

**PERCEIVED FACTORS INFLUENCING TURNOVER OF TEACHERS IN
PUBLIC SECONDARY SCHOOLS IN NAIROBI COUNTY**

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DECLARATION

This research project is my original work and has not been presented for the award of degree in any other university or institution for any other purpose.

Signature

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D61/67988/2011

This research project has been submitted for examination with my approval as University supervisor.

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DEDICATION

This research project is lovingly dedicated to my dear husband David Kibira Mathenge, Son Silvester Mathenge and daughters Jacqueline Wanjira and Michelle Waringa. My late father Harrison Maru and Mother Jedidah Waringa for seeing me through my education and constantly encouraging me to strive for excellence.

May God Almighty continue showering you with everlasting blessings.

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ABSTRACT

The objective of the study was to determine the perceived factors influencing turnover of teachers in public secondary schools in Nairobi County. The study adopted cross-sectional research design. The population of the study consisted of all teachers' in public secondary schools in Nairobi County. The population of the study was categorized into Districts and stratified sampling was used in which a sample comprised of 10% from each strata of the target population and this resulted in a sample of 189 teachers. The data was collected using self-administered questionnaires. Data was analyzed using statistical package for social sciences and the findings presented in mean and standard deviations. The study found out that turnover in the public secondary schools was high and that rewards, training and development, career advancement, demographic factors and human resource policy influenced teachers' turnover while working conditions and management style did not influence the turnover. The rewards being offered to the teachers were found to influence turnover as they did not encourage teachers to stay, comparable with what the market offers and that retirement benefit scheme and medical scheme offered to the teachers were incomparable to what is in the market. The findings of the study indicate that training and development influenced turnover in the schools as there is no sufficient time and money allocated for training, the schools do not release teachers to attend training and even sponsor them where possible, there is no well organized training program in the schools, teachers do not receive adequate training and information to do their job well and that training and development plans were developed and monitored for all teachers. Teachers were found to be dissatisfied with career advancement as promotion was not held regularly, based on ability, unfavorable and schools lacking promotion policies. The study concluded that for performance of public secondary schools to be improved, factors causing teachers turnover should be critically examined and proper analysis done. The researcher suggested an investigative study on factors leading to turnover of teachers. The study recommended that Teachers' Service Commission should change its human resource management practice and style. Also the government through Teachers' Service Commission should revise the remunerations of teachers in the public schools. This will go along way in motivating teachers which will in turn reduce turnover of teachers in these schools.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The people who make up an organization -human resources- are considered to be one of the most important resources of today's firms. People and how they are managed are becoming more important because many other sources of competitive success are less powerful than they used to. Recognizing that the basis for competitive advantage has changed is essential to develop a different frame of reference for considering issues of human resource management (Dyer and Reeves, 1995). Traditional sources of success such as product and process technology, protected markets and economies of scale can still provide competitive leverage but an organization's human resources are more vital for its sustainability. Subsequently, it has become commonplace to say that the management of human resources is and should be a partner in developing and implementing a company's strategy (Dessler, 2000). Every organization wishes to have high productivity, fewer turnovers and to be profitable. Managing turnover successfully is a must to achieve the above goals. Today's businesses are more dependent than ever before on their top performers to innovate and provide services that differentiate a company from its fierce competitors. People are the most important drivers of a company competitive advantage. This means, organizations are reliant upon their human assets to survive and thrive (Mello, 2006).

Employee turnover has wide cost ramifications. Labour is a significant cost and the leakage of human capital through unnecessary turnover is an element of critical importance to bottom line performance. It follows therefore that organizations should put in place effective mechanism through which to limit the level of employee turnover that an organization witnesses (Aksu, 2004).According to Carbery *et al.*, (2003), the management turnover intentions are affected to a greater extent by psychological, perceptual and affective factors rather than by the characteristics of the employees or organization. It is also noted that compared with other cadres of employees, management turnover has been reported as being lower than that of the operational employees and this may be attributable to the relatively higher level of dedication among organizational managers and the high investment made by organizations in their managers.

