

Compensation Practice and Teachers Turnover Intention in Tigray

Gebremedhin Weldeyohannes

Adigrat University College of Business and Economics Department Management

Abstract: *Compensation plays a vital role in retaining employees. Elementary and high school teachers in Tigray have always joined as an extension and summer student to Adigrat University College of business and economics which is quite different from their former educational qualification. This shifting of qualification gives a clue that “why they didn’t upgrade their former qualification vertically”? This question initiates the researcher to study the “compensation practices and teachers turnover intention in Tigray”. The main aim of the study was to assess the compensation practices and teachers turnover intention in Tigray. The study employed a descriptive survey research design. Purposive sampling was used to select a sample size of 259 teachers drawn from the target population of 770 summer in service. 28 likert scale questions of financial and non financial compensation grouped in 8 factors(basic pay, financial incentive, benefits, allowance, working condition, job design, involvement, and recognition) and 7 likert scale questions of turnover intention was designed to collect the data on the compensation practices related to financial and non financial compensation as well as turnover intention. Responses were collected through questionnaire. Data collected was categorized, coded, and then tabulated using SPSS. Descriptive statistics like frequency, tables, and percentages was used to analyze the data. The study concluded that teachers were highly dissatisfied with financial and non financial aspects of compensation that they receive. Thus, dissatisfaction leads shifting of qualification that why they didn’t upgrade their former qualification vertically and intends to turnover. This research recommends that, the region should review the teachers’ compensation to commensurate the services given. The findings of this research can help the education planners in preparing compensation policies/practices that would enable teachers to love, to retain and upgrade their profession.*

Keywords: Financial compensation, non financial compensation, turnover intention

1. Introduction

1.1 Background of the Study

Keeping talented employees carries clear advantages. Long-term employees generally have better productivity and efficiency on the job than new employees, because of their length of services with the organization (Armstrong, 2001). No business can benefit and continue the achievement until it deals with the problem of employee turnover (Ongori, 2008). This shows that Maintaining of qualified employees is important for any organization to be successful permanently. Researches suggests that workers receiving individual compensation such as incentives and profit sharing are more satisfied with their jobs than those receiving pay based on traditional time-rates (Kruse et al., 2010). Benefits which are included in the rewards plan are tools through which organization attract and maintain their talents. To the company, they are a component that helps indirect compensation, resulting in lower taxes reduce costs (Cascio, 2010). Dealing with compensation practice that is the largest single operational costs has great influence for employees to stay with their current organization. It is highly difficult to the success of the organization, employee motivation and retention especially with regard to minimizing turnover.

The main determinant of actual quitting from the job behavior is intention (Salahudin et al., 2009). Turnover intention is an employee’s personal estimated probability that he or she has a deliberate intent to leaving the organization lastingly in near future. An employee who are considering and thinking to quite a job refers employee turnover intention (Firth et al., 2004). Turnover has negative effects on productivity, product and service quality, and

profitability. It incurs high cost and difficult to find and hire new skilled employee (Boyens, 2007). According to Cappelli (2008) retaining valuable employees has been very difficult for many organizations.

Research estimates indicate that recruiting and training employees cost is approximately 50 % of his/her annual salary (Johnson, Griffeth and Griffin, 2000). Sutherland (2004) concludes it is presumed that productivity drops due to the learning curve involved in mastering the nature of the job and the organization in each time an employee leaves an organization. This confirms employee turnover is a global problem and schools in Tigray have not been spared. Therefore, conducting study on compensation practices and turnover intention is reasonable.

1.2 Statement of the Problem

Luna-Arocas and Camps (2008) found that training, empowerment, rewards, job enrichment, and job stability affects turnover intention. Similarly, Saks, and Rotman (2006) found that a higher level of work engagement subsequently lowers employees’ intention to quite but job characteristics such as autonomy and feedback encourage work engagement. Employee turnover has always been a matter of concern for all organizations. High degree of employee turnover may be disadvantageous to both the organization and the employees (Jha, 2014). This shows turnover has influence like loss of knowledge gained by the employee while on job, the organization’s costs concerning to human resource practice understaffing which in turn lead to decline effectiveness and productivity of the rest staff (Hussain and Asif, 2012). Most often, turnover intention is resulting to actual quitting behavior (Jha, 2014).

Employee's intention towards turnover will be greater, when they are not satisfied with their jobs and organizations do have not trust them and they will leave the organization almost immediately (Jeffrey, 2007). According to (Riley, 2006) employees work interdependently in an organization, quitting of some of the employees affect the efficiency of the remaining employees.

