# LABOR TURNOVER AND ORGANIZATIONAL PERFORMANCE IN SELECTED UNIVERSITIES IN HARGEISA, SOMALILAND

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A   thesis

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In Partial Fulfillment of the Requirements for the

Master of human resource Management

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**By:**

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**MHR/33463/111/DF**

September, 2012

## DECLARATION A

"This thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of learning."

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Mohamed Nour Abdi

_____03/10/2017_____

**DATE**

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## DECLARATION B

"I confirm that the work reported in this research was carried out by the candidate under my supervision."

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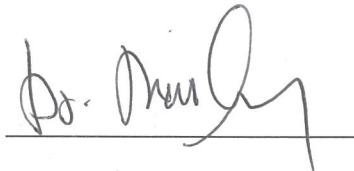DR. Ibrahim Yahaya

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# DEDICATION

This piece of work has been dedicated to the Almighty Allah as He has enabled me to achieve this great success in this noble task. It is also dedicated to my beloved Parents who supported me financially and morally and my beloved brother Jamal Nour Abdi for their sacrifice, love and support as I pursued this thesis. And also Adam Ali Mohamed, Farhia Mohamed Hassan, Shukri Abdilahi Ismail,for their invaluable help of this work.
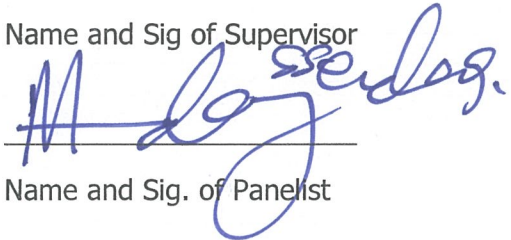
# APPROVAL SHEET

This dissertation entitled"_____" prepared and submitted by _____ in partial fulfillment of the requirements for the degree of _____

_____ has been examined and approved by the panel on oral examination with a grade of <u>PASSED</u>.

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Date of Comprehensive Examination: _____

Grade:                              _____


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Name and Sig of Director, CHDR


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Name and Sig of DVC, CHDR

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# ACRONYMS

HMC: Hargeisa Main Campus

UOH: University Of Hargiesa

UNDP: United Nation Development Program

# ABSTRACT

The aim of this study was to explore the relationship between labor turnover and organizational performance in selected Universities in Hargeisa, Somaliland. The study particularly sought to establish how labor turnover influences on the organizational performance of the target Universities. The study was prompted by the overwhelming employees' attrition in most Universities in Somaliland. In gathering the information, the research study employed both primary and secondary sources, questionnaire. The primary source was mainly the distributed questionnaires, and the secondary sources were the library work and internet explorer. The study used for Descriptive design (comparative and correlation as research design. The target population of the research was 110 and using simple random sampling sample of 150 respondents from two different Universities and different respondents like top management, supervisor, and academic staff. This study was guided four research objectives such as 1) to determine the demographic characteristics of respondents 2) to determine the level labor turnover 3) to determine the level of organizational performance 4) to establish if there is significant relationship between the target variables. Tables were used in organizing the data, SPSS and excel application software were the tools employed to analyze and interpreting the collected data. From the findings of the study, it was revealed that labor turnover and organizational performance up to an extent influence each other. As the analysis of this research showed if the labor turnover are administrated well enough the organizational performance would be effective. During the analysis the researcher founded that mostly the management of the target Universities train, motivate, communicate, delegate, monitor, compensate, appraise and evaluate the quality of their employees but not in an effective and efficient way. And the Recommendations suggested by the research include offering employees a competitive wage/salary, to make sure that employer right recruitment process, to provide both new and old employees a training and orientation, to review your managerial style from time to another, to motivate your employees, and to develop a sense of fun and development.

# CHAPTER ONE
# THE PROBLEM AND ITS SCOPE

## Background of the study

Hargeisa is the capital and largest city in the Somaliland. It has a population between 1 to 1.5 million people. It is an important commercial centre for all Somalis from all in the larger Horn of Africa region. The city has 9 higher educational institutions included public and private owned and among these institution the researcher targeted two of them, University Of Hargiesa and Admas University College Admas University College is one of the pioneer private higher learning institutions in Somaliland. The university college has been in operation since 2006 and has built a reputation for offering high quality academic courses. The courses (i.e. distance and on campus) are recognized nationwide by employers, regional education bureaus and federal ministry of education. Admas University College was first founded in 1998 in Ethipia and in 2006 in Somaliland. The university college's vision is to be highly regarded for excellence both in distance and on campus teaching, to peruse quality research and consultancy services to meet the needs of the country and the society. Admas University College offers a number of programs which are offered in number of levels: certificate, diploma and degree both in distance and on campus education, Which ever mode of delivery is chosen the curriculum, course material, method of assessment, and achievement certificates (Degree and Diploma) are identical.

Admas University College has created very important relationships with

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different organizations to help graduating students get relevant and appropriate job after their graduation. The University College is accredited by Regional Educational Bureaus, Higher Education Relevance and Quality Agency (HERQA) and Federal Ministry of Education Ethiopia and offers both on-campus education and distance learning, in a number of programs, which are offered in number of levels: certificate, diploma and degree. The University College has also started many e-Learning programs to develop the Ethiopian Higher Educational System. It is currently working in partnership with internationally renowned institutions such as Cisco and University of Lübeck, Germany to reach these goals.

Admas has an autonomous branch in Hargeisa, Somaliland established in 2006, which is called the Admas University College, Hargeisa. This University College in Hargeisa is one of the leading higher education providers in Somaliland. The university college has a large mass of students all over the country. It is working extensively on distributing educational services to a greater geographical area to add to the national effort for equitable distributions of educational access to all citizens. In the current academic year the college is catering its services to nearly 11,000 students all over the country. Out of the total, 70% are learning at diploma and certificate levels, and the rest 30% are at degree level. Moreover, the university college is currently working in partnership with internationally renowned institutions such as CISCO and Lubek university of Germany. Accordingly, Admas University College is the only CISCO local academy private institution which is offering internationally accredited computer net working programs. Besides, Admas University College is offering E-learning courses in collaboration with Lubek University in which

the first phase of the course is successfully completed. Computer facilities

Admas University College has well established Information technology structure with over three hundred desktop computers connected to broad band Internet facilities. It is believed that that, availing internet facilities enables students to independently research online and broaden their knowledge in their respective subject area. Library Facilities

All Addis Ababa Libraries and the regional campuses of Desse, Adwa, Debrezeite have collection of eBooks and books in different fields the books are intended to provide additional skills along with class lectures. In addition, Admas College owns its own book production unit with a capacity of producing 100 Modules for distance education students and text books for in campus students. On the other hand,

The University of Hargeisa (UOH) is a public university located in Hargeisa, the capital of Somaliland, a self-declared republic that is internationally recognized as an autonomous region of Somalia. The university has over 2,600 students, and operates on a four to six year system. The university was founded in 2000.

The university has one campus located at south-western of Hargeisa, the capital of Somaliland. It is situated about two kilometers from the center of the city. The site has a fenced area of about 3.75 hectares and consists of Sports ground, Two lecture halls ,Classrooms ,Computer centre Photocopying centre ,Library, Office block, Cafeteria Prayers room (Mosque)

As of 2011, the University has eight faculties and institutes: Faculty of Sciences, Faculty of Business Administration, Faculty of Islamic Studies, Faculty of Law, Faculty of Medicine, Faculty of ICT & Distance Learning, Faculty of Education, Institute of Peace and Conflict Studies

A legal clinic was established in November 2002 at the Faculty of Law of University of Hargeisa in collaboration with United Nations Development Programme (UNDP).

The first students were registered in September 2000. There are 3800 pupils enrolled in the 8 colleges and 1200 in a short-term training program designed to upgrade the skills of the primary teachers, IT professionals and public civic staff in the country.

The University's has a board of trustees appointed by the President of Somaliland, Ahmed Mahamoud Silanyo, and a president who is accountable to the Board of Trustees and who is in charge of the day to day affairs of the university.

In the 2010/11 academic year, the university offered 7 degree courses and a non-degree program in eight colleges: Bachelor of Medicine and Surgery, Bachelor of Science in Information Technology, Bachelor of Business Administration, Bachelor of Islamic studies curriculum, Bachelor of Law, Bachelor of Economics, Bachelor of Education, BSc Midwifery Programme, Curriculum of Mathematics & statistics with Management, Curriculum of Mathematics & Physics, Curriculum of Biochemistry

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Be that as it may, these universities has one common phenomena that is excessive labor turnover especially academic staff

In a human resources context, turnover or staff turnover or labor turnover is the rate at which an employer gains and losses employees Abbasi et al (2000). Simple ways to describe it are "how long employees tend to stay" or "the rate of traffic through the revolving door Kevin et al,(2004." Turnover is measured for individual companies and for their industry as a whole. If an employer is said to have a high turnover relative to its competitors, it means that employees of that company have a shorter average tenure than those of other companies in the same industry. High turnover may be harmful to a company's productivity if skilled workers are often leaving and the worker population contains a high percentage of novice workers ( Price, 1977).

In Human Resource (HR) research and practice, employee retention or turnover, involves the question of organization employee movement. Research in this area by the mainstream Organizational Behavior School has evolved to the research of factors affecting employee turnover. The positive or negative influences from these factors may either result in employee retention or turnover Zhang, (2005). In the research on employee retention, voluntary turnover attracts attention, because employee movement such as recruitment (exterior inflow), personnel allocation, position adjustment (internal inflow), job displacement and "misemployment" (involuntary turnover) are all controlled by the organization. However,

the loss of employees who have relatively high human capital value who choose to leave an organization can cause serious loss and difficulty, especially when the turnover numbers are on the rise Zhang et al, (2006).

According to Armstrong (2009) Performance management is systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements. As Weiss and Hurtle (1997) commented, performance management is:' a process for establishing a shared understanding about what is to be achieved and how it is to be achieved, and an approach to managing people that increases the probability of achieving success.'

