ASSESSMENT EFFECTS OF THE HIGH STAFF TURNOVER RATE ON SERVICE DELIVERY DEPARTMENT OF BASIC EDUCATION LADY FRERE: DISTRICT EASTERN CAPE.

BY

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DECLARATION

I Khululekile Ntlokombini hereby declare that unless specifically identified to the contrary the dissertation submitted for the Degree MPA: School of Public Administration in the Faculty of Management and Commerce at Fort Hare University is my own original work and has not been previously submitted to any institution. All the sources that were used for this study are cited and referred to in the Bibliography list.

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Ntlokombini K DATE
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LIST OF TABLES

TABLE 4.1 AGE RESPONSES FOR EACH CATEGORY
TABLE 4.2 AGE RESPONSES FOR EACH CATEGORY
TABLE 4.3 LENGTH OF SERVICE OF RESPONDENTS
TABLE 4.4 JOB SATISFACTION
TABLE 4.5 NO OPPORTUNITY FOR CAREER ADVANCEMENT
TABLE 4.6 SATISFACTION WITH WORKING CONDITIONS
TABLE 4.7 STAFF PARTICIPATION IN DECISION MAKING
TABLE 4.8 LACK OF EMPLOYEE ASSISTANCE PROGRAMMES
TABLE 4.9 CONTRIBUTION IS NOT APPRECIATED
TABLE 4.10 WORK BOREDOM
TABLE 4.11 WASTAGE OF RESOURCES WHEN NEW STAFF SETTLE IN
TABLE 4.12 DECREASE IN WORK PERFORMANCE
TABLE 4.13 EMPLOYEE NOT MEETING DEADLINES
TABLE 4.14 DETERIORATION IN SERVICE DELIVERY
TABLE 4.15 DISRUPTION IN SERVICE DELIVERY
TABLE 4.16 INCREASED WORK LOAD FOR EACH EMPLOYEE
TABLE 4.17 INCREASING WORK RELATED STRESS
TABLE 4.18 HIGH STAFF TURN OVER AFFECTS TEAM WORK
TABLE 4.19 EMPLOYEE’S TIME SPENT ON TRAINING OF NEW STAFF
TABLE 4.20 EMPLOYEE’S WORK RELATIONSHIP
TABLE 4.21 APPRECIATION OF EMPLOYEES ON GOAL ACHIEVEMENT
TABLE 4.22 REASONABLE SALARY MUST BE PAID TO EMPLOYEES OF THE PUBLIC SERVICE
CHAPTER 1: INTRODUCTION TO STUDY

1.1 Background Motivation for the Research

1.2 Statement of the problem

1.3 Objectives of the study

1.4 Research questions

1.5 Significance of the Study

1.6 Literature Review

1.6.1 Types of employee turnover

1.6.1.1 Voluntary turnover

1.6.1.2 Involuntary turnover

1.7 Research Methodology

1.7.1 Empirical study

1.7.2 The Data Collection Methods

1.7.3 Qualitative Methods

1.8 Delimitation of the study

1.9 Clarification of Concepts and Terms

1.10 Preliminary Framework of the Research

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

2.2 DEFINING AND UNDERSTANDING EMPLOYEE TURNOVER

2.2.1 Types of employee turnover

2.2.1.1 Voluntary turnover

2.2.1.2 Involuntary turnover

2.2.1.3 Avoidable and unavoidable turnover

2.2.2 Models of employee turnover

2.2.2.1 Image theory

2.2.2.2 The unfolding model

2.2.2.3 Embeddedness

2.3 CAUSES OF EMPLOYEE TURNOVER

2.3.1 Extrinsic factors

2.3.1.1 Employment happiness

2.3.1.2 Remuneration

2.3.1.3 Employment
2.3.1.4 Career promotion .............................................................................................................17
2.3.1.5 Management.....................................................................................................................18
2.3.2 Intrinsic factors ........................................................................................................................18
2.3.2.1 Job fit.................................................................................................................................18
2.3.2.2 Personality ........................................................................................................................19
2.3.2.3 Demographic Conditions...................................................................................................19
2.5 Organisation retention strategies...............................................................................................20
2.6 Conclusion...................................................................................................................................22
CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN .........................................................................23
3.1 INTRODUCTION ...........................................................................................................................23
3.1.1 Research design .......................................................................................................................23
3.1.2 Research Strategy ....................................................................................................................23
3.1.3 Qualitative and quantitative methods .....................................................................................24
3.1.4 Advantages of qualitative method .............................................................................................24
3.1.5 Disadvantages of qualitative methods .....................................................................................24
3.1.6 Quantitative methodology ........................................................................................................24
3.1.7 Primary data collection .............................................................................................................25
3.2 THE POPULATION AND TARGET SELECTION ...............................................................................25
3.2.1 Identifying the target population .............................................................................................25
3.2.2 Sampling Methods ..................................................................................................................26
3.2.3 Stratified sampling ..................................................................................................................27
3.2.4 Document analysis ..................................................................................................................27
3.3 DATA COLLECTION METHODS .....................................................................................................28
3.3.1 Data for qualitative research ...................................................................................................28
3.3.2 Data for quantitative research ................................................................................................29
3.4 SECONDARY DATA COLLECTION ...............................................................................................29
3.4.1 The sample and the survey method ........................................................................................29
3.4.2 Administration of the questionnaires .........................................................................................30
3.4.3 Advantages of using a questionnaire .........................................................................................30
3.4.4 Characteristics of a good questionnaire ...................................................................................30
3.4.5 Validity of the questionnaire ....................................................................................................31
3.4.6 Reliability of the questionnaire ................................................................................................31
3.5 PILOT STUDY ...............................................................................................................................32
3.6 DATA COLLECTION METHODS .....................................................................................................33
3.6.1 Analysis of data ........................................................................................................................33
3.7 ETHICAL CONSIDERATIONS ........................................................................................................33
CHAPTER 4: ANALYSIS OF THE DATA AND DISCUSSION OF THE FINDINGS

4.1 INTRODUCTION

4.2 SECTION A: ANALYSIS OF DEMOGRAPHIC DATA

4.2.1 AGE RESPONSES FOR EACH CATEGORY

4.2.2 LENGTH OF SERVICE OF RESPONDENTS

4.3 SECTION B: DESCRIPTIVE STATISTICS

4.3.1 JOB SATISFACTION

4.3.2 NO OPPORTUNITY FOR CAREER ADVANCEMENT

4.3.3 SATISFACTION WITH WORKING CONDITIONS

4.3.4 STAFF PARTICIPATION IN DECISION MAKING

4.3.5 LACK OF EMPLOYEE ASSISTANCE PROGRAMMES

4.3.6 CONTRIBUTION NOT APPRECIATED

4.3.7 WORK BOREDOM

4.3.8 WASTAGE OF RESOURCES WHEN NEW STAFF SETTLE IN

4.3.9 DECREASE IN WORK PERFORMANCE

4.3.10 EMPLOYEES NOT MEETING DEADLINES

4.3.11 DETERIORATION IN SERVICE DELIVERY

4.3.12 DISRUPTION IN SERVICE DELIVERY

4.3.13 INCREASED WORK LOAD FOR EACH EMPLOYEE

4.3.14 INCREASING WORK RELATED STRESS TO EMPLOYEES

4.3.15 HIGH STAFF TURNOVER AFFECTS TEAM WORK

4.3.16 EMPLOYEE’S TIME SPENT ON TRAINING NEW STAFF

4.3.17 EMPLOYEE’S WORK RELATIONSHIP

4.3.18 APPRECIATION OF EMPLOYEES ON GOAL ACHIEVEMENT

4.3.19 REASONABLE SALARY MUST BE PAID TO EMPLOYEES OF THE PUBLIC SERVICE

4.4 LIMITATION OF THE STUDY

4.5 CONCLUSION

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

5.2 CONCLUSION

5.3 RECOMMENDATIONS

5.4 DIRECTION FOR FURTHER RESEARCH

5.5 SUMMARY OF THE STUDY

5.6 RECOMMENDATION PERTAINING TO HUMAN RESOURCE STRATEGIES
CHAPTER 1: INTRODUCTION TO STUDY

1.1 Background Motivation for the Research
The purpose of the Department of Basic Education (hereafter “DBE”) is to provide an excellent public education system that transforms schools into centres of society and promotes collective ethical values, first-class governance as well as sustainable growth. The reason for conducting the study is the rapid increase in employee turnover in this Department. The National Minister of Basic Education (in a parliamentary response) informs us that 14 000 Educators left service of the aforesaid Department in the year 2012/13 monetary year. The reasons for this mass exodus includes death, disability and those voluntary resignation. The overall figure for the year was 14 302, down slightly from 14 988 in 2011/12. The lowest number in the past five fiscal years was 11 903 Educators in 2008/08.

In the 2012/13 fiscal year, 6 272 experienced Educators resigned, 1 859 pass away, 394 were disabled, 5417 exited organization for other reasons, and 360 were fired.

The Department is required to arrange its affairs so that it can efficiently provide education services, using well-motivated workers and have an efficient and appropriate administration. The poor administration of human resources in the organization is damaging the deliverance of education services. The high turnover of staff is both costly and disruptive. It is the researcher’s intention to establish the underlying reason for this problem, and to offer alternative solutions.

According to Herzberg’s two-factor motivational hypothesis, there are both built-in and outside factors that guide the actions of workers. Staff turnover imposes an unnecessary pressure on staff remaining in the employ as they have to cover disruptions and train new staff. These remaining employees are experiencing a greater work and lowered self-esteem, which in itself encourages even more staff to leave. (Robbins and Decenzo, 2001:24).

This study seeks, inter-alia, to ascertain why employees are exiting the Department of Basic Education. The underlying legislation and the Department’s policies regarding personnel – particularly exiting personnel – will be examined. We will look at the factors that motivate people at work, and the factors that cause them to resign. We will examine the elements of a happy workforce and reasons which can cause
unhappiness. Management theory underpinning good practices in Public Administration will be consulted, particularly that covering staff turnover and service delivery.

1.2. Statement of the problem
The predicament found in DBE in Lady Frère is that an unusually high number of employees and educators are exiting service. A focus study on the Chris Hani Municipality - with special reference to Lady Frère District Office – found that the DBE in the Eastern Cape is faced with an extraordinary high rate of staff turnover. This leads to low morale which in turn has an effect on organizational success. When an employee leaves the organization, the remaining workforce has to cover until a new employee is appointed and this, obviously, has an effect on service delivery. Those that remain behind are over-burdened with extra work and reduced ability to teach their classes. The DBE’s Lady Frère District Office is hard hit by this. Very substantial sums of money are spent unnecessarily on training of new staff and covering the disruption of services. The department has a certain budget allocated to staffing and this must be either exceeded or misallocated to cover the consequences of high turnover and low morale. There are frequently complaints from the general public concerning the performance of human resources at the DBE, Eastern Cape. Taxpayers are, quite rightly, concerned about the misspending of their funds. This poses a challenge to the planners in the education sector who seek to ensure the effectiveness of the education system.

This study identifies the causes and effects of the high rate of staff turnover and it examines planning strategies required to support organizational efficiency and furthermore improve staff performance.

1.3 Objectives of the study
- Ascertain effects of personnel turnover in Department of Basic Education in Eastern Cape - Lady Frere District.
- Assess the effects of employee turnover on organizational efficiency.
- Establish the effect of workforce turnover on staff performance.
- Suggest strategies that can be utilized to lessen the high level of workforce turnover.
• Investigate further factors with the purpose of guiding and enhancing worker performance.

1.4 Research questions
Subsequent questions were crafted for intended investigation:

• What are the causes of staff turnover in Department of Basic Education Lady frère District Eastern Cape?
• What is effect workforce turnover on organizational efficiency?
• What effect does workforce turnover have on members of staff performance?
• What remedy can be used in order to lessen high level of workforce turnover?
• What are the factors that can add to improve employee performance?

1.5 Significance of the Study
The initial intention of this study is to make recommendations to the Department Basic Education in order to benefit the distribution of education services throughout South Africa. Recommendations will also be made with regard to improving organizational effectiveness and employee performance. Furthermore the study will assist the DBE by making recommendations which will lead to improved staff retention.

High staff turn-over rate is a challenge facing the public service in general. Countless public servants quit from the government Departments and join NGO’s and the private sector. The reason for this trend needs to be unearthed so that the exodus can be curtailed and therein lies the significance or contribution of this work to research. Furthermore, the strategies to retain personnel that will be forthcoming from this research work may ensure stability in the public sector; a components critical for effective, efficient service delivery.

