maintain very good human relations, and this has made training as one of the basic conditions to deal with human problems.

To match employee specifications with the job requirements and organizational needs: An employee's specification may not exactly suit to the requirements of the job and the organization, irrespective of past experience and skills. There is always a gap between an

employee's present specifications and the organization's requirements. For filling this gap training is required.

Change in the job assignment: Training is also necessary when the existing employee is promoted to the higher level or transferred to another department. Training is also required to equip the old employees with new techniques and technologies.

Importance of Training

Training of employees and managers are absolutely essential in this changing environment. It is an important activity of HRD which helps in improving the competency of employees. Training gives a lot of benefits to the employees such as improvement in efficiency and effectiveness, development of self-confidence and assists everyone in self-management.

The stability and progress of the organization always depends on the training imparted to the employees. Training becomes mandatory under each and every step of expansion and diversification. Only training can improve the quality and reduce the wastages to the minimum. Training and development is also very essential to adapt according to changing environment.

Cole (2001) summarizes the following as the benefits of the training:

Change Management: it helps to manage change by increasing the understanding and involvement of employees in the change process and also provides skills and abilities needed to adjust new situations.

Lower Cost of Production: it eliminates risks because trained employee could be able to make better and economic used of resources thereby reducing and avoiding waste.

High Morale: employees who received training their loyalty, confidence and motivation also increased.

Lower Turnover: training brings a kind of security in the workplace which encourages employees to stay in the organisation without thinking to leave.

Types of Training

Various types of training can be given to the employees such as induction training, refresher training, on the job training, vestibule training, training for promotions etc.

Induction training: Also known as orientation training given for the new recruits in order to make them familiarize with the internal environment of an organization. It helps the employees to understand the procedures, code of conduct, policies existing in that organization.

Job instruction training: This training provides an overview about the job and experienced trainers demonstrates the entire job. Addition training is offered to employees after evaluating their performance if necessary.

Vestibule training: It is the training on actual work to be done by an employee but conducted away from the work place.

Refresher training: This type of training is offered in order to incorporate the latest development in a particular field. This training is imparted to upgrade the skills of employees. This training can also be used for promoting an employee.

Apprenticeship training: Apprentice is a worker who spends a prescribed period of time under a supervisor.

In-service Training: This is type of training is carryout outside the working environment. It is usually conducted in the class rooms of universities, colleges of education, polytechnics and other tertiary institutions.

Method of Training

2.2.5 Concept of Motivation

Motivation is the driving force which help causes us to achieve goals. 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. According to various theories, motivation may be rooted in a basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality (Wikipedia,2016). Conceptually, motivation should not be confused with either volition or optimism. Motivation is related to, but distinct from, emotion.

Motivation can also be positive or negative motivation. Positive motivation are like rewards, praise, recognition etc. positive motivators encourage and induced the workers to work harder, increase output etc. whereas negative motivation induce fear among the workers to force them to work harder. If both are applied simultaneously and selectively, it may be called, "carrot and stick" approach.

Motivators may also be financial or non-financial. Financial motivators are; wages, salaries, bonus, fringe benefits, or perks allowance etc. non-financial motivation include; praise, recognition, incentives, job enrichment, opportunity for growth, feedback from the performance, employee participation in the management, suggestion schemes, fair and equitable treatment in the organisation etc. From the above definitions motivation entails what stimulate workers to work harder towards achieving organisational objectives as well as ensuring loyalty to organisational members. From the fore going it may be clearly understood that compensation, promotion and training constituted significant aspects of employee motivation and ensures employee loyalty in the organisation.

Types of motivation

a) **Intrinsic motivation** refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Thus, Achievement, responsibility and competence. Motivators that come from the actual performance of the task or job -- the intrinsic interest of the work. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found out that it is usually associated with high educational achievement and enjoyment by students. Explanations of intrinsic motivation have been

333333333333Job Rotation: teaches current employees how to do various jobs over time. The employee will rotate around the different jobs within organisation, performing various tasks unrelated to his/her original job.

Job mentoring: involves providing an employee with an experienced coach to oversee his/her learning experience. The mentor or coach provides advice and instruction, but is not performing the job with the employee as in on the job training. The employee may consult the mentor or coach at any time for assistance.

Classroom Training: This leraning method is carryout in the class room with atleast one trainer. The trainer must make the the learning fun and interactive. The format might include new

CHAPTER FOUR

HISTORICAL BACKGROUND OF STATE UNIVERSAL BASIC EDUCATION BOARD, DAWAKINKUDU AND TARAUNI LGEAS OF KANO STATE

4.1Introduction

Kano state is the pioneer in Nigeria that created board to manage the affairs of primary education named Primary School Management Board (PSMB) under the Edict of 1987 which later in 1988 emulated by the federal Government by creating National Primary Education Commission (NPEC). Prior, to this development primary education was directly under Local Education Department (L.E.D.) (SPEB, 2000). The Decree no. 31 of August 1988 mandated every state to establish their State Primary education Board (SPEB) which at the same year in December Kano state complied and made an Edict for the establishment of their own SPEB.

The Universal Basic Education (UBE) Act 2004, provided for the setting up of State Universal Basic Education Board (SUBEB) in each state of the federation. However, the state Law that legally back up the establishment of the Board was signed in to Law by the state governor in 2005 (SUBEB, 2013).

4.2 Structure of the Board

The Board's Members

The Board: It is the highest level of authority. It decides on policy issues and gives appropriate directives in line of actions to be taken on any issue above the limit of the

management. The Board comprised full and part time members. The entire members of the board are:

- The Executive Chairman
- Two Permanent members
- Representative Ministry of education (Part time)
- Representative NUT (Part time)
- Representative Federal Ministry of education (Part time)
- Representative PTA (Part time)
- Representative Women interest (Part time)
- The Secretary to the Board (Full Time)

The Management

The management is the next level of authority. It gives appropriate advices to both the executive chairman and the Board on all issues related to the improvement of primary education. More importantly, the management is responsible for implementing all decisions and directives of the Board. The management consists of the:

- The Executive Chairman
- Permanent Member 1 and 2
- The Secretary to the Board
- Directors
- Director Personnel Management (Secretary)

The Executive Chairman is the chief executive and accounting officer of the Board. He oversees the day-to-day administration of the Board. He is closely assisted by the two permanent members who act for and on his behalf during his absence. The internal audit, D.D. Quality Assurance and legal units of the board are directly under the office of the Executive Chairman (SUBEB, 2013).

The Board Secretary: Keeps all proceedings of the Board. He coordinates the activities of the six established departments of the Board as follows:

i. School Service Department
ii. Planning Research and statistics Department
iii. Personnel Management Department
iv. Finance and Supplies Department
v. Social Mobilization Department
vi. Nomadic Education Department

4.2.1 Functions of the Board

The UBE Act 2004 and SUBEB Law of 2005 provide the functions of the Board as follows:

a. To manage all Primary, junior secondary and Nomadic schools in the state
b. To set up an effective and functional inspectorate unit which would supervise and inspect primary, junior secondary and Nomadic schools.
c. To appoint, post to Local Government Education Authorities, confirm appointments, promotion, transfer, dismiss and discipline all teaching and non-

teaching staff on Grade Level 07 and above in all primary and junior secondary and Nomadic Schools in the State.

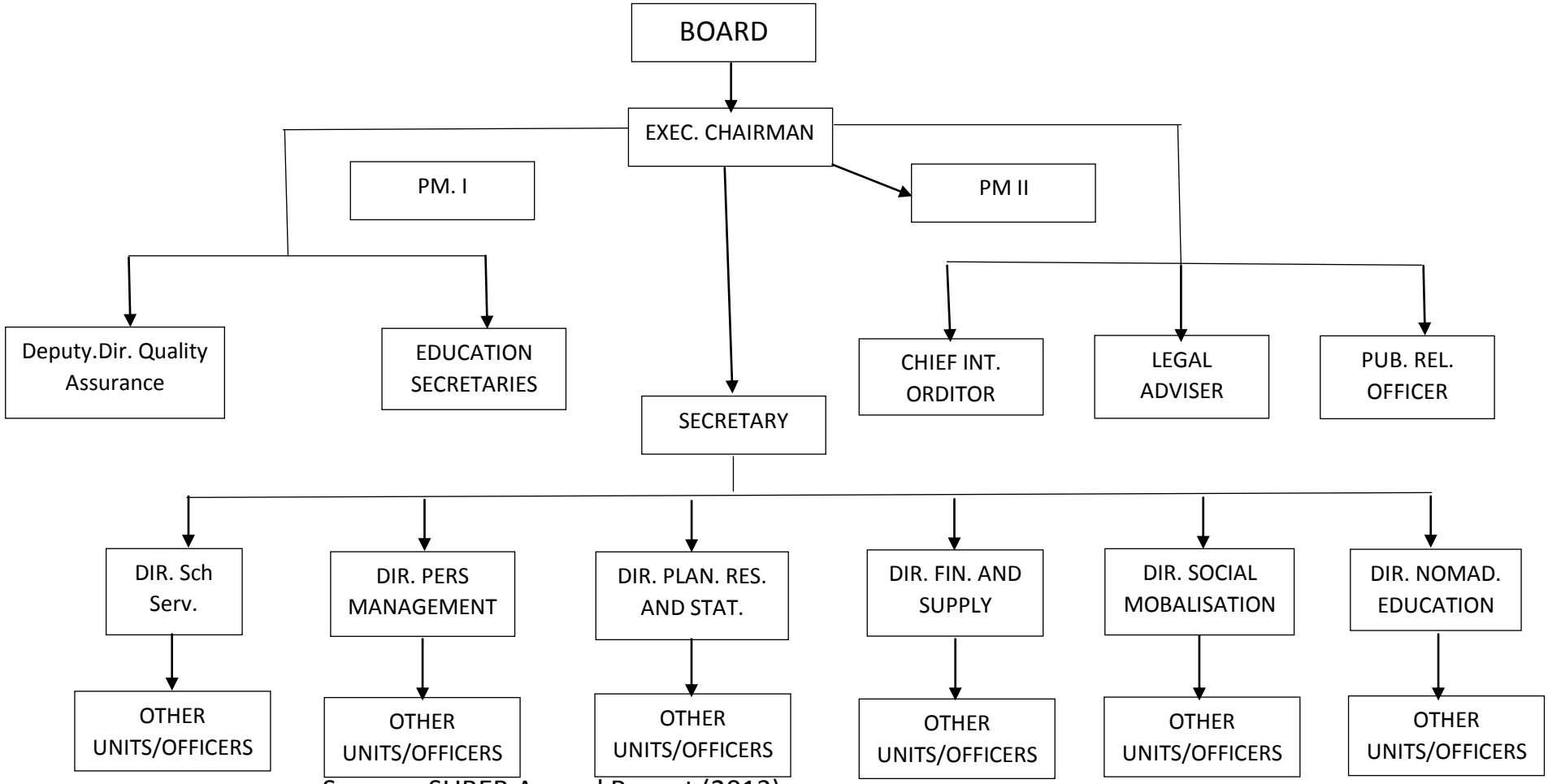
d. To draw up Scheme of Service, pension scheme and other conditions of service including provisions for vehicles as well as housing loans for both teaching and non-teaching staff as and when practicable.
e. To assess and fund salaries and all allowances of teaching and non-teaching staff.
f. To disburse funds provided from both Federal and state sources to Local Government Education Authorities.
g. To supervise Local Government Education Authorities
h. To ensure annual Reports are tendered Heads of schools on teachers serving under them.
i. To prepare annual estimates and establishment proposals
j. To ensure annual auditing to its accounts.
k. To train and retain teaching and non-teaching staff.
l. To retire and re-absorb teachers.
m. To undertake capital projects.
n. To prepare Testimonials and Certificates of service for teaching and non-teaching staff if and when necessary.
o. To deal with leave matters including annual vacations.
p. To set functional inspectorates units/zones across the state.
q. Promote relationship with coordination of assistance by donor agencies such as UNICEF, World Bank, UBE, and ESSIPIN, FITILA etc.