Performance management (PM) includes activities that ensure that goals are consistently being met in an effective and efficient manner. Performance management can focus on the performance of an organization, a department, employee, or even the processes to build a product or service, as well as many other areas. Performance management as referenced on this page is a broad term coined by Dr. Aubrey Daniels in the late 1970s to describe a technology (i.e. science imbedded in applications methods) for managing behavior and results, two critical elements of what is known as performance.

This is used most often in the workplace but, can apply wherever people interact — schools, churches, community meetings, sports teams, health setting, governmental agencies, and even political settings - anywhere in the world people interact with their environments to produce desired effects. Armstrong and Baron (1998) defined it as a "strategic and integrated approach to increasing the effectiveness of organizations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors."

In Somaliland context labor turnover is a common phenomenon which is seeing in most organizations leaving employees every day with different reasons. For example, universities large numbers of lecturers leave their jobs that means that employees are unhappy with the work or compensation, but it can also indicate unsafe or unhealthy conditions, or that too few employees give satisfactory performance (due to unrealistic expectations or poor candidate screening). The lacks of career opportunities and challenges, dissatisfaction with the job-scope or conflict with the management have been cited as predictors of high turnover in the universities in HARGEISA, SOMALILAND. And this study will find out the main problems behind such excessive labor turnover among the selected universities in Hargeisa Somaliland.

## Statement of the problem

Labor turnover as noticed, if not looked into could eat deep into profitability and threaten the sustainability of an organization. As a global challenge as well mandatory confrontation of the technological and environmental diversities which organizations have to face. Universities in Somaliland have not been left out as labor turnover disrupting their academic performance. The human resource managers and the executives of these universities have been on their toes to proffer solutions to labor turnover. These universities in Hargeisa lose not financially but, they suffer with huge human capital permanently departing from their organization. This could have been due to avoidable and unavoidable reasons. Despite the fact that, there is wide spread of unemployment in general Somaliland and particularly in Hargeisa, employees leaving from these universities is unpredictable and high and they spend more money for recruiting process, and this is the reason which motivated the researcher to conduct this study.

## Purpose of the study

The reasons why this study is proposed are:

To test the hypothesis of no significant relationship between labor turnover and organizational performance,

To bridge the gaps identified in the related studies

To validate existing information about labor turnover and organizational performance based on the theory to which this study is based

To generate new information based on the findings of this study

### Objectives of the research

**General:** this study investigated the labor turnover and organizational performance of selected universities in Hargeisa, Somaliland.

**Specific objectives:** the study was sought to:

1.  To identify the demographic characteristics of the respondents in terms of age, sex, education level, position in the organization, number of years in the organization.

2.  To determine the level of labor turnover in selected universities under study

3.  To determine the level of organizational performance in selected universities

4.  To establish whether there is a significance relationship between the level of labor turnover and organizational performance of selected universities under study

## Research questions

1.  What is the demographic characteristic of the respondents in terms of age, sex, education level, position in the organization, number of years in the organization?

2.  What is the extent of labor turnover in selected universities under the study

3.  What is the level of organizational performance among selected universities under study?

4.  Is there a significance relationship between the level of labor turnover and organizational performance among selected universities under study?

## Null Hypothesis

HO:    There is no significant relationship between the level of labor turnover and organizational performance of the selected universities in Hargiesa, Somaliland.

### Scope of the study

### Geographical scope

This study was conducted in Hargeisa, the capital city of Somaliland, which is the most concentrated of universities in Somaliland and largest populated place. The research will look at the University Of Hargeisa ,Admas University HMC in particular. In directions Somaliland locate in the horn of Africa. It shares borders with Somalia in the East, Ethiopia in the south, and Djibouti in the west and Gulf of Aden in the north.

**Time scope** According to time, this study was conducted the time from February, 2012 to September, 2012 and finally the results was presented to College of Higher Degrees and Research

### *Content of scope*

This study is concerned with labor turnover and organizational performance in selected universities in Hargeisa, Somaliland. It will aim to find out the relationship between the labor turnover and organizational performance in selected universities in Hargeisa, Somaliland.

**Theoretical perspective:** this study was based on High Performance Theory Michael R. Smith (2002), this theory says employees' performance influence organizational performance

## Significant of the study

The information acquired from this research has considerable benefits to various bodies and institutions as under mentioned.

**To universities;** the universities shall use the study outcome in identifying a better approach to work performance, by identifying their level of labor turnover and its costs and that will enable them to reduce for improving productivity, behavior change and developing better contingent leadership styles.

**To Private organizations;** organizations shall use the outcome of the study in comparing their labor turnover with those identified in the findings and then will modify their management practices that would benefit the organizations via employee performance.

**Scholars;** the study findings are helpful to those under taking management as a course and practitioners; it shall act as a source of information (secondary data) in their attempt to undertake research in the same topic.

**Policy makers;** in attempt to making leadership policy guidelines, it shall help policy makers to effectively develop a strategies to deal

with labor turnover in their organizations and policies that would not only be consistent but flexible.

**To Researcher;** The Study will be important because it will contribute to the researcher's fulfillment of requirements for the award of Masters Degree in human resource management

**To academicians and future literature;** the study will provide up to data literature for academicians and other stakeholders who are keen on to know more about labor turnover.

## Operational Definition of key terms

**Demographic characteristics:** are attributes for in this study in trems of age, gender, qualification and position

**Organizational performance:** Performance is a way in which an activity is accomplished in a particular level of standards, to which a task is to be completed. It adapted, carried out, or achieved with in the working environment.

**Labor turnover:** turnover or staff turnover or labor turnover is the rate at which an employer gains and losses employees.

### Job satisfaction

Job satisfaction can simply be defined as the feelings people have about their jobs. It has been specifically defined as a pleasurable emotional state resulting from the appraisal of one's job, an affective reaction to one's job, and an attitude towards one's job. These definitions suggest that job satisfaction takes into account feelings, beliefs, and behaviors.

### Employees

An employee contributes labor and expertise to an endeavor of an employer and is usually hired to perform specific duties which are packaged into a job. In most modern economies, the term "employee" refers to a specific defined relationship between an individual and a corporation, which differs from those of customer or client.

## Wage

Is a form of remuneration paid by an employer to an employee calculated on some piece or unit basis, Compensation in terms of wages is given to workers and compensation in terms of salary is given to employees. Compensation is a monetary benefit given to employees in return for the services provided by them.

## Training

is the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies.

# CHAPTER TWO

## REVIEW OF RELATED LITERATURE

### Concepts, ideas and Opinion from authors/experts

### Labor turnover

In a human resources context, turnover or staff turnover or labor turnover is the rate at which an employer gains and losses employees Kevin et al. (2004). Simple ways to describe it are "how long employees tend to stay" or "the rate of traffic through the revolving door Meaghan et al. (2002)." Turnover is measured for individual companies and for their industry as a whole. If an employer is said to have a high turnover relative to its competitors, it means that employees of that company have a shorter average tenure than those of other companies in the same industry Meaghan et al. (2002). High turnover may be harmful to a company's productivity if skilled workers are often leaving and the worker population contains a high percentage of novice workers Kanungo, (1982).

Organizations invest a lot on their employees in terms of induction and training, developing, maintaining and retaining them in their organization. Therefore, managers at all costs must minimize employee's turnover. 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

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turnover Kevin et al. (2004). Therefore, there is need to develop a fuller understanding of the employee turnover, more especially, the sources-what determines employee turnover, effects and strategies that managers can put in place minimize turnover. With globalization which is heightening Competition, organizations must continue to develop tangible products and provide services which are based on strategies created by employees. These employees Are extremely crucial to the organization since their Value to the organization is essentially intangible and not easily replicated Meaghan et al. (2002). Therefore, managers must recognize that employees as major contributors to the efficient achievement of the organization's success Abbasi et al. (2000). Managers should control employee turnover for the benefit of the organization success. The literature on employee turnover is divided into three groupings: sources of employee turnover, effects of turnover and the strategies to minimize turnover.

Employees' turnover is a much studied phenomenon Shaw et al. (1998).But there is no standard reason why people leave organization. Employee turnover is the rotation of workers around the labor market; between firms, jobs and occupations; and between the states of employment and unemployment Abassi et al. (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. Frequently, managers refer to 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). This term is also often utilized in efforts to measure relationships of employees in an organization as they leave, regardless of reason. "Unfolding model" of voluntary turnover represents a divergence from traditional thinking (Hom and Griffeth, 1995) 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, 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.

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 et al., 2007).

Organizational instability has been shown to have a high degree of high turnover. Indications are that employees are more likely to stay when there is a predictable work environment and vice versa

(Zuber, 2001). In organizations where there was a high level of inefficiency there was also a high level of staff turnover (Alexander et al., 1994). Therefore, in situations where organizations are not stable employees tend to quit and look for stable organizations because with stable organizations 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 labor turnover. Therefore management should not use quantitative approach in managing its employees. Adopting a cost oriented approach to employment costs increases labor turnover Simon et al. (2007). 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. Organization with strong communication systems enjoyed lower turnover of staff (Labov, 1997). 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 (Magner et al. (1996). But in the absence openness' in sharing information, employee empowerment the chances of continuity of employees are minimal. Costly et al. (1987) points out that a high labor 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 et al. (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 organizations and these are poor hiring practices, managerial style, lack of recognition, lack of competitive compensation system in the organization and toxic workplace environment Abassi et al. (2000).

Employee turnover is expensive from the view of the organization. Voluntary quits which represents an exodus of human capital investment from organizations Fair (1992) and the subsequent replacement process entails manifold costs to the organizations. These replacement costs include for example, search of the external labor 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 John, 2000).

Hogan, (1992), nearly twenty years ago the direct and indirect cost of a single line employee quitting was between $ 1400 and $4000. Turnover has many hidden or invisible costs Philips (1990) and these invisible costs are result of incoming employees, co-workers closely associated with incoming employees, co-workers closely associated with departing employees and position being filled while vacant. And all these affect the profitability of the organization.

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 (Meaghan et al, 2002).