Teachers are the key peoples for sustainable development of any country. However, studies suggest that teacher turnover is greater in schools with comparatively high proportions of compensation, and low performing students. Researchers have discovered that working conditions of the school and students behavior are highly correlated. Therefore, teachers may not prefer to work with low-compensation, low performing learners because of the poor working conditions often related with the schools these students attend. Teachers reported that working conditions were significantly more important to them beyond their students' background. In fact, teachers indicated that working in a clean and safe facility was more important than students' ethnicity, socioeconomic status, and academic performance and even better than receiving an additional annual salary (Hornig, 2005).

According to Ali (2009), a study conducted on the factors affecting overall job satisfaction and turnover intention on academic staff of private college in Pakistan, the overall job satisfaction have a significant negative association with turnover intention. Most summer students' college of business and economics of Adigrat University are elementary and high school teachers who have either first degree or diploma in other fields/colleges other than business and economics which is not related to their current profession. With this regard, this study focuses on compensation practice and teachers turnover intention in Tigray region.

1.3 Basic Research Questions

- 1) To what extent teachers are satisfied with the financial compensation?
- 2) To what extent teachers are satisfied with the non financial compensation?
- 3) What looks like the intention of teachers to quite their profession?
- 4) What compensation practices do teachers need to stay in their profession?

1.4 Objectives of the study

The general objective of the study is to assess the compensation practice and teachers turnover intention in Tigray region. Specifically:

- 1) To describe the level of teachers satisfaction with the financial compensation.
- 2) To explain the level of teachers satisfaction with the non financial compensation.

- 3) To assess the intention of teachers to quite their profession.
- 4) To suggest possible recommendations on compensation practices to retain teachers in their profession based on the findings of the study.

2. Review Literature

2.1 Compensation practice

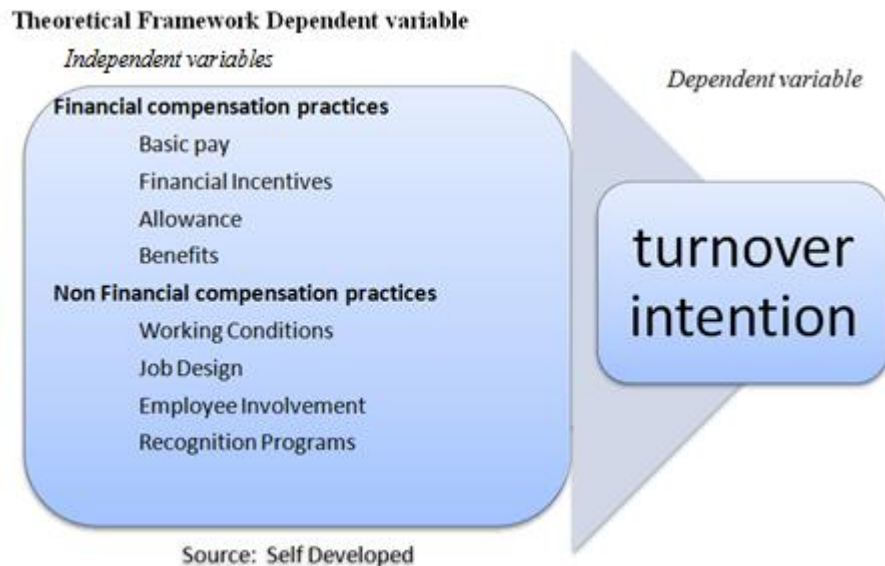
According to Popoola & Ayeni (2007), in order to exist for a long period, organizations have to recognize compensation as a main motivator of employees, as an important tool and an expense for organizations. All forms of returns that employees get as part of an employment relationship is called compensation (Milkovich et al., 2005). Compensation is systematic way to providing monetary value to employees in exchange for their performance (SHRM, 2012). Compensation systems in organizations must be aligned to organizational objectives and strategies and also requires balancing the interests of the employer with the expectations of employees. Compensation is affects how and why potential candidates choose to work at on organization over others. Employers must be fair competitive with different types of compensation in order to hire, keep, and reward performance of employees in the organization <http://www.pages.ubbcluj.ro/>. Therefore, compensation is vital for retaining experienced employees within their existing organization.