r. Carrying out mass mobilization and sensitization of the general public and enter in to partnership with communities and all stake holders on basic education with the aim of achieving overall objectives of UBE in the state.

s. Coordinating and supervising teaching and learning in Primary and junior schools of the state.

t. To perform such other functions as may from time to time be conferred upon the Board by the Governor of the state (SUBEB Annual Report, 2015).

Fig. 4.1 SUBEB ORGANISATIONAL STRUCTURES



Source: SUBEB Annual Report (2013)

4.3 Dawakinkudu Local Government Education Authority Historical Background

Dawakinkudu is a Local Government Area in Kano State, Nigeria. Its headquarters is in the town of Dawakinkudu. It has an area of 384 km² and a population of 225,389 in the 2006 census.

The district head of Dawakinkudu currently is Dan Iyan Kano Alhaji Yusuf Bayero. The postal code of the area is 713. Dawakinkudu Local Government is part of 768 local Government Areas and 6 areas councils in Federal Capital Territory (FCT) as stipulated in first schedule part 1 of Nigerian 1999 Constitution. Dawakinkudu Local Government was created in the year 1976 after well-known 1976 local Government Reforms. It has 15 words and 31 village heads (Nuhu, 2011).

Primary education was run as a department under Local Government Area since the creation of LGA in 1976 until 1987 when Primary School Management (PSMB) was created. Dawakinkudu Local government Education Authority was established in 1988 under the supervision of State Primary Education Board (SPEB) which later change to State Universal Basic Education Board (SUBEB) in 2005 (SUBEB Annual Report, 2013).

4.3.1 Structure and Operational Management of Dawakinkudu LGEA

Management: The LGEA management comprised Education Secretary and six functional head of units namely Personnel Management, Finance & Supply, Schools Services, Nomadic Education, Schools Mobilization and Planning Research & Statistics.

Education Secretary is the chair of the management and the highest of the echelon of LGEA's management. All correspondences in the LGEA are finally approved or disapproved by the education secretary.

Personnel Management Unit: It is headed by the Head of Personnel Management (HPM) and supported by other staff and officers. This Unit is responsible to all staff matters be it recruitment of junior staff from grade level 1-7, leave matters, promotion of junior staff and making brief for senior staff promotion. They are also responsible for the handling of training, staff welfare, transfers, posting, resignation and retirement of workers.

School Services Unit: It is headed by Head of School Services (HSS) supported by other staff and officers this unit is responsible for the ensuring quality assurance. They are responsible for the Schools' supervisions. They are responsible to ensure that teachers conform to the standard set by the LGEA which is invariably from SUBEB and UBEC. They are the one to ensure that teaching and learning are carryout effectively and efficiently with conforming of National Policy on Education in Nigeria.

Schools Mobilization Unit: It is headed by Head of School Mobilization (HSM) and supported by other staff and officers. They are responsible for the mobilizing people in the community to appreciate and support basic education. They serves as a link between people in the community and the LGEA. They are the custodian of the relationship between LGEA and Parent Teachers Association (PTA) as well as Nongovernmental Organisations (NGOs). They are also responsible for the orienting general public about the policy on basic education and enrolment campaign.

Nomadic Education Unit: It is headed by Head of Nomadic Education (HNE) and supported by other staff and officers. They are responsible to ensure more enrolment for

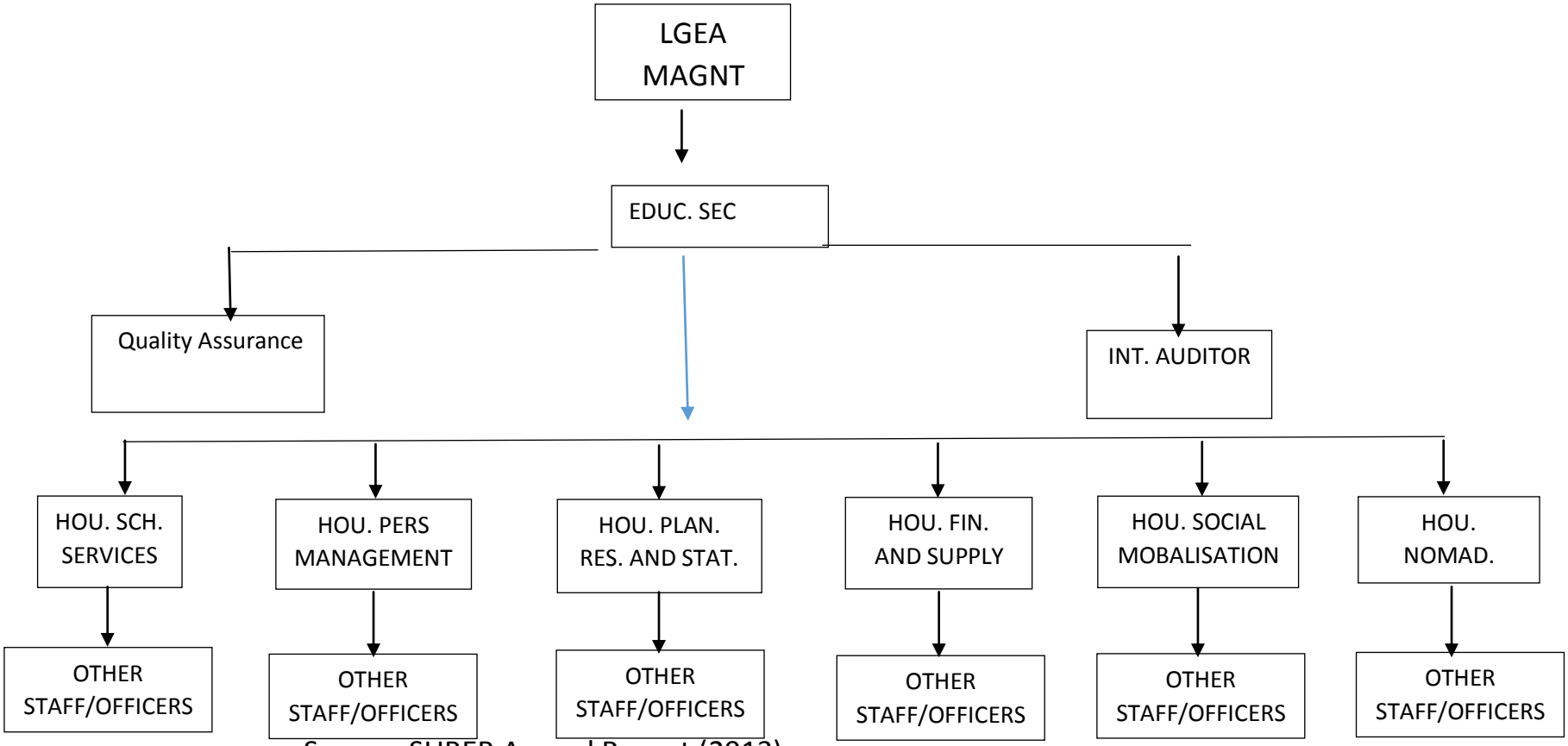
children of Fulani herdsmen. They are also to ensure teaching and learning are carryout to the children of Fulani herdsmen where ever they moved.

Planning Research and Statistics Unit: This unit is headed by Head of Planning Research and Statistics (HPRS) and supported by other staff and officers. They are responsible for the physical planning and physical structures of the LGEA. They the custodian of school's physical structures and infrastructural facilities. They have the responsibility of supervising undergoing projects in the schools. They are also the custodian and the LGEA's data bank.

Finance and Supply Unit: It is headed by Head of Finance and Supply (HFS) and supported by other staff and officers. They are responsible for the all payment and expenditure of the LGEA. They are responsible for the preparing of staff vouchers for the payment of salary or allowances. They are the custodian of LGEAs store and also responsible for all purchasing and supply in the LGEA (SUBEB Annual Report, 2013).