Employee turnover as a term is widely used in business circles. Although several studies have been conducted on this topic, most of the researchers focus on the causes of employee turnover but little has been done on the examining the sources of employee turnover, effects and advising various strategies which can be used by managers in various organizations to ensure that there is employee continuity in their organizations to enhance organizational competitiveness. Employee turnover is a much studied phenomenon. There is a vast literature on the causes of

voluntary employee turnover dating back to the 1950s. By developing multivariate models that combine a number of factors contributing to turnover and empirically testing the models researchers have sought to predict why individuals leave organizations. Many studies are based on only a small number of variables which often only explain a small amount of variability in turnover. Another criticism of turnover studies is that they do not adequately capture the complex psychological processes involved in individual turnover decisions. A recent study of turnover by Boxall et al (2003) in New Zealand confirmed the view that motivation for job change is multidimensional and that no one factor will explain it. However, over time there have been a number of factors that appear to be consistently linked to turnover.

An early review article of studies on turnover by (Mobley et al, 1979) revealed that age, tenure, overall satisfaction, job content, intentions to remain on the job, and commitment were all negatively related to turnover (i.e. the higher the variable, the lower the turnover). In 1995, a meta-analysis of some 800 turnover studies was conducted by Hom and Griffeth, which was recently updated (Griffeth et al, 2000). Their analysis confirmed some well-established findings on the causes of turnover. These include: job satisfaction, organizational performance, comparison of alternatives and intention to quit.

## Organizational performance

### Pay and performance

Griffeth et al (2000) noted 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 leave. They cite findings from Milkovich and Newman (1999) that where collective reward programs replace individual incentives, their introduction may lead to higher turnover among high performers.

### Job satisfaction

The relationship between satisfaction and turnover has been consistently found in many turnover studies (Lum et al, 1998). Mobley et al 1979 indicated that overall job satisfaction is negatively linked to turnover but explained little of the variability in turnover. Griffeth et al (2000) found that overall job satisfaction modestly predicted turnover. In a recent New Zealand study, Boxall et al (2003) found the main reason by far for people leaving their employer was for more interesting work elsewhere. It is generally accepted that the effect of job satisfaction on turnover is less than that of organizational performance.

## Comparison of alternatives

Aggregate level economic studies provide consistent and significant evidence of the impact of labor market conditions on turnover rates at an aggregate level. As Mobley et al (1979) pointed out, at an aggregate level the relationship between economic factors such as employment levels or job vacancies and turnover has been well established. At an individual level, the labor market approach emphasizes expected utility and rational economic choice among employees and the perceived availability of alternative job opportunities.

The relationship between alternatives and turnover on an individual level has been researched widely since March & Simon's 1958 seminal work on ease of movement.

Much of the subsequent research focused on the link between job satisfaction, perceived alternative opportunities and turnover. Later, researchers began to focus on the role of both actual and perceived opportunities in explaining individual turnover decisions.

Subsequent research has indicated that actual alternatives are a better predictor of individual turnover than perceived opportunities. Research on the impact of unemployment rates as a proxy for actual opportunities in employee turnover revealed that unemployment rates affected the job-satisfaction/turnover intent relationship but not actual turnover (Kirschenbaum & Mano-Negrin, 1999). They concluded that macro level analysis predicted turnover

patterns but perceptions of opportunities did not. This point was reinforced in their study on medical centers in various locations used measures of perceived and objective opportunities in internal and external labor markets. The authors concluded that objectives opportunities were a better set of explanations of actual turnover behavior than either perceived internal or external labor market opportunities.

Nevertheless, while actual alternatives appear to be a better predictor of turnover, there is also well-established evidence of the link between perceived alternatives and actual turnover. In their most recent meta-analysis, Griffeth et al (2000) confirmed that perceived alternatives modestly predict turnover.

**Intentions to quit**

Much of the empirical research on turnover is based on actual turnover, although some studies are based on intentions to quit. Apart from the practical difficulty in conducting turnover research among people who have left an organization, some researchers suggest that there is a strong link between intentions to quit and actual turnover.

Mobley et al (1979) noted that the relationship between intentions and turnover is consistent and generally stronger than the satisfaction-turnover relationship, although it still accounted for less than a quarter of the variability in turnover. Much of the research on perceived opportunities has been found to be associated with

intentions to leave but not actual turnover (Kirschenbaum & Mano-Negrin, 1999). One of the possible reasons is that intentions do not account for impulsive behavior and also that turnover intentions are not necessarily followed through to lead to actual turnover.

## Characteristics of employees

Despite a wealth of research, there appear to be few characteristics that meaningfully predict turnover, the exceptions being age and tenure. Age is found to be negatively related to turnover (i.e. the older a person, the less likely they are to leave an organization). However, age alone explains little of the variability in turnover and as age is linked to many other factors, alone it contributes little to the understanding of turnover behavior. Tenure is also negatively related to turnover (the longer a person is with an organization, the more likely they are to stay).

Mangione in Mobley et al concluded that length of service is one of the best single predictors of turnover. Griffeth et al also found that age and tenure have a negative relationship to turnover.

There is little evidence of a person's sex being linked to turnover. Griffeth et al's (2000) meta-analysis re-examined various personal characteristics that may be linked to turnover. They concluded that there were no differences between the quit rates of men and women. They also cited evidence that gender moderates the age-turnover relationship (i.e. women are more likely to remain in their job the older they get, than do men). They also found no link

between intelligence and turnover, and none between race and turnover.

## Wages and conditions

The research conducted on the link between dissatisfaction with pay and voluntary turnover appears to be inconclusive. Mobley et al (1979) concluded that results from studies on the role of pay in turnover were mixed but that often there was no relationship between pay and turnover. Other studies found no significant relationship.

On the other hand Campion (1991) cited in Tang suggests that the most important reason for voluntary turnover is higher wages/career opportunity. Martin (2003) investigates the determinants of labour turnover using establishment-level survey data for the UK. Martin indicated that there is an inverse relationship between relative wages and turnover (ie establishments with higher relative pay had lower turnover).

## Attitudes to money

For some individuals pay will not be the sole criterion when people decide to continue within an existing job. In their study of mental health professionals, Tang et al (2000) examined the relationship between attitudes towards money, intrinsic job satisfaction and voluntary turnover. One of the main findings of this study is that voluntary turnover is high among employees who value money

(high money ethic endorsement), regardless of their intrinsic job satisfaction. However, those who do not value money highly but who have also have low intrinsic job satisfaction tended to have the lowest actual turnover. Furthermore, employees with high intrinsic job satisfaction and who put a low value on money also had significantly higher turnover than this second group.

## Training and career development

Martin (2003) detected a complex relationship between turnover and training. He suggested that establishments that enhance the skills of existing workers have lower turnover rates. However, turnover is higher when workers are trained to be multi-skilled, which may imply that this type of training enhances the prospects of workers to find work elsewhere. The literature on the link between lower turnover and training has found that off-the-job training is associated with higher turnover presumably because this type of training imparts more general skills (Martin, 2003).

## Impact of training on mobility

Shah and Burke (2003) reviewed some of the literature on the relationship between turnover and training. In a British study examining the impact of training on mobility,

Green et al (2000) concluded that, in aggregate, training has on average no impact on mobility. However, training that is wholly sponsored by the individual (or their families) is on balance likely to be a prelude to job search. In contrast, when employers pay for

training the downward effect on mobility is more likely. Lynch (1991, 1992) concluded that both on-the-job and off-the-job training have a significant effect on job mobility. While formal on-the-job training reduces the likelihood of mobility, particularly for young women, off-the-job training increases the likelihood of mobility. In a study of six local labour markets in Britain, Elias (1994) found those women who received employer-provided and job-related training had a lower probability of changing employer or making the transition to non-employment, but for men training made no significant difference to this type of turnover.

## Career commitment

Chang (1999) examined the relationship between career commitment, organizational commitment and turnover intention among Korean researchers and found that the role of career commitment was stronger in predicting turnover intentions. When individuals are committed to the organization they are less willing to leave the company. This was found to be stronger for those highly committed to their careers. The author also found that employees with low career and organizational commitment had the highest turnover intentions because they did not care either about the company or their current careers.

Individuals with high career commitment and low organizational commitment also tend to leave because they do not believe that the organization can satisfy their career needs or goals. This is

consistent with previous research that high career committers consider leaving the company if development opportunities are not provided by the organization. However, this group is not apt to leave and is likely to contribute to the company if their organizational commitment is increased. Chang found that individuals become affectively committed to the organization when they perceive that the organization is pursuing internal promotion opportunities, providing proper training and that supervisors do a good job in providing information and advice about careers.

## Influence of co-workers

A 2002 study by Kirschenbaum and Weisberg of 477 employees in 15 firms examined employees' job destination choices as part of the turnover process. One of their main findings was that co-workers' intentions have a major significant impact on all destination options - the more positive the perception of their co-workers desire to leave, the more employees themselves wanted to leave. The researchers suggest that a feeling about co-workers' intentions to change jobs or workplace acts as a form of social pressure or justification on the employee to make a move.

## Supervision/management

Mobley et al (1979) concluded that a number of studies offered moderate support for a negative relationship between satisfaction with supervision and turnover (i.e. the higher the satisfaction with supervision, the lower the turnover). Behavioral predictors

Some research (Hulin cited in Griffeth et al, 2000) implies that lateness and absence can be predictors of turnover because they represent withdrawal responses from the organization.

**Measuring turnover**

Research suggests that to gain an accurate perspective of internal causes of turnover, it is useful to look at both quantitative and qualitative information (IDS, 2004). To identify underlying reasons for turnover, qualitative information on the reasons why employees have left is necessary. The UK Chartered Institute of Personnel and

Development (CIPD) suggests that it is important employers have an understanding of their rates of labor turnover and how they affect the organization's effectiveness (CIPD, 2004). Depending on the size of the business, understanding the levels of turnover across occupations, locations and particular groups of employees (such as identified high performers) can help inform a comprehensive retention strategy. By understanding the nature of the turnover problem an organization can decide whether to adopt targeted retention initiatives.