2.2 Turnover Intention

Employees' turnover is a serious issue particularly in the practice of human resource management (Yin-Fah et al., 2010). According to Reggio (2003), employee turnover is the movement of employees to terminate their relationship with the organization. Turnover of employees influences teamwork, increases costs, declines productivity, and results in lost knowledge. Turnover appears to reflect work place problems, rather than opportunities for changing into better jobs (Holzer and Wissoker, 2001). High employee turnover will jeopardize the growth on performing organization stated objectives and goals. Apart from monetary measurable cost, non-monetary cost such as deteriorated good will, lost of client's loyalty, reduced branding confidence, etc. may have long term impact (Dess and Shaw, 2001). Leaders must therefore recognize the need for employee maintenance practices.

Extensive empirical research has been carried out on human resources practices and employee turnover, mostly at the organizational level. There is negative relationship between the job satisfaction and turnover intention (Iqra Saeed, et. al., 2014). When the job satisfaction is greater the turnover intention will be lesser and vice versa.

The region should work to minimize this difference to make their teachers more satisfied to reduce their turnover intention.



3. Methodology of the Study

3.1 Design of the study

This research is a descriptive research that focuses on assessing practices of compensation and teachers turnover intention. Its major purpose is to describe compensation practice and teachers' turnover intention in Tigray as it exists at present.

3.2 Participants and Sampling Technique

The participants of this study were the summer students of Adigrat University College of business and economics because they are elementary and high school teachers in the winter season. The participants were selected purposively from summer students, who are teachers in the winter season. As cited by Mulu Miesho (2012), the researcher was employee the following sample size calculation formula designed at University Park by Jeff Watson, Research Assistant, and Cooperative Extension & Outreach for calculating the required sample size.

$$n = \frac{\left(\frac{P[1-P]}{Z^2} + \frac{P[1-P]}{N} \right)}{R}$$

(Watson, Jeff: 2001) Where:

n: Sample size required

N: Number of people on the population (770)

P: Estimated variance of the population (50%)

A: Precision is desired (5%)

Z: Based on the confidence level (1.96)

R: Estimated response rate (99)

By using the above formula, **259** respondents were selected from the total population of **770** from summer in students.

3.3 Instruments

In an attempt to assess the compensation practices and teachers turnover intention in the study area, this study was used both primary and secondary data. For primary data the

information was gathered through questionnaire. The development of the questionnaire was based on key practice of financial and non financial compensation as well as statements that describe turnover intention. The respondents were assured of privacy and given the information on how to respond. As far as secondary data was concerned, relevant data was collected from different literatures on compensation practices and turnover intention, staffs retention mechanisms, and other human resource management books, journals, articles, websites and other available sources that are referred and cited in this study was used to enrich this study with tangible facts.

3.4 Method of data analysis

The data gathered from the respondents was analyzed in terms of the objectives of the study already designed. A computer system such as SPSS was used for analysis. The process of analysis was carried out by using simple descriptive statistics such as frequency, percentage, and tables were utilized to analyze and present the data.

In addition, data which are qualitative in nature were described, classified and concepts were connected with one another in logical manner.

4. Data Presentation, Analysis and Interpretation

The focus of this chapter is to analyze and interpret the data collected through primary sources such as questionnaire, and also from secondary sources like documents.

4.1 Background Information of the sample

The researcher administered 259 questionnaires of which only 256 were collected and used for analysis purpose and the analysis will present as follows

Table 4.1: Distribution of respondents by personal information

S. N	Items		Frequencies	Percentage
1	Gender of respondents	Male	173	67.6
		Female	83	32.4
		Total	256	100.0
2	Age of respondents	18-26 years	75	29.3
		27-35 years	160	62.5
		36-45 years	15	5.9
		> 45 years	6	2.3
		Total	256	100.0
3	Educational status	Diploma	240	93.8
		Degree	16	6.3
		Total	256	100.0
4	Departments of respondents previous study	Natural science	41	16.0
		MBC (Mathematics)	20	7.8
		social studies	133	52.0
		Civics	37	14.5
		Language	25	9.8
		Total	256	100.0
5	Years experience in teaching	1-3 years	8	3.1
		3-4 years	40	15.6
		4-7 years	70	27.3
		>7 years	138	53.9
		Total	256	100.0
6	Monthly salary of respondents	1500-2000 Birr	100	39.1
		2000-2500 Birr	87	34.0
		2500-3000 Birr	57	22.3
		3000-3500 Birr	8	3.1
		>3500 Birr	4	1.6
		Total	256	100.0

When we look the above table 4.1 item no. 1 gender of respondents, 173(67.6%) of the total respondents are female, 83 (32.4%) of the respondents are male. This revealed that the proportions of females are lower than males in teaching profession.

