



The Employee Turnover Phenomenon in Saudi Arabia's Private Schools: Case Study

Abdulrahman Alsoaery

College of Business, King Khalid University, Saudi Arabia

ABSTRACT

This article represents an investigation of the causes behind high turnover of teachers in Saudi Arabian private schools and recommends ways and means to reduce its incidence. It is widely acknowledged that school teachers play a critical role in providing high quality education, so inadequacy, unavailability, or high turnover among teachers can radically affect the quality of education provided by schools and furthermore have negative outcomes for children. This research makes use of an elaborate literature review on various aspects of labour turnover, with specific regard to turnover among teachers, and follows the case study method for researching the subject issue. The study focuses on the Private Education Group, which runs a number of private schools in Saudi Arabia. The research makes use of qualitative analysis and the administration of semi- structured interviews. The research reveals low salaries to be the most important reason for staff turnover among the teachers and the existence of significant differences in attitudes between employees and officials. And finally, the researcher has made a number of recommendations for improving retention of teachers in private schools in Saudi Arabia.

Keywords: Employee Turnover, Saudi Arabia.

INTRODUCTION

Shortages in teaching staff appear to be a widespread global problem (AME, 2012; Arab News, 2012). Such shortages can have significant social consequences because of their potential to disturb and adversely impact the educational and life outcomes of students (Arab News, 2012; Globe Media, 2012). Currently, Saudi Arabia faces a significant shortage in the availability of teaching staff (Globe Media Ltd, 2012), which is further compounded by the high rates of turnover in specific schools (Globe Media Ltd, 2012; Rugh, 2005). While some schools are conducting exit interviews with their departing teachers in order to ascertain the reasons for their decisions to leave their organisations, there is little comprehensive knowledge of the causes for such turnover (Rugh, 2005). This problem is accentuated further in private schools, which, by and large, cannot provide the job security or benefits that are available for teachers in government schools. The article aims to examine the various causes of employee turnover in Saudi Arabian private schools, with specific regard to the Private Education Group and the ways in which such turnover can be reduced.

LITERATURE REVIEW

This literature review accesses, investigates and analyses the existing literature in the field, through published and unpublished research studies, books and other publications on employee turnover, with specific regard to the aims and objectives. The review takes up the study of issues like employee turnover, its advantages and disadvantages, theories of employee motivation and the ways in which motivation can affect turnover, the work of Maslow and Herzberg, and diverse internal and external variables that influence and affect employee turnover. Internal variables like demographic forces, organisational commitment, job satisfaction, wages, training and temporary employment influence labour turnover. External variables like national culture, job location, organisational size, the level of unionisation and negative and positive shocks also appear to play some role in staff turnover levels. All these issues are accordingly taken up for discussion in the literature review. The review also facilitates the locating of gaps in existing research and the framing of relevant research questions.

Employee Turnover

Employee turnover represents one of the most important phenomena that can affect the working of modern-day organisations. Armstrong (2001) describes employee turnover as the ratio of the number of employees who are replaced in a specific time period in comparison with the average number of workers employed with the organisation during the specific period. This however is essentially a mathematical definition; employee turnover can be described in simpler terms as the series of actions taken by organisations from the departure of an employee from an organisation to his or her replacement (Achoui & Mansour, 2007; Byars & Rue, 2000). In broader terms, it represents the “rotation of workers around the labour market between firms, jobs and occupations: and between the states of employment and unemployment” (Ongori, 2007, p1). This term is also frequently employed in efforts to measure the relationships of employees in organisations as they leave, without regard to reason (Achoui & Mansour, 2007; Cotton & Tuttle, 1986). It is widely accepted in modern day organisational and management thinking that employees constitute the most important set of organisational assets (Achoui & Mansour, 2007; Candle, 2010). While management literature in the past tended to equate employees with other factors of production, like manpower, material and capital, contemporary management thought has veered sharply away from this premise and holds that employees are critical, more so than all other factors, for organisational success (Candle, 2010; Edgar & Geare, 2005). This is particularly true of teachers, the population under investigation in the current study (Anderson & Meyer, 1994; Edgar & Geare, 2005). The continuance of teachers is important for the learning and development of children, so frequent changes in teaching staff can lead to adverse learning outcomes (Bhuian & Al-Jabri, 1996; Candle, 2010).

Candle (2010) states that the schools need to provide high quality education and learning to students to ensure academic excellence and success, implying that the teaching staff of schools must have the abilities for ensuring such academic excellence (Werner & Desimone, 2009). Olivier and Farrell (1993) also agree with this line of reasoning, stating that the excellence of scholastic performance of students is very closely related to the quality of teachers. It is, thus, important for schools to develop suitable human resource (HR) policies to ensure that teachers are motivated and do not develop tendencies to leave the school (Candle, 2010; Olivier & Farrell, 1993). With globalisation resulting in the development of numerous international

opportunities for teachers, it is important for school management and school principals to formulate, develop and implement appropriate HR policies to ensure high levels of retention and low teacher turnover (Candle, 2010; Olivier & Farrell, 1993).

The overwhelming majority of research on employee turnover focuses on actual turnover, even though it is also true that some researchers have focused upon the intentions of employees to quit (Allen & Helms, 2002; Glebbeek & Bax, 2004). It has for example been revealed that the association between intention to leave and the occurrence of turnover is quite constant and is by and large stronger than the connection between satisfaction and turnover, even though this relationship is able to explain only between 20% and 25% of turnover variability (Ben-Bakr et al., 1994; Griffeth et al., 2000). In fact, studies of perceived opportunities seem to focus more on intentions to leave rather than actual turnover (Ahmad & Schroeder, 2003; Allen & Helms, 2002; George & Jones, 1996). Such behaviour is possibly explained by the fact that (a) intentions may not account for impetuous behaviour, and (b) the fact that intentions to leave do not always result in the employee actually leaving the organisation (Ahmad & Schroeder, 2003; Griffeth et al., 2000).

Employee turnover is one of the most important areas of attention for organisational management (Glebbeek & Bax, 2004; Laser, 1980; Olivier & Farrell, 1993). While employee turnover is primarily associated with adverse organisational implications, it also has its advantages, enabling organisations to improve the quality of its workforce and obtain attendant benefits in areas of productivity, skill availability, cost effectiveness and competitive advantage (Ahmad & Schroeder, 2003; Glebbeek & Bax, 2004; Olivier & Farrell, 1993). The following sections of this review take up the discussion of various aspects of employee turnover.

Disadvantages of Employee Turnover

Much of the literature on employee retention and turnover, for all practical purposes, categorises it as an area of immense challenge for most organisations (Heneman & Judge, 2008; Steel & Ovalle, 1984). The significant costs of training new employees, along with reduction of quality output on account of the departure of trained employees, more so in the contemporary environment where most organisations, including schools and colleges compete for limited and scarce resources, makes the issue even more critical (Heneman & Judge, 2008; Steel & Ovalle, 1984; Williams & Adam-Smith, 2010). Armstrong (2001) states that employee turnover can adversely impact all areas of organisational management, including productivity of employees, quality of output, organisational costs and - very importantly - the morale of the employees who stay back. The study of the causes of labour turnover is closely associated with the reasons behind the motivation of employees to remain with organisations (Agho et al., 1993; Porter & Steers, 1973; Steel & Ovalle, 1984). Various employee motivation theories have been taken up for more detailed discussion in a subsequent section.

The act of a person voluntarily quitting an organisation clearly constitutes the exodus of human capital in which management has made extremely substantial investments, and the consequent process of replacement automatically results in multiple and substantial replacement costs (Huselid, 1995; Steel & Ovalle, 1984). Ongori (2007) and Branham (2005) mentioned that such replacement costs entail various issues like (a) the scouring of the market place for possible replacements, (b) selection of appropriate teachers from people who have applied for the post, (c) the induction of selected teachers, and (d) the provisioning of training, both formal and

informal, to the substituted persons until they achieve the performance, ability and proficiency levels of the people who have left the organisation.

The primary act of selection and recruitment, by itself, constitutes a significant organisational cost in terms of direct costs like advertising and diverse internal costs associated with utilisation of the efforts of senior and junior employees (Cranny et al., 1992; Storey, 1992). The selection process involves actions like (a) determination of employee shortfall, (b) preparation of job descriptions of areas in which there are employee shortfalls, (c) providing information to the public about job vacancies through carefully crafted advertising, recruitment consultants and different bodies, like for example teachers' associations, (d) calling for applications, (e) receipt and assessment of applications, (f) short-listing of candidates for interviews, (g) holding of interviews, (h) checking of references, (i) negotiating terms of employment, and finally (j) entering into employment contracts (Cranny et al., 1992; Jayaratne & Chess, 1991; Wasmuth & Davis, 1983).

While selection of employees certainly constitutes an important task, employee costs do not end there. Substantial costs are incurred subsequently in training and developing employees to handle their responsibilities with required productivity and efficiency (Dess & Shaw, 2001; Storey, 1992). The employees who are trained and developed over longer time periods also add to their implicit and tacit knowledge through their training, interaction with their colleagues, and from various other job-associated sources (Storey, 1992; Wasmuth & Davis, 1983). The departure of an employee primarily leads to the wastage of all the costs that have been incurred in selection, and training and development (Dess & Shaw, 2001; Heneman & Judge, 2008). The organisation also loses access to the implicit and tacit knowledge of such employees, which formed part of the organisational knowledge pool and is important for organisational productivity, efficiency and competitive advantage (Heneman & Judge, 2008).

Meaghan and Bontis (2002) state that the productivity of teachers and the excellence of teaching provided by a school is bound to fall whenever good teachers leave educational institutions because of the inherent learning curves that are involved in aiding the understanding of replacements about their jobs and organisations (Heneman & Judge, 2008; Storey, 1992).

The departure of an employee also results in the development of an immediate organisational void that has to be filled in the short term through the deployment of other employees and, in the long term, through compensating recruitment from the external talent bank (Hogan, 1992; White, 1995). The use of other employees to carry out the tasks of the employees who have left results in undue strain upon them and adverse effect on the job being done by the employees who are given additional responsibilities (Abbasi & Hollman, 2000; Heneman & Judge, 2008; Hogan, 1992). Such organisational strain can become critical to productivity if employee turnover is a constant and recurring phenomenon, calling upon organisational managements to constantly work towards devising ways and means to ensure that the responsibilities of the persons who leave do not remain unattended (Heneman & Judge, 2008; Maicibi, 2003).

Apart from such costs, high labour turnover also has a significantly adverse impact upon employee morale (Koslowsky, 1991; White, 1995). Psychological and behavioural experts state that the majority of employees tend to build sound and long-term relationships with their co-

workers, which extend beyond their working lives and are sources of information sustenance and support (Shamsuzzoha, 2007; White, 1995). The departure of valued and trusted colleagues often has an adverse psychological impact on the people who stay behind, who may react in various ways that can include following their colleagues to their new organisations, looking for jobs elsewhere and asking for salary increases on the premise of their enhanced value to the organisation after the departure of their erstwhile colleagues (Meaghan & Bontis, 2002; Michaels & Spector, 1982; Wasmuth & Davis, 1983). High turnover is also known to create adverse impressions in the external job market and the talent pool from which organisations obtain new employees (Wasmuth & Davis, 1983). Researchers find that a high incidence of employee turnover can very often lead to (miss) perceptions about poor management and employee policies within the organisation concerned (Shamsuzzoha, 2007; Sheehan, 1995).