**Wastage rates**

Typically, organizations use the crude wastage rate for measuring turnover. This calculates the number of leavers in a given period as a percentage of the average number of employees during the same period. To calculate the average number of employees during a given period, organizations often add together the number of

employees at the beginning of the period with those employed at the end of the period and divide it by two (IDS, 2004).

## Crude wastage rate

The simplicity of this measure means there is less risk of different parts of the Organization supplying inconsistent data. However, the crude wastage rate has its limitations because it includes all types of leavers - involuntary leavers. A single measure of turnover that does not distinguish between cases where people left because they were dissatisfied and where people left because of ill health or retirement will be inadequate because it treats leavers as a homogeneous group (Morrell et al, 2004).

Furthermore, when calculating replacement figures it may be misleading to base them on crude wastage rates which include employees that do not need replacing (IDS,

2004).The crude wastage rate also makes no distinction between functional (ie beneficial) and dysfunctional turnover (CIPD, 2004).

## Resignation rates

Another way of measuring turnover is to base turnover rates on voluntary leavers or resignation rates only, thus excluding employees who have left for other reasons such as retirement, redundancy, dismissal or redeployment to another part of the organization. However, basing turnover rates on voluntary leavers

can also have its drawbacks because it does not indicate how many staff need recruiting to cover those employees who have left because of retirement or voluntary internal transfers. One solution is to record separate turnover rates for voluntary and involuntary leavers (IDS, 2004).

Wastage rates can also be used for specific groups of employees or different business units, which allow an organization to detect differences in turnover within different parts of the organization. Overall figures tend to mask potentially significant differences in turnover within an organization (IDS, 2004). For example, high turnover in one area of the business could produce the same overall rate as a small number of leavers distributed evenly across the organization, but the actions required to deal with these situations would be quite different. Examining turnover by department can identify any local issues or possible problems concerning particular line managers or to monitor turnover among groups of employees with scarce skills. Wastage rates can also be applied to employees with a certain length of service (e.g. less than one year) which can help pinpoint ineffective recruitment, selection or induction processes (IDS, 2004).

## Vacancy rate

Another approach is to place a greater emphasis on the number of vacancies that need to be filled. The vacancy rate is based on the number of positions an organization actively wishes to recruit to as a percentage of the number of overall employees.

## Stability index

This measure gives an indication of the extent to which experienced employees are being retained. It can be used to calculate the stability of the whole organization or of a particular group of employees. It is usually calculated as the number of employees with one year's service or more as a percentage of the number of people employed a year ago. This formula can be varied according to particular circumstances (e.g. basing it on a longer period of service). A rise in the stability index indicates the company is improving retention of more experienced staff. Normally, a wastage rate would be expected alongside a low level of stability. If both percentages are high, this indicates the organization is experiencing problems with a small number of high turnover jobs (IDS, 2004).

## Costing turnover

The extent of the impact of turnover on an organization cannot be fully understood if there is no attempt to quantify the costs. The more complex approaches to costing turnover give a more accurate

and higher estimate of the costs. Such approaches often take into account the costs associated with lost productivity (i.e. the productivity of a new employee during their first few weeks or months in the role and that of designees during the notice period) and the effect on morale of the remaining workforce.

One such framework is that proposed by Tziner and Birati (1996) which builds on the earlier Cascio model of separation costs, replacement costs and training costs. The authors demonstrate how their conceptual framework can be translated into a formula and applied in practice. The Tziner and Birati framework includes: direct costs incurred in the replacement process (recruiting, hiring, and training and Socializing new employees, including the extra effort by supervisors and co-workers to integrate them, indirect costs and losses relating to interruptions in production, sales and the delivery of goods to customers, financial value of the estimated effect on performance as a result of the drop in morale of the remaining workforce following dysfunctional turnover.

While such approaches are arguably more accurate in that they cover all the costs associated with turnover, in practice these can prove too complex and time-consuming for many organizations. The UK Chartered Institute of Personnel and Development (CIPD) suggests that because of the difficulties involved in estimating and quantifying some of the indirect costs many organizations prefer to take a 'not less than' approach in attempting to cost turnover. According to the CIPD (2004), it is possible to compute a 'not less

than' figure by working out what it costs on average to replace a leaver with a new starter in each major employment category. This figure can then be multiplied by the crude turnover rate for that employee group to calculate the total annual costs of turnover. The CIPD suggests that the major turnover costs are; administration of the resignation (including exit interviews), recruitment costs (including advertising), selection costs, costs of cover (temporary employees or overtime) during the vacancy period; administration of recruitment and selection process, induction training for new employees.

## Theoretical Perspectives

This study was based on High Performance Theory which says employees' performance influence organizational performance. Although the concept and measurement of high-performance organizations are relatively new to management theory, they have roots that extend at least back to the beginning of the Industrial Revolution.

At the dawn of the Industrial Revolution, various employers strove hard to change workers' attitudes from an agrarian or craft-tradition mindset to a factory mindset. Workers had to develop new habits such as punctuality, regular attendance, mechanical pacing of work effort, and standardization. Some observers of the day held a dim view of the prevalent work ethic. One author wrote, "If a person can get sufficient (income) in four days to support himself for seven days, he will keep holiday the other three, that is, he will live in riot and debauchery" (Powell 1972, quoted in Briggs 1969). This line of thinking was picked up by others, and theories emerged that bolstered the idea of controlling workers through policy, structure, and organization.

Another line of reasoning was championed by Robert Owen, a successful cotton manufacturer in England during the early 1800s, who chided his colleagues for failing to understand the human element. According to Owen, managers spent time improving machines, specializing labor, and cutting costs, yet they made no investments in workers themselves. Owen said that money spent on improving labor would "return you not 5, 10, or 15% for your capital but often 50 and in many cases 100%" (Butt 1971).

These early viewpoints provide the roots for thinking about how to develop a high-performance organization. As industry grew, so did the theories about how to produce more or better products in the factories, and the dichotomy between focusing on people versus focusing on tasks and structures continued to evolve.

External factors influencing organizational performance include among others, talents and skills of the workforce, global competition, faster and more disruptive change technology, political and regulatory changes, the influence of ethics, environmental changes.

## Related studies

Tang et al's (2000) conducted a study about labor turnover and organizational performance confirmed the link between performance and actual turnover, analysis showed that organizational performance was a better predictor of turnover than overall job satisfaction. Researchers have established that there are different types of organizational performance. Allen & Meyer (1990) investigated the nature of the link between turnover and the three components of attitudinal performance: affective performance refers to employees' emotional attachment to, identification with and involvement in the organization; continuance performance refers to performance base on costs that employees associate with leaving the organization; and normative performance refers to employees' feelings of obligation to remain with the organization. Put simply, employees with strong affective performance stay with an organization because they want, those

with strong continuance performance stay because they need to, and those with strong normative performance stay because they feel they ought to. Allen and Meyer's study indicated that all three components of performance were a negative indicator of turnover. In general, most research has found affective performance to be the most decisive variable linked to turnover.

### Missing Gap

In this study conducted in selected universities in Hargiesa Somaliland, where there was no such study conducted before about labor turnover and organizational performance and this is the gab which the researcher is going to explore

# CHAPTER THREE
## METHODOLOGY

### Research Design

This study employed the descriptive correlation design. Descriptive studies are non-experimental researches that describe the characteristics of a particular individual, or of a group. It deals with the relationship between variables, testing of hypothesis and development of generalizations and use of theories that have universal validity.

### Research Population

The target population of this study consists of **150** respondents in selected universities in Hargeisa, Somaliland. Among these respondents include top level management, supervisors and academic staff in selected Universities.

### Sample Size

In view of the nature of the target population where the employees are so many, a sample was taken from each targeted area. The Solven's formula used to determine the minimum sample size

$$n = \frac{N}{1 + N(\alpha)^2}$$

Where n= the required sample size, N= the known population size and α=the level of significance at 0.05%

$$n = N/1 + N(\alpha 2) \quad = 150/1 + 150(0.05)^2 = 110$$

**Table1: Respondents of the Study is determined Slovin's Formula**

| Category | Total target population | | | Sample size | | |
|---|---|---|---|---|---|---|
| **Universities** | Top Management | Supervisors | Academic staff | Top Management | supervisors | Academic staff |
| University Of Hargiesa | 10 | 15 | 50 | 8 | 12 | 35 |
| Admas University | 10 | 15 | 50 | 8 | 12 | 35 |
| Total | 20 | 30 | 100 | 16 | 24 | 70 |

Source: primary data 2012

## Sampling Procedures

Purposive sampling was utilized to select the respondents based on the following criteria's:

1. Male and female of any selected universities

2. Academic employees in the universities in the study

3. Management and supervisors in the selected universities

From the list of qualified respondents chosen based on the inclusion criteria, the systematic random sampling was used to finally select the respondents with consideration to the computed minimum sample size.

## Research Instruments

The research tools that was utilized in this study include the following: 1) *face sheet* to gather data on the respondents' demographic characteristics; gender, age, qualifications, position in the organization 2) *researcher devised questionnaires* to determine the level of labor turnover and organizational performance will be used. The scoring system of this instrument is as follows: Strongly agree (4) agree (3) disagree (2) strongly disagree (1).

### *Validity and Reliability of the Instruments*

Validity and reliability of the research instruments was concerned with the extent to which the research instrument yields the same results. The construct and criterion validity of the labor turnover and organizational performance questionnaire was empirically proved by experts, which means it is none standardized. Experts used Content Validity Index (CVI) and ensured by subjecting the research devised questionnaires on labor turnover and organizational performance to judgment by content expert.

In order to test for the validity of the research instrument, the instrument was given to three expert judges who scored the relevance of each item on the questionnaire.

Content Validity Index was computed using the formula

CVI= number of items declared valid by the judges/Total number of items on the questionnaire. The overall CVI was 0.8, which is acceptable. Reliability of the respondent's through the instruments of the questionnaire was established. The reliability of the research instruments

concerned with the degree to which the research instrument gave the same result. The reliability was used test and pretest approach in the determination of accuracy of the research devised instruments. In this test-retest technique, the questionnaires were self administered throughout the research to ensure that respondents fill the same questionnaire and the instruments provides the required information.