1.6 Literature Review
The Maslow’s hierarchy of needs is a theory of psychology that was anticipated by Abraham Maslow in his 1943 paper. The foundation of this research is Maslow’s hierarchy, other motivational and business studies, the legislative framework underlying the Department of Education and the laws and principles of the Republic of South Africa 1996. A White Paper on Human Resources administration in the Government service issued in 1997 was published to assist the smooth running in public service. “Towards a Ten Year Review” issued by the public service indicates
organizational growth skills are in short supply. Departments do not have the expertise for effective administration to provide efficient and effective delivery from the public service.

The review done in 2005 by the Forum for South African Directors-General (FOSAD) acknowledged adverse practices in organizational planning within departments. The relevance is illustrated by the response to a few questions asking why personnel were leaving the Department of Basic Education. The responses generally stated that the conditions of work are not favourable for them. The research will also investigate whether the Basic Condition of Employment Act is still relevant in the present dispensation, especially in view of high staff turnover.

The above is theory and legislation is the framework on which this research is based. Workforce turnover - defined as workers leaving an organization- can be reduced if their motives are understood. Morrell, (2001: 4) explains ways and means of preventing departure by employees. Mathis & Jackson (2007: 119) confirm that remaining employees work extra hours to compensate for the jobs of individuals that have left the system. Page (2001:77) explains that any growth in labour turnover is a most important worry for any company and is undoubtedly impacting on managerial performance. Mullins (2005:674 confirm the substantial holding expenses of hiring new personnel as well as the costs of contacts with new workforce is significant. Employee turnover was defined by Price (1989:462). The entrance of brand new staff and the exiting of current workforce causes, in each instance, a post being vacated (either willingly or unwillingly) a new employee is recruited and furthermore trained. Employee turnover is causing extra work for the present workforce.

1.6.1. Types of employee turnover
Categories staff turnover description.

1.6.1.1 Voluntary turnover
Voluntary exit is where the individual exits the company on his/her own free will. Voluntary turnover is usually driven by unhappiness at work, job-security concerns and the lure of more promising alternative careers. It has been found that educators leaving to join to Non-Governmental Organisations (NGO`s) or business, and the postulation is that financially viability in public service has declined and growing living
expenses are causes of staff the exiting the department. Administrators should have a plan of action as to how to address staff turnover.

1.6.1.2. Involuntary turnover
According to Ferguson (1986:43-44) involuntary turnover includes retirement, death and resignation. Ferguson (1986: 43-44) additionally states that special-class of voluntary turnover include an employee leaving service to look after an unwell family member and those employed with their spouse may exit together.

Involuntary turnover represent an action of termination - usually by the employer –for example, firing. Involuntary turnover includes reasons over which the employee has no control, and a case for a special class is as retirement or death. Additional justification for a special class of involuntary turnover includes the company reducing essential operating costs, thus cutting down on staff.

Voluntary and involuntary turnover is noteworthy. According to Van den Berg (1999:1313-1336) causes for departing from an institution may be apparently obvious but mistakenly interpreted. Employees leaving the institution might not divulge the true causes. The explanation given above indicates added factors might dilute what appears clear-cut and differences among voluntary and involuntary turnover.

1.7. Research Methodology
Straus (2000:1) describes that research techniques can be expressed as planned processes with the aim of seeking to elicit responses to questions designed to facilitate a study.

1.7.1. Empirical study
Qualitative standard will be used to observe information gathered from interviews. Surveys and quantitative study designs will be prepared. The approach requires that the information be articulated be in as a statistical analysis (Struwig, 2001: 7). The plan is appropriate when large amount of information is gathered from big target group. As part of the learning experience a self-administered questionnaire will be used as an information gathering technique.

The development of the survey will be focus on important factors that play a role in workforce turnover as derived from both the literature study and as the analysis of
the questionnaire. A Likert type scale will be utilized in sections B to F. Questionnaire consists following sections:

SECTION A: Biographical information

SECTION B: Personal factors

SECTION C: Job factors

SECTION D: Organizational factors

SECTION E: Environmental factors

SECTION F: Planning used to lessen workers turnover

The study shall investigate the relation between personal characteristics and factors that influence the job. The study will also focus on environmental factors; whether there are any decisive factors relating to the job or exiting the organization.

1.7.2. The Data Collection Methods
Firstly interviews will be used to facilitate the creation of the survey and questionnaire. Planned interviews will be used using some open-ended questions that should obtain information from the participants. This information will be the basis for this research study. Interviews are to be planned in such a way as to get all necessary information; the researcher will supplement this with documentary information gathered as part of the study. The researcher anticipates that this wide variety of information will create a credible analysis leading to the solution of the objectives of the study.

The interviews to be conducted might be different from fixed question, designed interviews. They will rather be semi-structured interviews.

Planned interviews have predetermined set questions. Responses are compiled on a standardized record. In semi-structured interviews the interviewer works out a set of questions in advance. The researcher is then free to transform or leave out some of these questions during the interview and to follow up responses; he probes and prompts in according to the circumstance of the conversation. The researcher will allow dialogue to build up within this area of interest. This interview shall complement information gathered through questionnaires. The interview method has been selected for its advantages in a qualitative study.
1.7.3 Qualitative Methods
According to Babbie (2010:89) there are two methods of information gathering. The qualitative method involves a phenomenological viewpoint from which researchers endeavour to understand information and assess the significance of events. A number of examples of investigative techniques used are: formless dialogue, focus groups, open–ended questionnaires and the researcher’s observation.

Both the qualitative method and quantitative research method is to be used. Underlying principle of using the qualitative research technique is that an effort will be made to answer questions concerning individuality moreover noticeable evidence from the participant’s point of analysis.

1.8 Delimitation of the study
1. The study will be conducted in Lady frère District of the Eastern Cape and the results will not necessarily apply to the whole country.

2. The sample size is 20 so there is some room for error. The researched has endeavoured to reduce this error to a minimum by careful selection of individuals.

1.9. Clarification of Concepts and Terms

- **Embeddedness:**
The quality of being firmly and deeply ingrained or fixed in the work place.

- **Job satisfaction:**
Employees perceive that they have a fulfilling job in an acceptable workplace

- **Remuneration:**
Refers to the salary and benefits paid to of employees.

- **Employment dissatisfaction**
The condition or feeling of being displeased or unsatisfied with employment conditions, or their job.

- **Decision-making ability**
The procedure of the employee being allowed to select a choice from the available options.

- **Coaching and feedback**

  The process of the reinforcement of suitable conduct, the education of the worker and the development of appropriate skills.

- **Organizational instability**

  Unfavourable conditions within an organisation specifically regarding labour, financial and Management.

- **Growth opportunities**

  The process and systems that are created by the organization to enable the employees to reach higher levels of the organization through development and advancement.

- **Career promotion**

  Is a course of action offering the possibility for development and occupational progression?

### 1.10. Preliminary Framework of the Research

**CHAPTER 1**

**Introduction and background**

This study seeks to, *inter alia*, ascertain why staff is exiting Department of Basic Education. Legislations informing and maintaining interrelated practices will be looked at. Available statistics will form part of the field of study in order to ascertain the driving force behind the high staff turnover rate Department of Basic Education Lady frère District.

One Month
CHAPTER 2

Literature review

Analysing literature in accordance with the study and deliberations

CHAPTER 3

Research Methodology

Variety of approaches, information gathering and instruments used shall be focus of this study.

CHAPTER 4

Presentation, interpretation analysis.

Data compiled will be presented, interpreted and analysed.

CHAPTER 5

Tabling findings and recommendations

1.11 CONCLUSION

Chapter 1 has provided the summary for the study. Staff turnover is the most important challenge at the Department of Basic Education Lady frère District in the Eastern Cape; this study investigates the effects of staff turnover on organizational effectiveness and employee performance. Staff turnover causes shortage of workforce which leads to poor service provided by the Department of Basic Education in Eastern Cape. The next chapter reviews the literature related to the study, as well as literature that relates to previous studies conducted on assessment effects of high staff turnover on organizational effectiveness and employee performance in the Department of Basic Education Lady frère District Eastern Cape.
CHAPTER 2: LITERATURE REVIEW

2.1. INTRODUCTION
Maslow’s hierarchy of needs is a theory well-known in the field of psychology and was posited by Abraham Maslow in his 1943 paper. This hypothesis of individual inspiration as well as the legislative framework of the Department of Education is the foundation of this research. The Constitution of the Republic of South Africa 1996 is the overall guiding legislation.

In this study research on workforce members exiting and interrelated aspects is reviewed. Views of different authors, subsequent studies done in the field and workforce turnover will be discussed. A definition of employee turnover will be given in order to accomplish better appreciation of the different aspects of turnover. Diverse models on worker turnover will be examined. The extrinsic as well as the inherent causes of worker turnover will also be discussed including occupational happiness, remuneration, the work vocation, advertising, administration and equality. Intrinsic factors that will be discussed include job robustness, individuality and demographic factors such as age, gender and material factors. Research on the organizational implications of turnover will be reviewed in order to ascertain the significance of high turnover and the resultant increased costs and work disruption. Lastly, mechanisms to retain workers will be discussed. Definitions will be analyzed to give broader insight into the phenomenon of worker turnover.

It has been observed that when questioned about leaving employment, the employee typically states that: “… conditions of work are not favourable”. The point of departure will be to assess whether the basic conditions of employment are satisfactory considering the relatively high turnover.

The afore-going describes the theory and the legislative framework on which this research is based. For completeness: “workforce turnover” is defined as workers leaving the organization for any voluntary reason.
2.2 DEFINING AND UNDERSTANDING EMPLOYEE TURNOVER
The concept of employee turnover will be analysed for better understanding. Authors echo the same sentiment when describing employee turnover and different utterances from various authors conclude with the same understanding of the concept. Employee turnover is described as employees who have left, are leaving and will leave an institution for various reasons (Grobbler, Warnich, Elbert and Hatfield, 2006:125). A similar definition is provided by Morrell, Loan-Clarke and Wilkinson (2001: 4) who state that turnover means voluntary ending membership of an organization by an employee of that organization. Another study suggests that employee turnover is the rotation of workers around the labour market. Employee turnover is defined by Price (1989:462) as being both the entrance of new employees into the organization and their departure from it. When institutions lose employees, new candidates enter. This causes the institution to incur expenses for the training of new incumbents as well as lost productivity until the new employee has become competent. In our current study we note the relatively high level of experienced trained teachers leaving, whilst new teachers cost the Department Basic Education substantial sums. The effect on pupil-assessment effect is substantial, resulting in the Eastern Cape Department Basic Education lagging behind all provinces in terms of matric results. It is suggested that planners should have strategic plans to curb the scourge of staff turnover.

2.2.1. Types of employee turnover
Types of employee turnover will now be discussed in detail.

2.2.1.1 Voluntary turnover
Voluntary turnover occurs when employees leave an organization of their own will. Voluntary turnover is initiated by the employee. A similar definition is given by Shaw, Delery, Jenkins & Gupta (1998:511), stating that voluntary turnover, reflects an employee`s decision to leave an organization, whereas involuntary turnover, i.e. any discharge (other than death), reflects an employer`s decision to end the employment relationship.

According to Lee & Mitchell (1994:51-89) voluntary turnover can be caused by lack of satisfaction, job stress as well as alternative opportunities. In the case of teachers their reason is often that they are going to the private sector, but one assumes that the economic slowdown and rising costs in the market are the contributing factors to
the turnover of Lady Frère teachers. Their managers should be aware of the situation because voluntary turnover can be predicted and in turn be controlled.

### 2.2.1.2. Involuntary turnover

According to Ferguson (1986:43-44), involuntary turnover includes retirement, death and dismissal. Ferguson (1986: 43-44) further states that turnover initiated by staff - such as resigning to take care of a terminally ill family member or accompanying a spouse to another area - should also be considered as involuntary as it includes reasons over which the employee has no control. Another definition states that involuntary turnover includes the necessity to cut expenditure, streamline or downscale due to reasons that are attributable only to the affected employer, as explained by Cappelli (1992: 203 – 217). This represents a decision or choice made by the employer. The difference between voluntary and involuntary turnover is imperative but not straightforward (Van den Berg & Nelson, 1999:1313-1336). Reasons for turnover may be misinterpreted. Employees leaving an organization may wish not to disclose the real reasons for leaving as they are dependent on the organization for future reference, and this would of course only come to light during the exit interviews. These and other factors dilute the clear cut distinction between voluntary and involuntary turnover.

### 2.2.1.3. Avoidable and unavoidable turnover

Employee attitude surveys (EAS) can cover orderly, purposive research, and includes perceptions, feelings, behavior, attitudes and opinions of the targeted employees. In large organizations - in particular - it is not possible to know how your staff feels by direct observation by the managers. In these cases surveys can prove a useful tool.