Staff Officer: Staff officer is directly under head of personnel management unit, he/she is responsible for implementation of all directives from HPM. He/she is responsible for the posting, transfer, and leave matters. Staff officer is the sectary of the Management and responsible for taking management minutes of the meetings and custodian of minutes of the meetings.

Fig. 4.2 DAWAKINKUDU LGEA ORGANISATIONAL CHART



Source: SUBEB Annual Report (2013)

4.4 Tarauni Local Government Education Authority Historical Background

Tarauni is a Local Government Area in Kano State, Nigeria. Its headquarters are in the locality of Unguwa Uku within the city of Kano. It has an area of 28 km² and a population of 221,367 at the 2006 census. The postal code of the area is 700. The Local Government has ten (10) Wards which includes: Gyadi-Gyadi Arewa Ward,, Gyadi-Gyadi Kudu Ward, Darmanawa Ward, Daurawa Ward, Babban Giji Ward, Hotoro Ward, Unguwa Uku Cikin Gari Ward, Unguwa Uku Kauyen Alu Ward, Unguwar Gano Ward.

Tarauni L.G.E.A. started when Tarauni LGA was created in 1994 during late Head of State General Sani Abacha military regime (Sani, 2013).

4.4.1 Structure and Operational Management of Tarauni LGEA

Management: The LGEA management comprised Education Secretary and six functional head of units namely Personnel Management, Finance & Supply, Schools Services, Schools Mobilization and Planning Research & Statistics.

Education Secretary is the chair of the management and the highest of the echelon of LGEA's management. All correspondences in the LGEA are finally approved or disapproved by the education secretary.

Personnel Management Unit: It is headed by the Head of Personnel Management (HPM) and supported by other staff and officers

. This Unit is responsible to all staff matters be it recruitment of junior staff from grade level 1-7, leave matters, promotion of junior staff and making brief for senior staff promotion. They are also responsible for the handling of training, staff welfare, transfers, posting, resignation and retirement of workers.

School Services Unit: It is headed by Head of School Services (HSS) supported by other staff and officers this unit is responsible for the ensure quality assurance. They are responsible for the Schools' supervisions. They are responsible to ensure that teachers conform to the standard set by the LGEA which is invariably from SUBEB and UBEC. They are the one to ensure that teaching and learning are carryout effectively and efficiently with conforming of National Policy on Education in Nigeria.

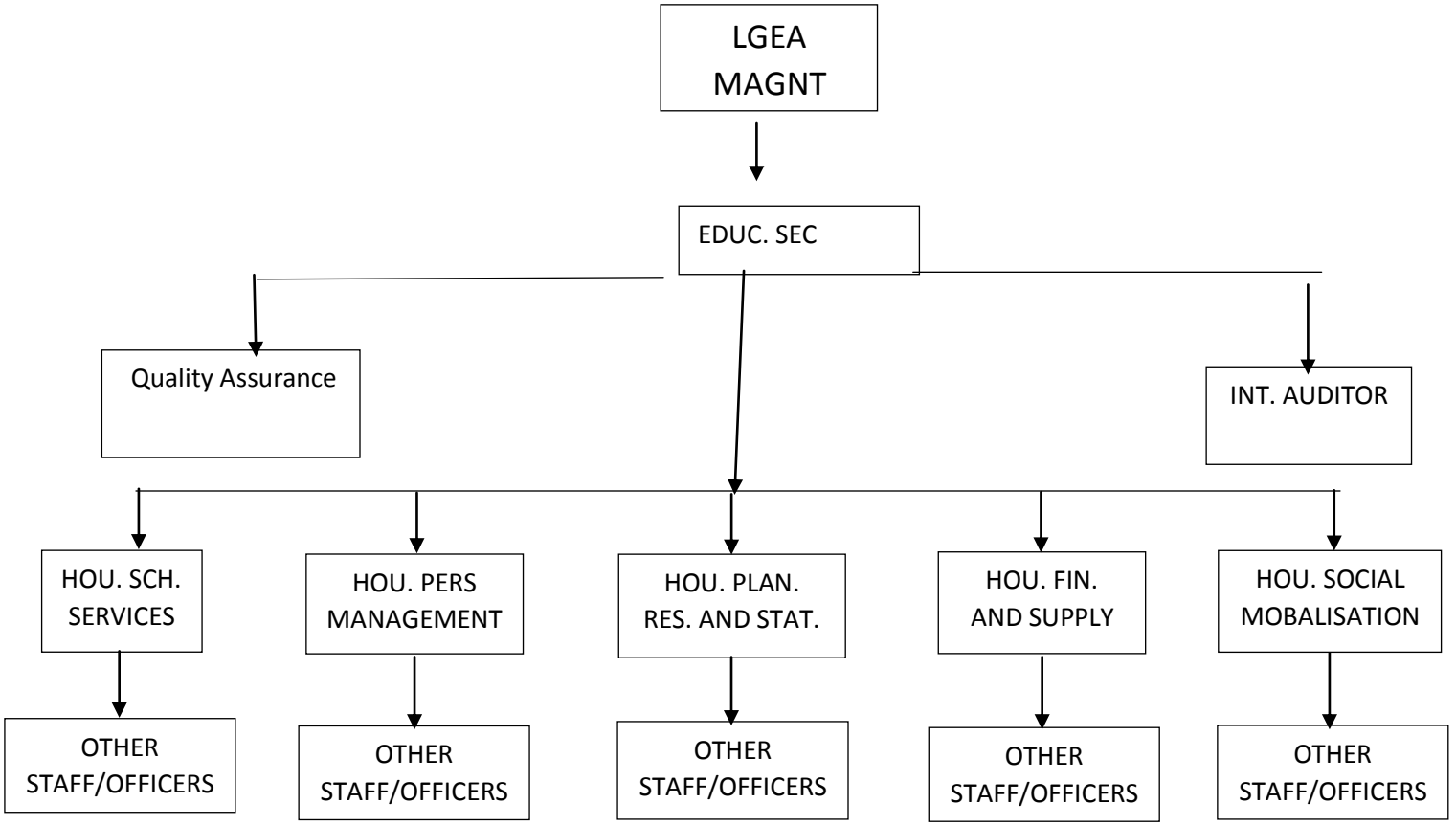
Schools Mobilization Unit: It is headed by Head of School Mobilization (HSM) and supported by other staff and officers. They are responsible for the mobilizing people in the community to appreciate and support basic education. They serves as a link between people in the community and the LGEA. They are the custodian of the relationship between LGEA and Parent Teachers Association (PTA) as well as Nongovernmental Organisations (NGOs). They are also responsible for the orienting general public about the policy on basic education and enrolment campaign.

Planning Research and Statistics Unit: This unit is headed by Head of Planning Research and Statistics (HPRS) and supported by other staff and officers. They are responsible for the physical planning and physical structures of the LGEA. They the custodian of school's physical structures and infrastructural facilities. They have the responsibility of supervising undergoing projects in the schools. They are also the custodian and the LGEA's data bank.

Finance and Supply Unit: It is headed by Head of Finance and Supply (HFS) and supported by other staff and officers. They are responsible for the all payment and expenditure of the LGEA. They are responsible for the preparing of staff vouchers for the payment of salary or allowances. They are the custodian of LGEAs store and also responsible for all purchasing and supply in the LGEA.

Staff Officer: Staff officer is directly under head of Personnel Management Unit, he/she is responsible for implementation of all directives from HPM. He/she is responsible for the posting, transfer, and leave matters. Staff officer is the sectary of the Management and responsible for taking management minutes of the meetings and custodian of minutes of the meetings.

Fig. 4.3 TARAUNI LGEA ORGANISATIONAL CHART



Source: SUBEB Annual Report (2013)

4.5 Challenges of Dawakinkudu and Tarauni LGEAs

The major challenges of Dawakinkudu and Tarauni LGEAs as found out in their Annual Reports (2015) can be discern in the following:

Delay of the payment of monthly salary, it has been observed that delay in the payment of salary constituted a serious challenge to the both Dawakinkudu Tarauni LGEAs. The payment of salary is always not on time and when due, the salary of the current month will not be paid until subsequent month. The teachers and other workers are bitterly complaints about this untimely payment of salary.

Non-payment of annual increment, the teachers of both Dawakinkudu and Tarauni LGEAs as well as entire SUBEB staff are not paying annual increment unlike other government employees in the MDAs which they are receiving their annual increment. This non-payment of annual Increment teachers were bitterly complaints which poses serious challenge to the management.

Irregular promotion, irregular Promotion constituted one of the major challenges bedeviling LGEAs under study, teachers are spending many years without moving them to the next level. This also poses challenge to the management of LGEAS.

Training of teachers, the management of LGEAs were not objective when it comes to selection for the beneficiaries for training especially on the issues of seminars and workshops, the beneficiaries were selected based on patronage not based on merit, the critical training need assessment were not always made before given chance for training. This constituted serious setback to both Dawakinkudu and Tarauni LGEAs. Some portion of teachers are unqualified because they are lacking requisite training.

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.1 Introduction

This chapter presents and analysed the data collected through primary sources of the study. It presented, analysed and discussed the data collected through the questionnaire in relation to the hypotheses postulated in chapter one. Data collected are presented in tables and analyzed using frequency tables and percentages, the responses of the interviewees complemented the responses from the questionnaires. The chapter also tests the hypotheses earlier postulated in chapter one using SPSS computer package (Version 20.0) using Multiple Regression analysis in order to draw inferences and establish relationship and or degree of magnitude between the dependent or criterion and independent or predictor variables. The decision rule for accepting or rejecting the hypothetical postulations for generalization and conclusion were also discussed, major findings of the study were also discussed.