Researchers also find low employee turnover rates to be positively correlated with the capacity for retaining talent (Shamsuzzoha, 2007; Watrous et al., 2006). In other words, this implies that organisational capacity for retention of talent can be adversely affected in organisations where employee turnover is high (Beck, 2001; Heneman & Judge, 2008; Shamsuzzoha, 2007; Watrous et al., 2006). This finding also reinforces the findings of other researchers on the negative perceptions generated by organisations with high turnover on the external market place with regard to management and HR policies, as well as the efficient and productive functioning of organisations (Shamsuzzoha, 2007; Watrous et al., 2006).

Advantages of Employee Turnover

High employee turnover is by and large considered a negative organisational phenomenon, because of the many causes described above (Hatch & Dyer, 2004; Wood, 2007). Employee turnover, however, does have a number of positive aspects that should not be ignored or disregarded and some of the key advantages are discussed below (Wood, 2007; Hatch & Dyer, 2004; Tang et al., 2000).

Most organisations continue to accrue individuals over the course of their lifetimes and often arrive at employee strengths that are significantly greater than what is required (Becker, 1993; Williams & Adam-Smith, 2010). Greater employee turnover in these circumstances, as long as it is restricted to the poor performers, can help organisations to reduce their costs and improve their productivity (Becker, 1993; Williams & Adam-Smith, 2010).

Employee turnover can also have beneficial outcomes during periods of economic downturn or poor performance when the departure of employees can actually help organisations to save important costs (Meaghan & Bontis, 2002; Tang et al., 2000). Faulty recruitment and selection often result in the recruitment of inefficient and unproductive employees, as well as those who are mismatched with their existing job requirements (Meaghan & Bontis, 2002; Roseman, 1981). The departure of such people from organisations can help management to recruit more suitable people and thus improve an organisation's productivity (Becker, 1993; Meaghan & Bontis, 2002; Roseman, 1981).

Employee Motivation Theories

Motivation of employees plays an extremely important role in employee retention, and it is an important responsibility of management to ensure that employees are motivated (Allen &

Helms, 2002; Blyton & Turnbull, 2004). Various studies reveal that highly motivated employees have significant levels of commitment to their organisations and significantly lesser tendencies to leave their organisations, compared to those who are less motivated (Ahmad & Schroeder, 2003; Legge, 2005). Corresponding research also points out that poor levels of motivation are directly related to both poor job performance and high levels of turnover (Ahmad & Schroeder, 2003; Allen & Helms, 2002). Various theories of motivation are taken up for discussion in this section. Motivation is carried out through diverse policies that position employees at the centre of organisations and empower them to realise their potential (Allen & Helms, 2002; Brockbank et al., 1999; Legge, 2005). Motivation provides force, direction and nourishment to human behaviour and aims to satisfy employee needs (Brockbank et al., 1999). It is considered to be an internal urge that encourages individuals to perform specific actions (Ahmad & Schroeder, 2003; Blyton & Turnbull, 2004). Multifaceted and inclusive, it represents the inherent drive that spurs people to act for achievement of some type of satisfaction (Blyton & Turnbull, 2004; Legge, 2005).

Maslow's Hierarchy of Needs:

Abraham Maslow first proposed his Theory of Needs in 1954, wherein he argued that individuals work to satisfy diverse needs (Carrell et al., 1995; Guest, 1997). He stated that all individuals have five levels of needs, i.e., basic, security, belonging, esteem and self-actualisation need (Cascio, 2006; Guest, 1997). *Basic needs* are concerned with issues needed for survival, like food, shelter and clothing (Carrell et al., 1995; Cascio, 2006; Maslow, 1954). *Security needs* form the second level of needs and include issues like employment security, savings for old age, and health and medical care (Harris et al., 2003; O'Neil & Drillings, 1994). *Belonging needs* refer to feelings of acceptance (Carrell et al., 1995; Guest, 1997). *Esteem needs* represent the ambitions of individuals to be well thought of and socially recognised (Harris et al., 2003; Mackay, 2007). *Self-actualisation needs*, which represent the highest level of need, deal with individual, self and ego fulfilment (Mackay, 2007; Maslow, 1954).

Maslow stated that such needs are hierarchical in nature; individuals satisfy the lowest level of needs first, and thereafter progressively desire to satisfy higher need sets (Carrell et al., 1995; Guest, 1997). This desire for progressive need satisfaction helps employers to formulate effective motivation policies (Carrell et al., 1995; Guest, 1997; Maslow, 1954). Whilst Maslow's needs are by and large widely accepted to be true, they do not appear to be supported by empirical evidence and are not related to scientific reasoning (Beehr & Gupta, 1987; Guest, 1997; Maslow, 1954).

Herzberg's Theory:

Herzberg argues that employee behaviour is essentially influenced by two factors; (a) hygiene causes and (b) motivational causes (Bach & Sisson, 2000). Hygiene factors comprise of issues like remuneration, organisational reputation, job status and environment, which, while assisting in retention, do not really motivate employees to improve their performance (Guest, 1997; Herzberg, 1968; Leat, 2007). Such factors influence employees to continue with their existing jobs. While they help in retention, they also encourage inefficient performers to stay on in their jobs (Guest, 1997; Herzberg, 1968).

Motivational factors consist of organisational policies like performance recognition, career advancement, promotions and employee involvement that motivate employees to improve

their performance (Herzberg, 1968; Ryan & Sagas, 2009). Herzberg recommends that organisations should combine hygiene and motivational factors in order to retain the best employees, remove poor performers and motivate existing employees to improve their performance (Guest, 1997; Ryan & Sagas, 2009).

Motivation Drivers:

Employee motivation is driven by diverse approaches and factors, the most important of which are (a) personality, (b) job characteristics, and (c) monetary remuneration and rewards (Beer et al., 1984; Boudreau & Ramstad, 2007). The personalities of employees affect motivation significantly, with research revealing that extroverted people are likely to be easily motivated, even as neurotic people often display negative behaviour (Beer et al., 1984; Boudreau & Ramstad, 2007; Steven & Gregory, 2002). Employee motivation is also influenced by job responsibilities and the skills required by workers (Byars & Rue, 2000; Steven & Gregory, 2002). It is thus important to match job characteristics with individual employee skills in order to improve and enhance motivation levels (Beer et al., 1984; Byars & Rue, 2000; Heneman & Judge, 2008).

Monetary remuneration and rewards, which represent wages, salaries and compensation for well-done jobs, represent strong motivational forces (Bakker & Leiter, 2010; Boudreau & Ramstad, 2007). This is discussed extensively in section 2.6.1.4, while remuneration primarily comprises salaries and bonus. Organisations also reward employees through production and profit bonuses (Bakker & Leiter, 2010; Rice et al., 1989). Such monetary reward plays an important role in employee motivation (Beer et al., 1984). Non-monetary rewards in contrast refer to employee opportunities provided in return for jobs well done (Beer et al., 1984; Rice et al., 1989). The effect of training, a specific non-monetary reward, on turnover is discussed in detail in section 2.6.1.5.

Causes of Employee Turnover

The causes of employee turnover have been studied in substantial detail and a significant body of literature, which goes back to the 1950s, has emerged from such research (Cotton & Tuttle, 1986; Glebbeek & Bax, 2004; Lesperance, 2001). Researchers have tried to formulate multivariate statistical models that attempt to combine different factors that ostensibly lead to turnover, subjecting these models thereafter to empirical testing and analysis in order to arrive at the important factors behind employees leaving their organisations (Cotton & Tuttle, 1986; Glebbeek & Bax, 2004; Griffeth et al., 2000; Hom & Kinicki, 2001). Many of these research efforts are, however, based on a limited number of variables and therefore succeed only in explaining turnover variability to a minor extent (Gawel, 1997; Griffeth et al., 2000; Pennington & Edwards, 2000).

Turnover studies have also been criticised on account of their inadequacy in capturing the multi-dimensional and complex psychological processes that are involved in the decisions of employees to leave organisations (Cotton & Tuttle, 1986; Griffeth et al., 2000; Huselid & Day, 1991). Some studies have confirmed the perception that desires and attempts to change jobs are caused by complex and multidimensional factors and it is very difficult for one factor to comprehensively address and explain employee turnover (Cotton & Tuttle, 1986; Griffeth et al., 2000; Huselid & Day, 1991).

Sustained research by various behavioural, HR and management academics, however, reveals that some variables do appear to consistently crop up as important turnover reasons (Elangovan, 2001; Griffeth et al., 2000; Korman & Kraut, 1999). Earlier studies - more specifically, those that were undertaken in the 1960s and the 1970s - revealed that factors like overall satisfaction, job content, age of employee, tenure of service, intentions to continue with jobs, and commitment had negative correlation with turnover, which implied that the increase in these variables resulted in reduction of turnover (Elangovan, 2001; Gawel, 1997; Griffeth et al., 2000). From a meta-analysis of more than 200 studies, Hom and Griffeth (1995; 2000) and Luecke (2002) found that a few causes for turnover constantly emerged as primary reasons for employees to leave their jobs. These variables are segregated into internal and external variables (Gawel, 1997; Glebbeek & Bax, 2004; Hom & Kinicki, 2001).

Internal Variables:

Internal variables comprise the many internal forces and causes that motivate employees to leave or stay with their organisations. Some of these are taken up for discussion below.

Demographic Variables:

Whilst social research on the reasons for employee turnover has been truly extensive, only a few employee characteristics and features are found to have a meaningful relationship with turnover (Hom & Kinicki, 2001; Morrell et al., 2004). Age, however, has been found to be inversely correlated to turnover, with research revealing that persons above 45 years of age are much less likely to leave their firms (Achoui & Mansour, 2007; Hom & Kinicki, 2001; MacLeod & Clarke, 2009). However, age alone does not explain turnover variability, as it is related to a number of other factors and cannot contribute much meaning to the understanding and realisation of employee behaviour with regard to turnover (Hom & Kinicki, 2001; MacLeod & Clarke, 2009; Morrell et al., 2004).

The length of service or tenure is found to be negatively associated with turnover, with long-serving employees likely to remain with their firms (Achoui & Mansour, 2007; Hom & Kinicki, 2001; Noah & Yong-Pin, 2002). Research on the effect of gender on turnover has not led to any definite results and there is little to state that men leave their jobs more or less frequently than women (Hom & Kinicki, 2001; Noah & Yong-Pin, 2002). Studies however find that age acts as a moderating factor and that employee turnover rates by age become less for women than for men (Achoui & Mansour, 2007; Armstrong, 2001; Tang et al., 2000).

Organisational Commitment:

A number of studies report strong association between intentions to leave and organisational commitment. Studies by Griffeth et al. (2000), Tang et al. (2000) and Al-Kahtani (2004) have confirmed the presence of a strong relationship between organisational commitment (affective, continuance and normative) and actual turnover (Glisson & Durick, 1988). Affective commitment concerns emotions and the emotional attachment, identification and involvement of employees with their firms (Agho et al., 1993; Heneman & Judge, 2008). Continuance commitment on the other hand concerns the commitment base that is related to costs and considered by employees during their leaving their organisations (Agho et al., 1993; Allen & Helms, 2002; Buck & Watson, 2002). Normative commitment, the last of the three, concerns the employees' feelings of obligation to stay with their organisation (Al-Meer, 1989; Heneman & Judge, 2008).