As it can be seen from the above table 4.1 item no. 2 age of respondents, 75(29.3%) of the respondents are in the range of 18-26 years, 160(62.5%) are in the range of 27-35 years, 15(5.9%) are in the range of 36-45 and the rest 6(2.3) are within the age of above 45. Form this; it is possible to wind up the teachers are energetic and they are at the first stage of most people's work lives. Hopefully, during this period, an appropriate occupation is found and the person employs in those activities that can help earn a permanent occupation.

At this time, the individual is frequently testing personal capabilities and desires against those of the first occupational choice.

According to the above table 4.1 item no. 3 educational status, 240 (93.8%) of the respondents are diploma holders, 16 (6.3%) of the respondents are degree holders. From this one can understand most of the teachers are diploma holders.

As it can be observed from the above table 4.1 item no. 4 experience of respondents, from all the respondents 8(3.1%) have served 1-3 years, 40 (15.6%) have served 3-4 years, 70(27.3%) have served the organization for 4-7 years and the remaining 138(53.9%) have served in the organization for more than 7 years. This is implies that the majority of the teachers are experienced.

When we look the above table that shows monthly salary of respondents 100(39.1%) of the respondents earns in the range of 1500-2000, 87 (34.0%) of the respondents earns in the range of 2000-2500, 57 (22.3%) of the respondents earns in the range of 2500-3000, 8 (3.1%) of the respondents earns in the range of 3000-3500 and 4 (1.6%) of the respondents earns in the range of above 3500. This revealed that the monthly salary of teachers is lower as compared to the actual labour market that has no any experience and educational status.

4.2 Financial compensation

The financial compensations can be classified as direct (i.e. salary and wage, bonuses incentives e.t.c and indirect (i.e. benefits, transportation facility, medical facility, health and life insurance and benefits like vacation with pay meal facilities) compensation. Integrating direct and indirect compensation into a package that will encourage the achievement of an organizations objective is what compensation is everything (Odunlade, 2012). Compensation includes issues regarding wage and salary programs, structures and job descriptions, incentives, bonus-based programs, commission based programs, benefits usually refers to retirement pension, health insurance, disability insurance, vacation, employee stock ownership among others (Mc Nadimara, 2006). With this regard 16 likert scale questions were asked to the respondents and their responses are summarized based on financial compensation factors as follows:

Table 4.2: Financial compensation

S. No	Item	S Disagree		Disagree		Neutral		Agree		S. Agree	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Basic pay	14	5.5	147	57.4	71	27.7	19	7.4	5	2.0
2	Financial incentive	25	9.8	128	50.0	63	24.6	30	11.7	10	3.9
3	Benefits	29	11.3	96	37.5	88	34.4	32	12.5	11	4.3
4	Allowance	17	6.6	133	52.0	72	28.1	32	12.5	2	0.8

According to Armstrong (2001) the *basic pay* is the amount of pay that represents the rate for the job. The basic pay also serves as the benchmarks against which bonuses and benefits are considered. It may differ according to the grade of the job or the level of skill required. With this regard, as it is shown in table 4.2 item no.1 respondents were asked to rate their level of agreement with the basic pay that they

receive for their contribution, 14(5.5%) replied that strongly disagree, 147(57.4%) replied that disagree, 71 (27.7%) replied that neutral, 19 (7.4%) replied that agree, and 5 (2.0%) replied that strongly agree respectively. Therefore, one can understand that teachers are disagreed with the basic pay they receive as a result of their service to the region.

Financial incentives are defined as variable pay (Zingheim and Schuster, 2008). Some examples of financial incentives include pay for performance, profit sharing and gain-sharing (Guthrie, 2000). Moncarz, Zhao, and Kay (2008) concluded that organizations could reduce turnover if they gave financial incentive to operative employees. Organizations must offer incentives so that they are competitive or unique in the marketplace. In line with this, as it is shown in table 4.2 item no. 2 participants were asked to reply for the financial incentives provided by the region, 25 (9.8%) responds they are strongly disagree, 128 (50%) responds they are disagree, 63(24.6%) are neutral, 30(11.7%) are agree, and 10(3.9%) strongly agree about the financial incentive offered by the region. This shows that the financial incentives provided for teachers by the region is not sufficient.