5.2 Data Presentation

The total of 346 copies of questionnaires were distributed to the teachers of Dawakinkudu and Tarauni LGEAs, out of which 153 were distributed to Dawakinkudu LGEA's teachers where 143 were successfully filled and returned out of which 7 were invalid. While 193 were distributed to Tarauni LGEA's teachers where 175 were successfully filled and returned were 14 are invalid, the total valid questionnaires from both Dawakinkudu and Tarauni LGEAs are 297. Data obtained using interviews of the management staff of SUBEB head quarter, Dawakinkudu and Tarauni LGEAs were used to complement the data from the questionnaires. The rate of

return of the questionnaires by each category of respondents under study was presented in table 5.1 below.

Table 5.1 Rate of Return

Questionnaires	Number	Percent
Administered	346	100%
Retrieved	318	91.9%
Unreturned	28	8.1%
Valid	297	85.5%
Invalid	21	6.1%
Total	346	100%

Source: Researcher's Survey, 2017

The table below shows interview respondent's distribution from the respondents of SUBEB Head Quarter, Dawakinkudu and Tarauni LGEAs respectively.

Table 5.2: Summary of the Interview Responses

Category	Number of Respondents
Dawakinkudu LGEA	6
Tarauni LGEA	7
SUBEB H/Q	7
Total	20

Source: Researcher's Survey, 2017

The above table shows that 6 officers were interviewed in Dawakinkudu LGEA while Tarauni LGEA 7 management staff were interviewed and also in SUBEB H/Q 7 officers were interviewed. The respondents were selected purposely as members of management staff. Their opinion is critical to this study.

The data collected from Dawakinkudu and Tarauni LGEAs as well as SUBEB headquarters were merged, presented and analysed. Both Dawakinkudu and Tarauni LGEAs were under the control of SUBEB, their compensation (Salary), promotion and training are directly under the control of

SUBEB. The responses from the questionnaires and interviews are moving toward the same direction. The data collected from the secondary data with regards to compensation, promotion and training were also showing the same information.

Bio-Data of Respondents.

Table 5.3: Length of Service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10 years	129	43.4	43.4	43.4
	11-20 years	117	39.4	39.4	82.8
	21-30 years	33	11.1	11.1	93.9
	30-above	18	6.1	6.1	100.0
	Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

Table 5.3 above shows the number of years that respondents have been in service. It shows that 1-10 year's category 129(43%) of the respondents have been in the service within the last 10 years. 117(39%) of the respondents have been in the service between 11 to 20 years, 33 (11%) have been in the service between 21-30 years, 18 (6%) have been in the service between 31 and above. This implies that most of the respondents are in the most important and critical years of service, they have all the experiences and knowledge about the causes of employee turnover in their organisations, particularly respondents from 1-10 and 11-20 years which constituted 43% and 39% respectively. Findings shows that 82% of the respondents are at the most productive and exuberance years of service.

Table 5.4: Educational Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SSCE/Grade II or Equivalent	12	4.0	4.0	4.0
	NCE/Diploma	174	58.6	58.6	62.6
	Degree/HND	104	35.0	35.0	97.6
	Postgraduate	7	2.4	2.4	100.0
	Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

The table above shows the level of education of the respondents. It shows that 12 (4.0%) are secondary school certificate holders or equivalent, 174 (58.6%) are NCE/Diploma holders, 104 (35.0%) are Degree/HND holders, 7(2.4%) are postgraduate holders. This shows that majority of the respondents constituting 93% met the minimum of teaching requirement which is NCE and also have attained higher level of education and thus can provide answers to the questions asked in the questionnaires.

Table 5.5: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	214	72.1	72.1	72.1
	Female	83	27.9	27.9	100.0
	Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

Table 5.5 shows the gender of the respondents. The total of 214 of the respondents representing 72.05% are males while only 89 representing 27.9% are females. This shows that male gender is the dominant gender among the teachers in Dawakinkudu and Tarauni LGEAs. The low number

of the females may be attributed to culture, values and norms which may hinder women from fully engaging in the public service.

This also shows that males have the habit of movement from one job to another when compared with females counterpart.

Table 5.6 Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	241	81.1	81.1	81.1
	Single	56	18.9	18.9	100.0
	Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

The table above shows the marital status of the respondents. The total of 214(72.2%) are married while only 83(27.9%) are not married. This indicates that the majority of the respondents are married and they need a lot to cater for their family needs and to meet for the living standard. For up keeping the family they need more compensation from their employer for their family needs.

5.2.1 Data Presentation on Hypothesis 1

Analysis of the data collected for hypothesis one which states that, *"There is no significant relationship between compensation and employee turnover in Dawakinkudu and Tarauni LGEAs of Kano state."* The data collected were presented and analyzed as follows:

Table 5.7:Adequate and attractive compensation (Salary) for its employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	101	34.0	34.0	34.0
	Disagreed	150	50.5	50.5	84.5
	Undecided	12	4.0	4.0	88.6
	Agreed	23	7.7	7.7	96.3
	Strongly Agreed	11	3.7	3.7	100.0
	Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

Table 5.7 presents responses on the question statement which says that "Your organisation has adequate and attractive compensation (Salary) for its employees" 101(34.0%) strongly disagreed, 150(50.5%) disagreed, 12(4.0%) undecided, 23(7.7%) agreed, while 11(3.7%) strongly agreed. Findings from the majority of the respondents 251(84.5) disagreed that "Organisations has adequate and attractive compensation for its employees".

Complementing these views, responses from the interviews conducted with the management of the LGEAs and SUBEB head quarter, majority of the interviewees goes with the opinion of the majority of the respondents from the questionnaires. However, respondents from the open-ended question suggested increase of salary and annual increment of salary to the teachers of LGEAs. This simply indicates that there is no adequate and attractive compensation system in Dawakinkudu and Tarauni LGEAs of Kano State that can retain their employees and deter them from leaving.

Table 5.8:Timely Payment of Compensation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	90	30.3	30.3	30.3
	Disagreed	161	54.2	54.2	84.5
	Undecided	8	2.7	2.7	87.2
	Agreed	23	7.7	7.7	94.9
	Strongly Agreed	15	5.1	5.1	100.0
	Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

The table 5.8 above shows that the views of the respondents that "employees compensation package is timely paid in this organisation" 90(30.0%) strongly disagreed that employee's compensation is not timely, paid 161(54.2%) disagreed, 8(2.7%) undecided, while 23(7.7%) of the respondents agreed, 15(5.1%) strongly agreed that employees 'compensation package is been paid timely. Findings from the majority of the respondents 251(84.5%) who disagreed that employees compensation package is timely paid.

Therefore, responses from the interviews of LGEAs and SUBEB management goes along with the opinion of the majority views from the questionnaires administered to the respondents. Majority of the interviewees indicates that, the compensation package is not timely paid. In addition to this, respondents from the open-ended question suggested that salary should be paid on time. This indicates that salary is not timely paid in Dawakin kudu and Tarauni LGEAs.

Table 5.9 Employee's compensation in this organisation is good enough to enhance their standard of living.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	101	34.0	34.1	34.1
	Disagreed	143	48.1	48.3	82.4
	Undecided	6	2.0	2.0	84.5
	Agreed	26	8.8	8.8	93.2
	Strongly Agreed	20	6.7	6.8	100.0
	Total	296	99.7	100.0	
Missing	System	1	.3		
Total		297	100.0		

Source: Researcher's Survey, 2017

Table 5.9 above presents the respondents opinion on whether employee's compensation in this organisation good enough to enhance their standard of living. 101(34.0%) strongly disagreed, while 143 constituting 48.1% of the total respondents disagreed, 6(2.0%) undecided, 26(8.8%) agreed, 20(6.7) of the respondents strongly agreed that employee's compensation good enough to enhance their standard of living. Findings revealed that majority of the responses constituting 243(82.1%) of the total responses disagreed that employee' compensation in this organisation is good enough to enhance their standard of living.

However, responses of the interviews conducted on Management staff of Dawakin kudu and Tarauni LGEAsas well as SUBEB head quarter majority of the interviewees indicate that employees' compensation is not good enough to enhance standard of living. In addition to this, respondents from the open-ended question suggested that welfare packages should be introduced to supplement the teacher's standard of living. Therefore, both questionnaires and interviews responses indicates that 'there is no good enough compensation that can ensure standard of living for the LGEAs employees.

Table 5.10: Retention Employee with current compensation package.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	40	13.5	13.5	13.5
	Disagreed	174	58.6	58.6	72.1
	Undecided	20	6.7	6.7	78.8
	Agreed	29	9.8	9.8	88.6
	Strongly Agreed	34	11.4	11.4	100.0
	Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

The table 5.10 above shows the responses on the current compensation package will retain employees working in this organisation, 40 (13.5%) strongly disagreed, 174(58.6%) disagreed, 20(6.7%) uncertain about whether current compensation package will retain employees in this organisation, 29(9.8%) agreed while 34(11.4%) strongly disagreed. Findings shows that 214(72.1%) constituted majority of the respondents disagreed that the current compensation package will retain employees working in the LGEAs.

Complementing the above findings, the interviews responses from the LGEAs and SUBEB management goes the same line of direction with the questionnaires outputs, where majority of the interviewees asserted that the current compensation will no longer help to ensure retention in the LGEAs.

Furthermore, from the information extracted from the salary tables (appendix V & VI) of both LGEAs and State Tertiary Institutions indicates that the teachers from the LGEAs are collecting **42,394 on Grade Level 07/15** as take home while academic staff in the stateTertiary Institutions are collecting **119,104.02 on CONPCASS 07/15 as take home.** Inaddition to this, the teachers on **Grade Level 15/9** are collecting **128,517.35** as take home pay and also academic staff on

CONPCASS 15/9 in the stateTertiary Institutions are collecting **397,591.61**.Therefore, we can simply conclude that, the current compensation package will not discourage employee turnover.