Job Satisfaction:

Research studies have consistently found a strong positive correlation between job satisfaction and employee retention, and a negative association between satisfaction and employee turnover (Agho et al., 1993; Embich, 2001). Studies have found that with all other variables being constant, employees often leave their firms in the pursuit of more interesting and satisfying assignments in other organisations (Agho et al., 1993; Heneman & Judge, 2008; Sari, 2004).

Elangovan (2001) noted that the causal relationship between organisational commitment and job satisfaction has not been taken up in the majority of research on turnover. Elangovan also indicates the presence of significant causal relationships between (a) satisfaction and commitment and (b) stress and satisfaction, noting that reduced satisfaction reduces commitment, even as increased stress reduces satisfaction (Artz, 2010; Kyriakou & Sutcliffe, 1979). Elangovan further stated that commitment and turnover intentions were characterised by a reciprocal relationship, wherein reduction in commitment increased intentions to quit, which further reduced commitment (Darwish, 1998; Elangovan, 2001; Heneman & Judge, 2008).

Impact of Wages:

Substantial research has also been conducted on the relationship between pay, job dissatisfaction and voluntary turnover (Armstrong & Stephens, 2005). A number of researchers have found the role of wages in turnover to be rather mixed, even as other studies have found no significant relationship between wages and turnover (Byars & Rue, 2000; Heneman & Judge, 2008).

Tang et al. (2000), however, suggested that employees are very strongly motivated to leave their current employers by prospects of higher wages or greater career opportunities. This finding is reinforced by other research studies that have found an inverse correlation between average salaries and turnover, confirming that organisations with higher average salaries record lower turnover of employees (MacLeod & Clarke, 2009). Research on variables associated with pay indicates that there is a relationship between pay and turnover (Legge, 2005); and reveals that individuals with greater drive, ambition, and performance abilities tend to leave their organisations, if they feel that they are being rewarded inadequately (Blyton & Turnbull, 2004). The implementation of collective reward programmes in place of individual incentives is also associated with the hasty departure of high performers (Legge, 2005).

Furthermore, Megan and Bontis (2002) suggested that the relationship between monetary rewards and turnover is dependent on the value that people place on monetary rewards. Specifically, the authors found that people who did not value money significantly but had low levels of job satisfaction tended to undergo extremely low actual turnover. While it is undoubtedly true that the overwhelming majority of people value money and work primarily for good monetary compensation, there are others who, for personal or psychological reasons, do not place great emphasis on money. Wives of individuals who earn well, for example, possibly work only to keep themselves busy or to spend time away from the home, and are unlikely to attach great importance to earning higher levels of remuneration. Other people again may not value money significantly if they do not have dependents or responsibilities. Such

people, it is found, tend to stay with their jobs even when their levels of job satisfaction are low, which in turn results in low employee turnover (MacLeod & Clarke, 2009).

Impact of Training:

Many studies have found complex relationships between training and turnover. Some studies show that organisations that focus on increasing the abilities and skills of their workers are distinguished by lower rates of turnover (Maicibi, 2003; Shamsuzzoha, 2007), while others have found that when training produces multi-skilled workers, their inclinations to leave increase because of their greater value in the job market and better employment prospects (Roger, 1995). It has also been found that the training that is provided outside the organisation is associated with higher employee turnover, possibly because it increases the general skills of employees (Maicibi, 2003; Roger, 1995).

In contrast, a number of UK studies on the relationship between training and mobility found, on average, little relationship between the two variables (Maicibi, 2003). It is, however, seen that when an individual takes up training wholly on their own initiative, in most cases this is for the purpose of improving employment-associated skills and the need to look elsewhere for jobs (Atif et al., 2011; Beer et al., 1984). Mobility on the other hand is actually found to decrease when training is sponsored by employers (Maicibi, 2003).

Temporary Employment:

Many organisations prefer to cover their human resource gaps between required and available people by appointing employees on a temporary basis (Shamsuzzoha, 2007). Such temporary employment enables organisations to cope with shortfalls in staff and yet avoid long-term employee obligations (Agho et al., 1993; Beer et al., 1984). Temporary staff are by and large also provided with lesser remuneration and benefits than permanent staff and thus cost the organisation less (Shamsuzzoha, 2007). While such temporary staffing, particularly when people are available to take up these temporary jobs, can help organisations to cope with employee shortages, it does not motivate employees to continue with their jobs (Beer et al., 1984; Shamsuzzoha, 2007).

Temporary employees are by and large insecure about their jobs and do not know how long their employment will last (Agho et al., 1993). Research reveals that workers feel job security to be extremely important, possibly even more so than working hours and wages (Agho et al., 1993; Shamsuzzoha, 2007). Comparative studies on working populations on this issue reveal that a high percentage of the employed population worry about leaving their jobs, with the qualification that younger workers fear job insecurity less than those in the 35-55 age group (Beer et al., 1984; Shamsuzzoha, 2007). Such insecurity leads to constant worries about retention of employment, continuous search for steady jobs elsewhere and lack of attention to present occupation (Agho et al., 1993; Beer et al., 1984). Such employees thus not only do not devote their full attention to their present jobs but also constantly look for alternative, better and more secure employment (Shamsuzzoha, 2007).

Comparison of Alternatives:

The connection between the availability of alternatives and the chances of increase in turnover at individual levels has been studied in great detail since March and Simon (1958) published their seminal work on ease of movement.

A significant body of research in subsequent years has focused on the relationship between various perceived alternative employment opportunities, job satisfaction and turnover (Brockbank et al., 1999; Kirschenbaum & Mano-Negrin, 1999). Researchers have also focused strongly on the role of perceived and actual opportunities in analysing and assessing decisions of individual employees to leave organisations (Brockbank et al., 1999). Later research however indicates that turnover can be better predicted by actual alternatives than by perceived opportunities (Brockbank et al., 1999; Kirschenbaum & Mano-Negrin, 1999).

Studies on the effect of rates of unemployment found that while unemployment rates did impact the relationship between job satisfaction and intention to leave, they did not affect actual turnover (Bulla & Scott, 1994). The researchers in this particular case, namely Kirschenbaum and Mano-Negrin, (1999), came to the conclusion that analysis of actual opportunities at the macro level could help in prediction of turnover patterns, which could not on the other hand be done by perceptions of opportunities. In the course of their research on various medical establishments in diverse locations (with the use of measures of objective and perceived opportunities in external and internal labour markets), the authors furthermore found that alternative and objective opportunities appeared to be a significantly better reasoning for actual turnover in organisations than perceived labour market opportunities, both external and internal. While actual alternatives do seem to be more successful as predictors of turnover, research also proves that perceived alternatives are also, albeit modestly, associated with increased employee turnover (Brockbank et al., 1999; Bulla & Scott, 1994; Kirschenbaum & Mano-Negrin, 1999).

External Variables:

External variables constitute the various factors that are external to the basic contract - both psychological and actual - between the management and the employee. Some of these are discussed below:

National Culture:

The national culture of a nation is an important external variable in the discussion. found During the course of his study, Geertz Hofstede found that national cultures can be defined according to five important dimensions: (1) individualism vs collectivism, (2) masculinity vs femininity, (3) power distance, (4) uncertainty avoidance and (5) long- vs short-term orientation (Hofstede & Hofstede, 2005; Trompenaars & Hampden-Turner, 1999).

Individualism concerns the desire of individual members of society to think and act in accordance with their personal benefits and those of their immediate family to the exclusion of others (Harris et al., 2003; Hofstede & Hofstede, 2005). Collectivist societies on the other hand are characterised by the desires of individuals to affiliate with groups like larger family structures and communities, to place greater priorities on community benefits and to obtain community protection in return (Hofstede & Hofstede, 2005; Trompenaars & Hampden-Turner, 1999).

With regard to masculinity versus femininity, masculine societies are essentially made up of individuals who are distinguished by their desire to succeed, their competitiveness and their aggression (Harris et al., 2003; Trompenaars & Hampden-Turner, 1999). Members of feminist

societies, on the other hand, do not place such importance on individual success, but focus more on quality of life and the collective good (Hofstede & Hofstede, 2005).

Societies with high power distance are distinguished by the acceptance of significant differences in the power, authority and influence of the individuals at the higher levels of society with those at lower levels (Harter et al., 2002; Trompenaars & Hampden-Turner, 1999). Such social differences are not just accepted but thought to be advantageous for social good in such societies (Hofstede & Hofstede, 2005; (Trompenaars & Hampden-Turner, 1999).

Individuals of societies with high uncertainty avoidance indices are likely to be averse to situations of ambiguity, uncertainty and risk (Hofstede & Hofstede, 2005). These societies are characterised by strong sets of rules and guidelines and are essentially hierarchical in nature (Hofstede & Hofstede, 2005; Schaufeli et al., 2009).

Hofstede introduced the dimension regarding short- and long-term orientation after his study of Chinese society (Schaufeli et al., 2009). Societies with short-term orientation mainly comprise individuals who want immediate results in terms of remuneration, status and achievement (Hofstede & Hofstede, 2005), while individuals in societies with long-term orientation emphasise long-term values like education and skills development (Hofstede & Hofstede, 2005; Schaufeli et al., 2009; Trompenaars & Hampden-Turner, 1999).

Hofstede conducted research on numerous nations across the world and quantified these five dimensions on an increasing scale of 1 to 100. These rankings, known as Hofstede's indices, are used extensively for comparing various dimensions of national culture (Hofstede & Hofstede, 2005). Table 1 provides details about these individual indices for Saudi Arabia, which is the country where the current research is conducted.

Table 1: National Culture of Saudi Arabia

Power Distance	Masculinity	Uncertainty Avoidance	Individualism	Long-term Orientation
95	60	80	25	N/A

(Source: ITim International, 2009)

The above scores for the four important dimensions of national culture reveal that members of Saudi Arabian society have strong levels of uncertainty avoidance and power distance indices. Such individuals are likely to be very uncomfortable in situations that are not hierarchical in nature or where rules are loose or absent (Hofstede & Hofstede, 2005; Trompenaars & Hampden-Turner, 1999). Saudi Arabian employers must thus take care to provide environments that are supportive, secure and well regulated in order to provide job satisfaction and improve organisational retention. Apart from culture, a number of other external variables (discussed below) can also influence employee turnover (Hofstede & Hofstede, 2005; Trompenaars & Hampden-Turner, 1999).

Other External Variables:

The location of the employer is found to be an important factor in influencing employee turnover and retention, particularly with regard to jobs in urban or metropolitan areas and rural and remote locations (Byars & Rue, 2000; Gillespie et al., 2001). Whilst rural and remote locations do provide environments that are healthy and clean, they suffer from a number of disadvantages, which specifically include (a) difficulties in procurement of basic amenities, (b) the need to travel long distances to fulfil primary commercial and social activities, (c) difficulties in maintaining contact with family and friends, (d) absence of good health and medical facilities, and (e) the inadequate availability of high-speed internet connectivity (Gillespie et al., 2001; Trompenaars & Hampden-Turner, 1999). Individuals with families and children are especially affected by the lack of childcare education and healthcare in rural or remote areas and thus tend to leave their jobs in order to obtain the comforts of urban or metropolitan environments (Atif et al., 2011; Byars & Rue, 2000).