According to Dessler (2000), *employee benefit* is an “indirect financial reward given to employees. Employee benefits may include holidays, vacations, personal leave, funeral leave, jury duty leave, maternity leave, sick leave, health insurance, medical insurance, retirement pension, severance pay, employee and childcare assistance programs, and educational assistance (U. S. Department of Labor, 2000). One of the most important goals of a benefits plan is to attract and retain employees (Lowerre and Brazzell, 2007). Respondents were asked to evaluate the benefits given to teachers in Tigray region and their response shows 29 (11.3%) strongly disagree, 96 (37.5%) disagree, 88 (34.4%) neutral, 32 (12.5%) agree, and 11 (4.3%) strongly agree. Therefore, it is easy to conclude the benefits given to the teachers are not satisfactory.

Employee allowances include insurance, sick pay pensions, sick pay, transportation, house allowance and others. Allowances given to employees tend to maintain people because high reward levels helps to increase job satisfaction, dedication, and loyalty (Chiu et al., 2003). Most organizations reward managerial employees for delivering profit growth and increasing revenue. When employees feel they are being compensated as they expected, it will increase their job satisfaction leading to reduce turnover intention. The use of compensation varies greatly between countries, regions organizations and professions. Some countries have allowances for certain job types, professions projects, working hours, and different location. Others have either a holiday/an end year allowance (Adams, 2005). To this end as item no. 4 of table 4.2 shows participants were asked whether they are satisfied with pension, sick pay, insurance, transportation, and house allowance and replied that 17 (6.6%) strongly disagree, 133(52.0%) disagree, 72(28%) neutral, 32(12.5%) agree, and 2(0.8%) strongly agree. This shows that, teachers have no allowance to increase their job satisfaction and to reduce the turnover intention.

4.3 Non financial compensation

Non-financial compensation includes the satisfaction that an employee gets from the job itself or from the psychological and/or physical environment in which the employee works. To this end 13 likert scale questions grouped in 4 non financial compensation factors were asked to the respondents and responses are shown in the following table.

Table 4.3: Non financial compensation

S. No	Item	S Disagree		Disagree		Neutral		Agree		S. Agree	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Working condition	19	7.4	61	23.8	62	24.2	80	31.3	34	13.3
2	Job design	25	9.8	69	27.0	57	22.3	54	21.1	51	19.9
3	Employee Involvement	67	26.2	106	41.4	23	9.0	49	19.1	11	4.3
4	Recognition programs and opportunities for personal development	13	5.1	143	55.9	80	31.3	18	7.0	2	0.8

According to business dictionary “working *condition* refers the conditions in which an employee carried out activities, including but not limited to such things as amenities, physical environment, and the like”. A better working condition helps to increased employee commitment and productivity. In working conditions where employees are provided with adequate resources and tools lead to motivation and improve productivity. The inefficient working conditions which include comfort issues like, seating, lightning and noise can cause anxiety and decrease the output (Huges, J., 2007). With this regard questions were forwarded to assess participants level of agreement, 19(7.4%) replied that strongly disagree, 61 (23.8%) replied that disagree, 62(24.2%) replied that neutral, 80(31.3%) replied that agree, and 34(13.3%) strongly agree.

The process to systemize the tasks, duties and responsibilities is called *job design* (Opatha, H.H.D.N.P., 2002). Job design aims at enhancing employee satisfaction and performing organizational goals by designing the content, methods and relationships of jobs, according to the aptitude and abilities of employees. It can play an effective

role in motivating the employee by organizing the tasks in a way that are interesting and challenging at the tasks in a way that are interesting and challenging at the same time. Healthy designed job improve employee morale by minimizing the monotony and duplication of work (Garg, P. and R. Rastogi, 2006). In response for item no. 2 most of the respondents’ response indicate teachers are satisfied with job design. In a more statistical way, only 25(9.8%) and 69(27.0%) of the respondents strongly disagree and disagree with the job design respectively and 57(22.3) of the respondents are neutral. However, 54(21.1%) and 51 (19.9%) of the respondents said that agree and strongly agree respectively. This indicates that teachers have positive attitude towards their professions job design and they can play an effective role by organizing their tasks in a way that are interesting and challenging at the tasks in a way that are interesting and challenging at the same time.

Organizations can motivate the employee by providing chances to pursue their own thoughts by designing *employee involvement* programs like participative leadership and quality circles groups. The participative leadership will

authorize the employee to share their thoughts at one platform and participate in joint decision making. In quality circles, less than ten employees meet with their supervisor to discuss and control quality issues (Bohlander, G. and S. Snell, 2004). This will create a strong sense of accomplishment and ultimately increases motivation and job satisfaction. As table 4.3 item no 3, indicates that 67(26.2%), 106(41.4%), 23(9.0%), 49(19.1%), and 11(4.3%) responded that strongly disagree, disagree, neutral, agree and strongly agree respectively. This shows that teachers have no chance to share their thoughts at one platform and participate in joint decision to increases teachers motivation and job satisfaction.