It is also important to distinguish between avoidable and unavoidable turnover. This determines the interventions needed to address the issue of employee turnover (Morrell, Loan-Clarke & Wilkinson, and 2001:4). The decision to move to a new area or a job transfer for a spouse could be regarded as the unavoidable resignation of teachers. Avoidable turnover is something organizations can prevent by hiring, evaluating and motivating their employees more effectively. Consequently, it is important to determine whether the organization is dealing with voluntary turnover that could have been prevented. Information is important as it will guide the organization in the type of action(s) needed to enhance the retention of employees.
According to Mobley (2013), as cited in Morrell, Loan-Clarke & Wilkinson (2001:15), the phenomenon of turnover is psychological, organizational and costly. There is presently no accepted model for understanding the process of turnover as a whole. A variety of factors are used to evaluate the causes of employee turnover. This includes personal factors, job content factors, work environment factors and external factors.

2.2.2 Models of employee turnover
Considerable studies have been conducted on employee turnover to consider aspects of employee turnover including the causes thereof as well as retention strategies. As a result, different models and designs have been proffered. The first model was presented by March and Simon in 1958. Different models which include different aspects of turnover followed, such as the unfolding model which focuses on decisional aspects (Hom & Griffeth (1995), as cited in Ongori, 2007:49). The following specific models of employee turnover, namely image theory, the unfolding model and the theory of embeddedness, form an important part of this study.

2.2.2.1 Image theory
“Picture hypothesis” was produced by Lee Roy Beach and it explains the way in which subjects process data when making assessments through an assortment of images (Beach, 1990: 3-10). The essential proposition of this hypothesis can be applied when people leave public Service after having assessed reasons for exiting. Picture hypothesis advises administrators about the use of three knowledge planning images to assist arriving at conclusions. The three images are: an internal picture of how things ought to go, a vision of targets and results the subject wants within a specified time frame, and finally attainable methods for accomplishing those targets and achieving those results.

To illustrate this hypothesis, we look at a subject receiving data (for example his present job) and we compare this data to these three images. The first image is the worth picture which refers to the workforces’ set of important viewpoints and values pertaining to the job – how these things ought to be (the value objective). Secondly, workforce makes comparison with details or data with his personal targets and the results he wants to achieve within his time frame (the trajectory objective). Lastly, the subject assesses whether he can attain the required goals in the requisite time (the
strategic objective). Data received by the subject offers alternatives that are adjusted with the images, and the person will then compare.

2.2.2.2 The unfolding model
Lee, Mitchell, Wise & Fireman (1996: 5-36) state that the unfolding model views incoming information as shocks (pregnancy, alternative job offers, etc.). This theory suggests that internal or external shocks will lead the individual to leave an organization because the situation (shock) compels the employee to leave. This model introduces five unfolding picture that will lead to turnover. The first unfolding picture that Lee and Mitchell (1994) present describe that an employee quits their job as a result of some predetermined script. A predetermined script is a behavioral response an employee responds automatically with because they already have previous experience with that particular situation (Lee & Mitchell, 1994). This implies an employee may quit their job because they have previous experience with a similar situation that allows for the employee to quit with little examination.

The second picture provides a shock that triggers person exiting without thinking of other job alternatives. With the second picture there is no existing script that determines the decision (Lee, Mitchell, Wise & Fireman, 1996: 5-36). Incoming information is perceived as a violation of the person’s values, objectives and strategies. The third picture includes a shock that triggers assessment images of job he or she currently has provided. This path leads to an intentional job search. The last two paths do not have surprises.

There are other formats; path four explains circumstances where person’s job satisfaction is so low that the person exits without having alternative. Path five follows the format that the person’s job satisfaction is low and this leads to job search, assessment of alternatives, intention to leave and subsequently turnover (Lee, Mitchell, Wise & Fireman, 1996:5-36).

2.2.2.3 Embeddedness
Embeddedness refers to forces that create people feeling that they cannot leave an organization. Embeddedness implies that a number of forces bond the employee in a psychological and social web that includes the job-related environment as well as the non-work environment (Feldman, 2007: 350-377). The more the person is connected in the network more the person is attached to the job and the organization. Decisive
aspects of job embeddedness are referred to as links (Mitchell, Holtom, Lee, Sablynski & Erez, 2001: 1104-1105). Three aspects are links to other people or activities the fit with the other aspects in their life and the easiness with which links can be broken particularly if they have to move to another location (Feldman, 2007: 350-377).

2.3 CAUSES OF EMPLOYEE TURNOVER.

2.3.1 Extrinsic factors
There are certain conditions that pertain specifically to the job. Extrinsic conditions incorporate employment happiness, remuneration, employment, vocation promotion, administration and equality.

2.3.1.1 Employment happiness
Churchill, Gilbert, Ford, Hartley & Walker (1974: 225) describe conditions of employment happiness as including uniqueness of employment, employment atmosphere, rewards and the job must be pleasing and satisfying. Conditions of employment are not conducive to a happy staff in the Lady Frere district: staff are congested in a small office and teachers in most schools are working in dilapidated mud structures.

Weiss, Dawis, England & Lofquist (1967) as cited in Rothman & Coetzer (2002: 29), affirm that employees would like attain a connection with their working environment. This connection with the environment is when human beings fulfil their environmental requirements and the environment fulfils their individual requirements. There must be a balance between employee environment and human being employment conditions. The working environment offered by the employer must match what the employee perceives as being appropriate working conditions to be conducive to productivity. (Cook, Hepworth, Wall, Warr, Rothman & Coetzer, 2002:29). This means persons attains satisfaction with their employment once their skills and capabilities; are utilized by the organization. This is especially so if the organization grants opportunities of progression and rewards (Dawis, 1992: 69 88).

Employment happiness is thus concerned with an employee’s discernment of his/her unique position and their assessment of their own employment. This is affected by the employee’s unique circumstances such as needs, norms, values, and expectations. If an employee has a need for career advancement, the job will be
assessed in terms of how that particular need is being addressed. Employees will, therefore, assess the job in terms of factors which they perceive as being essential for them (Sempane, Rieger & Roodt, 2002: 23-30). The District is affected by frequent employment interrelated conditions, such as remuneration reimbursement, relationships with supervisors, working conditions and advancement (Sloane & Williams, 2000: 473-502).

Research has been done on workforce turnover and it has been revealed that when workers are not happy with their employment they have a tendency to exit. According to Spector (1997: 62), there is a strong link between job happiness and workforce turnover. In organizations where employment happiness generally low, workforce turnover will be high. Hence, it is clear that more consideration should be paid to turnover by the organization because people who dislike their jobs will try to find alternative employment (Spector, 1997: 62).

2.3.1.2 Remuneration
Remuneration refers total financial and other remuneration paid to staff. Moreover any particular remuneration must be seen to be fair (Smith, Kendall & Hulin, 1969). Luthans (1995: 127), argues remuneration is acknowledged to be noteworthy and multifaceted. Furthermore employment happiness is multi-dimensional. According to Smith & Kendall (1969), the workforce is happy with remuneration when present remuneration is enhanced, and when there is preferred remuneration. Armknecht (1972: 31-37) discovered that an important condition affecting voluntary separation is the level of take-home pay (Heneman & Judge, 2000: 85). Where wage policies are poorly designed and where salaries are not competitive, turnover is higher (Burgess, 1998: 55-58). Borstorff (2007: 14-27), explains soft remuneration such as flex-time and flex-hours have helped firms uphold their workforces commitment. It is submitted that the introduction of market related remuneration in Chris Hani Municipality (Lady Frère District) will have a strong positive effects on retention of staff – in line with the foregoing principles. The Department Basic Education should have strategies that will yield good results in the retention of workforce.
2.3.1.3 EMPLOYMENT
Sharma & Bhaskar (1991: 23-24) Work done by staff and work given to the staff has direct persuasion on employment happiness. Gatley (2013) stated in Aamodt (2004: 326), states that it is obvious that workforces that are happy in their work will workers that actually enjoy their employment.

Conditions that elevate employment happiness embrace certain significance factors; for example, the goals of the organization, its self-governance procedures, whether it is challenging work and receiving support and encouragement from supervisors. The workforce is usually motivated by being given added responsibilities and a demanding employment environment.

Aamodt (1999: 380) says employment pleasure is affected by growth opportunities in the job. It is also subject to job accountability in order to encourage a corruption free society. A work situation that challenges the employee mentally is positive (Tziner & Latham, 1989: 145-153). Robbins (1998: 152 (b)) explains that under circumstances of reasonable challenge, most employees will experience pleasure and satisfaction. Tziner & Latham, (1989: 145-153) also propose that employees desire jobs that give them opportunities to utilise their abilities as well as skills and jobs that offer different tasks and autonomy. They further state that feedback with regard to performance is appreciated by employees. Conditions that reduce employment happiness include rigid procedures, shortage of resources required for the job and inadequate control over procedures (Blum, Gilson & Shalley, 2000: 215-224).

2.3.1.4 Career promotion
Friday & Friday (2003: 426-442), state that where promotion meets expectations then the workforce has a positive attitudes towards organization promotion legislations and practices. Bajpai & Srivastava (2004: 89-99) propose that promotion provides the workforce with opportunities for personal development, increased responsibilities and improved social status. Research explains that workforce that observes good promotion decisions and equality in the workplace, experience employment happiness (Pergamit & Veum, 1999:21).
2.3.1.5 Management
Borstorff & Marker (2007: 14-27) explain that the relationship between administrators and workforce persuade workforce to assess whether to remain in employment. A study demonstrates that administrators can have a significant effect on staff turnover. The duration that the workforce remains in public service is basically determined by the accord between workforce and Administrators (Dobbs, 2001: 1).

Taylor (2002: 26-31) affirms that workforce has an expectation that administrators will understand and take care of staff reasonably. The workforce prefers Administrators who can be trusted. If the workforce feels that their administrators are reasonable and supportive then the level of employment happiness is raised. When personnel are given moral or psychological support by their administrators, then they are not likely too possibly in exit the public service.

2.3.2 Intrinsic factors
According to Armstrong, the intrinsic motivating factors are “factors that influence people in a certain way such as responsibility, autonomy, interesting and challenging work and opportunities for advancement” (Armstrong, 2006: 254). The intrinsic factors discussed below include job fit, personality, age, gender and marital status.

2.3.2.1 Job fit
According to Grobler, Carell, Elbert, Hatfield, Marx & Van der Schyf (1998: 174), the process of job selection by the employer concerns the fit between the applicant and the job. Grobler et al. (1998: 174) reveal that levels of job satisfaction will increase if there is a good fit between the applicant’s personality and the job. It is important that there is a good fit between what the applicant wants and what the institution needs. Almost half of the employees who voluntarily quit their jobs within a year cited a wrong fit as the reason to leave (Grobler et al., 1998: 174). Therefore, a mismatch between what employees want and what employees get can only be solved through turnover or a transfer that can be costly as it probably involves staff training. According to Grobler et al. (1998: 174), candidates who accept a position in an organization and who cannot marry their value system with that of the organization usually either do not stay long or they become non-productive. Baron (1993: 218) states that; “a happy worker is a productive worker”.

2.3.2.2 Personality
Dispositional variables are seen as personality attitudes, characteristics, preferences, motives and needs that lead to the tendency to respond to a situation in a predetermined way (House, Shane & Herold, 1996: 203-224). These authors also conclude that attitude towards work are determined by individual attributes, although situationists Davis-Blake & Pfeffer (1989: 385-400) argue that job characteristics, the world of work and organizational situations, affect people more than individual differences. According to Weiss & Cropanzano (1996: 1-74), personality might affect the experience of emotional happenings at work, which, in turn may influence job satisfaction. Staw, Bell & Clausen (1986: 56-77) state that an individual’s emotional state predicts satisfaction levels over time and across different circumstances. An emotionally maladjusted employee is more likely to be dissatisfied in all situations. Since this discovery there has been much interest in the link between job satisfaction and individual dispositions. Industrial psychologists used not see the usefulness of character measures in predicting job satisfaction – this has now changed (Guion & Gottier, 1965: 135-164). It appears that personality does indeed have an impact on job satisfaction.

2.3.2.3 Demographic Conditions.
Demographic conditions consist of variables like age, job level, gender, marital status, the number of dependents and tenure. Some of these conditions shall be briefly discussed below.