Other important factors that lead to higher incidence of turnover include the influence of events or shocks, both negative and positive, and organisational size (Atif et al., 2011; Schaufeli et al., 2009). Lee and Mitchell (1994) and Morrell et al. (2004) found that the occurrence of sudden events often resulted in the emergence of tendencies to quit. Such events could include (a) the promotion of rival employees, (b) the illness of a child, or (c) the death of a spouse or parent (Schaufeli et al., 2009). Researchers found that the occurrence of various events not only led to the emergence of thoughts of quitting but also influenced subsequent decisions for submitting resignation papers (Nugent, 2009; Trompenaars & Hampden-Turner, 1999).

The size of an organisation and the level of unionisation have also been studied for their impact upon organisational turnover (Heneman & Judge, 2008; Trompenaars & Hampden-Turner, 1999). Studies reveal that larger organisations, by and large, record lower turnover for two specific reasons; namely, higher wages and better growth opportunities (Pamu, 2010; Radin, 2006; Shamsuzzoha, 2007). Most large organisations grow over time and not only have various organisational functions but also have more structured and attractive HR policies compared to smaller organisations and start-ups (Mobley, 1982; Pamu, 2010; Trompenaars & Hampden-Turner, 1999). Such circumstances are clearly negatively correlated with intention to leave and result in reduction of employee turnover (Clarke, 2001; Shamsuzzoha, 2007). There is also clear evidence that greater unionisation results in lower turnover (Budhwar & Mellahi, 2007; Mobley, 1982).

Unions or employee associations constantly work towards the enhancement of protection, safety, wages and working conditions of employees, particularly in the cases of their members, which automatically results in better hygiene conditions, according to Herzberg's theory of motivation (Barber & Bretz, 2000; Shamsuzzoha, 2007). Such enhancement in working environment increases worker retention by the enhancement of organisational attractiveness for workers (Barber & Bretz, 2000; Shamsuzzoha, 2007). Studies point out that, apart from unionisation, the feelings, attitudes and intentions of co-workers influence intentions amongst employees to stay with or leave their organisations (Shamsuzzoha, 2007; Somaya et al., 2008).

Conclusion

From the findings of the literature review, it appears that motivation of employees can be enhanced through the adoption of various HR policies and processes. While traditional

personnel management theory perceived employees to be organisational resources on a par with other physical assets, compensated employees for their efforts through salaries, and used strong control, discipline and standardisation for achievement of performance, modern-day HR managers recognise the need to motivate employees to enhance organisational performance beyond normal levels, as well as to retain them for long periods of time. Research has consistently revealed strong correlation between employee motivation, and high retention and low turnover, spurring modern-day HR managers to consistently work towards improving levels of employee motivation and retention.

It is also seen that labour turnover can be reduced by implementing specific employee-friendly policies in areas of remuneration, career advancement, job content, job satisfaction and empowerment. The review also reveals that an employee's desire to continue with employment and labour turnover is affected by internal variables, such as demographic variables, organisational commitment, job satisfaction, monetary and non-monetary rewards, temporary employment and comparison of alternatives. External variables like national and organisational cultures, job location, sudden events, organisational size and level of unionisation also influence employee turnover.

Media reports and government figures on availability of teachers in private Saudi Arabian schools reveal such availability to be low, particularly in certain important subjects. Information on staff turnover and retention among teachers in such schools is sparse however, and appears only as a small additional item in articles discussing low teacher availability in such institutions. Both reports and research studies do not appear to have paid much attention to this important aspect of teacher availability until recently. Such information is however extremely important in any study on the issue of teacher availability or educational quality in private schools in the Saudi Arabia. Such data in fact can help significantly in arriving at the causes of high turnover and low retention and thereafter in the taking of appropriate action. Based on the identified gap in the literature on reasons for employee turnover, the following research questions are investigated, in the specific context of Saudi Arabia:

METHODOLOGY

The researcher conducts this study with the use of qualitative case study methods with the use of semi-structured interviews with teachers and officials of the Private Education Group. Such focused and detailed primary information from a few carefully selected respondents will help in intensive and in-depth analysis of the attitudes and emotions of teachers and in satisfying the objectives of the study. This technique that is essentially flexible in nature, contains elements of both quantitative and qualitative analysis and involves detailed, focused and holistic analysis (Yin, 2003). The case study method of research involves the selection of one establishment, institution, event, or even person that can be considered to be representative of the population under study, followed by the detailed, focused, and multiple perspective investigation and analysis of the chosen case (Yin, 2003). The focus on a single case for the purpose of this study presumes that the analysis will essentially be qualitative in nature. The case study method has been criticised on occasion, because of the possibility of the selected case not being truly representative of the population under study (Yin, 2003).

The researcher examined the responses obtained from the semi-structured interviews with the use of content analysis. Content analysis represents a contemporary research technique for the

systematic analysis of written, spoken and visual communication (Krippendorff, 2003). Using this approach, the researcher codified specific words provided by the respondents in their responses to the questions asked based on the codification and classification detailed by the researcher. The words were then analysed with regard to their frequency for determining and analysing the responses from respondents.

The researcher however believes that the Private Education Group, which runs a number of schools in Saudi Arabia, is quite representative and fulfils the demands of adequate representation, with regard to the incidence and causes of turnover in teaching staff. The Private Education Group is investigated through a combination of direct study of the institution by the researcher and direct interviews. The interview questions were selected carefully, based on their relevance to the research aims and objectives, and efforts were made to ensure that respondents' time was not wasted by unnecessary or contentious questions. The researcher believes that the selection of the Private Group and the use of the case study method adequately addressed the research objectives.

RESULT

Introduction

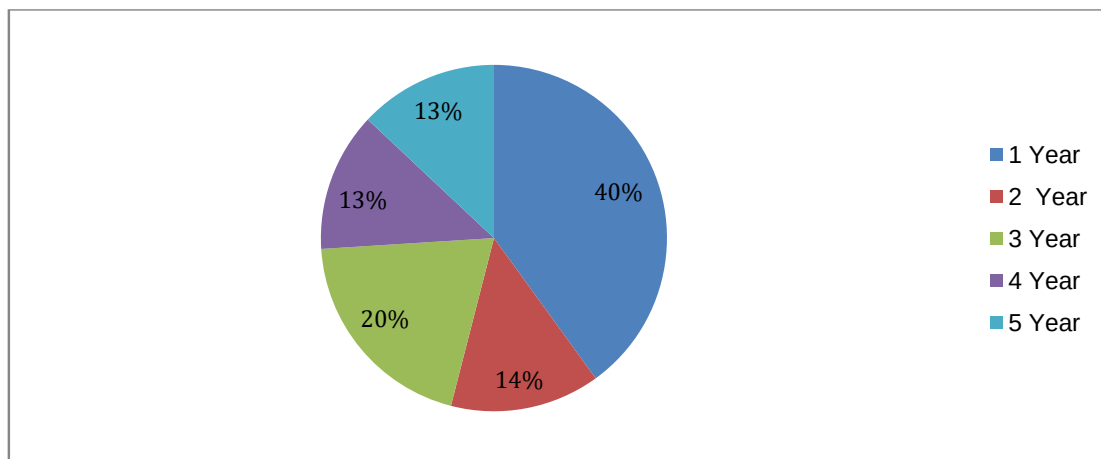
The analysis of the findings is taken up sequentially in the course of this section. The researcher first deals with the findings from the semi-structured interviews conducted with employees and thereafter with the two management officials.

Analysis of Interviews with Administrator and 14 Teachers

Employee Profile:

The 15 respondents who participated in this research were school staff; 14 are teachers and the other works as an administrator. Eight of these 15 respondents are more than 27 years old and the rest are in the 18 to 27 age brackets. All the respondents are female, with most in the age group 20 to 30. There are however two teachers who are less than 20 years old, and one who is 32 years of age. The teachers take classes in kindergarten primary and higher levels and their salaries range between 1200 and 3800 Saudi Riyals. The majority of the teachers however draw salaries between 1500 and 2000 SR.

Chart 2: Employees' Work Experience



As shown in the chart above, approximately 40 % of the respondents are new to teaching and have experience of about one year. The remaining nine respondents have experience varying from just less than two years to five years.

Reasons that can Force Employees to Leave Their Jobs:

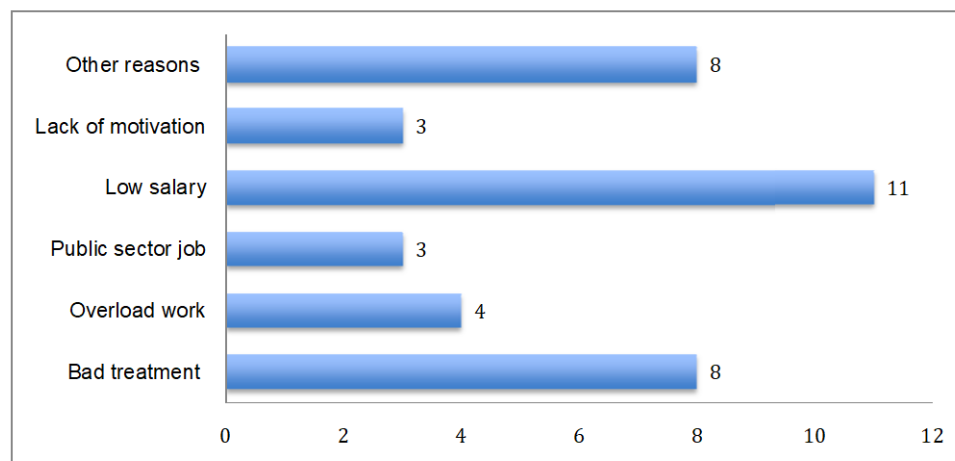
A variety of reasons were provided from employees to leave their jobs. Only two of the respondents mentioned a single reason and most of them mentioned two or more.

The reasons given by the two respondents who expressed only one each comprised of (a) not very good treatment from the management - *"disrespect especially when I did some mistake"* (TCH 12) Or (b) the *"need to do more work than I have to, for example when they give me more classes to teach"* (TCH 2)

The most common reason expressed by most of the respondents was the low salary; as TCH: 3 expressed, *"because the amount of salary I got doesn't match the effort I did"*. TCH: 11 added, *"I would leave the school if I find another job with a better salary"*. The second reason was not very good treatment from the management; which TCH: 4 complained about, saying, *"the bad treatment from the management people, I mean my supervisors"*. The third reason given was the lack of motivation which is emphasised by TCH: 6 as *"there is no motivation to keep the teacher"*. Last but not least, the fourth reason was the possibility of getting employment in the public sector as TCH: 1 clarified, *"the salary is three time higher than what I get in private school, and I will have a permanent contract"*. The rest of the reasons were mentioned once, and included lack of job security, not a particularly good working atmosphere, and the absence of regulatory protection of employees' rights. In addition, the absence of a not fixed or permanent contract, lack of training, transportation problems and personal issues were mentioned once each as causes for leaving by some people.

The results reveal that the majority of the teachers would be induced to leave their current employment if they were offered better salaries. While improvement of salaries appears to be the most important motivator for searching for new jobs, there appears to be a tendency of people to leave if they are assured of better treatment in their new assignments, or because of the security associated with public sector employment.