According to Saira Y.,et.al (2014), Employees expect *recognition and encouragement* for their services because nobody likes to be unappreciated for the efforts he or she made. As it is summarized in table 4.3 item no. 4, respondents were asked 3 likert scale questions towards of program recognition and opportunities for personal needs and most of the respondents i.e. 13 (5.1%) and 143 (55.9%)

replied that they are strongly disagree and disagree respectively and 80(31.3) of the respondents are neutral. Only 18(7.0%) and 2(0.8%) of the respondents said that agree and strongly agree respectively. This indicates the teacher in the region are not satisfied with recognition, encouragement for their service, staff development activities organized by the region, opportunities to undertake relevant educational course, and with in-service course and learning opportunities.

4.4 Turnover intention

Employees' turnover has been always a key concern issues faced by organizations regardless of its locations, sizes, and nature of business. Intention to leave a job is an immediate precursor to actually leaving. Turnover intention is employee's intent to find a new job with another employer within the next period. The following table shows the judgment of teachers how frequently each statement intends to them.

Table 4.4: Turnover intention

S. No	Item	S Disagree		Disagree		Neutral		Agree		S. Agree	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	I often think about quitting my present job	28	10.9	14	5.5	17	6.6	112	43.8	85	33.2
2	I am prepared to leave the school because of the compensations I receive from this school".	9	3.5	23	9.0	25	9.8	77	30.1	122	47.7
3	It is likely that I will actively look for a new job after graduating this field	6	3.9	12	4.7	13	5.1	96	37.5	129	50.4
4	I will probably look for a new job in the next.	10	3.9	4	1.6	13	5.1	97	37.9	132	51.6
5	I often think of changing my job.	14	5.5	12	4.7	18	7.5	105	41.0	107	41.8
6	There are more negative than positive aspects about my job	27	10.5	29	11.3	17	6.6	94	36.7	89	34.8
7	As soon as possible, I will leave the organization	17	6.6	35	13.7	27	10.5	84	32.8	93	36.3

As we can see table 4.4, 7 likert scale questions were asked to respondents towards of their intention to leave their current job/profession and their response is summarized that greater than 177 (69.1%) of respondents shows that, teachers are agreed to leave their current job, and only less than 56 are disagree to leave their job. From this we can conclude that teachers will actively looking for new job after they graduate from the business and Economics College and are ready leave the organizations. This shows that the summer in service students (teachers in the winter season) are changing their qualification to leave the teaching profession.

In addition to the above analysis, respondents were asked to describe why they learn this field of study which is not related to their former field and profession. They replied that to improve their life, to change their profession in order to satisfy their basic need and to get enough satisfaction in their job because of salary, incentives, and bonuses. Even though they love their job, they have to change their profession to change their life, and to change their current profession due to less attention compensation by the government. In general in the words of the respondents “*ብልሳይ ኣኣገገገሽ ማዕረ ማዕረ ኣኣገገገሽ ዝተሞረሽ ወታደር እዩ*”. Their recommendation to increase their satisfaction was without teacher there is no development and teacher is the father of all profession. Therefore, the government must provide enough salary to get basic needs as well as must provide transportation allowance, bonuses, benefits, training, incentives, insurance, house and transportation and must

avoid sever problems like 0% failure of students because it affects quality. In general, currently teaching profession is more or less ignored therefore, the government should give emphasis to satisfy employees who are involved in teaching profession.

Conclusions and Recommendations

5.1 Conclusions

Since the focus of this study was at describing the compensation practice and assessing teachers turnover intention to give possible solutions for the identified problems, if any, therefore, based on the findings presented the analysis come up with the following conclusions.

The background of the respondents, females are lower than males in teaching profession. They are energetic and they are at the primary part of most people's work lives. The majority of the teachers are experienced. However, most of the teachers are diploma holders and their monthly salary is lower as compared to the actual labour market that has no any experience and educational status.

With regard to the financial compensation, teachers are disagreed and are not satisfied with the basic pay, financial incentive, benefits, and allowance they receive as a result of their service to the region.