Age
The effect of the aging workforce in the public service is a research area which has become increasingly important, mainly due to policies such as the Labour Relations Act, 1995 (Act 66 of 1995) which practically outlaws mandatory retirement (Kacmar & Ferris, 1989: 201-207; Robbins, Odendaal & Roodt, 2003: 27). According to Robbins et al. (2003: 27), HIV and Aids have a negative effect on turnover. This means that in South Africa, the Department of Basic Education will have an aging workforce because there will be a decrease in the number of young employees entering the work environment due to HIV and Aids. Employers are thus forced to value the abilities and skills of an older work force. The reality of an older workforce, however, also has effects on the Department of Basic Education’s variables such as productivity, turnover and absenteeism (Robbins et al., 2003: 45). Nevertheless,
according to Okpara (2004: 327-338), there is a connection between age and job satisfaction. Research shows that older people are generally more satisfied with their jobs than younger people (Martocchio, 1989: 409-414). One reason for this is commitment to family (Martocchio, 1989: 409-414). However, other studies reveal that the relationship between the two variables is not significant (Alavi & Askaripur, 2003: 591-599; Carr & Human, 1988: 60-67; Kacmar & Ferris: 1989: 201-207, Siu, 2002: 218-229).

**Gender**

The research on gender is inconsistent and there are studies that reveal no fundamental difference in the level of job satisfaction and gender (Billingsley & Cross, 1992: 453-472; Ngo & Tsang, 1998: 251-267; Wahn, 1998: 256-268).

**Marital status**

Married employees are generally more satisfied with their jobs (Chambers, 1999: 69-75; Loscocco, 1990: 152-178; Robbins et al., 2003: 45). Robbins et al. (2003: 45) postulate that marriage imposes increased responsibilities that make a job more valuable and important, therefore married employees are less likely to leave their jobs. The causal connection between marriage and job satisfaction, however, remains unclear as it is possible that unmarried employees might also report high levels of job satisfaction, given that turnover is dependent on many different factors. Research shows that there are various reasons for employee turnover, as discussed above. However, in most cases employee turnover is avoidable and institutions should understand the reasons that employees leave in order to control the costs associated with turnover. Such costs include hiring and replacement costs. The next section discusses separation costs.

**2.5 Organisation retention strategies**

Employees leave organisations for different reasons. Some of these reasons are unavoidable and are totally beyond the control of the management of the organization. Other reasons are avoidable and can be controlled by management. Therefore, employee retention management is important. Staff retention is best achieved through a partnership between line managers and the human resource components (Department of Public Service and Administration Retention Guide, 2006: 23). Ultimately, human resource managers must work together with line
managers to retain talented employees. This will reduce the cost of replacing staff members.

Different strategies can be used to retain employees and various key factors can be used to address the challenges of high employee turnover. It is important to understand and address the needs of employees in order to retain vital skills. The best way to ensure employee retention is to understand the needs of employees (Kaye, 2000: 2). The needs experienced by employees and organizational imperatives for retention will now be discussed.

Firstly, there is the need for flexible pay and employment practices. Employees tend to stay with organizations that have implemented good employment practices and that offer flexible remuneration systems. The Department of Public Service and Administration (2006: 23) suggests that pay must be aligned with pay scales nationwide. Opportunities for career development are believed to be one of the key factors that affect employee retention. It is believed that if an organisation wants to strengthen its relationship with employees it must pay attention to employee development (Hall & Moss, 1998: 22-37). According to Butler & Waldroop (2000: 179-203), this includes opportunities for promotion as well as for skills development. Employees also have a need to do challenging work that is both exciting and interesting. The study by Horwitz, Heng & Quazi (2003: 34) postulates that challenging work is important to retain employees. Employees have a need to do work that is stimulating and at the leading edge of the sector. “Jobs should be designed to maximize skill, variety, task significance, autonomy and control” (Armstrong, 2006: 397). Managers must ensure that the work is challenging and that sufficient resources are available to meet the demands of the job (Department of Public Service and Administration, Retention Guide: 2006:23). Employees have a need for growth in their jobs and they want to develop their skills. Employees also desire personal growth, for example training, mentoring, personal development and personal growth. According to the Department of Public Service and Administration, (2006:23) it is crucial that employees are empowered through training and skills development to meet the standards of their jobs. There is a need for social networks and peer group relations. Cappelli (2001: 27-50) states that loyalty to one’s co-workers is an effective way to retain people. Open, appealing and engaging
interaction with peers creates opportunities for learning from colleagues, excellent relations with the leadership of the organization as well as fair employment customs.

2.6 Conclusion

The various definitions of employee turnover indicate that turnover does not only include the voluntary termination of employment but also the involuntary cessation of membership of an organization. Hence, employee turnover is both the entrance into and the departure of employees from an organization. The definitions of turnover further indicate that employee turnover can be both avoidable as well as unavoidable as managers in some cases have control over turnover.

There are various models which apply to turnover over and above the different definitions of turnover. The image theory suggests that voluntary turnover takes place after an employee has assessed the reason for quitting. Employees use three images to compare information. The three images are the value image, the trajectory image and the strategic image. The unfolding theory implies that contradictions will cause the individual to terminate employment. The model has five paths that lead to turnover. Embeddedness involves a number of forces that cause a feeling of connectedness. The more connected the employee, the more attached the employee is to the organisation. People leave organizations for different reasons. The extrinsic factors reflect the context of the job and encompass job satisfaction, pay, the job, career promotion, management and fairness. The intrinsic factors depend on the individual and encompass job fit, personality and demographic factors such as age, gender and marital status. Extensive research has been conducted on employee turnover as a result of the high associated costs. The direct costs that the organization incurs – such as exit costs, recruiting, interviewing, hiring, orientation and training impact negatively on the organization. Indirect costs comprise increased workloads, reduced productivity and low employee morale. These costs represent huge losses for the organization, which sold have been be avoided if proper retention strategies were implemented. In order to have effective retention strategies the organization must understand the needs of its employees. Employees have the need for autonomy, flexible pay and employment practices, challenging work, growth and development, and involvement in social networks.
CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION
Research methodology provides the underlying process used to gather and analyse data for the study. Statistical compilations, management of the questionnaire, a pilot study, data analysis, validity and reliability checks all play a dominant role (Lee, Lee and Yoo, 2000:56). In order to determine the effects of staff turnover in the Department of Basic Education’s efficiency and employee performance, structured close-ended questionnaires were used to collect data. The sample comprised of 20 people the survey method was used.

3.1.1 Research design
There are two general methods for research design that are extensively acknowledged; qualitative research and quantitative research (Saunders et al., 2003:97). Both the quantitative method and the qualitative methods were used in this research, so that appropriate and precise data might be obtained and that the results are checked using an alternative method. According to Sekaran (2003:87), qualitative research is conducted in a natural setting and involves a procedure of building a multifaceted and holistic representation of the phenomenon of interest. Quantitative research on the other hand, is an inquiry into an identified problem, based on testing theory, measured with numbers and analyzed using statistics techniques. This type of research has its objective the understanding of community or human problems from various perspectives. According to Hussey and Collis (2007:56), the quantitative method involves the use of numerical measurements and the statistical analysis of measurements to examine social phenomena.

3.1.2 Research Strategy
Krishnaswami and Ranganatham (2007:45) point out that the quality of a research project depends, among the other things, upon the suitability of the methods selected for conducting it. For this reason care should be taken in selecting the appropriate method of research for any project. According to Bhattacharyya (2003:107), a survey is a fact-finding study and it is a method of research involved in the gathering of data directly from a population or a sample thereof at a particular time. This data can be collected using a variety of ways and they include observation, interviewing, and use of questionnaires. McBurney (2001:96) states that to attain the research objectives the researcher should employ a quantitative design.
enables the research to be executed as efficiently as possible yielding maximum information with minimal expenditure of effort, time and money.

### 3.1.3 Qualitative and quantitative methods

According to Babbie (2010:89) data collection follows the two main methodologies; quantitative and qualitative. Qualitative methodology requires a phenomenological viewpoint whereby researchers attempt to understand information and further assess the significance of events for society in pre-determined situations.

It was considered that both the qualitative method and the quantitative research method is to be used. The underlying principle of using the qualitative research technique is that themes and mental images are built up from information provided by participants the quantitative method involves the creation of numerical data.

### 3.1.4 Advantages of qualitative method

The qualitative method brings out information concerning the participant’s experiences. The researcher has limited means and to get information from a large sample, as required by the quantitative method is costly. A small group emphasis can be less costly than such quantitative research. Structured close-ended questionnaires are a reasonably reliable tool for gathering data from large, diverse, varied and scattered social groups. It comprises a list of questions sent to a number of respondents requiring their answers and which obtain results that can be tabulated and tested statistically (Shajahan, 2004:86).

### 3.1.5 Disadvantages of qualitative methods

Under the qualitative method information is collected concerning a group or sample the researcher has selected and analyses how participants feel or think and/or how they should conduct themselves. The researcher cannot necessarily use information to create assumptions further than that precise group of participants.

### 3.1.6 Quantitative methodology

As well as the qualitative approach, the researcher used quantitative methodology. The purpose of using this approach was to evaluate objective data, in numerical form, with the aim of achieving a high level of reliability in terms of data analysis. In line with the quantitative approach decided upon, a questionnaire was given to all the target respondents. According to Dane (2000:88), quantitative methods include reviewing a substantial amount of literature in order to provide direction for the
research questions. Quantitative research is based on attempts to apply the methods to facilitate data analysis. Quantitative research provides results that are easily quantifiable and based on reasonably objective evidence that lends itself to rigorous analysis. The results can be reduced to numerical statistics and interpreted in short statements (Saunders et al., 2003:98). A standard structured questionnaire (Annexure E) was administered to all the target respondents in order to determine the perceptions of employees about the effects of staff turnover on organizational effectiveness and employee performance (Saunders, et al., 2009:23).

3.1.7 Primary data collection
According to Saunders, Lewis and Thornhill (2009:280), the two most commonly primary data collection methods used are the questionnaire and the interview. All research is generally concerned with obtaining answers to questions – in this case our research questions.

The questionnaire and interview are data collection instruments that enable the researcher to pose questions to subjects in his/her search for answers to the research questions. Both the questionnaire and the interview have distinct features that have a bearing on the correct and appropriate use of each for specific data collection purposes.

Primary sources using structured close-ended questions are first used as a point of departure for the empirical investigation. The primary data that was used in this research was structured using close-ended questions in a questionnaire (Annexure E). When the researcher knows exactly what is required and how to measure the variables of interest, a questionnaire is an efficient data collation mechanism (Sekaran, 2003:89).

3.2 THE POPULATION AND TARGET SELECTION
3.2.1 Identifying the target population
Grinnel (1990:118) describes a population as the totality of people or objects with which a study is concerned. Bless (1995:85) states that population is the total selection of things and events or gathering of individuals with the purpose of information gathering. The target population for the research was all people in the Eastern Cape with a stake holding in the Department of Basic Education. The researcher’s desire is to establish a sample whose characteristics closely resemble
those of the target population. According to Babbie (2010:199), a population is a hypothetical specific aggregation of the study elements. From the definitions mentioned above it can be deduced that the target sample is the group of respondents whom the researcher perceives as relevant in determining some quality – or qualities - with which the study is concerned. Respondents will include staff located in the district exiting service, current workforce and teachers. Analysis of information shall focus on district employees and stakeholders in the education system. It was considered that the sample should include shall be the following:

- District Director and Chief Education Specialist from the top management (in the district office)
- Chairperson and Secretary: NEHAWU Executive Members.
- Chairperson and Secretary: SADTU Executive Members.
- Chairperson and Secretary: NAPTOSA Executive Members.
- Chairperson and Secretary: SANCO.
- Chairperson and Secretary: Lady Frère Education Forum.

2 district personnel.

2 District Education Forum executive members.

Randomly selected: 2 Officials who have resigned and retired.

3.2.2 Sampling Methods
According to Bless (1995:91) the hypothesis of an unmethodical sample, separates people into various cultural layers and each constituent population fits in to one layer. The researcher will, from personal observation, set out details of the intended population.

There are no firm guidelines to consider, and the researcher will rely on common sense to derive conclusions. The respondents shall be chosen in line with the aims of the study. The method used will be not be probability sampling as this requires each respondent in the target population to have an equal chance of being chosen. Due to the methodology to be used, non-probability sampling will be used and will comprise unsystematic, methodical and stratified sampling. During the
procedure the researcher will be considering convenience, and using judgment, quota, and snowball sampling.

### 3.2.3 Stratified sampling

Stratified sampling frequently uses probability techniques that are better quality than random sampling. The method decreases sampling miscalculations. The researcher will be using stratified sampling and be more accommodative to other sampling methods where he finds it fitting during the course of the research. Stratums may include males, females, managers and non-managers. Random sampling is used to choose enough quality subjects at every level. "Sufficient" refers to a model size that is adequate for one to be reasonably confident that the stratum is reasonably representative of the population. Stratification is often used when one or more of the stratums in the population have a low occurrence relative to the other stratums.