5.2.2 Data presentation on Hypothesis 2

Analysis of the data collected for hypothesis two which states that,*"There is no significant relationship between promotion and employee turnover in Dawakinkudu and Tarauni LGEAs of Kano state.*The data collected were presented and analyzed as follows:

Table 5.11: Regular Promotion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	80	26.9	26.9	26.9
	Disagreed	120	40.4	40.4	67.3
	Undecided	9	3.0	3.0	70.4
	Agreed	53	17.8	17.8	88.2
	Strongly Agreed	35	11.8	11.8	100.0
	Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

The table 5.11 presents the opinions that 'Promotion is regular and when due. 80(26.9%) strongly disagreed, 120(40.4%) disagreed, 9(3.0) they are uncertain, 53(17.8%) agreed, while 35(11.8%) of the total respondents strongly agreed. Findings revealed that 200(67.3) constituting majority of the respondents disagreed that promotion is regular and when due.

In Complementing the responses from the questionnaires, the interviews conducted to Management of the LGEAs and SUBEB head quarter shows that majority of the responses admitted that promotion is not regular and as at when due. While responses from open-ended question suggested that promotion should be regular and as at when due. Therefore, the views from the both questionnaires and interviews shows that promotion is not as regular and as at when due in the LGEAs understudy.

Table 5.12: Promotion **of employees in this organisation motivate workers in this organisation.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	23	7.7	7.7	7.7
	Disagreed	47	15.8	15.8	23.6
	Undecided	6	2.0	2.0	25.6
	Agreed	126	42.4	42.4	68.0
	Strongly Agreed	95	32.0	32.0	100.0
	Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

The table 5.12 which presents the views that 'Promotion of employees in this organisation motivates workers and can reduce employees' turnover'. 23(7.7%) strongly disagreed, 47(15.8%) disagreed, 6(2.0%) undecided, 126(42.4) agreed, while 95(32.0%) of the total respondents strongly agreed. The study found out that majority of the responses which constituted 221(74.4%) agreed that promotion of employees motivates workers and reduces turnover.

However, the respondents' interviews goes along the line with questionnaires views where majority of the respondents from LGEAs and SUBEB management agreed that promotion of employees motivates workers. Therefore, the interviewees and the questionnaires responses indicates that promotion of employees motivates workers and reduces employees' turnover in the LGEAs.

Table 5.13: The more employees are promoted, the more loyal they become to the organisation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	36	12.1	12.1	12.1
	Disagreed	43	14.5	14.5	26.6
	Undecided	26	8.8	8.8	35.4
	Agreed	116	39.1	39.1	74.4
	Strongly Agreed	76	25.6	25.6	100.0
	Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

The above table 5.13: indicates that the views of the respondents which clearly stated that 'the more employees are promoted, the more loyal they become to the organisation'. 36(12.1%) strongly disagreed, 43(14.5) disagreed, 26(8.8%) undecided, while 116(39.1%) agreed, 76(25.6) strongly agreed that the more employees are promoted, the more loyal they become to the organisation. Findings revealed that the majority of the questionnaires respondents which constituted 192(64%.7) agreed that the more employees are promoted the more loyal they become to the organisation.

However, the responses from the interviews affirmed the views collected from the questionnaires where the majority of the interviewees agreed that 'the more employees are promoted the more loyal they become to the organisation. Therefore, both the opinions of questionnaires and

interviews affirmed that the more employees are promoted the more likely to be loyal to the organisation.

Table 5.14:Retention of Employee with current Promotion system.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	63	21.2	21.2	21.2
	Disagreed	180	60.6	60.6	81.8
	Undecided	11	3.7	3.7	85.5
	Agreed	41	13.8	13.8	99.3
	Strongly Agreed	2	.7	.7	100.0
	Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

The table 5.14 above shows the responses that the current promotion system will retain employees with the organisation. 63(21.2%) strongly disagreed, 180(60.6%) disagreed, 11(3.7%) undecided, 41(13.8%) agreed, 2(.7%) strongly agreed. Findings revealed that 243(81.8%) which constituted majority of the respondents disagreed that the current promotion system will retain employees in the organisation.

Complementing the above findings from the questionnaires, the interviews conducted on LGEAs and SUBEB Management shows that, majority of the respondents are in line with questionnaires findings which shows that the current promotion system will not augur well in ensuring retention in the LGEAs.

However, it was noted that from 2011to 2016 there was only one promotion exercise in 2013 in the LGEAs and SUBEB at large. In Dawakin kudu from 2011 to 2016 no fewer 1428 teaching and non-teaching staff that were not promoted while in Tarauni in the years under review 1842 staff were not promoted (see appendix VII & VIII). It was revealed by the SUBEB chairman that

no fewer than 40000 teachers that need to be promoted in the state (NUT, 2016). In the same vein, according to LGEAs annual report (2016) 741 and 857 teachers in Dawakin kudu and Tarauni LGEAs applied Transfer of service within the years under review.

Therefore, from the result of the above findings the current promotion system will not reduce employee turnover in the LGEAs considering with above findings.

5.2.3 Data presentation on Hypothesis 3

Analysis of the data collected for hypothesis three which states that, *"There is no significant relationship between training and employee turnover in Dawakinkudu and Tarauni LGEAs of Kano state.*" The data collected were presented and analyzed as follows:

Table 5.15: Merit on Selection criteria for Training Employees.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	58	19.5	19.5	19.5
	Disagreed	99	33.33	33.33	52.83
	Undecided	21	7.07	7.07	59.9
	Agreed	81	27.3	27.3	87.2
	Strongly Agreed	38	12.8	12.8	100.0
	Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

The above table 5.15: presents responses on the assertion that says 'Selection criteria used for personnel training is based on merit'. 58(19.5%) strongly disagreed that selection criteria for personnel training based on merit, 99(33.33%) disagreed, 21(7.07) undecided, 81(27.3%) agreed while 38(12.8%) strongly disagreed. Investigations discovered that majority of the responses dis agreed that selection criteria for training adhered merit and those who disagreed with the

assertion are 157(52.83%). This clearly shows that there is non-adherence of merit principle in the trainees' selection criteria and it also signifies that favouritism was adopted as an order of the day in the selection process.

The interviews conducted to members of staff and management of the LGEAs and SUBEB head quarter revealed that majority of the respondents agreed that merit in the selection criteria for training were mostly not adhered. In addition to this, the respondents from the open-ended question suggested that due process should be adhered in the selection of those eligible for training. Therefore, from the above analysis from both questionnaires and interviews we can conclude that there is no merit principle in the selection criteria for trainees.

Table 5.16: The Relevance of the Training programmes organized for employees in this organisation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	33	11.1	11.1	11.1
	Disagreed	67	22.6	22.6	33.7
	Undecided	9	3.0	3.0	36.7
	Agreed	87	29.3	29.3	66.0
	Strongly Agreed	101	34.0	34.0	100.0
	Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

The table 5.16 above shows the views of the respondents that stated 'Training Programmes organized for employees in this organisation are relevant and have encouraged their retention. 33(11.1%) strongly disagreed, 67(22.6%) disagreed, 9(3.0%) undecided, 87(29.3%) agreed while 101(34.0) strongly agreed. Findings from the majority respondents which constituted 188 (63.3%) agreed that training programmes organized for employees in this organisation are relevant and have encouraged their retention.

Corroborating the responses from the questionnaires, the interviews responses indicates that training programmes organized for employees are relevant. Therefore, both responses from the questionnaires and interviews goes along the same line of direction. In addition to this, the respondents from the open-ended question suggested for more relevant workshops and seminars. This simply shows that training programmes organized in the LGEAs are relevant and have encouraged their retention.

Table 5.17: Proper placement after the training programmes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	54	18.2	18.2	18.2
	Disagreed	91	30.6	30.6	48.8
	Undecided	3	1.0	1.0	49.8
	Agreed	82	27.6	27.6	77.4
	Strongly Agreed	67	22.6	22.6	100.0
	Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

Table 5.17 above presents the views that stated 'Employees of this organisation received proper placement after training. 54 (18.2%) strongly disagreed, 91 (30.6%) disagreed, 3(1.0%) undecided, 82(27.6%) agreed while 67 (22.6%) strongly agreed. Findings revealed that 149 (50.6%) constituting simple majority agreed that employees of the LGEAs received proper placement after training programmes.

However, majority of the interviews responses from the LGEAs and SUBEB management have the opinion that employees received improper placement after training while the questionnaires output indicates simple majority agreed with the assertion. In addition to this, open-ended responses suggested that proper placement should be done after training for the proper utilization

of employees. In spite of the views that shows simple majority agreed with the above assertion from questionnaires respondents. Therefore, this simply shows that there were issues with regards to employee placement after training.

Table 5.18: Training programmes have improved your job performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	36	12.1	12.1	12.1
	Disagreed	49	16.5	16.5	28.6
	Undecided	9	3.0	3.0	31.6
	Agreed	141	47.5	47.5	79.1
	Strongly Agreed	62	20.9	20.9	100.0
	Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

The table 5.18 shows the views of the responses that stated 'Training programmes have improved your job performance in the organisation'. 36(12.1%) strongly disagreed, 49(16.5%) disagreed, 9(3.0%) undecided while 141(47.5%) agreed, 62(20.9%) strongly agreed. Findings from the majority respondents evinced that training programmes have improved workers performance which constituted 203(68.4%) of the total respondents.

Complementing this findings with interviews responses from the staff and management of the LGEAs and SUBEB head quarter, majority of the interviewees agreed with majority views of the questionnaires which says training programmes have improved employees performance in the LGEAs. Therefore we can simply conclude that training programmes improved workers performance in the LGEAs.

Table 5.19: Retention with current training provisions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	33	11.1	11.1	11.1
	Disagreed	56	18.9	18.9	30.0
	Undecided	27	9.09	9.1	39.1
	Agreed	121	40.7	40.7	79.8
	Strongly Agreed	60	20.2	20.2	100.0
	Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

The table 5.19 above shows the responses that the current training provisions will retain employees in this organisation. 33(11.11%) strongly disagreed, 56(18.85%) dis agreed, 27(9.09%) undecided, 121(40.7%) agreed, 60(20.2%) strongly agreed. Findings indicates that majority of the respondents who constituted 181(60.9%) agreed that the current training provisions will retain employees in this organisation.