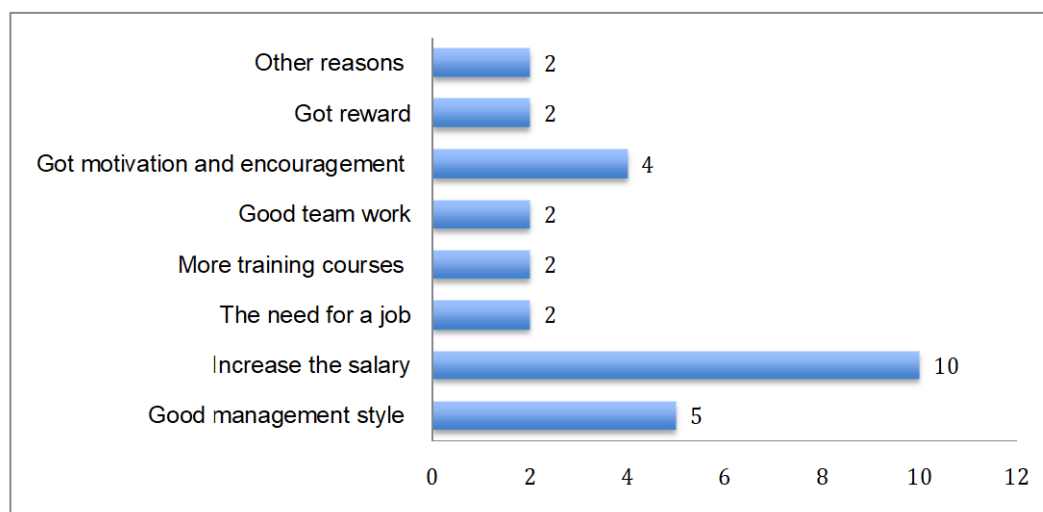
Chart 3: Reasons that might force employees to leave their jobs



Factors that can Help to Keep Employees Working in The Same Job and Organization:

The respondents were asked to state reasons which could help to keep them working in the same job and organisation. Most of the respondents mentioned increase in salary; as TCH: 13 stated, *"of course, increase my salary"*. Also, a good management style and receiving good motivation and encouragement were factors, as the admin stated, *"when we got more motivation and encouragement from management"*. Other reasons comprise rewards, the existence of good teamwork and the provision of more training courses, as well as need for experience: *"I have to gain experience, otherwise I won't be able to find another job"* (TCH: 8). Another reason was the fact that there might not be another option for them, or simply because they need a job, as TCH: 3 confirmed, *"the need for earning money is the main reason for me continuing working with this school"*.

Chart 4: Factors that can help Employees to Keep Working with the same Job



It thus appears that the overwhelming majority of teachers are searching for better salaries and could well leave their jobs if they got opportunities that provided them with better remuneration. It is also a matter of significant concern that many of them feel that their treatment is unsatisfactory and they could be lured away by employers with reputations for providing good treatment to their employers.

Correlation between Cultural Pressure and Turnover:

The majority of respondents (13 out of 15) feel that there is no pressure from society towards their job, as summarised by TCH: 9: *"I think the issue has nothing to do with the culture of the society"*. However, only two people reported they experienced some pressure, and a correlation between cultural pressure and turnover. TCH:1 stated that *"I faced difficulties when I asked the bank for a mortgage as they refuse my application because of my low salary"*. In addition, TCH: 11 stated, *"I have been criticised by my family many times over why I should keep working for such a low salary"*.

With the exception of two, all other respondents clarified that they did not face any social pressure from their families and society. The two employees, who stated they were under some sort of pressure, attributed this to the low salaries paid to them by their current employers.

Employment Contract with The School:

This question is considered as close-ended and the respondents were asked to state whether their contract was temporary or permanent, and whether they got paid during the summer vacation or not. All 15 employees, including the Administrator, stated that their contracts were seasonal, meaning within the academic year, and they did not get paid during the summer vacations.

Intentions to Leave the Job If Employees are Given Permanent Contracts:

This question aimed to ascertain the extent to which the awarding of a permanent contract would change their mindsets, even if salaries weren't kept the same. Four respondents stated that being awarded a permanent contract would make a difference to their intentions to leave the job, despite the salaries being changed. TCH: 3 stated, *"Yes because I would not have to search for another job in the summer time and this would make me stable"*. However, nine respondents said that it would make no difference to them; as the Administrator stated, *"the amount of salary is really matter"*. Also, TCH: 9 added, *"No, because my intention to leave the job would come as a result of a number of reasons and the seasonal contract is just one of them"*. Finally, two participants stated they were not sure about this issue, and linked intention to leave or stay to the salary they would receive: *"Well, it depends on the amount of salary"* (TCH: 7).

Intention to Leave the Job Will Change If You Got Paid Throughout the Whole Year Including the Summer:

The answers to this question are different to those from the previous one as it means having a permanent contract with the same salary. Ten out of 15 respondents stated that it would make a difference to them, as TCH: 11 stated, *"Yes if I got the same amount that I got now, but with the hope that my salary will increase"*. On the other hand, only three respondents did not agree with this as some stated that there are other reasons why employees leave their jobs, and it is not just a matter of getting paid during the summer vacation. Finally, the same two participants who were not sure about the previous question gave the same answer in this one; they stated that they might consider it.

Effect of Location of House to School:

In this question, 13 respondents think that the school's distance from their house might affect their decision to keep on working for the same school, as TCH: 10 stated, *"Of course, school's location is one of the most important factors, but luckily my house is just next to the school"*. Also TCH: 8 stated that she was already suffering as she was *"having difficulties with the transportation"*. Two respondents said that distance would not lead them to change their jobs; as TCH: 9 does not have any problems with transportation, and TCH: 13 does not really worry about the job location as long as she is happy with the job.

Things that Might Strengthen and Increase Commitment in The Organization:

This question concerns issues that might strengthen and increase the employees' commitment to their organisations. The respondents gave a variety of reasons, with the most common being salary increases and the receipt of good treatment from the management with both having 10 responses; an example from TCH: 3 being, *"the most important thing is salary and then I need to be appreciated for my work from the management"*. Other reasons included getting more motivation from the management and respect of their rights have seven responses, as TCH: 5

emphasised, *"the encouragement and the respect of my rights"*. Other possible reasons for the employees are to receive more training, get rewards and be awarded a permanent contract. The respondents were divided in their attitude towards commitment, with some employees feeling that better wages would help in improvement of commitment, while others felt that better treatment, good working environment, and respect and appreciation from the management would go a long way towards increasing job commitment.

Chart 5: Things that can help to Increase Employees' Commitment



Correlation between Training Courses and Employee Turnover:

The final question concerned the relationship between the amount of training programmes offered by the organisation and the teachers' intention to leave their jobs. Six respondents stated that if they received more training courses, they would be less inclined to leave their jobs, whereas seven believed that there was no relationship between these two issues. Finally, two respondents were not sure about the relation between these elements.

Analysis of Responses by Managers

Managers' Profile:

Semi-structured interviews were held with two people; the General Manager and the Director of Education. Both officials are female and in their thirties. The General Manager has seven years of experience and earns 10,000 SR per month, while the Director of Education with similar experience earns 4,000 SR per month. The General Manager's key job responsibility is the supervision of all the managerial, technical, and financial activities in the school and she is the school's representative. The Director of Education deals with administrative and technical tasks related to the educational issues, with the aim of monitoring and improve these aspects. The information obtained from the semi-structured interviews with the two official is of great importance because it provides insights about the attitudes of the organisational management towards teachers, with specific regard to HR issues.

Reasons that Might Force Employees to Leave Their Jobs:

The Director of Education believes that low salaries are a possible factor as she mentioned, *"low salary is one of the main forces, which comes as a result of the low tuition fees we charge students, so we can't raise the salary"*. Other factors could be that *"the teacher has weak performance and this makes her leave her job"*, or Another because of personal circumstances like *"giving birth or*

some time off to get married". A final reason can be that the teacher is hired by the government as she stated, *"When our employees obtain a job in a public school"*.

The General Manager agrees with the Director of Education about the recruitment in the public sector and the low salaries. However, she identifies other reasons for this: *"When they find better alternatives, even if the salary is only slightly higher than what we offer"*, and, *"Maybe the intensive monitoring of the employee makes her feel that the management does not trust her, which therefore leads her to leave the job"*.

Factors that Might Keep Employees Working with The Same Job:

The Director of Education believes that both the salary increases and the desire for good experience are two important factors that could make the employee not leave her job and make her *"feel confident and productive"*. She also identifies another factor: *"Provide the employee with a positive work environment that would encourage her creativity"*.

The General Manager on the other hand thinks that an increase in the salary plays an important role in the employee's decision not to leave her job as she emphasised, *"of course when we increase their salaries"*.

Consequences of Employees' Turnover Upon the Schools:

The next question was about the consequences of employees' turnover on the managers' schools. The Director of Education believes that this has a negative effect upon the students' outcome and would confuse the educational process; *"When the teacher stops her teaching activities, this indeed has a negative effect upon the educational process"*. The Director also thinks that it has incurs extra cost; *"All the investment we make in our employee, like training courses; all will be wasted"*. Also, it has negative impact on the school's reputation, as she stated, *"this would make the parents move their children to another competitor as a result of the negative outcome for their children"*.

The General Manager agrees that such a turnover have a negative effect on the students' outcome and would confuse the educational process; she summaries this as the *"disruption of the work"*. She also thinks that it would have a negative impact on the quality of the service and *"upon the students as they are the main people who suffer from this incident and their time will be wasted"*.

Management Dealing with Employees' Turnover:

The Director of Education says that they document the contract and give both monetary and non-monetary rewards to the good teachers, and she would also *"create more training courses to develop the employee's performance"*. The General Manager deals with this issue in a different way. She first tries to give monetary and non-monetary rewards to the good teachers and increase the salary to make the teachers work harder. In addition, she documents the contract with the Ministry of Education and the Ministry of Labour to make it more compulsory in order to *"avoid teacher movement between private schools without valid reasons"*, but she also stated, *"when teachers got a job in public schools, we cannot do anything as they strongly prefer the job there and the authorities cannot do much regarding it"*.

Role of Authorities:

The aim of this question is to discover the official view about the role of both the Ministry of Education and the Ministry of Labour with regard to decreasing the incidence of employees' turnover in the private schools. The General Manager believes that the authorities should issue a united contract between all private schools to preserve the rights of both employer and employees. Furthermore, the authorities should *"issue strong and more obligated regulations that would force the teacher not to leave the school without meeting the school's obligations and avoid teacher movement between schools without good reasons"*. Finally, she mentioned that the authorities like the Ministry of Education and the Ministry of Labour should support employees' wages for the first four to five years of their commencement in the job, and that should have a condition which is that *"the employee's wages cannot be supported if she breaks the contract and tries to move to another school without good reason"*.

The Director respondent agrees with the General Manager but she also mentioned *"if the teacher wants to move to another school, this must be at the end of the academic year to avoid disruption"*. Moreover, she suggested another possible action, i.e. the linking of tuition fees for students with teachers' salaries; *"If the school increased tuition fees it would also increase teachers' salaries, which needs permission from the authorities first"*.

Employees' Satisfaction with Their Salaries and Benefits:

The aim of this question is to find out the officials' views about their employee's satisfaction about their salaries and benefits. The Director believes that 70% of the employees are satisfied with their salaries and benefits, as she stated, *"In comparison with our competitors, I think 70% of our employees are satisfied with that"*. The General Manager assumed, *"I would say 50% of the teachers in the school are satisfied with their salaries and benefits"*.