### 3.2.4 Document analysis

According to Mouton (2011:108) analysis encompasses breaking up figures into convenient themes, patterns, trends and relationships. Information analysis is the evaluation of the content and refining it to build up themes. Document analysis uses documents as a data source, and the researcher will be inspecting, organising, transforming and modelling data with the purpose of emphasising the most valuable data, in order to finalise and support decision-making.

Processes involved in qualitative analysis - as explained by Hyatt (1986) are used as a guide for analysing information. The researcher will become familiar with the context of all information gathered. Thereafter, themes will be identified and the findings will be contextualised. The next step is for information to be summarized according to identified themes and findings. Quotes that are relevant will be used to support findings. Conclusions that relate to the research objectives will be drawn from the findings.

Qualitative method shall be considered in relation to secondary and primary information. Studies obtainable shall facilitate the understanding of workforce turnover. The methods of information gathering will also be considered. Investigation analysis interviews and planned open-ended questionnaires shall be issued for the workforce and district personnel to find likely causes of workforce turnover.
3.3 DATA COLLECTION METHODS
According to Hussey and Collis (2007:198), secondary data, is data collected by the researcher in the field of study. Secondary data analysis saves time that would otherwise be spent collecting data. A clear benefit of using secondary data is that much of the background work needed has already been carried out, for example: literature reviews, case studies, published texts, the internet and accredited journals. Secondary data is the data that is already available from other sources. Such data are cheaper and more quickly obtainable than the primary data (Sekaran, 2003:75).

According to Hussey and Collis (2007:199), the following are advantages of secondary data:

- It is economical;
- It saves efforts / and expenses;
- It is time saving;
- It helps to make primary data collection more specific and is in line with the secondary data;
- It helps to improve the understanding of the problem; and
- It provides a basis for comparison for the data that is collected by the researcher.

Two forms of primary data collection methods will be used:

1. For the qualitative research semi-structured interviews will be used; and

2. For the quantitative research questionnaires will be sent to participants, including closed end questions based on the 5 point Likert scale.

3.3.1 Data for qualitative research
Primary data collection for the qualitative research aspect this study is to be through the use of interviews. Semi-structured interviews will be used with some open-ended questions that should ensure that relevant information is gathered. It is intended to gather sufficient information, ideas and insight from the respondents to form the basis of the research. Interviews are to be planned in such a way as to get all necessary information, which will be transcribed onto documents. The researcher has designed the questions so that the information gathered will provide credible
results leading to achievement of the objectives of the study. The types of interview will differ from completely structured interviews, as the researcher intends identifying themes, and following these themes in order to form a broad picture of the underlying causes of the problem. Structured interviews have predetermined sets of questions and responses are compiled using standardized recording procedures. In semi-structured interviews, the interviewer works out a set of questions in advance. The researcher is then free to transform or leave out some of the questions during the interview and follow up those responses that probe and prompt in accordance with the circumstances of the conversation. These pre-designed interviews with a set of questions will be used for the study in order to get more in-depth information, which shall complement information gathered through questionnaires. This interview method was selected for its advantages in a qualitative study.

3.3.2 Data for quantitative research
Data was collected using a structured close-ended questionnaire. Questionnaires are data collection instruments that enable the researcher to pose questions to the subjects in his/her search for answers to the research questions. Saunders, et al. (2003:75), submits that it is generally good practice not to rely solely on questionnaire data but to use the questionnaire in conjunction with at least one other data collection instrument. The questionnaire (Annexure E) was structured in a 5 point Likert scale format. This is a highly structured question format which allows for the use of closed questions that require the respondent to choose from a predetermined set of responses or scale points.

Blumberg, Cooper and Schindler (2005:61) state that a Likert scale format, involves the use of special rating scale that asks respondents to indicate the extent to which they agree or disagree with a series where they mentally assess statements about a given subject (strongly agree, agree, neutral, disagree and strongly disagree). The 5 point Likert scale was chosen because it facilitates robust statistical analysis.

3.4 SECONDARY DATA COLLECTION
3.4.1 The sample and the survey method
According to Sekaran (2003:67), the survey method allows the collection of a significant amount of data in an economical and efficient manner. The population is all the stakeholders in the Department of Basix Education (DBE) in the Eastern
Cape, and a carefully selected sample of respondents was chosen. Because of cost and time considerations, the sample was limited to 20 employees and as a consequence the researcher used discretion in ensuring that a broad range of opinions was solicited. It seemed most appropriate that the survey method was used to administer the questionnaires to the 20 employees of the DBE.

3.4.2 Administration of the questionnaires
Before the administration of the questionnaire, a letter requesting permission to conduct the research was requested from the Department of Basic Education Eastern Cape Province (Annexure A). The approval of the Department was received and appears in Annexure B. Thereafter, the researcher attached a covering letter (Annexure C) to the questionnaire and requested the respondents to participate in this study. The letters for participation from respondents were received by the researcher before distribution of 20 questionnaires (Annexure D). The questionnaires (Annexure E) were distributed by the researcher personally. The researcher asked all respondents to return the completed questionnaires after a week (Annexure E). After two weeks the researcher personally collected most of the questionnaires from the participants. The completed questionnaires from the sample of 20 respondents were collected by the researcher personally. The response rate of 100% was high as the researcher personally administered the questionnaires.

3.4.3 Advantages of using a questionnaire
According to Walliam (2006:43), questionnaires have advantages over many other types of surveys because they are cheap, do not require as much effort from the researcher as verbal or telephone surveys, and often have standardized answers that make it simple to compile the questions. Questionnaires should permit a respondent sufficient amount of time to consider answers before responding (Sekaran, 2003:69).

3.4.4 Characteristics of a good questionnaire
According to Zikmund (2003:196), the following are the characteristics of a good questionnaire:

- Covers a significant topic.
- Design to achieve objectives.
• Only seeks information that is not obtainable.
• Short as possible, clear and easy to complete.
• Attractive, neat and easy to duplicate.
• Clear directions, define important terms.

3.4.5. Validity of the questionnaire
Blumberg, et al. (2005:56) defines validity as the extent to which a measuring instrument that satisfies the purpose for which it was constructed. Validity is the degree to which an instrument succeeds in measuring what it has set out to measure. The validity of the research questionnaire determines whether the research measures what it is supposed to measure (Saunders, et al., 2009:95).
Basic to the validity of a questionnaire is asking the right questions phrased in the least ambiguous way. In other words, do the items measure significant aspects of the purpose of the investigation? Terms must be clearly defined so that they have the same meaning to all respondents (Cohen and Marion, 2003:27). Researchers can never guarantee that an educational or psychological measuring instrument measures precisely and dependably what it is intended to measure (Norval, 2006:10). Shajahan (2004:89) states that validity has an indispensable characteristic of measuring devices.

According to Ekinci and Riley (2000:71), the validity of a questionnaire indicates how worthwhile a measurement is likely to be in a given situation. Validity shows whether the instrument is reflecting the true results, or at least something approximating the truth. A valid research instrument is one that has demonstrated that it detects some real ability, attitude or prevailing situation that the researcher can identify and characterise. If the ability or attitude is itself stable and if a respondent’s answer to the items is not affected by other unpredictable factors, then each item of the instrument should yield essentially the same results (Sarantakos, 2000:53).

3.4.6 Reliability of the questionnaire
According to Trochim (2006:109), reliability of the measuring instrument addresses the question of whether the results of the measuring processes are consistent on the occasions when they should be consistent. Burns and Bush (2010:73) state that reliability is a statistical concept and is related to consistency and dependability, that
is, consistency in obtaining the same relative answer when measuring phenomena that have not changed. According to Norval (2006:13), questionnaires have a very limited purpose. The questionnaires are often one-time data gathering methods with a very short life, administered to a limited population.

3.5 PILOT STUDY
According to Saunders, et al. (2009:212), the intention of a pilot test is to refine questions on the questionnaire in order to ensure that there is no vagueness or unfairness so that the measuring instrument is fine-tuned for data compilation. For the purpose of this study, 5 respondents participated in this study and they were randomly selected to test the questionnaire so that the necessary revisions could be made before administration of the questionnaire to the target respondents. The respondents did not include those in the target population of 20 respondents.

According to Bhattacharyya (2003:65), one of the biggest mistakes in any research is the exclusion of the pilot study, as researchers always hurry to get into the main inquiry. McBurney (2001:87) states that this error must be avoided as the pilot study increases the correctness of a research project. In addition, Sarantakos (2000:106) contends that the researcher should be satisfied that the procedures are effective and free from mistakes and are reliable and valid. For the successful completion of a sound research project, a pilot study is mandatory (De Vos et al., 2007). According to Burns and Bush (2010:210), the entire procedure and instrument must be open for criticism and comments by the random participants and the input by the respondents must be considered when amending the questionnaire for the main enquiry. Zikmund (2003:17) found that pilot studies accumulate data from the ultimate subjects of the research project to serve as a guide for the larger study. Once a modus operandi has been developed, a pilot study should be conducted to find the flaws in the procedure. The procedure of a pilot study is significant and is an aid to careful research (Cohen and Marion, 2003:109). Following Blumberg, et al. (2005:67), the pilot study of the questionnaire for this research was undertaken with the following aims:

- To determine if the proposed data analysis techniques could expose any potential problems;
• To validate if the research procedure was realistic and workable for this study;
• To verify elimination of any vagueness that may cause statements and instructions that may be confusing in the questionnaire.

3.6 DATA COLLECTION METHODS
The researcher hand delivered questionnaires to the participants using the personal method for data collection. According to De Vos, et al. (2007:154), when using the personal method, a questionnaire is handed to the respondent who will complete it in his own time, but the researcher is available in case problems are experienced. Following De Vos, et al. (2007:168), and using the personal method, the researcher distributed questionnaires by hand, and requested that respondents complete them immediately. Respondents were asked to return all questionnaires within two weeks.

3.6.1 Analysis of data
Sarantakos (2000:60) describes data analysis as applying statistical procedures to data in order to analyse it, the intended result being to determine whether the generated hypotheses have been supported. The questionnaires were collected and counted to ensure that all respondents answered. Questionnaires were coded and captured on the computer. De Vos, et al. (2007:169) describes data analyses as the process of bringing order, structure and meaning to the mass of collected data.

3.7 ETHICAL CONSIDERATIONS
Ethics recognizes the rights and interests of the participants. When conducting this research the researcher will take into consideration the rights of an individual and the rights of the groups. The researcher will adhere to the moral principles and the rules of conduct set out in works on academic research. When doing the research, participants’ behavior will be taken into consideration. The systematic collection of data will be done without interfering or harming any of the participants. Employee anonymity will be assured and no participant will be coerced to participate in the study; in other words, there will be voluntary participation. The University of Fort Hare’s ethical clearance principles will be observed.

The following ethical issues that are relevant for a study were adhered to:
• Permission will be obtained in writing from the DBE for the questionnaires and survey to be given to their employees;

• The participants will not be forced to participate in the proposed study and the researcher will inform each participant about the purpose of the study;

• The participation will be voluntary and the researcher will request permission to use the respondent’s time to complete the questionnaire;

• Personal data of will be processed fairly and lawfully and used only for the purpose of the study, and will not be ascribed to any individual.

• The questionnaire will not contain the names of participants and the anonymity of participants will be maintained throughout the study.

• Professional competence in the collection and analysis of data collection will be maintained, and independent objectivity in the interpretation of the study findings will be maintained.

3.8 CONCLUSION
The quantitative research design was chosen as the relevant research approach for this study. A pilot study was conducted with five participants to test the reliability and validity of the questionnaires. The target population comprised of selected 20 respondents of Department of Basic Education Eastern Cape Lady Frere. The survey method was used to administer the questionnaires to all 20 target respondents. The next chapter focuses on the analysis of the results and discussion of the findings.
CHAPTER 4: ANALYSIS OF THE DATA AND DISCUSSION OF THE FINDINGS

4.1 INTRODUCTION
The aim of this chapter is to set out the data gathered from the questionnaire circulated to the participants from May to September 2015. The core objective of this study was to assess the causes of effects of high staff turnover on service delivery by the DBE, Lady Frère District in the Eastern Cape. The researcher received a letter of approval from the DBE, Eastern Cape Province to perform this research (Annexure B). The personal method of information collection was used in this research. The population was considered to be all people with a stake-holding in education in the Eastern Cape. This study used a sample initially comprising 100 of both employees and stakeholders in education. 98% of the employees responded, and it is considered that their opinions represent a reasonable expectation of those held by the total population.

A pilot sample of 20 employees was initially approached and presented with the questionnaire. No trouble was experienced and all completed it without difficulty. Thereafter the questionnaire was presented to the remaining 80 employees.