However, corroborating with the findings above large portion of the interviews respondents from LGEAs and SUBEB management concurred with questionnaires responses where majority of the responses agreed that provision of training will ensure workers retention.

Furthermore, from the data extracted it shows that from 2011-2016 Dawakin kudu and Tarauni LGEAs released 427 and 489. NGOs like Educational Sector Support Programme in Nigeria (ESSIPIN) in collaboration with SUBEB in their programme tagged "**Train the trainers"** 965 teachers were trained in Dawakin kudu while 1584 teachers were trained in Tarauni see appendix (X). Fitila also an NGO partake in training teachers were 1736 and 473teachers were trained in Dawakin kudu and Tarauni LGEAs (see appendixXI). Similarly Kano state government came up with the teacher upgrading programme alias **"Maja"**where teachers with Diploma and

irrelevantdegrees were enrolled in NCE and PDE. Under this arrangement 246 and 350 teachers benefited in Dawakin kudu and Tarauni LGEAs (LGEAs Annual Report, 2016).

Therefore, based on these submissions we can say that the provisions of training made in these LGEAs and entire SUBEB will not cause employee turnover.

Table 5.20:Your organisation has made adequate provisions to encourage employees' loyalty.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	73	24.6	24.7	24.7
	Disagreed	158	53.2	53.4	78.0
	Undecided	8	2.7	2.7	80.7
	Agreed	29	9.8	9.8	90.5
	Strongly Agreed	28	9.4	9.5	100.0
	Total	296	99.7	100.0	
Missing	0	1	.3		
Total		297	100.0		

Source: Researcher's Survey, 2017

Table 5.20 above presents the views of the respondents that provisions made to encourage employees to be loyal with the organisation. 73(24.6%) strongly disagreed, 158(53.4%) disagreed, 8(2.7%) undecided, 29(9.8%) agreed, 28(9.4%). Findings revealed that majority of the respondents 238(78.1%) disagreed that there is provisions made to ensure employee loyalty in the LGEAs.

However, corroborating the above finding with interview responses, the responses from the interview shows that, majority of the respondents from LGEAs and SUBEB management concurred with the questionnaires outputs. The respondents from the interviews disclosed that no adequate provision made to dissuade turnover with regards to compensation, promotion, and other welfare services which will ensure employee's loyalty. In addition to the interview

responses the respondents from the open-ended question suggested for the provisions of infrastructural facilities and instructional materials for the employee to be more loyal and averts turnover. Therefore, these responses indicate that no provisions made to ensure employees loyalty.

However, as the result of inadequacy of provisions to dissuade turnover, this led to massive transfer of service and resignation of employees. According to 2016 reports no fewer than 11254 applied for transfer service from 2011-2016 through 44 LGEAs in the state. In Dawakin kudu 453 employees resigned while in Tarauni LGEA 607 resigned in the years under review according to 2016 LGEAs report. The rate of employee turnover throughout the 44 LGEAs in the state has reached 18% from 2011 to 2016. In Dawakinkudu LGEA the rate of turnover has reached 30% while in Tarauni LGEA has reached 32% in the years under study.

5.24 TEST OF HYPOTHESES

Table 5.21: Regression Table 1 ANOVA

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	259.446	3	86.482	1394.008	.000[b]
	Residual	18.115	292	.062		
	Total	277.561	295			

a. Dependent Variable: Employee Turnover

b. Predictors: (Constant), Training, Compenstation, Promotion

Table 5.21

above shows the F statistics which stood at 1394.008 having a p-value of 0.000 which is less than 0.05 indicating that its significance at 95% confidence level. This implies that the model is fit and the variables are not wrongly selected. Hence, we can proceed with the regression analysis

Table 5.22 Regression Table 2 Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.753[a]	.568	.563	.64107

a. Predictors: (Constant), Training, Compenstation, Promotion

Table 5.22 above shows the coefficient of correlation (r), the coefficient of determination (r^2) and the adjusted r^2. The correlation coefficient (r) being 0.753 indicates that there is a moderate and positive correlation between independent variables and employee turnover. The coefficient of determination (r^2) stood at 0.568 indicating that 56.8% of the variations in employee turnover in Dawakinkudu and Tarauni LGEAs of Kano State can be explained by independent variables. The adjusted r^2 stood at 0.563 indicating that independent variables would still explain 56.8% of the variations in employee turnover even if other variables are added to the model.

Table 5.23 Regression Table 3: Coefficient

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.066	.040		1.627	.105
	Compenstation	-.672	.024	-.735	-28.348	.000
	Promotion	-.164	.042	-.213	-3.865	.000
	Training	-.042	.040	-.058	-1.053	.293

a. Dependent Variable: Employee Turnover

Table 5.23above shows the coefficients of the variables in model. Thus the model is presented:

$$ETO = 0.066 - 0.672CP - 0.164PRO - 0.042TRN + \varepsilon$$

Where:

ETO = Employee Turnover

CP = Compensation

PRO = Promotion

TRN = Training

Decision Rule

We accept the null hypothesis where the probability value (Sig.) of a particular independent variable is greater than 0.05 and we reject the null hypothesis if the probability value (Sig.) is less than 0.05.

Hypothesis I

H_{01}: ***There is no significant relationship between compensation and employee turnover in Dawakinkudu and Tarauni LGEAs of Kano state.***

From the above model the coefficient of compensation as an independent variable stood at -+0.672 which is negative. This implies that an increase in the compensation of staff would lead to a reduction in employee turnover in Dawakinkudu and Tarauni LGEAs of Kano state. The significance of this can be judged form the t statistics and its significance. The t statistics of compensation stood at -28.348 with a p-value of 0.000 indicating that the negative relationship depicted in the model is significant at 95% confidence level. This implies that we have enough statistical evidence to reject the null hypothesis.

Based on the above analyses, we reject the null hypothesis H_{01} which states that "There is no significant relationship between compensation and employee turnover in Dawakinkudu and Tarauni LGEAs of Kano state"; and accept its alternate H_{11} which states that *There is a significant relationship between compensation and employee turnover in Dawakinkudu and Tarauni LGEAs of Kano state.*

Hypothesis II

H_{02}: ***There is no significant relation between promotion and employee turnover in Dawakinkudu and Tarauni LGEAs of Kano state.***

From the above model the coefficient of promotion as an independent variable stood at -0.164 which is also negative. This implies that an increase in the promotion of staff would lead to a reduction in employee turnover in Dawakinkudu and Tarauni LGEAs of Kano state. The significance of this can also be judged form the t statistics and its significance. The t statistics of promotion stood at -3.865 with a p-value of 0.000 indicating that the negative relationship depicted in the model is also significant at 95% confidence level. This also implies that we have enough statistical evidence to reject the null hypothesis.

Based on the above analyses, we reject the null hypothesis H_{02} which states that "There is no significant relation between promotion and employee turnover in Dawakinkudu and Tarauni LGEAs of Kano state"; and accept its alternate H_{12} which states that *There is a significant relation between promotion and employee turnover in Dawakinkudu and Tarauni LGEAs of Kano state.*

Hypothesis III

H_{03}: ***There is no significant relationship between training and employee turnover in Dawakinkudu and Tarauni LGEAs of Kano state.***

From the above model the coefficient of training as an independent variable stood at -0.042 which is likewise, negative. This implies that an increase in the training of staff would lead to a reduction in employee turnover in Dawakinkudu and Tarauni LGEAs of Kano state. Likewise,

the significance of this can be judged form the t statistics and its significance. The t statistics of training stood at -1.053 with a p-value of 0.293 indicating that the negative relationship depicted in the model is insignificant at 95% confidence level. This implies that we do not have enough statistical evidence to reject the null hypothesis.

Based on the above analyses, we fail to reject the null hypothesis H_{03} which states that *"There is no significant relationship between training and employee turnover in Dawakinkudu and Tarauni LGEAs of Kano state".*

5.3Discussion on Major findings

The presentations and analysis of data signified importance findings on the assessment of employee turnover in Dawakinkudu and Tarauni LGEAs specifically as it relates to compensation, promotion and training of employees, thus, the following major findings were discovered:

1. The study revealed that there is significant relationship between compensation (Salary) and employee turnover. The compensation package of the employees in the LGEAs and entire SUBEB is not attractive and adequate enough to ensure workers retention in the LGEAs especially when compared with other workers at state tertiary institutions and health sectors. This led to the persistent agitation for the increment of salary over the years. The annual increment of the employee's salary were not paid throughout the years under review, while all the state Ministries, Departments and Agencies (MDAs) are receiving their increment annually. This creates wide discrepancy more especially in terms of standard of living between staff of LGEAs and other staff working in the MDAs

in Kano State. This and other reasons led to the massive resignation and transfer of service from SUBEB to other MDAs around the state and beyond. The finding relates with Molefi, Moreke and TIholoe (2014) in their work on staff turnover on performance one of their finding revealed that employees dissatisfied with the salary been paid in their organisation. In addition, the Equity theory propounded by Adams (1963) which is the theoretical frame work for this study substantiate this finding. According to the theory, if an employee feels underpaid then it will result in the employee feeling hostile towards the organization and perhaps their co-workers, which may result the employee not performing well at work anymore which consequently resulted to turnover. Organizations that fail to embrace total compensation package usually experience high rate of labour turnover, and also find it difficult to face the dynamic and competitive business environment (Ugwudioha, 2004).