Job Security and Future Career:

This question aimed to obtain the managers' thoughts on whether their organisation was considered a proper place for employees to pursue their careers and whether employees felt secure in their jobs. The General Manager believes that most of the teachers do not see their future in the private schools: *"To be honest, I think most of them don't see their future in private schools, they just want to gain experience and have this job until they find another one in a public school"*. She further clarified: *"When you ask any person in the Kingdom about the private schools, you will probably have an answer that assumes all the owners are greedy who take much and give little. So when we hire an employee, they already have a bad image from society about private schools, so they don't have high expectations about their career in such a school"*.

The Director thinks slightly different where she stated that, *"the badly performing teacher feels insecure about her future"*. The reason is that she believes that the school has a great future and therefore could enable good employees to fulfil their ambitions. *"We are a well known school in the region, and every year we have a dozen candidates who want to work with us, but it's a matter of commitment"*.

Employees' Satisfaction with The Work Environment:

The Director of Education feels that 80% of the teachers working in her school are satisfied with the environment in the school; she stated, *"I believe we provide an environment that encourages creativities"*. The General Manager's thoughts are quite similar to those of the

Director of Education, as she stated, *"I would say 85% of our employees are satisfied, not because of our excellent facilities, but also because of our good reputation as a private school in the region"*.

Workload Sufficient for The Employees' Job and Characteristics:

All the managers believe that the workload matches the job responsibilities. As the General Manager assumed: *"I believe 95% of the work is matching the job responsibilities, otherwise, the employees would have complained a long time ago"*.

Correlation between Cultural Pressure and Employee Turnover:

None of the managers thought that the pressure from culture has an impact on the phenomenon of employees' turnover. As the General Manager stated, *"In general, I don't really think so. Not in these days at least. This might have an impact a long time ago, but now working women especially in schools is not something to be ashamed of, it's actually a respectful job in the eyes of the society"*. However, she also repeated what she said in the previous question: *"but some people in the society doesn't like the private schools as I told you before"*.

DISCUSSION

The results of these semi-structured interviews provide a number of interesting findings that help in the analysis of reasons for turnover and the ways in which such turnover can be reduced. It is clear from the responses of the staff that the overwhelming majority of the employees have strong reservations about their current jobs, with specific regard to their salaries, and all of them would be willing to take up other employment if they were offered higher salaries. The review of literature however reveals that the role of wages in turnover tends to be mixed. Byars and Rue (2000) and Heneman and Judge (2008) find little relationship between wages and turnover, whilst Tang et al. (2000) and Legge (2005) suggest that employees are motivated by prospects of higher wages. Therefore, the results of the interviews might be due to the context under study - Saudi Arabia - and thus the findings cannot be generalised. Furthermore, the finding is in favour with what Megan and Bontis (2002) suggested that people who value money and have low level of job satisfaction, would have higher tendency to leave their job.

Whilst both the officials agreed that salary was an important motivator in teachers staying with or leaving the organisation, they also appeared to believe that only 30%- to 50% of the employees were likely to be dissatisfied with their salaries and more than 80% of them were satisfied with their working environment. This finding is in accordance with literature on the subject, which also appears to be divided on the issue, with some authors like Tang et al. (2000) and Megan and Bontis (2002) suggesting a strong relationship between turnover and wages and others like Heneman and Judge (2008) and Byars and Rue (2000) stating the very opposite. The actual responses from the teachers however revealed a completely different picture, with all of them stating that they would be ready to leave their jobs if they were offered better salaries elsewhere, and many of them stating that better treatment would help them to remain with their present employer. It is also interesting to note in this regard that while all the employees who were administered semi-structured interviews were on seasonal contracts and did not receive salaries during the summer vacations, most of them stated they would prefer a higher salary to a permanent contract which is against the literature which reveals that worker feel job security to be extremely important even more than working hours or wages (Agho et al., 1993). They were furthermore happy with the idea of being paid for their summer holidays, only if their salaries were attractive enough. Their statements are in accordance with the

suggestions of Tang et al. (2000); those salaries are extremely important for employee retention and that employees will be more likely to leave if they can get better remuneration elsewhere.

Both the employees and the officials interviewed were furthermore unanimous in their opinion that social pressures were not likely to have any significant impact upon the decisions of teachers to take or leave jobs. This appears to be surprising because Hofstede's work on national culture suggests that cultural pressures certainly influence employee behaviour. It is important to note that 13 out of 15 employees felt location to be an extremely important factor in their decision regarding taking up alternative employment or staying with the current employer. This finding is in line with the literature on the subject as a number of experts like Byars and Rue (2000) and Gillespie et al. (2001) speaks of the importance of location. Other factors that appear to be important are the availability of good training facilities, good treatment from the management and comfortable working environments. Maicibi (2003) and Shamsuzzoha (2007) have found that improved training facilities leads to reduction of turnover, particularly when it is provided within the organisation. A number of UK studies however found little relationship between training and mobility (Maicibi, 2003). These factors help in employee motivation and should certainly help in improvement of staff retention.

While the officials feel that employees can be motivated to continue with their employment by increasing salaries (Abbasi & Hollman, 2000), providing other monetary and non-monetary rewards, offering yearly contracts (MacLeod & Clarke, 2009) and improving training facilities (Maicibi, 2003; Shamsuzzoha, 2007), they appear to be silent on the issue of location and the importance of better treatment to employees or the provision of a better working environment (Radin, 2006). These differing approaches reveal significant divergence in the attitudes of employees and officials towards important factors like working environment, the needs of employees for organisational respect (Maicibi, 2003) and the importance of locational convenience. Such differences in opinions and attitudes between employees and officials could result in HR policies that do not meet the objectives of employee retention. The review of literature also reveals that differences in perceptions between the opinions of employees and officials can very frequently lead to lack of communication, and subsequently, employee turnover (Shamsuzzoha, 2007; Steven & Gregory 2002).

The results obtained from the primary data clearly reveal a divergence of opinions and attitudes between the employees and officials of the organisation. The employees are clearly dissatisfied about their salary levels, the seasonality of their contracts and the non-payment of salaries during the summer holidays. They would be motivated to remain in their job if the location were suitable to them and if they were shown appreciation for their efforts, greater respect, better working conditions and improved training facilities. The review of literature also strongly indicates that employees can be motivated through such HR mechanisms as been supported by the literature that reveals that highly motivated employees have significant levels of commitment to their organisations and significantly lesser tendencies to leave their organisations, compared to those who are less motivated (Ahmad & Schroeder, 2003; Legge, 2005).

Whilst the officials do agree on the importance of increasing salaries, they do not appear to be aware of the level of discontent in the organisation and the readiness of all the employees to

leave the organisation just for better salaries. They appeared to be under the impression that 50% to 70% of the employees were happy with their salaries and more than 80% are satisfied with the working environment. Their suggestions for controlling employee turnover thus appeared to be regulatory in nature and designed to erect barriers in the movement of unsatisfied teachers. Such a reaction appears to concur with Hofstede's analysis of Saudi Arabian society, which is characterised by high Power Distance and Uncertainty Avoidance indices. The responses of the officials appear to be hierarchical and regulatory in nature rather than aiming to increase commitment and motivation in employees. Their impression about more than 80% of the employees being satisfied with their working environment is clearly unfounded and can lead to the taking of inappropriate decisions.

Recommendations for Improving Employee Retention

The researcher thus recommends that the management should very carefully assess the opinions of teachers about issues like salaries, working conditions, appreciation, reward and training. Whilst it is obvious that the private schools cannot provide all the benefits of public sector jobs, it can take a number of actions to improve employee motivation, commitment and retention. In such circumstances it would be advisable in the first instance to carefully assess the abilities of different teachers and to thereafter provide the best of them with permanent contracts and year-round salaries. Secondly, it would be advisable to recruit teachers from the areas close to different schools in order to avoid the recruitment of teachers who have locational problems with their job.

The organisation should also undertake a careful appraisal of existing salaries, particularly with regard to parallel salaries offered by the public sector and the general cost of living in the country. Such a practice will enable the organisation to improve remuneration levels, recruit better teachers, improve retention levels and enhance the quality of education to students. Much greater efforts should be made to understand the teachers and to deal with them with greater empathy. The institution of an appropriate performance measurement system along with the introduction of rewards for high-performing teachers will also help in increasing employee commitment and motivation.

The officials of the Private Education Group should make efforts to understand the actual needs of their teachers and institute wide-ranging measures in areas regarding selection of talent, provisioning of appropriate salaries, permanence of employment, performance measurement, performance-related reward, and training, rather than working towards the erection of barriers to the movement of teachers from one organisation to another. Such barriers are artificial in nature and can very rarely satisfy basic staff retention objectives.

Summary

The findings of this study clearly reveal that employees can be motivated through the provision of better salaries, good treatment from management, more motivation, security of employment, and improvement of training facilities and enhancement of behaviour with staff. There do, however, appear to be some discrepancies between the attitudes and approaches of the employees and officials, particularly with regard to location of employment, better treatment and better working environment.

The researcher recommends that the school management should very clearly investigate and assess the opinions of teachers about their various priorities and thereby attempt to meet such priorities, taking care at the same time to select the best possible employees in order to ensure high-quality education. The researcher also recommends the introduction of an appropriate performance management system, which should not however be at the expense of organisational empathy with teachers and the understanding of their needs.

CONCLUSIONS

This study investigated the causes for high employee turnover among teachers of Saudi Arabian private schools and made recommendations on ways and means through which such turnover can be reduced. High turnover among teachers of private schools in Saudi Arabia appears to be a matter of concern, and government reports, as well as media publications, state that the country faces shortages in thousands of teaching positions, particularly in the areas of mathematics and physical and technical education.

The research has been conducted with the help of an extensive literature review on various aspects of employee turnover, with specific regard to turnover among teachers in schools, followed by the framing of appropriate research questions and the conducting of research based on the case study method. The case chosen for investigation is the Private Educational Group, can be considered representative of private schools.

The findings from the interviews reveal important differences in the opinions and attitudes of the employees and officials of the organisation. An overwhelming majority of the employees appears to be ready to leave the organisation for alternative employment with better salaries and many of them appeared to be dissatisfied with the temporary nature of their employment, the fact that they were not paid during the summer holidays, the treatment that was given to them by the management and the lack of remuneration and reward. The majority of them also made the point that they would prefer to work in an establishment near their places of residence. The officials of the school, while recognising the importance of salaries, believe that a large proportion of their employees are satisfied with their jobs and that only the poor performers are likely to suffer from insecurities. Their approach towards reducing the incidence of turnover focuses more on governmental action and erection of barriers to movement of employees between jobs, rather than motivation of employees, creation of better working conditions and improvement of training facilities.

The researcher recommends that members of the organisational management of the Private Education Group should make strong efforts to increase their communication with teachers and their awareness of the various problems and constraints the teachers face, as well as learn more about their ambitions and desires. The organisation can take a number of steps that should help in improving the attractiveness of the group as an employment destination and help significantly in reducing turnover among teachers.

Limitations

The researcher believes that while the number and nature of participants was complementary for the conducting of the research, the quality and the amount of information would have possibly improved if the researcher had more experience in interviewing methods and techniques. The researcher also feels that the research findings could possibly have been

improved if the research had incorporated more schools in different regions of Saudi Arabia and made use of both qualitative and quantitative methods, i.e., through a true and appropriate combination of questionnaires and in-depth interviews with selected respondents.