A questionnaire was prepared using a 5-point Likert-scale format. According to Saunders, et al. (2003:280), a questionnaire is a data collection instrument that enables the researcher to pose questions to subjects in the search for answers to the research questions. It was considered that the number of respondents warranted application of the survey method. The questionnaire was pilot tested before the final distribution to the target respondents (Annexure E). The number of answers of “strongly agreed” and “agreed” responses were aggregated, as were “strongly disagreed” and “disagreed”. The results are presented in tabular form. This study was quantitative in nature and there was a response rate of 98%. Personal interpretation of the statistics was used to analyze information obtained.

4.2 SECTION A: ANALYSIS OF DEMOGRAPHIC DATA
This section analyses the demographical details of the respondents having applied the appropriate calculations.
4.2.1 AGE RESPONSES FOR EACH CATEGORY

As illustrated in table 4.1 below, a total of 30.6% of the respondents who Participated in this study were between the ages 18-25 years old, while 12.2% of respondents were between the ages 26-35 years old. A total of 22.4% were respondents between the ages 36-45 years old. Only 24.5% of respondents were between the ages 46-55 years old and the remaining 10.2% of respondents were between ages 56 and above.

TABLE 4.1 AGE RESPONSES FOR EACH CATEGORY

<table>
<thead>
<tr>
<th>YEARS</th>
<th>COUNT</th>
<th>% of total</th>
<th>GENDER</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MALE</td>
<td></td>
<td>FEMALE</td>
<td></td>
</tr>
<tr>
<td>18-25 years</td>
<td>12</td>
<td>12.2%</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30.6%</td>
</tr>
<tr>
<td>26-35 years</td>
<td>5</td>
<td>5.1%</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12.2%</td>
</tr>
<tr>
<td>36-45 years</td>
<td>15</td>
<td>15.3%</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22.4%</td>
</tr>
<tr>
<td>46-55 years</td>
<td>13</td>
<td>13.3%</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24.5%</td>
</tr>
<tr>
<td>56 and above</td>
<td>7</td>
<td>7.1%</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.2%</td>
</tr>
<tr>
<td>Count</td>
<td>52</td>
<td>53.1%</td>
<td>46</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
</tbody>
</table>
4.2.2 LENGTH OF SERVICE OF RESPONDENTS
As illustrated in table 4.2 below, a total of 22.4% of the respondents participated in this study had between 1-5 years of service, while 27.6% of the respondents had between 6-10 years of service. A total of 26.5% of the respondents had between 11-15 years of service. While, 21.4% of the respondents reported between 16-20 years of service and the remaining 2% of the respondents had 21 years and more.

**TABLE 4.2 LENGTH OF SERVICE OF RESPONDENTS**

<table>
<thead>
<tr>
<th></th>
<th>AGES</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>18-25</td>
<td>26-35</td>
<td>36-45</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Years</td>
<td>Years</td>
<td>Years</td>
</tr>
<tr>
<td>6 – 10</td>
<td>Count</td>
<td>6</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>% of Total</td>
<td>6.1%</td>
<td>5.1%</td>
<td>10.2%</td>
<td>5.1%</td>
</tr>
<tr>
<td>11-15</td>
<td>Count</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>% of Total</td>
<td>5.1%</td>
<td>2.0%</td>
<td>7.1%</td>
<td>9.2%</td>
</tr>
<tr>
<td>16-20</td>
<td>Count</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>% of Total</td>
<td>3.1%</td>
<td>3.1%</td>
<td>2.0%</td>
<td>8.2%</td>
</tr>
<tr>
<td>21- above</td>
<td>Count</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Count: 28
Total %: 28.5%

Total Count: 26
Total %: 26.5%

Total Count: 21
Total %: 21.4%
4.3 SECTION B: DESCRIPTIVE STATISTICS
This section processes data that describes how respondents answered the various questions.

4.3.1 JOB SATISFACTION
Table 4.4 illustrates that a total of 37.8% (11.2%+26.5%) of the respondents agreed that they were satisfied with their job in Department of Basic Education, while 27.6% of the respondents were neutral. The remaining 34.7% (28.6%+6.1%) of the respondents were dissatisfied. Grobler, et al. (2002:382), state that the main objective of a compensation system is to attract and retain higher quality staff than that of competitors. In order to be able to retain staff, the rewards that the staff members get from their compensation must be satisfactory. Whilst the DBE has no direct competitors, all other local (and possibly national) employers must be regarded as competitors as they can offer alternative employment. Grobler, et al. (2002:382) state that compensation refers to all forms of financial payments and all tangible services and benefits employees receive as part of an employment package. According to Nel, et al. (2004:374), the classical objectives of any compensation system are to attract, retain and motivate employees in the organization. According to Nel, et al. ibid. although financial incentives can encourage employees to stay over the short term, over the long term they need opportunities for growth. According to Grobler, et al. (2002:203), employee compensation and retention is directly related to employee satisfaction. Both in good times and bad, employees have a basic need to work where they feel their efforts, expertise and input are appreciated. According to Nel, et al. (2004:375), remuneration problems constitute a major cause of absenteeism and staff turnover; if

<table>
<thead>
<tr>
<th>count</th>
<th>0.0%</th>
<th>0.0%</th>
<th>1.0%</th>
<th>0.0%</th>
<th>1.0%</th>
<th>2.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% total</td>
<td>30</td>
<td>12</td>
<td>22</td>
<td>24</td>
<td>10</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>30.6%</td>
<td>12.2%</td>
<td>22.4%</td>
<td>24.5%</td>
<td>10.2%</td>
<td>100%</td>
</tr>
</tbody>
</table>
employees are not satisfied by what they are paid then they normally leave to seek greener pastures (Nel, et al., 2004:375).

**TABLE 4.4**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>11</td>
<td>11.2%</td>
<td>11.2</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>26.5%</td>
<td>37.8</td>
</tr>
<tr>
<td>Neutral</td>
<td>27</td>
<td>27.6%</td>
<td>65.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>28</td>
<td>28.6%</td>
<td>93.9</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>6.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**4.3.2 NO OPPORTUNITY FOR CAREER ADVANCEMENT**

Table 4.5 (below) illustrates that a total of 36.7% (7.1% + 29.6%) of the respondents agreed that there was no opportunity for career advancement and 40.8% of the respondents were neutral, whilst 22.4% (20.4% + 2.1%) of the respondents disagreed. According to Ichniowski (2004:03) another tool to assist in staff retention is staff training. Training may help staff become more competent and to increase their enjoyment of their work. By providing staff with training and development plans they are more likely to be amenable to taking on greater responsibilities and are more suited to promotion or career progression. Staff may build confidence and motivation and they may not need much supervision (Ichniowski, 2004:3). In a study by Nel, et al. (2004:202), more than 40 percent of the respondents said they would consider leaving their present employer for another job with the same benefits if that job provided better career development and greater challenges.

**TABLE 4.5**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>7</td>
<td>7.1%</td>
<td>7.1</td>
</tr>
<tr>
<td>Agree</td>
<td>29</td>
<td>29.6%</td>
<td>36.7</td>
</tr>
<tr>
<td>Neutral</td>
<td>40</td>
<td>40.8%</td>
<td>77.6</td>
</tr>
</tbody>
</table>
4.3.3 SATISFACTION WITH WORKING CONDITIONS
Table 4.6 highlights that a total of 35.7% of the respondents agreed that they were dissatisfied with working conditions and 28.6% of the respondents were neutral.

A total of 30.6% of the respondents disagreed. Grobler, et al. (2002:216) state that steps should be taken to identify and eliminate workplace hazards and to train and educate workers in job safety and health. Crow and Hartman (2007:36) state that when the work environment is not conducive to the employee’s wellbeing and expectations it can contribute to job dissatisfaction and employee turnover. If employees are pleased with the existing operational environment they tend to enjoy coming to work every day, but if the operational environment is not favourable they tend to leave the organization.

TABLE 4.6

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>11</td>
<td>11.2%</td>
<td>11.2</td>
<td>11.2</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>26.5%</td>
<td>26.5</td>
<td>37.8</td>
</tr>
<tr>
<td>Neutral</td>
<td>27</td>
<td>27.6%</td>
<td>27.6</td>
<td>65.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>28</td>
<td>28.6%</td>
<td>28.6</td>
<td>93.9</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>6.1%</td>
<td>6.1</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

4.3.4 STAFF PARTICIPATION IN DECISION MAKING
Table 4.7 illustrates that a total of 44.9% of the respondents thought that there is no involvement of staff in decision-making, while 27.6% of the respondents were neutral and the remaining 27.5% of the respondents disagreed. Gaylor (2001:123) states that if employees are not provided with the operation and the direction of their employer, they are more likely to conjure up their own scenarios. Gaylor ibid. states that there is a need to create horizontal lines of communication so that members of
different departments can collaborate whenever required, in order to make decisions. Employee involvement is the key to employee satisfaction and employee retention (Gaylor, 2001:220). Erasmus, et al. (2003:402) state that lack of staff involvement may be one of the causes of staff turnover. If staff members are involved in any changes or decisions that directly affect employees, it is seldom that they will be against the changes and decisions. By not involving them and not including their inputs they tend to feel betrayed (Erasmus, et al., 2003:401). Gardner (2009:23) states that people are more committed and engaged when they can contribute their ideas and suggestions. This gives them a sense of ownership.

**TABLE 4.7**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>11</td>
<td>11.2%</td>
<td>11.2</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>26.5%</td>
<td>37.8</td>
</tr>
<tr>
<td>Neutral</td>
<td>27</td>
<td>27.6%</td>
<td>65.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>28</td>
<td>28.6%</td>
<td>93.9</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>6.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**4.3.5 LACK OF EMPLOYEE ASSISTANCE PROGRAMMES**

Table 4.8 indicates that a total of 34.7% of the respondents agreed that there was a lack of employee assistance programs, while 40.8% of the respondents were neutral. The remaining 24.5% of the respondents disagreed. According to Ivancevich and Matteson (2004:85), an employee will tend to leave an organization when there is no employee assistance program in place to help employees. An employee assistance program can include counseling or training of affected employees. One relevant aspect where such a program is required is mentioned by Gardner (2009:99) who states that alcohol abuse remains a major problem area in South Africa. Mentoring in the work place is a necessity when employees need assistance with their social problems such as divorce, losing a loved one, alcohol addiction and dealing with a terminal disease such as aids and cancer (Gaylor, 2001:245).
<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>11</td>
<td>11.2%</td>
<td>11.2</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>26.5%</td>
<td>26.5</td>
</tr>
<tr>
<td>Neutral</td>
<td>27</td>
<td>27.6%</td>
<td>27.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>28</td>
<td>28.6%</td>
<td>28.6</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>6.1%</td>
<td>6.1</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

4.3.6 CONTRIBUTION NOT APPRECIATED

Table 4.9 illustrates that a total of 35.7% of the respondents agreed that employees’ input was not appreciated, whilst 29.6% of the respondents were neutral and the remaining 34.7% of the respondents disagreed. According to Crow and Hartman (2007:31), money and benefits may attract people to the front door, but something else has to be done to keep them from going out the back. According to Gardner (2009:107), people have a basic human need to feel appreciated and proud of their work. Recognition and incentive programs help to meet these needs. A successful reward and recognition program does not have to be complicated or expensive to be effective (Gardner, 2009:108).

**TABLE 4.9**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>11</td>
<td>11.2%</td>
<td>11.2</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>26.5%</td>
<td>26.5</td>
</tr>
<tr>
<td>Neutral</td>
<td>27</td>
<td>27.6%</td>
<td>27.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>28</td>
<td>28.6%</td>
<td>28.6</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>6.1%</td>
<td>6.1</td>
</tr>
</tbody>
</table>
4.3.7 WORK BOREDOM
Table 4.10 indicates that a total of 29.6% of the respondents agreed that boredom at work is a cause of staff turnover and 28.6% of the respondents were neutral. The remaining 41.8% of the respondents disagreed. Ivancevich and Matteson (2004:343) state that when work that is boring and lacks challenges; this may lead to job dissatisfaction. When new employees start to work for an organization, they have expectations and problems may arise if those expectations are not met. Such expectations include the opportunity to apply their skills and abilities, whilst also receiving the same treatment and respect as similar employees and enjoying good working relationships (Ivancevich and Matteson, 2004:343).