2. The research finding also discovered that, the employee compensation were not timely paid as at when due, in almost every blessed month salary were not paid on time, it add sometimes additional five days, ten days or more. This epileptic payment of salary is demoralizing the morale of teachers and affecting their loyalty to the LGEAs. When payment of salary exceeded 30 or 31without been paid most of the teachers were not attending their classes to discharge their primary assignment, this is seriously affecting teaching and learning activities in the schools. This finding was in tandem with data collected and presented in this chapter most specifically with regards to timely payment of employees' salary as depicted in table 5.8. Moreover, the result of interview conducted had justified this finding where most of respondents expressed their dissatisfaction with

the untimely payment of salary. Similarly, the responses obtained from the open ended question shows that most of the respondents suggested timely payment of salary.

3. It was also found out that, Promotion was not regular and as at when due throughout the years under review, this constituted serious enigma in the LGEAs service. Most of the workers that sought for transfer of service or resigned their jobs and took another job elsewhere having cited lack of promotion as one of the reasons for their exit. It is noted that from 2011 to 2016 there was only one promotion exercise in 2013 in Dawakinkudu and Tarauni LGEAs and the entire teaching and non-teaching staff of SUBEB, Kano. In Dawakinkudu LGEA 1428 teaching and non-teaching staff were not promoted from 2014 to 2016 who are due for promotion but they were not promoted, the same problem in Tarauni LGEA were 1842 staff were not promoted from 2014 to 2016. It was revealed by the SUBEB chairman that not less than 40,000 teachers need to be promoted. This has happened as a result of accumulated promotion of the previous years. In complementing this assertions the data collected as depicted in table 5.11 in this chapter shows that majority of the respondents disagreed that there were regular promotion. While table 5.12 shows that majority of the responses agreed that promotion motivates workers to ensure their retention. Furthermore the interviews responses and that of open ended question disclosed that there were no regular promotion in Dawakinkudu and Tarauni LGEAs which significantly discourages loyalty and commitment to service. This finding is in tandem with that of Ampomah and Cudjor (2015) in their work the effect of employee turnover on organisation in the Electricity Company of Ghana revealed that lack of promotion was the primary cause of employee turnover.

4. However, the hypothesis 3 which states "There is no significant relationship between Training and Employee Turnover was accepted because the test of hypothesis proved that there is no relationship. This goes to show that the rate of turnover in Dawakinkudu and Tarauni LGEAs was not a function as well as related of lack of training and training opportunities but other factors. The study revealed that training programmes were conducted accordingly and the individual's workers were given opportunities to partake in one type of training or another. From 2011 to 2016, Dawakinkudu and Tarauni LGEAs released 427 and 489 teachers respectively to undergo different courses in universities, polytechnic and colleges of education.

Education Sector Support Programme in Nigeria (ESSPIN) as Non-governmental Organisation (NGO) in collaboration with SUBEB helped tremendously in training the primary schools teachers in Kano State particularly in Dawakinkudu and Tarauni LGEAs. In ESSPIN training programme tagged "**Train the Trainers**" 965 teachers were trained in Dawakinkudu while in Tarauni 1584 were trained, this programme greatly improved teaching and learning in Dawakinkudu and Tarauni LGEAs and Kano state at large.

Fitila Project also an NGO dedicated in training primary schools teachers in Kano state. They came up with different forms of training were they trained 1736 and 473 teachers in Dawakinkudu and Tarauni LGEAs respectively.

Similarly, Kano state government in 2013 came up with the massive teacher upgrading Programme alias "**Maja**" where teachers with Diploma were enrolled under Maja Programme to acquire Nigerian Certificate of Education (NCE) which is the minimum teaching requirement at Saadatu Rimi College Of Education, Kano, Aminu Kano College

of Islamic and Legal Studies, Federal College Of Education, Kano and Bichi respectively. Teachers with irrelevant Degree or HND were also sent to acquire Professional Diploma in Education (PDE) at FCE Kano and FCE Bichi. Under Maja upgrading teaching Programme 246 and 350 teachers were benefited in Dawakinkudu and Tarauni LGEAs respectively. This finding was in tandem with the data collected and presented in this chapter, in which majority of the responses agreed that the training programme improved their performance while table 5.22 majority of the respondents agreed that the Provision of training can retain workers in the LGEAs. Contrarily to this finding, Kosi, Sulemana, Boteng and Mensah (2015) revealed that there is significant relationship between opportunities for training and development and employee turnover. In line with this finding Price and Mueller (2001) believed that increased general training produces a greater amount of turnover.

5. The research noted that despite all the provisions for training opportunities, there is non-compliance with merit principle in the selection of eligible candidates for training. Some were selected on the basis of favouritism or whom you know most especially on the issue of seminars and workshops. Some were sent for seminars on the same theme twice while others were not sent even at once, this is because there is financial benefit attached thereto. This can be substantiated from the data obtained and presented in this chapter couple with the result of interviews conducted by the researcher in which majority of the responses indicates that merit principle in the selection of trainees were not adhered. Moreover, merit principle in the selection criteria is not strictly adhered, that is why majority of the responses from the open-ended question suggested that due process should be followed in the selection criteria.

6. It is also found out that there were improper placement after training, in spite all the training opportunities. Most of the teachers were not properly placed after their training. The teachers that were trained at particular profession but posted to teach in different profession. This finding is in tandem with data obtained and presented in this chapter most especially with reference to table 5.18 which majority of the responses disagreed that workers are properly placed. This also was substantiated from the majority views of the interviewees. It was suggested by the many respondents from the open-ended question that there should a proper placement after training.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1Summary

This research work was carried out to assess employee turnover in Dawakinkudu and Tarauni LGEAs of Kano state from 2011 -2016. The main objective of this study attempted to assess the effect of motivation on employee turnover in Dawakinkudu and Tarauni LGEAs. The study specifically assessed the extent to which compensation related to employee turnover, it is also examined how promotion related employee turnover. In addition to that the study assessed how training affects employee turnover.

The hypotheses were stated for the study in both null and alternate and its centred on the significant relationship between compensation and employee turnover, the significant relationship between promotion and employee turnover and also the significant relationship between training and employee turnover. The study is significant to guide the management/administrators in Dawakinkudu and Tarauni LGEAs of Kano state in reducing of employee turnover as well as other organisations with similar problems in Nigeria and wider

world. However, this study is significant to the body of knowledge particularly in the academia and the entire society at large.

The scope of the study covered the years from 2011-2016, the study suffered various limitations which includes shortage of finances to fund the research, time limitation, access to data because of confidentiality of the government business. The key terms that were conceptually and operationally defined include the following: Employee, Employee Turnover, Retention, Compensation, Standard of living, Timely payment, Promotion and Training.

The literature reviewed covered concept of employee turnover, sources of turnover, measurement of turnover rate, tips to reduce employee turnover, the concept of retention, importance of retention, the concept of compensation, the concept of promotion, purpose and advantages of promotion, types of promotion, bases of promotion, the concept of motivation, types of motivation. The theories of employee turnover, motivation compensation, and training were explored. The literature review also comprised empirical perspectives where the works of notable scholars were reviewed and the gaps of the study were identified. In the theoretical frame work equity theory advocated by John Stacey Adams (1963) was adopted which steered and guided the direction of the study.

The methodology of this research was discussed here, the survey research was adopted as research design. The population of the study were Dawakinkudu and Tarauni LGEAs and SUBEB head quarter, Dawakinkudu LGEA has 1510 as population size where 141 were drawn as sample size, Tarauni LGEA has 1912 as population where 179 were drawn as sample size. Multi stage sampling technique were used in drawing the samples. Both primary and secondary sources of data were used in the study. In the data analysis descriptive and inferential statistics

were used, Multiple regression was used in measuring the effects of independence variable (IV) on the dependent variable (DV) in testing the hypotheses. The historical background of Dawakinkudu and Tarauni LGEAs as well as SUBEB head quarter were traced, the functions of management, the Act, Edict and Law establishing the board and LGEAs respectively organisational structure organogram were mentioned and also the problems surrounded the study areas.

The data obtained based on the hypotheses postulated were presented, analysed and interpreted. Frequency tables, simple percentages were used in this study. The statistical test of hypotheses shows that the two null hypotheses were rejected and first two alternate hypotheses were accepted, while the last null hypothesis was accepted and the last alternate was rejected.

The study discovered that the compensation package is not attractive and adequate enough to ensure employees retention in the LGEAs and SUBEB, Kano at large. It is also noted that the salary were not paid timely. The study also found out that promotion is not regular and when due, it is revealed that the windows of training are available in the LGEAs. It is discovered that merit principles is not applied in the selection criteria of those that need to be trained. However, it is found out that there are shortage of infrastructures and instructional materials.

6.2 Conclusion

The research assessed the effect of motivation on employee turnover in Dawakinkudu and Tarauni LGEAs of Kano state. The study came at the fore when there are serious issues with regards to compensation, training and promotion. The data was presented and analysed as well as the hypotheses were also tested, the study concludes that the level of employee turnover in

Dawakinkudu and Tarauni LGEAs for the period under review is disturbing. The study came at the time when majority of the teachers cries out for the inadequacy of their compensation package, when more than 40,000 teachers were not promoted over the years while there are issues in training despite the fact that there were windows for training in the LGEAs.

After obtaining the data and reviewing number of literatures, the study discovered importance findings, thus; the compensation is not attractive and adequate to meet the standard of living of individual teachers as well as ensuring their retention, the salary were not paid timely, promotion is not regular and when due so as to deter employee turnover. The study also discovered that there are windows for training, the LGEAs have different patterns of training conducted by LGEAs themselves, SUBEB head quarter and some training were organized by NGOs. The study also discovered that there were an issues in selection those in need for training and placement of teachers after training. The increase of employee turnover was the implication of inadequate compensation and irregular promotion. However, these constraints has to be addressed in order to reduce the level of turnover in Dawakinkudu and Tarauni LGEAs and Kano state in general.