## Data Gathering Procedures

### Before the administration of the questionnaires

1. An introduction letter was obtained from the college of higher degrees and research for the researcher to solicit approval to conduct the study from respective organizations.
2. When approved, the researcher was secured a list of the qualified respondents from the human resource and select through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents were explained about the study and were requested to sign the Informed Consent Form (Appendix 3).
4. Reproduced more than enough questionnaires for distribution.
5. Selected research assistants who would assist in the data collection; brief and orient them in order to be consistent in administering the questionnaires.

## During the administration of the questionnaires

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants was emphasized retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all are answered.

## After the administration of the questionnaires

The data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

## Data Analysis

The frequency and percentage distribution was used to determine the demographic characteristics of the respondents.

The mean and standard deviations was applied for the levels of labor turnover and organizational performance. An item analysis was illustrated the strengths and weaknesses based on the indicators in terms of mean and rank. From these strengths and weaknesses, the recommendations were derived.

The analysis of Variance (ANOVA) was utilized to test the difference between means for hypothesis one (Ho #1) at 0.05 level of significance.

The regression analysis $R^2$ (coefficient of determination) was computed to determine the influence of the independent variables on the dependent variable.

| Range | Interpretation | Respondent Mode |
|-------|----------------|-----------------|
| 3.26---4.00 | very good | strongly agree |
| 2.51---3.25 | good | agree |
| 1.76---2.50 | fair | disagree |
| 1.50—1.75 | poor | strongly disagree |

## Ethical Considerations

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities will be implemented by the researcher:

1. The respondents and institutions will be coded instead of reflecting the names.
2. Solicit permission through a written request to the concerned officials of the organization included in the study.
3. Request the respondents to sign in the *Informed Consent Form* (Appendix 3)
4. Acknowledge the authors quoted in this study and the author of the standardized instrument through citations and referencing.
5. Present the findings in a generalized manner.

## Limitations of the Study

In view of the following threats to validity, the researcher was claimed an allowable 5% margin of error at 0.05 level of significance, Measures are also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

1. *Extraneous variables* which was beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.

2. *Instrumentation:* The research instruments on resource availability and utilization are not standardized. Therefore a validity and reliability test was done to produce a credible measurement of the research variables.

3. *Testing:* The use of research assistants can bring about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to respondents. To minimize this threat, the research assistants were oriented and briefed on the procedures to be done in data collection.

4. *Attrition/Mortality:* Not all questionnaires could be returned neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal of participation. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size. The respondents was also reminded not to leave any item in the questionnaires unanswered and was closely followed up as to the date of retrieval.

# CHAPTER FOUR

## PRESENTATION, ANALYSIS, AND INTERPRETATION DATA

### Profile of the Respondents

The first objective of the study was to determine the demographic characteristics of the in terms of age, gender, educational level, and position in the organization to determine this face sheet with all the relevant information of the respondents was used to collect data; data from this face sheet was analyzed using frequency distribution and percentage.

# Table 2

## Profile of the Respondents

| Profile of the respondents | Frequency | Percentage(%) |
|---|---|---|
| **Gender** | | |
| Male | 76 | 69.1 |
| Female | 34 | 30.9 |
| **Total** | 110 | 100.0 |
| **Age** | | |
| 25-39 | 73 | 66.4 |
| 40-50 | 37 | 33.6 |
| 50 above | 0 | 0 |
| total | 110 | 100.0 |
| **Qualification** | | |
| Diploma | 16 | 14.5 |
| Degree | 54 | 49.1 |
| Master | 32 | 29.1 |
| PhD | 8 | 7.3 |
| **Total** | 110 | 100.0 |
| **Positions** | | |
| Top management | 17 | 15.5 |
| Supervisors | 20 | 18.2 |
| Academic staff | 72 | 65.5 |
| **Total** | 110 | 100.0 |

Source: Primary data 2012

Results from tables 2 indicated concern gender, there were more male (69.1%) than female (30.9%). This implies that universities employees are dominated by males .this is because mostly boys go to schools where girls are left behind at homes for some domestic tasks.

The findings of the study showed that 66.4% of the respondents belonged to the age of (25-39%), and 33.6% of the respondents are the age 40-50. This means that universities' employees are the ages from 25 to and because these age are most productive and educated people in Somaliland.

Table 2 showed that the findings of the study indicated that the majority of the respondents are degree holders that makes 49.1%% of the respondents and mostly they are academic staff and supervisors managers; the second group of the respondents were master degree holders which stand for 29.1%of the respondents, and this indicates that majority of this selected universities employees are master and degree holders since they are 78.2% of the employees.; the third group of the respondents has diploma level which represents 14.5% of the respondents, the fourth group of the respondents has PhD which represents 7.3% of the respondents and mostly they are the top level management

From the findings the researcher observed that the top managers of the selected universities are PhD holders which showed that they have skills, knowledge, experience and competence to handle the operations and activities of the entire universities. This indicates that the selected universities attract and retain highly educated employees who perform their duties well. If the researcher tends the position of the respondents the result indicates that the 15.5% of the respondents are top managers of the universities while 18.2 % of the respondents are supervisors and

65.5% of the respondents are academic staff. Therefore the finding shows the majority of the respondents of the universities are staff.

## Level of labor turnover

The second objective was to determine level of labor turnover in the selected Universities, because labor turnover was broken into five aspects, three or five questions were asked in the questionnaire and questionnaire was based on four points liker scale ranging from 1 for Strongly Disagree,2 Disagree 3 Agree, and 4 Strongly Agree. Respondents were asked to rate the level of labor turnover in their Universities, by showing the level of turnover they are agree with items. Their responses were analyzed used mean as summarized in table 3

# Table 3

## Level of labor turnover

| Indicator | Mean | Interpretation | Ranking |
|---|---|---|---|
| **The various reasons for which employee leave this organization include:** | | | |
| Management demands that one person do the jobs of two or more people | 2.71 | High | 7 |
| Management doesn't allow the rank and file to make decisions about their work | 2.75 | High | 6 |
| Management constantly reorganizes, shuffles people around and changes direction constantly | 2.89 | High | 1 |
| Management doesn't take the time to clarify their decisions | 2.80 | High | 5 |
| Management throws a temper tantrum, points fingers and assigns blame | 2.80 | High | 5 |
| Inadequate training | 2.80 | High | 5 |
| Poor communications | 2.81 | High | 4 |
| Poor fit between the employee and the job | 2.83 | High | 3 |
| Non-competitive compensation | 2.83 | High | 3 |
| poor Working conditions | 2.86 | High | 2 |
| mean avearge | **2.52** | High | |
| **Positive consequences of labor turnover include:** | | | |
| bringing in new ideas and skills from new hires | 2.88 | High | 2 |
| Better employee-job matches | 2.88 | High | 2 |
| More staffing flexibility | 2.89 | High | 1 |
| Facilitate change and innovation | 2.89 | High | 1 |
| **Average Mean** | **2.88** | High | |
| **Employees' retention strategies of this organization include** | | | |
| Pay them well | 2.89 | High | 4 |
| Treat each employee with respect regardless of their job | 2.91 | High | 3 |
| Offer flexible hours and generous vacation plans | 2.91 | High | 3 |
| Offer a bonus plan to safe and efficient workers | 2.92 | High | 2 |
| Begin a profit sharing plan | 2.93 | High | 1 |
| **Average Mean** | **2.91** | High | |
| **Steps should to be taken by the organization to check employee turnover time to time** | | | |
| Measure the cost of turnover | 2.97 | High | 4 |

| | | | |
|---|---|---|---|
| Develop retention strategies | 2.99 | High | 3 |
| Plan for some expected turnover | 3.00 | High | 2 |
| Plan for a changing workforce culture | 3.04 | High | 1 |
| Recognize quality of work life | 3.04 | High | 1 |
| **Average Mean** | **3.00** | High | |
| **The various ways to reduce employee turnover in this organization include:** | | | |
| Challenge the Employee | 3.04 | High | 4 |
| Recognize Employee Success | 3.05 | High | 3 |
| Create a Career Path | 3.06 | High | 2 |
| Offer Competitive Pay and Benefits | 3.08 | High | 1 |
| **Average Mean** | **3.06** | High | |
| **Mean index** | **2.87** | High | |

Source: primary data 2012

The majority of the respondents agreed that Management demands that one person do the jobs of two or more people and this makes uncomfortable of the employees as attested to by a high mean score of (2.71 high) and the results mean that Complaining heavy workload

The table 3 showed that the mean (2.75 high) that represents the Management constantly reorganizes, shuffles people around and changes direction constantly, majority of the respondents agreed that, there is constantly changing strategies and policies which govern different levels of employees in the universities in Somaliland.

Table 3 indicated that big proportion of respondents (2.89 high) agreed that the Management doesn't allow the rank and file to make decisions about their work which demonstrating lack of authority delegation among the selected universities. Management doesn't take the time to clarify their decisions and yet

table 3 showed that Management throws a temper tantrum, points fingers and assigns blame with the mean of(2.80 high) which shows that top level management always blame on the that employees may commit . On the other hand, most employees agreed that with of (2.80 high) that there is inadequate training of the employees which is another reason that employee leave these universities. Yet, table 3 indicates that respondents agreed with the mean of (2.80 high) that there is poor communication among the different levels of employees and the also, departments. Table 3 expose that most respondents agreed with the mean of (2.80 high) that there is poor fit between the employees and the job and this is caused by two factors either poor recruitment process or inadequate training. Table 3 indicates that with the mean of (2.81 high) that Non-competitive compensation is also, another main factor which employees of the selected universities leave their jobs.