Recommendations

The researcher believe that future research would benefit from a larger sample size, of at least 300 participants from different regions in Saudi Arabia, and by incorporating both quantitative and qualitative methods. The use of questionnaires and in-depth interviews with the participants should lead to more representative and generalisable findings about the causes of employee turnover in private schools in Saudi Arabia. It could also be interesting to conduct research on the relationship between specific job responsibilities relating to teaching subjects and turnover among teachers. Similar research in some public schools in the country would also prove interesting in order to understand the similarities and differences in the attitudes of teachers between private and public schools of the country, with regard to turnover. Last but not least, further research could investigate this phenomenon among male and female teachers in Saudi Arabian private schools, in order to examine the impact of gender upon teacher turnover. Finally, the researcher recommends conducting a similar study in another country with a similar cultural sitting in order to discover the similarities and differences between these countries with regards to teacher turnover.

References

- Abbasi, S., & Hollman, K., 2000, "Turnover: The real bottom line", *Public Personnel Management*, 29(3): 333.
- Achoui, M., & Mansour, M., 2007, "Employee turnover and Retention strategies: Evidence from Saudi companies", *International Review of Business Research Paper*, 3(3): 1-16.
- Addae-Mensah, I., 2009, "Duration of the Senior High School Programme: Quality and Equity or Expediency?", *The New Legon Observer*, Vol. 3, (3): pp.15-17.
- Agho, A., Mueller, C., & Price, J., 1993, "Determinants of Employee Job Satisfaction: An Empirical Test of a Causal Model", *Human Relations*, 46, 1007-1027.
- Ahmad, S., & Schroeder, R. G., 2003, "The impact of human resource management practices on operational performance: recognizing country and industry differences", *Journal of Operations Management*, (21): 19-43.
- Allen, R. D., & Helms, M. M., 2002, "Employee Perceptions of the Relationship between Strategy, Rewards and Organizational Performance", *Journal of Business Strategies*, 19(2): 115.
- Aldous, H., 2000, "Education and business: partners in building human capital, in *Human Capital and Corporate Regulation*, ed A Carey and N Sleight-Johnson, Institute of Chartered Accountants, London.
- Al-Kahtani, M. A., 2004, *An Assessment of organizational commitment in the Institute of Public Administration in the kingdom of Saudi Arabia: The effects of personal demographics and job-related factors on faculty commitment*, Virginia Commonwealth University.
- Al-Meer, A. A., 1989, "Organizational commitment: A comparison of Westerners, Asians and Saudis", *International Studies in Management Organisation*, 19(2): 74-84.
- AME Info, 2012, "Teacher shortage in Saudi Arabia leaves schools suffering", Available at: www.ameinfo.com › News › Education (accessed July 20, 2012).

Anderson, P., & Meyer, B. D., 1994, "The Extent and Consequences of Job Turnover", *Brookings Working Papers on Economic Activity*, pp. 177-236.

Arab News, 2012, "Many schools suffer from severe teacher shortage", *Zawya.com*, Available at: http://www.zawya.com/story/Many_schools_in_KSA_suffer_from_severe_teacher_shortage-ZAWYA20120415032217/ (accessed July 20, 2012).

Armstrong, M., 2001, *A hand book of human Resource Management practice*, 8th Edition, London: Kogan Page Ltd.

Armstrong, M., & Stephens, T., 2005, *A Handbook of Employee Reward Management and Practice*, London: Kogan Page.

Artz, B., 2010, "Fringe Benefits and Job Satisfaction", *International Journal of Manpower*, 31(6): 626-644.

Atif, A., Ijaz-Ur-Rehman, A. N., & Nadeem, S., 2011, "Employee retention relationship to training and development: A compensation perspective", *African Journal of Business Management*, 5(7): 2679-2685.

Bach, S., & Sisson, K., 2000, *Personnel management in perspective*, 3rd edition, Oxford: Blackwell.

Bakker, A., & Leiter, M., 2010, *Work Engagement: A Handbook of Essential Theory and Research*, Psychology Press.

Barber, A., & Bretz, R., 2000, "Compensation, Attraction, and Retention", In S. Rynes & B. Gerhart (Eds), *Compensation in organizations: Current research and practice*, San Francisco: Jossey-Bass.

Beck, S., 2001, "Why associates leave, and strategies to keep them", *American Lawyer Media*, 5(12): 23-27.

Becker, G. S., 1993, *Human Capital: A theoretical and empirical analysis, with special reference to education*, Chicago: Chicago University Press.

Beehr, T., & Gupta, N., 1987, "Organizational management styles, employee supervisory status, and employee responses", *Human Relations*, 40(1): 45-57.

Beer, M., Spector, B., Lawrence, P.R., Mills, D.Q., & Walton, R.E., 1984, *Managing human assets*, New York: The Free Press.

Ben-Bakr, K. A., Al-Shammari, I. S., Jefri, O. A., & Prasad, J. N., 1994, "Organizational Commitment, Satisfaction and turnover in Saudi organizations: A predictive Study", *The Journal of Socio-economics*, 23(4): 449-456.

Bhuian, S. N., & Al-Jabri M. I., 1996, "Expatriate Turnover Tendencies in Saudi Arabia: An Empirical examination", *The International Journal of Organizational Analysis*, 4(4): 393-407.

Blyton, P., & Turnbull, P., 2004, *The Dynamics of Employee Relations*, Basingstoke: Macmillan.

Boudreau, J. W., & Ramstad, P. M., 2007, *Beyond HR: The new science of human capital*, Boston: Harvard Business School Publishing Corporation.

Branham, L., 2005, *The hidden reasons the employees leave: How to act before being too late by recognizing the subtle signs*, New York: AMACOM Books.

Brockbank, W, Ulrich, D and Beatty, D., 1999, "HR professional development: creating the future creators at the University of Michigan Business School", *Human Resource Management*, 38, pp 111-17.

Bryman, A., 2004, *Socialresearch methods*, 2nd Edition, New York: Oxford University Press.

Buck, J., & Watson, J., 2002, "Retaining staff employees: The relationship between human resources management strategies and organizational commitment", *Innovative Higher Education*, 26(3): 175-193.

- Budhwar, P., & Mellahi, K., 2007, "Introduction: Human resource management in the Middle East", *The International Journal of Human Resource Management*, 18(1): 2- 10.
- Bulla, D. N., & Scott, P. M., 1994, "Manpower requirements forecasting: a case example, in *Human Resource Forecasting and Modelling*, ed D Ward, T P Bechet and R Tripp, The Human Resource Planning Society, New York.
- Byars, U., & Rue, W. L., 2000, *Human Resource Management*, 6th Edition, Boston: McGraw Hill.
- Candle, J., 2010, "Factors affecting teacher turnover in private secondary schools in Wakiso district", Makerere University-Kampala, Available at: news.mak.ac.ug/documents/Makfiles/theses/Candle_Juliet.pdf (accessed June 14, 2012).
- Carrell, M. R., Elbert, F. N., & Hatfield, D. R., 1995, *Human Resource Management: Global Strategies for Managing a Diverse Workforce*, Englewood Cliffs, NJ: Prentice- Hall.
- Cascio, W., 2006, *Managing human resources: Productivity, quality of work life, profits*, 7th edition, Burr Ridge: McGraw-Hill/Irwin.
- Clarke, K., 2001, "What businesses are doing to attract and retain employees - becoming an employer of choice", *Employee Benefits Journal*, 26(1): 34-37.
- Cranny, C. J., Smith, P. C., & Stone, E. F., 1992, "Job Satisfaction: How People feel about their Jobs and how it affects their Performance", Lexington Books, New York.
- Creswell, J., & Clark, V. L., 2006, *Designing and Conducting Mixed Method Research*, Thousand Oaks, CA, Sage.
- Cotton, J. L., & Tuttle, J. M., 1986, "Employee Turnover: A Meta-Analysis and Review with Implications for Research", *Academy of Management Review*, (11): 55- 70.
- Darlington, Y., & Scott, D., 2002, *Qualitative Research in Practice: Stories from the Field*, Crow's Nest, N.S.W.: Allen & Unwin.
- Darwish, Y., 1998, "Satisfaction with job security as a predictor of organizational commitment and job performance in a multicultural environment", *International Journal of Manpower*, 19(3): 184-194.
- Daymon, C., & Holloway, I., 2002, *Qualitative Research Methods in Public Relations and Marketing Communications*, London: Routledge.
- Denscombe, M., 2010, "The Good Research Guide: for small-scale social research projects", *Open University Press*, 4 Edt, p 284-285.
- Denzin, N. K., & Lincoln, Y. S., 2000, *Handbook of Qualitative Research*, London: Sage Publications.
- Dess, G. D., & Shaw, J. D., 2001, "Voluntary turnover, social capital, and organizational performance", *Academy Management Review*, 26(3): 446-56.
- Data Blog, 2011, "Global teacher shortage threatens progress on education", Available at: [www.guardian.co.uk > ... > Global development > Development data](http://www.guardian.co.uk/global-development/development-data) (accessed July 20, 2012).
- Dill, V., & Stafford, D., 2008, "Teacher Retention a Critical National Problem", *Education News*, Available at: <http://www.educationnews.org/articles/teacher-retention-a-critical-national-problem.html> (accessed July 20, 2012).
- Elangovan A. R., 2001, "Causal ordering of stress, satisfaction and commitment, and intention to quit: a structural equations analysis", *Leadership & Organization Development Journal*, 22(4): 159-165.

Edgar, F., & Geare, A., 2005, "HRM practice and employee attitudes: Different measures - different results", *Personnel Review*, 34(5): 534-549.

Embich, J. L., 2001, "The relationship of secondary special education teacher's roles and factors that lead to professional burnout", *Teaching Education Special*, (16): 161- 170.

Faubion, J. D., 2005, "Creative Social Research: Rethinking Theories and Methods", *Journal of the Royal Anthropological Institute*, 11(4): 860.

Franses, P. H., & Paap, R., 2001, *Quantitative Models in Marketing Research*, Cambridge, England: Cambridge University Press.

Gawel, J. E., 1997, *Herzberg's Theory of Motivation and Maslow's Hierarchy of Needs*, ERIC Clearinghouse on Assessment and Evaluation: Washington, DC.

George, J. M., & Jones, G. R., 1996, "The experience of work and turnover: Interactive effects of value attainment, job satisfaction, and positive mood", *Journal of Applied Psychology*, (81): 318-325.

Gillespie, N., Walsh, M., Winefield, A. H., Dua, J., & Stough, C., 2001, "Occupational stress in universities: Staff perceptions of the causes, consequences, and moderators of stress, *Work and Stress*, 15(1): 53-72.

Glebbeek, A. C., & Bax, E. H., 2004, "Is high turnover really harmful: An empirical test using company records", *Academy of Management Journal*, 47: 277-286.

Glisson, C. A., & Durick, M., 1988, "Predictors of job satisfaction and organizational commitment in human service organizations", *Administrative Science Quarterly*, (33): 61-81.

Gomm, R., 2008, *Social Research Methodology: A Critical Introduction*, 2nd edition, UK: Palgrave Macmillan.

Griffeth R. W., Hom P. W. & Gaertner S., 2000, "A Meta-analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research Implications for the next millennium", *Journal of Management*, 26 (3): 463-488.

Guest, D. E., 1997, "Human resource management and performance; a review of the research agenda", *The International Journal of Human Resource Management*, 8(3): pp 263-76.

Harris, H., Brewster, C., & Sparrow, P., 2003, *International Human Resource Management*, London: CIPD.

Harter, J. K, Schmidt, F. L., & Hayes, T. L., 2002, "Business-unit level relationship between employee satisfaction, employee engagement and business outcomes: A meta-analysis", *Journal of Applied Psychology*, 87: 268-279.