TABLE 4.10

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>11</td>
<td>11.2%</td>
<td>11.2</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>26.5%</td>
<td>37.8</td>
</tr>
<tr>
<td>Neutral</td>
<td>27</td>
<td>27.6%</td>
<td>65.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>28</td>
<td>28.6%</td>
<td>93.9</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>6.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

4.3.8 WASTAGE OF RESOURCES WHEN NEW STAFF SETTLE IN.
Table 4.11 demonstrates that a total of 38.8% of the respondents agreed that high staff turnover causes excessive wastage of resources when the new staff settles in, while 25.5% of the respondents were neutral. The remaining 35.7% of the respondents disagreed. Rothwell and Kazanas (2006:244), state that new staff members can make many mistakes when they settle into the organization. Johnson and Redmond (2006:153) state that new employees may cause a great deal of wastage. Inexperienced replacement staff may cause management and other staff
members to spend valuable time not doing their designated job, but trying to train and orientate replacement staff. Kreitner and Kinicki (2007:98) state that if an employee is not familiar with the organization, errors may occur while learning to use equipment or conduct procedures.

Table 4.11

<table>
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4.3.9 DECREASE IN WORK PERFORMANCE

Table 4.12 shows that a total of 46.9% of the respondents agreed that high staff turnover causes a decrease in work output, while 29.6% of the respondents were neutral. The remaining 23.5% of the respondents disagreed. According to Neo, et al. (2006:289), organizations that do not retain a loyal base of employees constantly place an inexperienced group of non-cohesive units in their front line. If the public service were to ensure that good employees stay with the organization, this would assist the service in competing effectively for new staff. In addition when an organization loses a valuable employee there is a negative impact on innovation and consistency in providing service to customers may be jeopardized; also major delays in the delivery of services to customers may occur. A decline in the standard of service provided to customers could also adversely affect the satisfaction of internal and external customers and consequently, the profitability of the organization (Neves, 2009:226). According to McConnell (2004:287), the public service, if it were to invest in human resource management, could view training as an opportunity to increase long-term output. According to Neo, et al. (2006:289), training may also be viewed as a solution to a number of problems.
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### 4.3.10 EMPLOYEES NOT MEETING DEADLINES

Table 4.13 shows that a total of 40.8% of the respondents agreed that one consequence of staff turnover is the inability of employees to meet deadlines, while 31.6% of the respondents were neutral on this matter. The remaining 27.5% of the respondents disagreed. According to Taylor (2007:62), employees are inclined not to meet deadlines when there is a lack of manpower due to staff turnover. One contributing factor is that there might be a delay in terms of response while waiting for the replacement staff. Again there might be some delays while assigning and aligning replacement staff. Gaylor (2001:126) states that lack of resources and too much workload in an organization can contribute to employees not being able to meet their deadlines in the organization.

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4.3.11 DETERIORATION IN SERVICE DELIVERY
Table 4.14 illustrates that a total of 37.7% of the respondents agreed that high staff turnover results in deterioration in service delivery, while 35.7% of the respondents were neutral. The remaining 26.6% of the respondents disagreed. Seccombe and Buchan (2005:103) state that even if current employees try to work harder it becomes more difficult to meet production targets when there is a shortage of staff. According to Mnisi (2007:76), recruiting and selecting the right staff for service provision is very important.

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4.3.12 DISRUPTION IN SERVICE DELIVERY
Table 4.15 shows that a total of 36% of the respondents agreed that staff turnover causes a disruption in service delivery, while 26% of the respondents were neutral. The remaining 33.7% of the respondents disagreed. According to Hopkins (2005:25), disruption whilst employees perform their work has a negative effect on service delivery. If there are employees who are not at work, the service provided would be lower than when all employees are at work. According to Raliphada (2007:92), employees usually work hard to balance their workload, but a decrease in the quality of service delivery is not easy to avoid if there are staff members not on duty.

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4.3.13 INCREASED WORK LOAD FOR EACH EMPLOYEE
Table 4.16 illustrates that a total of 52% of respondents agreed increased staff turnover increases the workload for each employee, whilst 21.4% of the respondents were neutral. The remaining 26.6% of respondents did not agree that higher turnover increases workload. Tyani (2001:401) states that high staff turnover places unnecessary pressure on staff still at work. Shortage of staff in an organization at any given time implies that the quality and quantity of service is likely to be different when compared with the time when an organization is fully staffed it and may affect its ability to meet its strategic objectives.

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4.3.14 INCREASING WORK RELATED STRESS TO EMPLOYEES
Table 4.17 shows that a total of 35.1% of respondents agreed that high turnover increases work stress to the remaining workers, while 36.1% of respondents were neutral and 28.9% of respondents disagreed. Tyani (2001:41), states that no employee wants to work with subordinates or peers who are under high levels of stress. A high level of stress leads to employees making unnecessary mistakes and
accidents. Low morale leads them to not caring about their work. Tyani (2001:46) also states that the cost of stress is not only financial but must also be measured by the damage done to staff morale and deficits in meeting organizational needs.

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#### 4.3.15 HIGH STAFF TURNOVER AFFECTS TEAM WORK

Table 4.18 illustrates that a total of 30.6% of respondents agreed that high staff turnover affects teamwork, while 36.7% of respondents were neutral. The remaining 32.7% of respondents disagreed. According to Neo, et al. (2006:442), interpersonal relations refer to personal and working interactions between employees. These include cooperation, teamwork and the sharing of common goals. Rothwell and Kazanas (2006:68) state that in normal business, work is accomplished mostly through teamwork and good interpersonal relations. According to Steers (2002:224), it is not enough for team members to be skilled; they must also be motivated to work together in the organization.

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4.3.16 EMPLOYEE’S TIME SPENT ON TRAINING NEW STAFF
Table 4.19 demonstrates that a total of 37.7% of respondents agreed that employees spend too much time on training new staff members, while 30.6% of respondents were neutral. A total of 31.6% of respondents disagreed. Seccombe and Buchan (2005:115) state that, due to increased number of new staff in the organization, other employees are required to assist in the training of new staff members. The organization has to train new employees in order to make them familiar and efficient. This would, of course apply in the Department of Basic Education in Eastern Cape. According to Taylor (2007:43), new staff members usually cannot work alone. They usually require close supervision until they are familiar with the operation of the organization. Older employees often have to leave their duties in order to help new employees and this can contribute to poor service provided by the organization.

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4.3.17 EMPLOYEE’S WORK RELATIONSHIP
Table 4.20 highlights that a total of 43.9% of respondents agreed that the current working relationship between employees at DBE needs improvement, while 30.6% of respondents were neutral. The remaining 25.5% of respondents disagreed that...
current relationships need improvement. Smit and de Cronje (2003:232) state that sometimes workers absent themselves just to avoid being in contact with a particular individual for reasons such as being angry with each other or being fearful of one-another. Dalton and Mesch (2001:810) state that unhealthy competition and lack of team spirit among the employees themselves may cause lowered group cohesiveness, leading to staff turnover.

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**4.3.18 APPRECIATION OF EMPLOYEES ON GOAL ACHIEVEMENT**

Table 4.21 illustrates that a total of 50% of respondents agreed that employees need tangible appreciation when they achieve goals, while 28.6% of respondents were neutral. The remaining 21.4% of respondents disagreed that employees need appreciation when goals are achieved. Smit and de Cronje (2003:230) state that after achieving their goals, employees like to be appreciated by the organization. Appreciation can be simply in the form of praising the employee. Another method of recognition could be that the achievement be placed on a notice board. Other methods of recognition include making the achiever “employee of the month”. Appreciation motivates employees to feel that they are the part of the organization as a whole (Luthans, 2002:431).

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Table 4.22 highlights that a total of 54.1% of respondents agreed that employees must be paid properly while 23.5% of respondents were neutral. The remaining 22.4% of respondents disagreed. Herzberg, et al. (2002:171) state that factors like work environment, pay and company policies are factors that can eliminate dissatisfaction. Whilst pay is not the only reason for dissatisfaction, it should be noted that the employees’ perception of the level of reward they receive in return for their contribution is extremely important to the success of the organization. According to McConnell (2004:283), if the employees’ needs are fulfilled, then this increases their commitment to good performance.

**4.4 LIMITATION OF THE STUDY**

The study focuses on assessment on effects of high staff turnover rate on service delivery at the DBE, Lady Frere District, Eastern Cape.

This study was limited to employees of Department of Basic Education Lady Frere District “DBE” Eastern Cape. There was limited current literature which was caused
by lack of libraries in Eastern Cape Province. The researcher had to travel from Lady Frere, Queenstown and East London to obtain the relevant literature.

4.5 CONCLUSION
In this chapter the findings from questionnaires were considered in conjunction with the literature review and new information using author sources was added to enhance the discussions of the results. Data collected from the responses was analyzed. The results were presented in tabular form. It is suggested that he results could be regarded as generally applicable to this sector across all provinces of South Africa as they largely corresponded with principles set out in the literature. The next chapter presents the conclusions and recommendations of the study.
CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION
This chapter focuses on the conclusion and recommendations of the study. The Department of Basic Education Lady Frere District in Eastern Cape is one of the departments that are affected by high staff turnover, which appears to have been compromising service delivery for many years. The broader objective of this study was to investigate the causes and effects of this high staff turnover on this department’s service delivery and its correlation with employee performance. It has been noted both from the literature and the data collected that staff turnover has a damaging effect on service delivery by the public service as well as on employee performance. The conclusions that are drawn are in line with the study objectives in the attempt to answer the study’s main research questions. The recommendations from this study will be made accessible to the senior managers of the department. The research strategy was quantitative in nature where planned questionnaires were used for the information gathering. Collection of data and tables were used to present the results. A pre-coded closed ended questionnaire using a 5 point Likert scale was administered to the target population. The focus was on the employees of the Department of Basic Education, Lady Frere in Eastern Cape who participated in this study. The personal method of data collection was used to administer the questionnaires and a high response rate of 98% was obtained.

5.2 CONCLUSION
This study focused on an assessment of the effects of high staff turnover rate on service delivery in the Department of Basic Education, Lady Frère District,

Eastern Cape. Staff turnover may be caused by several reasons, and the study indicated that these included:

• Lack of job satisfaction;
• No opportunity for career advancement;
• Dissatisfaction with working conditions;
• No staff participation in decision making;
• No - or inadequate - employee assistance programs;
• The employee’s contribution not being appreciated;
• Boredom at work;
• Lack of prospects for professional growth, poor salary and poor working condition;
• Tangible appreciation when employees achieve goals.

The consequences of these problems include the following, which in turn exacerbate the employees desire to leave.

• Wastage of resources when new staff settles in;
• Decrease in work output;
• Employees not meeting deadlines;
• Deterioration in service delivery;
• Disruption in service delivery;
• Increase in the workload for each employee;
• Increase in work related stress;
• Team-work is affected;
• Employees spend too much time on training new staff members;
• Working relationship between employees.

It is apparent that abnormal staff turnover will damage the image of the public service, and this becomes exacerbated when staff loses trust in the public service. Moreover, as staff turnover increases so service delivery output will also decrease. The overall result, from the employee perspective is that they will be demotivated from working for a public service division with high staff turnover rate. The situation needs to be address holistically. All the factors listed above (as being a possible cause of staff dissatisfaction) need to be addressed. A deficiency in any one factor might cause staff dissatisfaction and consequent turnover. This study therefore makes recommendations - arising from the empirical analysis – intended to reduce
staff turnover in the department. According to Ivancevich and Matteson (2004), personal interest and background awareness programs for employees covering the retention strategies in an organisation play an important role in staff turnover reduction. This concept equally applies to the Department of Basic Education.

In the public service, staff turnover has many consequences not the least being financial consequences. It thus costs the taxpayer more to educate children in the district – money that could be spent on other projects. It also results in many general public complaints about service not being up to desirable standards. This ultimately affects the learners; poor Grade 12 results affect the school leavers’ ability to get a job. Ultimately poorly trained school-leavers constitute a poorly trained workforce, which adversely affects the whole economy, ultimately reducing GDP. This at a time when the country really needs economic growth.

According to Kleiman (2003:60), front line staff is often those who set the image of the organization. It is therefore very important to ensure that front line staff members are empowered to deal with service delivery requests efficiently, since the ability or inability of the front line staff to respond to these requests reflects on service delivery offered by the Department of Basic Education in the Eastern Cape. However the principles set out in this dissertation must apply to all staff, not only front line staff, as all staff are instrumental in contributing to efficient service delivery.

The recommendations made are generally applicable to the Department of Basic Education in the Eastern Cape. However, they may prove useful for studies conducted at other Departments of Basic Education throughout South Africa. The study forms a basis for further research on a national scale.

5.3 RECOMMENDATIONS

In this final chapter, the main findings of the study are summarized and conclusions are drawn. The limitations of the study are discussed and, based on the results of the study, recommendations are suggested. Suggestions for further research are also given. Arising from the empirical analysis of results, the following recommendations are made for the Department of Basic Education in Eastern Cape Province. The senior executive departmental administrators should either create or reinforce the following motivational and assistance schemes:
• Create opportunities for career advancement in the public service. Creation of opportunities for career development may help the workforce to become more proficient and enjoy their work more;

• Give due recognition to the department’s internal employees when there are new positions available within the Department of Basic Education. Clear, achievable departmental strategic goals and standards for each position should be set and should be communicated to personnel. Individuals should also receive regular, timely feedback on how they personally are doing and they should feel that they are being adequately recognised by the department for the work they perform (Mathis and Jackson, 2007:116).