Table 3 indicated that most respondents agreed with the mean of (2.83 high) that there is a poor working condition in these universities which is yet another cause of labor turnover in the selected universities. Table 3 indicated that most respondents agreed with mean of (2.83 high) that bring in new ideas and skills from new hires is one of the positive consequences of labor turnover in the selected universities, they indicated that other important consequences of labor turnover include better employee-job matches, more staffing flexibility and facilitate change and innovation with the means (2.86 high),

(2.88 high), and (2.88 high) respectively. Furthermore, Table 3 showed that respondents strongly agreed that paying employees well prevent

employees quitting their jobs with the of (2.89 high) whereas, treating each employee with respect regardless of their jobs is another sign of employee retention strategy which respondents agreed with the mean of (2.89 high). Another way of retaining employees which respondents agreed with the mean of (2.88 high) is offering flexible hours and generous vacation plans. Still, some other ways of employee retention strategy include offering a plan to safe an efficient workers and beginning of a profit sharing plans those respondents agreed with the means of (2.89 high) and (2.91 high) respectively. Table3 indicated that respondents agreed with that steps to measure employees turnover from time to time include: to measure the cost of turnover with the mean of (2.91 high), to develop retention strategies where respondents agreed with the mean of (2.92 high), to plan for a changing workforce culture which respondents agreed with the mean of (2.93 high) and to recognize the quality of work life with the mean of (2.91 high). And this shows that target universities do not consider all the above mentioned factors as a efficient ways to measure turnover of their organizations.

Table also illustrated that ways to reduce employees turnover in the selected universities include: to challenge the employee which respondents agreed with the mean of (2.97 high), to recognize employee success which respondents agreed with the mean of (2.99 high), another way of reducing turnover of these universities is to create a career path which respondents agreed with the mean of (3.00 high), and finally, to offer competitive pay and benefits which respondents agreed with the mean of ( 3.04 high)

The mean index indicated that the level of labor turnover is good (**mean index 3.87**). Thus it can be deduced that the level of labor turnover in selected Universities is significantly harmful to them and needs to address earlier enough

## Level of organizational performance

The third objective was to determine the level of labor turnover in selected Universities, because the turnover was broke into nine aspects, four questions were asked in each aspect questionnaire and questionnaire was based on four points like scale ranging from 1 for Strongly Disagree ,2 Disagree 3 Agree, and 4 Strongly Agree. Respondents were asked to rate level of organizational performance in their Universities, by showed the level of organizational performance they are agree with items. Their responses were analyzed using mean as summarized in table 4

# Table 4

## Level of Organizational performance

| Indicator | Mean | Interpretation | Ranking |
|---|---|---|---|
| **Mission** | | | |
| my organization has a clear organizational mission and people on all levels of my organization understand it | 2.97 | High | 2 |
| My organization has a clear and broadly accepted set of core values | 2.97 | High | 2 |
| My organization periodically review the mission statement to assess whether the conditions it addresses still remain | 2.87 | High | 4 |
| my organization's mission is referenced when developing organizational strategies | 3.07 | High | 1 |
| mean Average | 2.97 | High | |
| **Ethics and Accountability** | | | |
| my organization have ongoing evaluation procedures for programs, organizational operations, employees, Board of Directors, volunteers, peer reviews and reciprocal performance reviews | 2.81 | High | 4 |
| My organization conducts ethical audits and has an ethics compliance program | 2.96 | High | 3 |
| My organization has policies governing materials distributed to the public | 2.99 | High | 2 |
| My organization has processes in place to periodically assess compliance with the accounting/financial management system, the human resource system; and the accreditation/certification process | 3.00 | High | 1 |
| **Average mean** | **2.94** | High | |
| **External Environment** | | | |
| Our organization has a practice that monitors the needs of our constituency | 2.88 | High | 3 |
| My organization involve in an expansive network of people, organizations, societies, sectors (business and government) and communities. | 2.84 | High | 4 |
| My organization form alliances if and when appropriate | 2.96 | High | 1 |
| Other organizations in the community invite my organization to help plan for the future or solve community challenges | 2.95 | High | 2 |
| **Average mean** | **2.90** | High | |
| **Strategic Planning and Management** | | | |

| | | | |
|---|---|---|---|
| My organization has strategies that were developed as outcomes of a strategic planning process | 2.75 | High | 3 |
| My organization has a clear strategy that guides organizational programs or activities in the context of the organization's vision and mission | 2.85 | High | 2 |
| My organization tie strategic planning and performance measurement together | 2.94 | High | 1 |
| **mean average** | **2.85** | High | |
| **Organizational Structure** | | | |
| The structure of my organization support and reflect the strategy and vision of my organization | 2.90 | High | 1 |
| My organization has clear lines of authority and responsibility | 2.79 | High | 3 |
| My organization has a supportive, engaged, and knowledgeable Board | 2.80 | High | 2 |
| My organization has enough, as well as the right kind of resources: e.g., financial, staff, volunteers, time, technology, etc. to achieve its goals | 2.90 | High | 1 |
| **average mean** | **2.84** | High | |
| **Leadership and Management** | | | |
| The individual who leads this organization, create a culture that enables and motivates the organization to fulfill its mission | 2.77 | High | 4 |
| our organization has a program that ensures that qualified successors are prepared for key leadership positions | 2.82 | High | 2 |
| our organization encourages shared leadership and gives credit to others | 2.92 | High | 1 |
| Our organization has a systematic process that promotes effective leadership across the organization, including board, executive director, staff members and volunteers | 2.81 | High | 3 |
| **mean average** | **2.83** | High | |
| **Human Resources Management** | | | |
| My organization have a system or process to attract, reward, retain, value and develop talented people, including emerging leaders | 3.06 | High | 1 |
| My organization supports and promotes a diversity of people and ideas | 2.29 | Average | 4 |
| My organization has a formal program for the development of staff | 3.02 | High | 2 |
| My organization considers employees a valuable asset of the organization | 2.65 | High | 3 |
| **mean average** | **2.75** | High | |
| **Internal and External Communications** | | | |
| My organization informs all appropriate stakeholders about its plans. | 2.74 | High | 3 |
| My organization does inform all appropriate stakeholders about our operating results | 2.98 | High | 1 |

| | | | |
|---|---|---|---|
| My organization routinely shares information from external sources with staff affected by the information | 2.98 | High | 1 |
| My organization has educated its Board, management, staff, and volunteers to communicate effectively | 2.78 | High | 2 |
| **average mean** | **2.87** | High | |
| **Evaluation and Performance Management** | | | |
| My organization has a system that objectively measures organizational and programmatic cutcomes and provides accountability | 2.96 | High | 1 |
| My organization has a performance management system that includes ongoing evaluation and scanning of the environment | 2.65 | High | 3 |
| My organization measures the contributions of individuals in the organization toward the achievement of desired outcomes | 2.49 | Average | 4 |
| My organization's programs, projects or activities have well defined outcomes that have real impact on society. | 2.69 | High | 2 |
| **Average mean** | **2.70** | High | |
| **Mean Index** | **2.85** | high | |

Source: primary data 2012

The table 4 showed that the mean (2.97 high), indicates that the selected Universities has a clear organizational mission and people on all levels of the organizations understand it majority of the respondents agreed. Table 4 also, demonstrated that the mean (2.97 high) represent that most respondents agreed with that their Universities has a clear and broadly accepted set of core values. Table 4 illustrated that the mean (2.87 high), which represents that majority of the respondents agreed with that their Universities periodically review the mission statement to assess whether the conditions it addresses still remain or otherwise. Table 4 showed that the mean (3.07 high) represents that good number of the respondents agreed with that their Universities' missions is referenced when developing organizational strategies.

Table4 showed that the mean (2.81 high) represents that the majority of the respondents agreed that their Universities have ongoing evaluation procedures for programs, organizational operations, employees, Board of

Directors, volunteers, peer reviews and reciprocal performance reviews, and this shows how these Universities administer their ethical operation and the interpretation is good.

Table 4 yet showed that the mean (2.96 high) represents that the respondents significantly agreed that their Universities conduct ethical audits and have an ethics compliance program to evaluate how far this institutions practicing good ethical behavior and the mean indicated good interpretation.

Table 4 showed that the mean (2.99 high), represents that majority of the respondents agreed that their Universities have policies governing materials distributed to the public such as reports about different aspects of the Universities. Table 4 indicated that the mean (3.00 high), represents that respondents agreed with significant number that their Universities have processes in place to periodically assess compliance with the accounting/financial management system, the human resource system; and the accreditation/certification process to improve the good image of their institutions. Table4 showed that the mean (2.88 high) represents that majority of the respondents agreed that their Institutions have practice that monitors the needs of their constituency and the mean indicated very good interpretation. Table4 indicated that the mean (2.84 high )represents that majority of the respondents agreed that their Universities involve in an expansive network of people, organizations, societies, sectors (business and government) and communities and that mean indicated good interpretation.

Table4 showed that the mean (2.96 high), represents that majority of the respondents agreed that their Universities invited by other community to help plan for the future or solve community challenge. Table 4 indicated that the mean 3.40 represents that the majority of the respondents agreed that their Universities form alliances if and when appropriate. Table 4 showed that the mean (2.95 high), represents that the majority of the respondents agreed that their Universities have strategies that were developed as outcomes of a strategic planning process. Table 4 showed that the mean (2.75 high) represent that majority of the respondents agreed that their Universities have clear strategy that guides organizational programs or activities in the context of the organization's vision and mission and that mean indicated good interpretation.