6.3 Recommendations.

Based on the findings and conclusions of the study the following recommendations are made:

I. To mitigate employee turnover, government should provide adequate and attractive compensation package that can meet the standard of living of the individual teachers as well as ensuring annual increment in the employees' salary, this will deter employee turnover in Dawakinkudu and Tarauni LGEAs.

II. In terms of untimely payment of salary, there should be timely payment of salaries. Payment of salaries on time will motivate workers and ensure employees' loyalty to the LGEAs. Delayed in the payment of employees' salary demoralized employees morale in the discharge of his/her responsibilities and also results to negative consequences (Turnover).

III. Deliberate and Concerted effort should be made to ensure promotion is regular and as when due. Regular promotion will reduce employee turnover and ensure employees' loyalty in Dawakinkudu and Tarauni LGEAs and Kano State at large.

IV. Even though the research finding shows that there is no significant relationship between training and employee turnover but opportunities for training provided s be sustained, where possible the windows for training should be increased to ensure effective teaching and learning activities and also to ensure more employees' loyalty.

V. The criteria for the selection eligible candidates for training should be based on merit and also should ensure they met the organisational needs for training. All forms of favouratism and irregularities in the selection criteria for training should be shun away in order to ensure organisational loyalty and meeting merit principles.

VI. In order to reduce employee turnover there should be proper placement of teachers after training, the teachers should be posted according to the area of their specialization. Doing so will raise their morale and ensure teachers retention.

6.4Suggestion for further Study

Further research are suggested on the following;

i. Impact of employee turnover towards implementation of UBE objectives.

ii. Impact of Job satisfaction on employee turnover in the State Universal Basic Education Board, Kano

iii. Assessment of the effect of training and job satisfaction on employee turnover on Teachers in Kano state.

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APPENDIX I

QUESTIONNAIRE FOR THE RESPONDENTS

Department of Public Administration,

Faculty of Administration,

AhmaduBelloUniversity,

Zaria.

Dear Respondent,

I am an MSc student in the Department of Public Administration, Ahmadu BelloUniversity, Zaria, undertaking a research on the topic ***"Assessment of the effect of motivation on Employee Turnover in Dawakinkudu and Tarauni LGEAs of Kano state"***

I would be grateful if you can fill the attached questionnaire. Your personal and objective views will be highly appreciated and valued. Please be rest assured that all information provided by you would be used purely for academic purpose and shall be treated with absolute confidentiality.

Thanks for anticipated cooperation.

Yours faithfully,

Umar Abdulkadir Umar Researcher

BIO-DATA

1. Years of service:

(a) 1-10 years ( ) (b) 11-2o years( ) (c) 21-30 years( )

(d) 30-above ( )

2. Highest Educational Qualification:

(a) SSCE /Grade II or Equivalent ( ) (b) NCE/Diploma ( ) (c) Degree/ HND ( ) (d) Postgraduate ( )

3. Gender:

(a) Male ( ) (b) Female ( )

4. Marital Status: (a) Married ( ) (b) Single ( )

Questions that are centrally related to the Study.

Hypothesis 1: Compensation (Salary)

5. Do you agree that your organization has adequate and attractive compensation for its employees?

a. Strongly disagree ( )
b. Disagree ( )
c. Undecided ( )
d. Agree ( )
e. Strongly agree ( )

6. Do you agree that employee's compensation package is timely paid in this organization?

a. Strongly disagree ( )
b. Disagree ( )
c. Undecided ( )
d. Agree ( )
e. Strongly agree ( )

7. Is employee's compensation in this organization good enough to enhance their standard of living?

a. Very poor ( )

b. Poor ( )

c. Undecided ( )

d. Good ( )

e. Very Good ( )

8. Given the current compensation package, will you like to continue working with the organisation?

a. Strongly disagree ( )

b. Disagree ( )

c. Undecided ( )

d. Agree ( )

e. Strongly agree ( )

Hypothesis 2: Promotion

9. Do you agree that promotion is regular as at when due?

a. Strongly disagree ( )

b. Disagree ( )

c. Undecided ( )

d. Agree ( )

e. Strongly agree ( )

10. Do you agree that Promotion of employees in this organisation motivates workers?

a. Strongly disagree ( )

b. Disagree ( )

c. Undecided ( )

d. Agree ( )

e. Strongly agree ( )

11. Do you agree that the more employees are promoted, the more loyal they become to the organisation?

a. Strongly disagree ( )

b. Disagree ( )

c. Undecided ( )

d. Agree ( )

e. Strongly agree ( )

12. Based on the current promotion exercise, will you remain with the LGEAs?

a. Strongly disagree ( )

b. Disagree ( )

c. Undecided ( )

d. Agree ( )

e. Strongly agree ( )

Hypothesis 3: Training

5. Do you agree that selection criteria used for Personnel training based on merit?

a. Strongly disagree ( )

b. Disagree ( )

c. Undecided ( )

d. Agree ( )

e. Strongly agree ( )

13. Do you agree that training programmes organized for employees in this organisation are relevant?

a. strongly disagree( )

b. Disagree ( )

c. Undecided ( )

d. Agree ( )

e. Strongly agree ( )

14. Do you agree that employees in this organization received proper placement after the training programmes?

a. Strongly disagree ( )

b. Disagree ( )

c. Undecided ( )

d. Agree ( )

e. Strongly agree ( )

15. Do you agree that the training programmes have improved your job performance?

a. Strongly disagree ( )

b. Disagree ( )

c. Undecided ( )

d. Agree ( )

e. Strongly agree ( )

16. Based on the current training programmes, will you continue working with the LGEAs?

a. Strongly disagree ( )

b. Disagree ( )

c. Undecided ( )

d. Agree ( )

e. Strongly agree ( )

17. Are there provisions that encourages employees to be loyal to this LGEAs?

a. Strongly disagree ( )

b. Disagree ( )

c. Undecided ( )

e. Agree ( )

f. Strongly agree ( )

Open-ended Question

18. Any suggestions for improving workers job satisfaction and loyalty.

APPENDIX II

PERSONAL INTERVIEW SCHEDULES

My name is Umar Abdulkadir Umar a research (MSc) student undertaking a research on the ***"Assessment of Employee Turnover in Dawakinkudu and Tarauni LGEAs of Kano state"***

May I know your position/rank and where you are working?

1. What will you say about the adequacy and attractiveness of the compensation package (Salary) in this organisation?
2. How is timely payment of employee salary in this organisation?
3. Considering the compensation Package will it retain the employee in this organisation?
4. What will you say about the regularity of Promotion in this organisation
5. How promotion is motivating in this organisation?
6. Considering the nature of promotion in this organisation was it encouraging to ensure retention in this organisation?
7. How do you consider that training activities vis-à-vis in-service, seminars, Workshops etc. as sufficient enough to improve job performance?
8. How do you consider the placement of employee after training in this organisation?
9. In your opinion, how do you see the relevant of the training to employees in this organisation?
10. Considering the nature of training in this organisation was it encouraging to ensure retention?
11. In your opinion do you consider all the provisions made are to ensure employee loyalty and deter employee turnover

Thank you very much Sir, for making out time to attend to these questions

APPENDIX X

Krejcie and Morgan Table for Determining Sample Size

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10,000	370
150	108	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	127	950	274	50,000	381
200	132	1000	278	75,000	382
210	136	1100	285	1,000,000	384

Note: N=Population size,

S=Sample size,

Source: Krejcie and Morgan, 1970

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Length of Service	297	1	4	1.80	.866
Educational Qualification	297	1	4	2.36	.599
Gender	297	1	2	1.28	.449
Marital Status	297	1	2	1.19	.392
Question 5	297	1	5	1.97	1.013
Question 6	297	1	5	2.03	1.047
Question 7	296	1	5	2.06	1.150
Question 8	297	1	5	2.47	1.363
Question 9	297	1	5	3.75	1.270
Question 10	297	1	5	3.52	1.336
Question 11	297	1	5	2.85	1.357
Question 12	297	1	5	3.53	1.433
Question 13	297	1	5	3.06	1.489
Question 14	297	1	5	3.48	1.315
Question 15	296	1	5	2.26	1.206
Question 16	297	1	5	2.47	1.186
Question 17	297	1	5	2.12	.922
Question 18	297	1	5	1.80	.866
	295				

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Training, Compenstation, Promotion[b]	.	Enter

a. Dependent Variable: Employee Turnover
b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.753[a]	.568	.563	.64107

a. Predictors: (Constant), Training, Compenstation, Promotion

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	259.446	3	86.482	1394.008	.000[b]
	Residual	18.115	292	.062		
	Total	277.561	295			

a. Dependent Variable: Employee Turnover
b. Predictors: (Constant), Training, Compenstation, Promotion

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.066	.040		1.627	.105
	Compenstation	-.672	.024	-.735	-28.348	.000
	Promotion	-.164	.042	-.213	-3.865	.000
	Training	-.042	.040	-.058	-1.053	.293

a. Dependent Variable: Employee Turnover

16th May, 2017

Fitila

FITILA PROJECT NUMBER OF TRAININGS AND YEAR IN DAWAKING KUDU LGEA AND TARAUNI LGEA

Dawakin Kudu LGEA number of trainings and years

S/No.	Type of Training	2014	2015	2016
1	Community Workshop	533	200	0
2	Gender Responsive	0	294	0
3	Intensive Teacher Training (ITT)	79	138	0
4	Best Practice	0	0	141
5	Mentors Meeting	0	0	23
6	Team Cotching	0	156	84
7	Leadership and Sustainability	0	0	50
8	Others	0	0	38
9	Total number of Teachers trained in Dawakin kudu LGEA		**1736**	

Tarauni LGEA numbers of Trainings and years

S/No.	Type of Trainings	2014	2015	2016
1	Gender Responsive	0	199	0
2	Best Practice	0	0	82
3	Mentors Meeting	0	0	42
4	Team Cotching	0	0	0
5	Other Training	0	0	150
6	Total number of Teachers Trained in Tarauni LGEA		**473**	