Hatch, N. W., & Dyer, J. H., 2004, "Human capital and learning as a source of sustainable competitive advantage", *Strategic Management Journal*, 25: 1155-1178.

Heneman III, G. H., & Judge, T. A., 2008, *Staffing Organizations*, NY: McGraw Hill International Edition.

Herzberg, F., 1968, "One more time: how do you motivate employees?", *Harvard Business Review*, pp. 109-20.

Globe Media Ltd, 2012, "Education and Schools in Saudi Arabia", Available at: <http://www.expattarrivals.com/saudi-arabia/education-and-schools-in-saudi-arabia> (Accessed August 03, 2012).

Hicks, V. D., 1999, *Norms and Nobility: A Treatise on Education*, USA: Press of America.

Hofstede, G. & Hofstede, G. J., 2005, *Culture and Organizations: Software of the Mind*, New York: McGraw-Hill.

Hogan, J. J., 1992, "Turnover and what to do about it", *The Cornell HRA Quarterly*, 33 (1): 40-45.

Hom, P. W., & Kinicki, A. J., 2001, "Toward a Greater Understanding of How Dissatisfaction Drives Employee Turnover", *Academy of Management Journal*, (44): 975-87.

Hom, P. W., & Griffeth, R. W., 1995, *Employee turnover*, Cincinnati, OH: South- Western College Publishing.

Huselid, M.A., 1995, "The impact of human resources management practices on turnover, productivity, and corporate financial performance", *Academic Management Journal*, (38): 635-672.

Huselid, M., & Day, N., 1991, "Organizational commitment, job involvement, and turnover: A substantive and methodological analysis", *Journal of Applied Psychology*, 76 (3): 380-391.

Ingersoll, R., 2001, "Teacher turnover and teacher shortages: An organizational analysis", *American Educational Research Journal*, 38(3): 499-534.

ITim International, 2009, "Geert Hofstede's Cultural Dimensions", Available at: www.geert-hofstede.com/ (accessed July 15, 2012).

Jayarathne, S., & Chess, W. A., 1991, Job satisfaction, burnout, and turnover: A national study", *Social Work*, (29): 448-453.

Krippendorff, H. K., 2003, *Content Analysis: An Introduction to Its Methodology*, 2nd edition, London: Sage Publications.

Kirschenbaum A. & Mano-Negrin R., 1999, "Underlying labour market dimensions of "opportunities: The case of employee turnover", *Human Relations*, 52(10): 1233- 1255.

Korman, A., & Kraut, A., 1999, *Evolving practices in human resource management: Responses to a changing world of work*, San Francisco: Jossey Bass Inc.

Koslowsky, M., 1991, "A longitudinal analyses of job satisfaction, commitment, and intention to leave", *Applied Psychology International Review*, (40): 405-415.

Kyriakou, C., & Sutcliffe, J., 1979, "Teacher stress and satisfaction", *Education Research*, (21): 89-96.

Laser, S. A., 1980, "Dealing with the Problem of Employee Turnover", *Human Resource Management*, 19(4): 17-21.

Leat, M., 2007, *Exploring Employee Relations*, 2nd edition, Oxford: Butterworth Heinemann.

Lee, T. W., & Mitchell T. R., 1994, "An Alternative approach: The unfolding model of voluntary employee turnover", *Academy of Management Review*, 19 (1): 51-89.

Legge, K, 2005, *Human Resource Management: Rhetorics and Realities*, Basingstoke: Palgrave Macmillan.

Lesperance, M., 2001, *Multi-level HRM strategy key to flexible staffing success*, HR Professional, Oct/Nov, 35-39.

Letherby, G., Bywaters, P., & Ali, Z., 2007, *Extending Social Research: Application, Implementation and Publication*, Maidenhead, England: Open University Press.

Luecke, R., 2002, *Hiring and keeping the best people*, Boston: Harvard University Press.

Mackay, A., 2007, *Motivation, Ability, and Confidence Building in People*, Amsterdam: Butterworth-Heinemann.

MacLeod, D., & Clarke, N., 2009, *Engaging for Success: enhancing performance through employee engagement*, A Report to Government, London: Department for Business, Innovation and Skills.

Maicibi, N. A., 2003, *Pertinent Issues in Employees management*, UK: Kampala MPK Graphics (U) Ltd.

March, J. G., & Simon, H. A., 1958, *Organizations*, New York: John Wiley. Maslow, A., 1954, *Motivation and Personality*, New York: Harper. pp. 236.

Maxwell, A. J., 2004, *Qualitative Research Design: An Interactive Approach*, 2nd edition, 2004, London: Sage Publications.

May, T., 2001, *Social Research: Issues, Methods and Process*, 3rd edition, 2001, Philadelphia: Open University Press.

Meaghan, S., & Bontis, N., 2002, "Voluntary Turnover: Knowledge management friend or foe?", *Journal of Intellectual Capital*, 3, (3): 303-322.

Michaels, C. E., & Spector, P. E., 1982, "Causes of employee turnover: A test of the Mobley, Griffeth, Hand, and Meglino model", *Journal of Applied Psychology*, (67): 53- 59.

Miles, M., & Huberman, A., 1994, *Qualitative data analysis: An expanded sourcebook*, 2nd edition, Thousand Oaks: Sage Publications.

Mobley, W., 1982, *Employee turnover: Causes, consequences and control*, Reading, MA: Addison- Wesley.

Morgan, D., 1997, *Focus groups as qualitative research*, 2nd edition, Thousand Oaks: Sage.

Morrell, K. M., Loan-Clarke, J., & Wilkinson, J., 2004, "Organisational change and employee turnover", *Personnel Review*, 33 (2): 161-173.

Mostyn, B., 1985, "The content Analysis of Qualitative Research Data: A Dynamic Approach", In M. Brenner, J. Brown & D. Canter (Eds.), *The research interview: Uses and approaches*, (pp. 115-145). London: Academic Press.

Moustakas, C., 1994, *Phenomenological research methods*, Thousand Oaks: Sage Publishing.

Noah, G., & Yong-Pin, Z., 2002, "Managing Learning and Turnover in Employee Staffing", *Operations Research*, 50 (6): 991-1006.

Nugent, A., 2009, "Using Voluntary Benefits Strategically Can Help Employers Address Goals of Retaining Employees and Controlling Costs", *Benefits Quarterly*, 25(2): 7-10.

Olivier, J., & Farrell, J., 1993, "Teacher Costs and Teacher Effectiveness in Developing Countries", Pp. 7-24, *Teachers in Developing Countries: Improving Effectiveness and Managing Costs*, edited by J. Oliveira and J. Farrell. Washington, D.C.: World Bank.

Ongori, H., 2007, "A review of the literature on employee turnover", *African Journal of Business Management*, pp: 049-054.

Pamu, M. R., 2010, "Early career teachers' quit intentions: Implications for teacher education", *International Journal of Education Management*, 24(6): 478-491.

Powell, J., 2007, *Understanding Social Research: Perspectives on Methodology and Practice*, UK: Taylor & Francis.

Punch, F., 2005, "Introduction to social research: Quantitative and qualitative approaches", London: Sage Publications.

Radin, B. A., 2006, *Challenging the Performance Movement: Accountability, Complexity, and Democratic Values*, Washington, DC: Georgetown University Press.

Rice, R., McFarlin, D., & Bennett, D., 1989, "Standards of comparison and job satisfaction", *Journal of Applied Psychology*, 74 (4): 591-598.

Roger, S., 1995, *Successful School Management*, Cassell: London Rosenholtz, S., 1989, *Teacher's workplace: The social organization of schools*, New York: Longman.

Roseman, E., 1981, *Managing Employee Turnover 'A Positive Approach*, New York: AMACOM.

Ryan, T., & Sagas, M., 2009, "Relationships between pay satisfaction, work-family conflict, and coaching turnover intentions", *Team Performance Management*, 15(3/4): 128-140.

Sari, H., 2004, "An analysis of burnout and job satisfaction among Turkish special school head teachers and teachers, and the factors effecting their burnout and job satisfaction", *Education Studies*, (30): 291-306.

Scandura, T., & Williams, E., 2000, "Research methodology in management: Current practices, trends, and implications for future research", *The Academy of Management Journal*, 43(6): 1248-1264.

Rugh, A. W., 2005, *Education in Saudi Arabia: choices and constraints: An article from: Middle East Policy*, SA: Middle East Policy Council.

Schaufeli, W. B., Leiter, M. P., & Maslach, C., 2009, "Burnout: 35 years of research and practice", *Career Development International*, (14): 204-220.

Shamsuzzoha, A., 2007, *Employee Turnover-a Study of its Causes and Effects*, Finland: University of Vaasa.

Sheehan, E. P., 1995, "Affective Responses to Employee Turnover", *Journal of Social Psychology*, 135 (1): 63-69.

Silverman, D., 2001, *Interpreting qualitative data: Methods for analysing talk, text, and interaction*, London: Sage Publications.

Somaya, D., Williamson, I. O., & Lorinkova, N., 2008, "Gone but not lost: The different performance impacts of employee mobility between co-operators versus competitors", *Academy of Management Journal*, 51: 936 953.

Steel, R. P., & Ovalle, N. K., 1984, "A Review and Meta-analysis of Research on the Relationship between Behavioural Intentions and Employee Turnover", *Journal of Applied Psychology*, (69): 673-686.

Steven, H., & Gregory, P., 2002, "Human resource management best practices and globalization: The universality of common sense", *Public Organization Review*, 2(4): 327-348.

Storey, J., 1992, *New Developments in the Management of Human Resources*, Blackwell: Oxford.

Tang T. L. P., Kim J. W. & Tang D. S. H., 2000, "Does attitude toward money moderate the relationship between intrinsic job satisfaction and voluntary turnover?", *Human Relations*, 53(2): 213-245.

Tashakkori, A., & Teddlie, C., 2010, *Handbook of mixed methods in social & behavioural research*, 2nd edition, London: Sage Publication.

Tesch, R., 1990, *Qualitative research: Analysis types and software tools*, New York: Falmer Press.

Trompenaars, F. and Hampden-Turner, C., 1999, *Riding the Waves of Culture*, UK, London: Nicholas Brealey Pub.

Veith, E. G., 2001, *classical Education: The Movement Sweeping America*, 2nd edition, Capital Research Centre: UK.

Wasmuth W. J., & Davis, S. W., 1983, "Managing employee turnover: why employees leave", *The Cornell HRA Quarterly*, pp. 11-18.

Watrous, K. M., Huffman, A. H., & Pritchard, R. D., 2006, "When co-workers and managers quit: The effects of turnover and shared values on performance", *Journal of Business and Psychology*, 21: 103-126.

Werner, J. M., & Desimone, R. L., 2009, *Human Resource Development*, 5th Ed, US: South-Western Cengage Learning.

White, G. L., 1995, "Employee Turnover: The Hidden Drain on Profits", *HR Focus*, 72 (1): 15-17.

Williams, S., & Adam-Smith, D., 2010, *Contemporary Employment Relations- acritical introduction*, 2nd edition, Oxford: OUP.

Wood, Y., 2007, *The positive side of employee turnover*, Available at: <http://www.helium.com/items/662300-the-positive-side-of-employeeturnover> (accessed June 14, 2012).

Yin, Robert K. (2003). *Case study research, design and methods*. (3rd ed., vol. 5). Thousand Oaks: Sage.