With regard to the non financial compensation teachers have positive attitude towards their professions job design and they can play an effective role by organizing their tasks in a way that are interesting and challenging at the same time. However, teachers have no chance to share their thoughts at one platform and participate in joint decision to increases their motivation and job satisfaction. They are not satisfied with recognition, encouragement for their service, staff development activities organized by the region, opportunities to undertake relevant educational course, and with in-service course and learning opportunities. Even though they love their job, they have to change their profession to change their life, and to change their current profession due to less attention financial and non financial compensation by the government. That's why they learn one of the departments among the business and economics college which is not related to their former field and profession to improve their life, in order to satisfy their basic need and to get enough satisfaction in their job because of salary, incentives, and bonuses. Due to the problems of financial and non financial compensation offered by the region, teachers are changing their qualification to leave the teaching profession, they are ready to leave the organizations, they will actively looking for new job after they graduate from departments of the business and Economics College.

5.2 Recommendations

According to various prior researches there are financial compensation and Non financial compensation practice that can be done by any organizations that have employees and wants to attract and keep talented and experienced employees. The findings of this study also support the former researches. It is known that, the use of compensation varies greatly between countries and professions. Some countries have allowances for certain types of jobs, profession, projects, and working hours and for different location. Therefore, the region should focus on various financial and non financial compensation practices of teachers to retain the experienced and talented one. When teachers feel they are being compensated as they expected, it will increase their job satisfaction leading to reduce turnover intention. For example, if one perceives fairness about the compensation received from the region, this may lead to minimize teachers' turnover intention. As per the respondents' recommendation, the region must provide enough salary to get basic needs, provide transportation allowance, bonuses, benefits, training, incentives, insurance, house and transportation as well as should give emphasis to satisfy employees who are involved in teaching profession.

References

- [1] Adams, J. S. (2005), Inequity in Social Exchange, in Berkowitz, L. (Eds), *Advances in Experimental Psychology*, Academic Press, San Diego, CA, Vol. Vol. 2 pp.267-99.
- [2] Ali, N.(2009). Factors affecting overall job satisfaction and turnover intention, *Jurnal of Management Science*, 2: 239-252.
- [3] Alan M. Saks and Joseph L. Rotman. (2006), *Antecedents and consequences of employee engagement*. *Journal of Managerial Psychology* Vol. 21 No. 7, 2006 pp. 600-619
- [4] Armstrong M. (2001). *A handbook of Human Resource Management and Practice*, 8th Edition. Bath Press Ltd.
- [5] Benjamin Chan Yin-Fah, Yeoh Sok Foon, Lim Chee-Leong, Syuhaily Osman (2010).An Exploratory Study on Turnover Intention among Private Sector Employees. *Universiti Putra Malaysia, International Journal of Business and Management* Vol. 5, No. 8
- [6] Business Dictionary Definitions. (2012). Retrieved from a. <http://www.businessDictionary.com/definition/working-conditions.html>
- [7] Bohlander, G. and S. Snell, 2004. *Managing Human Resources* (13thed.). Mason: Thompson.
- [8] Boyens, M. (2007). Organizational socialization, career aspirations and turnover Intentions among design engineers. *Leadership and Organization Development Journal*, Emerald Group Publishing Limited, 26(6), 424-441
- [9] Cappelli, P. (2008). *Talent on Demand: Managing Talent in an Age of Uncertainty*. Boston, MA: Harvard Business School Press.
- [10] Cascio, W. F. (2010). *Managing human resources: productivity, quality of work life, profits*. 8th ed. New York: McGraw-Hill/Irwin.
- [11] Chiu, R., K., and Francesco A., M., (2003). Dispositional Traits and Turnover Intention: Examining the Mediating Role of Job Satisfaction and Affective Commitment. *International Journal of Manpower*, 24 (3), 284-299.
- [12] Dessler G. *Human Resource Management* (5th Ed.)[M]. New York: Prentice- Hall, Inc., 2000
- [13] Dress, G.G and J.D .Shaw, 2001. Voluntary turnover, Social capital and Organizational performance. *Acad Manage. Rev.*,26: 446-456
- [14] Firth, L., D.J. Mellor, K.A. Moore and C. Loquet, 2004. How can managers reduce employee intention to quite. *J. Manage. Psychol.*, 19: 170-1807
- [15] Garg, P. and R. Rastogi, (2006). New Model of Job Design: Motivating Employees Performance, *Journal of Management Development*, 25(6): 72-587.
- [16] Guthrie, J.P. (2000). Alternate pay practices and employee turnover: An organization economics perspective. *Group & Organization Management*, 25(4), 419-439.
- [17] Holzer, H., J., and Wissoker, D., (2001). How can we encourage Job Retention for Welfare Recipients. *The Urban Institute Series*, No; A-49, (October). Available from www.urban.org/UploadedPDF/310360_anf_a49.pdf.
- [18] Huges, J., 2007. Office design is pivotal to employee productivity. *Sandiego source the daily Transcript*.
- [19] Hussain, T., & Asif, S. (2012).Is Employee's Turnover Intention Driven By Organizational Commitment and Perceived Organizational Support? *Journal of Quality and Technology Management*, 7(2), 01-10
- [20] Iqra Saeed, Momina Waseem, Sidra Sikander (2014) The relationship of Turnover intention with job satisfaction, job performance, Leader member exchange, Emotional intelligence and organizational commitment. *The Islamia University of Bahawalpur, Pakistan, International Journal of Learning & Development*