Table4 indicated that the mean (2.85 high) represents that majority of the respondents agreed that their Universities tie strategic planning and performance measurement together and the mean indicated good interpretation. Table4 showed that the mean (2.94 high) represents that greater part of the respondents agreed that the structure of their Universities support and reflect the strategy and vision of their organizations and the mean indicated very good interpretation. Table4 showed that the mean (2.90 high) represents that majority of the respondents agreed that their Universities have clear lines of authority and responsibility and the mean indicated very good interpretation. Table4 showed that the mean (2.79 high) represents that majority of the respondents agreed that their Universities have a supportive, engaged, and knowledgeable Board and the mean indicated good interpretation. Table4 showed that the mean (2.80 high) represents that the majority of

the respondents agreed that their Universities have enough, as well as the right kind of resources: e.g., financial, staff, volunteers, time, technology, etc. to achieve its goals and the mean indicated very good interpretation. Table4 showed that the mean (2.90 high), represents that majority of the responderits agreed the individuals who lead their organizations, create a culture that enables and motivates the organization to fulfill its mission and the mean indicated good interpretation. Table4 showed that the mean (2.77 high), represents that the majority of the respondents agreed their Universities have program that ensures that qualified successors are prepared for key leadership positions and the mean indicated good interpretation. Table4 showed that the mean (2.82 high), represents that majority of the respondents agreed that their Universities encourages shared leadership and gives credit to others and mean indicated good interpretation. Table4 showed that the mean (2.92 high), represents that the majority of the respondents agreed with some doubt that their Universities have systematic process that promotes effective leadership across the organization, including board, executive director, staff members and volunteers. And the mean indicated fair interpretation. Table4 showed that the mean (2.81 high) represents that majority of the respondents strongly agreed that their Universities system or process to attract, reward, retain, value and develop talented people, including emerging leaders. And mean indicated very good interpretation.table4 showed that the mean (3.06 high) represents that majority of the respondents agreed that their Universities supports ´and promotes a diversity of people and ideas, And the mean indicated good interpretation.table4 showed that the mean 2.29 high represents that

majority of the respondents agreed that their Universities have a formal program for the development of staff, and the mean indicated high interpretation. Table4 showed that the mean (2.65 high) represents that majority of the respondents strongly agreed that their Universities considers employees a valuable asset of the organization, and the mean indicated very good interpretation.

Table4 showed that the mean (2.74 high) represents that majority of the respondents agreed with some doubt that their Universities informs all appropriate stakeholders about their plans, and the mean indicated fair interpretation. Table4 illustrated that the mean (2.98 high) represents that majority of the respondents strongly agreed that their Universities routinely share information from external sources with staff affected by the information, and the mean indicated very good interpretation. Table4 showed that the mean (2.98 high) represents that majority of the respondents agreed with some doubt that their Universities do inform all appropriate stakeholders about their operating results, and the mean indicated good interpretation. Table4 showed that the mean (2.78 high) represents that majority of the respondents strongly agreed that their Universities have educated its Board, management, staff, and volunteers to communicate effectively, and the mean indicated very good interpretation. Table4 showed that the mean (2.96 high) represents that majority of the respondents strongly agreed that their Universities have a system that objectively measures organizational and programmatic outcomes and provides accountability, and the mean indicated very good interpretation. Table4 showed that the mean (2.65 high) represents that majority of the respondents agreed that their Universities measure the

contributions of individuals in the organization toward the achievement of desired outcomes, and the mean indicated good interpretation. Table4 showed that the mean (2.49 average) represents that majority of the respondents disagreed with some doubt that their Universities have performance management system that includes ongoing evaluation and scanning of the environment, and the mean indicated fair interpretation. Table4 showed that the mean 2.69 represents that majority of the respondents agreed with some doubt that their Universities' programs, projects or activities have well defined outcomes that have real impact on society, and the mean indicated good interpretation.

The mean index indicated that the level of labor turnover is high as (**mean index 2.85 high**). Thus it can be deduced that the level of labor turnover is excessive in the selected Universities and most likely to affect the performance of those organizations

## Table 5

## Relationship between labor and organizational performance

| Variable correlated | r-value | p-value | Interpretation | Decision on $H_0$ |
|---|---|---|---|---|
| Labor turnover and organizational performance | 0.823 | 0.000 | Significant effect | Rejected |

Source: primary 2012

Table 5 exposed that there is a relationship between labor turnover and organizational performance in selected Universities in Hargiesa. The relationship between the two variables was strong positively correlated.

The level of significance was computed at 0.000 which is below the standard correlation level of 0.05 Where indicates significance relationship. Pearson correlations reading at .823 is an indicator of strong and positive relationship. In view of this output the null hypothesis was rejected, the alternative hypothesis was accepted leading to the conclusion.

## Table 6

Regression Analysis between the Dependent and Independent Variables

| Variables Regressed | Computed F-Value | r2 | Interpretation | Decision on Ho |
|---|---|---|---|---|
| Labor turnover and organizational performance | 227.456 | .678 | Significant Effects | Rejected |

Source: primary 2012

From the table 6, it is clear that this model has good correlation as the r is significant effects ($r^2=.678$). The model is significant (F=227.456, P=0.000). The researcher concludes that there is sufficient evidence at the 0.05 level of significance, that the labor turnover affect organizational performance. The results suggest that labor turnover have an effect on organizational in selected Universities in Hargiesa, Somaliland.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## Summary of Findings

This study was guided by five objectives which comprised of these objectives (I)to identify the demographic characteristics of the respondents in terms of gender, Age, educations, and position (II) to determine the level of labor turnover in selected Universities. (III)to determine the level of organizational performance in selected Universities.(Iv)to establish if labor turnover and organizational performance are significantly correlated.(v)to establish if there is relationship between labor turnover and organizational performance in selected Universities in Hargiesa, Somaliland.

The first objective of the study is used descriptive statistics results showed frequencies and percentages, indicating the characteristics of the respondents and also showed the distribution of population in the study. The result indicated that male dominated the whole Universities rather than female individuals working in selected Universities in Hargiesa, Somaliland, and also the findings indicated that the diverse age among the staff of selected in selected Universities, the difference ages from early stages to elders who have more information in the field of study and can offer practical information to the researcher.

The second objective was to determine the level of labor turnover in selected Universities Based on the analysis of chapter four the findings exposed that the most of the respondents agreed that the labor turnover

are being excessive in the target organizations as showed the average mean (3.14 good) which indicates the majority of the respondents agreed that the labor of the selected Universities is excessive, which needs to address it immediately or otherwise it would be worse.

The third objectives of the study was to determine the level of organizational performance in selected Universities based on the analysis of chapter four the findings demonstrated that most of the respondents agreed that there is good organizational performance in their organizations as showed by the average mean (3.03 good) which indicates that there is good performance among the target Universities as long as turnover is reduced.

The fourth objective was analyzed in the SPSS so the researcher could estimate the st.dev value of the objective which indicates there is significant relationship between the variables.
Eventually the findings of the fifth objective specified that the regression of the variables was very strong as the SPSS analyzed.

## CONCLUSION

Leavers feel they have little opportunity for promotions, personal growth, or pay increases at their current organization. They therefore decide that they would be better off starting anew somewhere else.

Supervisors should engage in frank, open discussions with employees about their long-term future with the organization. In some cases, employees may discover that they have more potential with the organization than they had thought. Telling an employee that he or she is personally valued by the organization can have a powerful, positive, long-term impact. It is often exactly what employees are starving to hear.

Generally, leavers become psychologically disconnected from the internal grapevine, spirit, and mission of the organization.

The strongest bond that ties employees to their organizations is "the people." To retain these disconnected employees, organizations must develop approaches for keeping them connected to their coworkers. For example, consider assigning employees to a new work team or sponsoring more social events. Also, encourage more meetings and face-to-face communications rather than relying exclusively on email, which often hopelessly isolates individuals.

Leavers are typically unhappy with the actual work they are performing. Most often, this is because they feel their skills and abilities are not fully utilized. Continually challenge employees to use more of their skills and abilities. Rotate them through different jobs or work assignments. Provide

additional training. Also, enrich their jobs by providing them with more decision-making authority; many otherwise competent, self-assured employees live in perpetual fear of making a mistake, saying the wrong thing to the wrong person, and losing their jobs. They spend a great deal of their workdays in a constant state of paranoia.

Organizations that foster a fearful work environment are destined to have a non-committed and paralyzed work force with little ability to act decisively, take prudent risks, or contribute fully. Management must step back and take an objective look at what they are doing to intimidate and stifle employees. A confidential employee survey can also help management better understand these employee concerns. Many leavers feel that management does not treat them with respect and dignity. They therefore view all management actions and communications with cynicism and distrust.

## RECOMMENDATION

Keep in mind that your goal is not to have zero turnovers. Some employee turnover is healthy and necessary to prevent your institution from becoming stagnant; new employees bring essential rejuvenating energy and ideas. Small institutions generally can expect a somewhat higher overall turnover rate than their larger counterparts, but any inherent shortcomings can be alleviated with the use of preventive tools.

With the experience of the study and application of the following recommendations, are essential to any institution experiencing excessive turnover.

## Paying competitive wage/salary

the costs of repeatedly hiring and rehiring can be staggering. Actual dollars spent to replace a worker can range from the hundreds to the thousands, with the latter being far more common. One of the most important things an employer can do to retain their employees is to offer a competitive wage. If not, that dollar an hour you think you're saving will likely end up costing you thousands in the long run when you find your workers running off for better wages elsewhere.

## Improving Recruitment process

The wrong person for the right job is not a good equation for encouraging employee retention. Time and care must be taken to; first, have for yourself a clear definition of the job; second, know what experience or education level you require; and; third, know what you're willing to pay.

## Provide Training and Orientation

A worker's first day and first weeks on the job are critical to retention. An orientation and introduction to the institution and coworkers that first work day goes far in putting the "new kid on the block" at ease. Training – no matter how simple the job may seem – is essential. A written job description with specific and detailed procedures is also a useful tool.

## Reviewing Managerial styles

many people flee their jobs because of the boss man (or woman). The reasons are varied but include:  Negative or disrespectful words, attitude

or actions, Employee favoritism/inequities, Unreasonable workload or overtime demands, Rigid rules with no room for flexibility, Devaluing/disinterest in employees ideas or suggestions, Lack of communication with regard to goals, procedural changes, and company rules

## Motivating employees

Employees need to feel that their work is meaningful and beneficial to their organization. Keep the fire lit under their internal motivators of purpose and passion.

## Develop a sense of fun and community

it doesn't hurt to lighten up now and then. Like the Proverb says, "all work and no play make Jack a dull boy." And hard work should certainly be rewarded on occasion.

Start some University traditions like a once-a-year "Food of All Nations Day" where people bring in dishes from their native lands. If funds allow, have an annual University picnic or holiday party.

## Be modernized

Being informed will help you to make better and more knowledgeable choices when it comes to hiring, retaining and motivating your employees.