• Improve working conditions within the department. The working environment should be able to provide for each employee’s health and safety at work. To motivate the workforce it is important to ensure a hazard free and safe environment; this also enhances efficiency and productivity. When administrators do not attend to the adverse effects of the physical work environment, employees may lose interest in the work and might leave the organization (Del Val, and Fuentes, 2003:151).

• Employees should be involved in the decision making process. The department should also involve employees in any issue that will affect them in the public service. Employee involvement may be done through meeting with their representatives.

• Employee assistance programs should be developed in the department to assist employees with problems, the ultimate effect being to eliminate absenteeism or staff turnover. Top management should also make sure that employees are aware of these programs are generally available. According to Erasmus, et al. (2003:487), the introduction of an employee assistance program is of vital importance whereby troubled employees could get in-house assistance in order to be able to cope with problems that have a negative impact on their performance which may affect service delivery.

• Senior executive departmental administrators should also appreciate the employee’s input to the public service when they meet departmental strategic goals. Gratitude can be through publication or writing a letter of appreciation, possibly placing it on notice board, or offer some enticement. These
departmental administrators should reduce work boredom for employees by revisiting employee's job descriptions in order to add some challenging job tasks. If there is no match between the employee and the job, the employee become bored by the job that provides no challenges or one that provides unrealistic challenges. These realities are the ones that make people leave the Public Service (Erasmus, et al., 2003:41).

- Senior executive departmental administrators should provide induction and orientation courses for new employees in order to reduce wastage of resources. Providing training to new employees will help in the reduction of wastage of resources while the new staff member settles in. Some other conclusions are:
  - Senior executive departmental administrators should reduce staff turnover in order to improve public service delivery by retaining the best employees;
  - Senior executive departmental administrators should improve service delivery within the Department of Basic Education. Martin (2003:99) asserts that staff turnover may have devastating effects on service rendered by the organization and these may bring deficits in meeting customer demand;
  - Senior executive departmental administrators should provide benefits that will encourage the best employees to remain in the Department of Basic Education in order to help improve service delivery. Aligning employee remuneration with employee job responsibilities will help in motivating employees to improve their performance.

The appropriate administrators should develop a performance standard for employees in order to measure employee performance. Poor service delivery results in loss of trust in the public service. Top administrators should therefore make sure of monitoring and evaluation is the order of the day for effective and efficiency for general public. These administrators should ensure that a reasonable salary is paid to employees in the department. Top administrators should pay market-related salaries to employees in order to prevent them from moving to other organisations. According to Grobler, et al. (2002:382), compensation refers to all forms of financial returns and tangible benefits that employees receive as part of their remuneration package.
According to Nel, et al. (2004:548), top administrators should establish the absenteeism patterns in organization over a period of time (e.g. three months). It was noted that staff turnover starts with regular employee absenteeism and thereafter staff turnover. Top administrators should consider having weekly sessions where the unit meets as a team to share information, experiences and concerns.

Senior executive departmental administrators should place emphasis on recruiting more employees to fill the gap left by previous employees in order to reduce work stress to present employees and to reduce overtime. Top administrators should encourage teamwork within the Department of Basic Education to improve Public Service effectiveness. It is recommended that the Department of Basic Education continue employing people who are well trained and who perceive their jobs as a calling. This will ensure a fit between the person and the job, which is the first requirement for the retention of personnel. In terms of job factors, it is recommended that the management of the Department of Basic Education should give attention to both Basic conditions of employment and motivation. Where the management does not have more leverage to effect attractive remuneration to the workforce, they should continue to lobby with the government to improve the working conditions of Public service personnel.

Management should give attention to those factors that they can control, including communication with staff, fair treatment, recognition for effort and performance, participation in decision making, providing support and encouragement, and training and developing staff to prepare them for promotion and enhanced responsibility. In addition, it is recommended that a continuous performance management programme be instituted so that employees will have clarity on what is expected of them, that their performance is monitored and recognized and that they get opportunities to develop themselves. Such a programme will require well trained supervisors.

In terms of organizational factors, it is recommended that management should give attention to these factors that they can control. For example, management has to understand that people are different and appreciate those differences.

In terms of environmental factors, it is recommended that the management do an analysis of the environment to avail themselves of the factors that pull people
towards and push people away from Public Service. Based on the results, strategies should be developed to overcome limitations. This could include requesting the local municipalities to improve facilities.

5.4 DIRECTION FOR FURTHER RESEARCH
A quantitative approach was employed in this research and questionnaires were used to collect data from the respondents. In this study, the majority of respondents had differing opinions on staff turnover and employee performance and this could be researched in depth. There is also a need to conduct further research that can focus on assessment of employee retention strategies for the benefit of Department of Basic Education, Chris Hani Municipality Eastern Cape.

Further research could be done in this field of study using qualitative methods. Qualitative methods could allow the researcher to use interviews to collect rich data from the respondents.

5.5 SUMMARY OF THE STUDY
The main problem that prompted the study was the high rate of staff turnover among employees to the Department of Basic Education Lady frère District: Eastern Cape. The main problem and sub problems are restated below to indicate what actions were taken to resolve each problem.

What effects contribute to staff turnover at government Departments?
An analysis of the main problem provided identification of the following sub-problems.

Problem ONE
What individual, job, organizational and environmental factors impact on staff turnover?
A review of relevant literature led to the identification of individual, job, organizational, and environmental factors that impact on staff turnover. Individual factors included personality, age and length of service. Job factors include relationship with the supervisor, content of the job, working conditions, remuneration and developmental opportunities. Organizational factors included are organizational culture, cultural diversity, organizational climate and organizational communication. Environmental factors included are geographical location, environmental turbulence, and metropolitan area size, competition in the market place, economic conditions
and support organizations. An interview was also conducted with the Deputy Director Human Resource Administration and Planning Services from Lady frère District to gain additional insight into the factors that could contribute the staff turnover among employees of the Department of Basic Education Lady frère District Eastern Cape.

Problem TWO
What strategies can organizations use to reduce staff turnover?
A literature study was conducted to identify strategies organizations could use to retain employees and thus reduce staff turnover. These strategies, as discussed in chapter three, include getting people off to a good start, creating a great environment with bosses whom people respect, sharing information, giving people as much autonomy as they can handle and challenging people to stretch.

Problem THREE
What individual, job, organizational and environmental factors, identified in the resolution of sub-problem one, contribute to staff turnover among employees of the Department. A questionnaire was developed based on the results of the information presented in chapter three of the study and the interview conducted with the Deputy Director Human Resource Administration and Planning Services from Lady frère District. The methodology used in the study and the analysis of the biographical data were presented in chapter four. Chapter 5 provided an analysis and interpretation of results. The results suggested that individual factors, such as personality and fit between the person and the job, were not likely factors to predict staff turnover among the respondents as they felt they had the right personality and characteristics to be successful in their jobs, and they saw their jobs as a mission. However, the respondents indicated many job, organizational and environmental factors that could impact on staff turnover.

Problem FOUR
What strategies are used at the Department of Basic Education Lady frère District Eastern Cape to reduce staff turnover?
In terms of the retention strategies employed by the Department of Basic Education. (Section B), the respondents indicated that they were unsure of whether management actively addressed staff turnover and the appropriate selection of new personnel, whether new staff were oriented and trained, and whether loyalty and effort were recognized. These results are congruent with those obtained from Sections C to D, indicating many job and organizational factors that could be
addressed by management. It is also congruent with the information obtained through an interview with Deputy Director Human Resource Administration at Lady frère District Eastern Cape which revealed that the Department of Basic Education did not have a formal strategy to retain staff.

5.6. RECOMMENDATIONS PERTAINING TO HUMAN RESOURCE STRATEGIES

Department of Basic Education need to have strategic human resources recruitment and a retention plan. Deputy Director Human Resource Administration Lady frère District indicated that there is no retention plan in place. According to Jooste (2003, p. 192) and Forrier and Sels (2003), the following retention strategies are recommended:

5.6.1 Orientation and socialization

A human resources department has to make it a point that a new comer is oriented during the early stages of employment so as to encourage socialization among other employees. The early stages of employment are most critical because these are the stages where most employees feel that they are neglected and alone. Employees should be given training to improve their skills as most respondents indicated that they did not receive adequate training on the job.

5.6.2 Recognition

Employees should be recognized for the contribution they make to the organization. Most respondents indicated that they are not given recognition for the work they are performing. Management has to establish or set up a recognition program for its employees. Recognition can take any form, not only in monetary terms. When an employee has achieved something, a supervisor can call him or her to an office to congratulate the person. Meetings can also be utilized to make others aware of their colleague’s achievements. Publications on in-house notice boards, newsletters and journals may also help. Employees who obtain higher qualifications should be given more challenging work. This would ensure that the acquired skills are utilized to the benefit of organization.

5.6.3 Succession plans

Management should have a succession plan such as a pool of suitable candidates. These people should be interviewed for a post that might exist in the near future but
those candidates must not be placed in the organization, they will be called when the need exists.

Flexible benefits
Flexible benefits that are available to help employees to balance work and life demands should be provided and communicated to the employees.

Climate of participation in decision making
Management should involve their employees when they make decisions. Once you involve people in decision-making they will be willing to exert more effort because they were part and parcel of the decision that has been taken and that will increase their level of commitment in the organization.

5.6.4 Regular survey
Regular surveys should be conducted to established employee –needs as well as to measure their perceptions regarding their jobs.

5.6.5 Promotion
Opportunities for promotion should be provided. This might include, if there are no posts available to promote valuable employees to, giving an employee a new title that reflects the level of work he or she has achieved.

5.6.6 Conditions of Service
This involves moving a step further from basic conditions of employment to a more personal level which involves the environment in which people work. This means providing work equipment and facilities so that employees can do their work more easily. A favourable condition of service has a tremendous effect on the level of pride of employees and the work they are doing.

5.7 OTHER FINDINGS FROM INTERVIEWS
In addition to the strategies for retaining employees, the HR Deputy Director revealed the following:
Management is experiencing staff turnover at the government Departments more particularly teachers and District workforce. The managers also revealed that they normally conduct exit interviews. Based on those exit interviews they have found that employees are leaving because of:

- Salary
- Work load
- Personal reasons
• Lack of resources
• Looking for green pastures and security reasons

BIBLIOGRAPHY


Annexure E

Questionnaire to respondents
1. Please tick one of the correct answers with an (X).
2. Answer all questions.

Section A: AGE RESPONSES EACH CATEGORY.

<table>
<thead>
<tr>
<th>YEARS</th>
<th>PERCENTAGES</th>
<th>Male</th>
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<tr>
<td>18-25 Years</td>
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<td>26 – 35 Years</td>
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<td>36 – 45 Years</td>
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<td>46 – 55 Years</td>
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<td>56 and above</td>
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SECTION B
Please tick the correct answer (X)
STRONGLY AGREE= SA
AGREE= A
NEUTRAL= N
DISAGREE= D
STRONGLY DISAGREE= SD

1. Please indicate your response with X regarding effects of high staff turnover rate on Service Delivery Department of Basic Education.
1.1 I’m satisfied with my job.

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1.2 In the Department of Basic Education there is no opportunity for career advancement.

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1.3 I’m not satisfied with working conditions.

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1.4 Staff members are not participation in decision making.

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1.5 There is a lack of employee assistance programmes.

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1.6 My Contribution is not appreciated

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1.7 Work boredom is the causes of staff turnover.

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2. Please indicate your response regarding the effects of staff turnover on service delivery in the Department of Basic Education in Eastern Cape.

2.1 High staff turnover causes too much wastage of resources when new staff settles in.

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2.2 High staff turnover causes decrease in work performance.

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2.3 High staff turnover cause employee not to meet their deadlines.

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2.3 Staff turnover causes a deterioration in service delivery.

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2.5 Staff turnover disrupts service delivery.

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2.6 High staff turnover increases work load for each employee.

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2.7 High staff turnover increasing work stress to present workers.

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2.8 High staff turnover affects team work within the Department of Basic Education.

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2.9 Employees spend too much time in training new staff member.

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3. Please indicate your response regarding ways that can be used to reduce staff turnover.

3.1 Work relationship between employees must be improved.

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3.2 Employees must be appreciated when they achieve Departmental goals.

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3.3 Employee must be paid well (reasonable salary).

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Thank you for your co-operation.