- [21] Jeffrey Pfeffer (2007) Human Resources from an Organizational Behavior Perspective: Some Paradoxes Explained The Journal of Economic Perspectives Vol. 21, No. 4. pp. 115-134
- [22] Jha, S. (2014). Determinants of Employee Turnover Intentions: A Review. Management Today, 9(2), 01-13.
- [23] Johnson, J., Griffeth, R.W., & Griffin, M. (2000). Factors discrimination functional and dysfunctional sales force turnover. Journal of Business & Industrial Marketing, 15(6), 399-415.
- [24] Kruse, D.L., Freeman, R.B. and Blasi, J.R. (2010), "Do workers gain by sharing?", in Kruse, D.L., Freeman, R.B. and Blasi, J.R. (Eds), Shared Capitalism at Work: Employee Ownership, Profit and Gain Sharing, and Broad-based Stock Options, NBER, Chicago, IL, pp. 257-89.
- [25] Luna-Arocas and Camps. (2008), A model of high performance work practices and turnover intentions. University of Valencia, Valencia, Spain. Personnel Review Vol. 37 No. 1, 2008 pp. 26-46
- [26] Moncarz, E., Zhao, J., & Kay, C. (2008). An exploratory study of us lodging properties' organizational practices on employee turnover and retention. International Journal of Contemporary Hospitality Management, 21(4), 437-458.
- [27] Milkovich, G. T., & Newman, J. M. (2002). Compensation, New York: McGraw Hill.
- [28] Mulu, Miesho. (2012). Work Overload and Job Satisfaction: In Public Service Organizations. Master's Thesis. Addis Ababa University.
- [29] Odunlade, R. O. (2012). *Managing Employee Compensation and Benefits for Job Satisfaction in Libraries and Information Centres in Nigeria*. Available <http://unllib.unl.edu/LPP/>
- [30] Ongori, H. (2008). A review of the Literature on Employee Turnover. African Journal of Business Management, 1(3), 1-54.
- [31] Opatha, H.H.D.N.P., (2002). Performance Evaluation of Human Resource, 1st Edition, pp: 2-12, 170-183, Colombo, Sri Lanka: the Author publication. Motivation as a tool for productivity in private sector unit.
- [32] Popoola, S. O., Ayeni, C. O., (2007) Work Motivation, Job Satisfaction, and Organisational Commitment of Library Personnel in Academic and Research Libraries in Oyo State, Nigeria. Library Philosophy and Practice.
- [33] Reggio, E., A., (2003). Introduction to Industrial/Organizational Psychology (4th Ed.). Prentice Hall, New Jersey.
- [34] Reily, D. (2006). Turnover intention. The mediation effect of job satisfaction, affective commitment and continuance commitment. Master thesis, University of Waikato.
- [35] Salahudin, S.N., N.L. Baharin, M.M. Abdullah, M.Z.M. Harun and F.H.M Taufek, (2009). Occupational content and turnover intention: A case study of small and medium sized enterprises. Proc.Int. conf. Hum. Capital Dev. 31:63-73
- [36] Society for Human Resource Management (2012). Employee Job Satisfaction and Engagement. A research report by SHRM. Retrieved from www.shrmstore.shrm.org.
- [37] Sutherland, M.M. (2004). Factors affecting the retention of Knowledge Workers. PhD Dissertation, Faculty of Economics and Management Sciences, University of Johannesburg.
- [38] Saira Y., Madiha L., Sumaira A. and Anam S. (2014). Impact of Financial and non Financial Rewards on Employee Motivation. Middle-East Journal of Scientific Research 21 (10): 1776-1786.
- [39] Zingheim, P.K. & Schuster, J. R. (2008). Developing total pay offers for high performers. Compensation & Benefits Review, 40, 55-59.
- [40] http://www.pages.ubbcluj.ro/monicazaharie/files/2013/10/Compensation-chapter_Mathis.pdf