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# APPENDICES

## APPENDIX I: TRANSMITTAL LETTER

**KAMPALA INTERNATIONAL UNIVERSITY**

Ggaba Road - Kansanga
P.O. Box 20000, Kampala, Uganda
Tel: +256 - 414 - 266813 / +256 - 772 - 322563
Fax: +256 - 414 - 501 974
E-mail: admin@kiu.ac.ug
Website: www.kiu.ac.ug

### OFFICE OF THE HEAD OF DEPARTMENT, ECONOMICS AND MANAGEMENT SCIENCES
### COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)

Date: 11<sup>th</sup> June, 2012

**RE: REQUEST MOHAMED NOUR ABDI MHR/33643/111/DF TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing Masters of Arts in Human Resource Management.

He is currently conducting a research entitled **"Labor Turnover And Organizational Performance In Selected Universities In Hargeisa, Somaliland."**

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

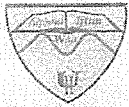Any assistance rendered to him will be highly appreciated.

Yours truly,

Mr. Malinga Ramadhan
**Head of Department,**
**Economics and Management Sciences, (CHDR)**

**NOTED BY:**
Dr. Sofia Sol T. Gaite
Principal-CHDR

*"Exploring the Heights"*

# University of Hargeisa

Ref.UoH/12/006                                                         08/08/2012

From: UoH

## To: Whom it may Concern

We declared (University of Hargeisa) that we fulfilled questionnaire conducted by
Mohamed Nour Abdi which entitled '' Labour turnover and Organizational performance
of selected Universities in Hargeisa University, Somaliland.

Please don't hesitate to contact us, any further information.

Thank You

Abi Ali Mohamed

Dean of Student Affairs
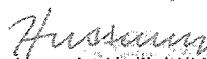
**Admas University College**

In Hargeisa, Somaliland

To Whom It May Concern,

We herby certify that 18 Questionnaires entitled **"Labor turnover and Organizational Performance of Selected Universities in Hargeisa Somaliland"** has been filled in our university.

More over **Mr. Mohamed Nour Abdi** is one among the graduates of Our University in 2009.

We wish him all the best in his future career.

With the best regards,

Mr. Hussein Abdilahi Mohamoud

Vice President

## APPENDIX II: CLEARANCE FROM ETHICS COMMITTEE

Date_____

**Candidate's Data**

Name_____

Reg.# _____

Course _____

Title of Study _____

**Ethical Review Checklist**

**The study reviewed considered the following:**

____ Physical Safety of Human Subjects

____ Psychological Safety

____ Emotional Security

____ Privacy

____ Written Request for Author of Standardized Instrument

____ Coding of Questionnaires/Anonymity/Confidentiality

____ Permission to Conduct the Study

____ Informed Consent

____ Citations/Authors Recognized

## Results of Ethical Review

____ Approved

____ Conditional (to provide the Ethics Committee with corrections)

____ Disapproved/ Resubmit Proposal

## Ethics Committee (Name and Signature)

Chairperson _____

Members' _____

## APPENDIX III: INFORMED CONSENT

I am giving my consent to be part of the research study of Mohamed Nour Abdi that will focus on **labor turnover and organizational performance of selected universities in Hargeisa, Somaliland.**

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date_____

## APPENDIX IV: INSTRUMENTS

Dear respondent,

I am conducting a study entitled **"labor turnover and organizational performance of selected universities in Hargeisa, Somaliland.**

In view of this may I request that you answer my questionnaire? I will appreciate it very much if you can return the questionnaire as soon as possible.

Please be assured that the data you provide will be used only for academic purpose and the information you provide will be treated with utmost confidentiality.

Thank you very much in advance.

Yours truly,

Mohamed Nour Abdi

Candidate for Master of Arts in Human Resource Management

Kampala International University

Kampala, Uganda

# Appendix v

**Face sheet: Questionnaire for demographic characteristics of respondents**

**Gender** ____ (1) Male ____ (2) female

**Age** 20-39 years ____ 40-50 years ____ 60 years and above ____

**Educational level:** Diploma ____ Degree ____ Masters ____ PhD ____

**Position:** Manager ____ Supervisor ____ Academic employee ____

**Section C:questionnaire determine to the level of labor turnover**

**Direction: please tick the column with the corresponding rating that best describes your response using the guide below**

| Score | mode of response | description | interpretation |
|---|---|---|---|
| 4 | strongly agree | you agree with no doubt | very good |
| 3 | agree | you agree with some doubt | good |
| 2 | disagree | you disagree with some doubt | fair |
| 1 | strongly disagree | you disagree with no doubt | poor |

**The various reasons for which employee leave this organization include:**

1) ____ Management demands that one person do the jobs of two or more people

2) ____ Management doesn't allow the rank and file to make decisions about their work

3) ____ Management constantly reorganizes, shuffles people around and changes direction constantly

4) ____Management doesn't take the time to clarify their decisions

5) ____ Management throws a temper tantrum, points fingers and assigns blame

6) Poor fit between the employee and the job

7) ____Inadequate training          8) ____ Poor communications

9) ____ Non-competitive compensation     10) ___poor Working conditions

**Positive consequences of labor turnover include:**

11) _____ bringing in new ideas and skills from new hires 12) _____ Better employee-job matches

13) _____ More staffing flexibility 14) _____ Facilitate change and innovation

**Employees' retention strategies of this organization include:**

15) _____Pay them well

16) _____Treat each employee with respect regardless of their job,

17) _____Offer flexible hours and generous vacation plans.

18) _____ Offer a bonus plan to safe and efficient workers

19) _____Begin a profit sharing plan

**Steps should to be taken by the organization to check employee turnover time to time**

20) _____Measure the cost of turnover

21) _____Develop retention strategies

22) _____Plan for some expected turnover

23) _____Plan for a changing workforce culture

24) _____Recognize quality of work life

**The various ways to reduce employee turnover in this organization include:**

25)_____Challenge the Employee 26)_____Recognize Employee Success 27)_____Create a Career Path 28)_____Offer Competitive Pay and Benefits

---

**Section C:questionnaire determine to the level of organizational performance**

**Direction: please tick the column with the corresponding rating that best describes your response using the guide below**

| Score | mode of response | description | interpretation |
|---|---|---|---|
| 4 | strongly agree | you agree with no doubt | very good |
| 3 | agree | you agree with some doubt | good |
| 2 | disagree | you disagree with some doubt | fair |
| 1 | strongly disagree | you disagree with no doubt | poor |

**Mission**

29.____my organization has a clear organizational mission and people on all levels of my organization understand it

30. ____My organization has a clear and broadly accepted set of core values

31. ____My organization periodically review the mission statement to assess whether the conditions it addresses still remain

32.____ my organization's mission is referenced when developing organizational strategies

## Ethics and Accountability

33. ____my organization have ongoing evaluation procedures for programs, organizational operations, employees, Board of Directors, volunteers, peer reviews and reciprocal performance reviews

34. ____My organization conducts ethical audits and has an ethics compliance program

35. ____My organization has policies governing materials distributed to the public

36. ____My organization has processes in place to periodically assess compliance with the accounting/financial management system, the human resource system; and the accreditation/certification process

## External Environment

37. ____Our organization has a practice that monitors the needs of our constituency

38. ____My organization involve in an expansive network of people, organizations, societies, sectors (business and government) and communities

39. ____Other organizations in the community invite my organization to help plan for the future or solve community challenges

40. ____My organization form alliances if and when appropriate

## Strategic Planning and Management

41. ____My organization has strategies that were developed as outcomes of a strategic planning process

42. ____My organization has a clear strategy that guides organizational programs or activities in the context of the organization's vision and mission

43. ____My organization tie strategic planning and performance measurement together

## Organizational Structure

44. ____The structure of my organization support and reflect the strategy and vision of my organization

45. _____My organization has clear lines of authority and responsibility

46. _____My organization has a supportive, engaged, and knowledgeable Board

47. My organization has enough, as well as the right kind of resources: e.g., financial, staff, volunteers, time, technology, etc. to achieve its goals

## Leadership and Management

48. _____The individual who leads this organization, create a culture that enables and motivates the organization to fulfill its mission

49. _____our organization has a program that ensures that qualified successors are prepared for key leadership positions

50. _____our organization encourages shared leadership and gives credit to others

51. _____Our organization has a systematic process that promotes effective leadership across the organization, including board, executive director, staff members and volunteers.

## Human Resources Management

52. _____My organization have a system or process to attract, reward, retain, value and develop talented people, including emerging leaders

53. _____My organization supports and promotes a diversity of people and ideas

54. _____My organization has a formal program for the development of staff.

55. _____My organization considers employees a valuable asset of the organization

## Internal and External Communications

56. _____My organization informs all appropriate stakeholders about its plans.

57. _____My organization routinely shares information from external sources with staff affected by the information.

58. _____My organization does inform all appropriate stakeholders about our operating results.

59. _____My organization has educated its Board, management, staff, and volunteers to communicate effectively.

## Evaluation and Performance Management

60. _____My organization has a system that objectively measures organizational and programmatic outcomes and provides accountability

61. _____My organization measures the contributions of individuals in the organization toward the achievement of desired outcomes.

# RESEARCHER'S CURRICULUM VITAE

To document the details of the researcher, his competency in writing a research and to recognize his efforts and qualifications, this part of the research report is thus meant.

## Personal Profile

- ✓ **Name**: Mohamed nour abdi
- ✓ **Gender**: Male
- ✓ **Date of birth**: November/24/1984
- ✓ **Place of birth**: Hargeisa
- ✓ **Nationality**: Somalilander

## Educational Background

- ✓ Master of art in human resource management ongoing at KIU
- ✓ Bachelor of arts in economics from ADMAS University (2009)
- ✓ Postgraduate Certificate in project planning and management (2011)
- ✓ Certificate in financial management and accounting   (2011)
- ✓ Certificate in project proposal writing and resource mobilization (2011)
- ✓ Certificate in procurement and logistics (2011)
- ✓ Certificate in conflict resolution and peace maintaining (2011)
- ✓ Certificate in leadership  and governance (2011)
- ✓ Certificate in English language                 (2004)

## Work Experiences

March 2009 -2010–HR manager of AINANSHA COMPANY