1.1.1 Concept of Perception

Employee perception is the attitude employees have towards policies concerned with pay, recognition, promotion and quality of working life, and the influence of the group with whom they identify (Armstrong, 2006). As Arnold *et al* (1991) comment, research evidence has shown that people's avowed feelings and beliefs about someone or something seemed only loosely related to how they behaved towards it and thus the study of employees' perception is critical towards formulation and management of policies in an organization. Dash *et al.*, (2008) report that the factors of recognition for performing well, chances of promotion, professional growth, compensation and incentive schemes, are perceived as motivating factors by many employees. They point out that the development of systems of rewards, recognition and career opportunities as one of several critical tasks of management in the information-based companies and in their research, employees named

respectful treatment and recognition as one of the six less costly and perhaps more effective 'management levers' to be exercised by management in their efforts to attract, motivate and retain workers since employees consider such factors to be important.

Organizational readiness to reward employees for their efforts, approval for sanctioning resources and granting support for owning results would ultimately shape employees' perception and form their belief that the organization cares about their welfare and support them. Employees extend their efforts and involve themselves only if they perceive that organization is standing for the protection of their rights. According to Messer and White (2006), employees' perceptions of fairness affect their likelihood to demonstrate organizational citizenship behaviours. In this case, perceived unfairness and ineffectiveness of the performance management system can result in counterproductive and sometimes detrimental behaviour from employees. According to Maertz and Griffeth (2004), the perceived desirability of movement is determined by job satisfaction, which is a function of a wide range of job characteristics. For instance, a management staff ability to participate in monetary rewards available in the workplace and in decision-making are likely to influence job satisfaction and thereby the desire to stay or escape a given situation.

1.1.2 Employee Turnover

Employee turnover is the ratio of the number of workers that had to be replaced in a given time period to the average number of workers (Agnes, 2009). Employee turnover is a ratio comparison of the number of employees a company must replace in a given time period to the average number of total employees. A huge concern to most companies,

employee turnover is a costly expense especially in lower paying job roles, for which the employee turnover rate is highest. Many factors play a role in the employee turnover rate of any company, and these can stem from both the employer and the employees. Wages, company benefits, employee attendance, and job performance are all factors that play a significant role in employee turnover. Companies take a deep interest in their employee turnover rate because it is a costly part of doing business (Beam, 2009). The employee turnover rate is usually calculated by dividing the number of employees separated from the company they were working for by the base number of jobs during the period.

Employee turnover can be extremely devastating for any company. It makes it difficult for employers to maintain a steady and successful operation. Management should have their own rating on employee turnover and measurement of how this affects organizations performance. Losing a single key worker can decrease the likelihood of a project's success and can reduce investors' confidence in the firm (Grobleret *al.*, 2006). High staff turnover in an organization is a major factor affecting workplace efficiency, productivity and cost structure. A low employee turnover is seen as an asset in the competitive business environment. It is therefore imperative to keep the level of employee turnover as low as possible. Labour turnover is a gradual process. According to Mobley (2007), an employee starts by an evaluation of an existing job and the environment the work is being done. It is believed that work environment plays a pivotal role on an employee's decision to continue working in an organization or to quit.

1.1.3 Factors Influencing Employee Turnover

Factors affecting employee turnover today have become increasingly complex. Labor turnover levels can be very high in an organization with poor working conditions, undesirable jobs, pay inequities and limited opportunities for advancement. An employee's stage in life also determines one's stability in a job. Older and married employees who have been with the organization for a long time can be more stable because of their family responsibilities while the young and unmarried can be very mobile. Labor turnover can also be caused by impatience, limited tolerance for frustration, curiosity, lack of commitment and uncertainty as to what one wants to do. The company (group) one keeps can also be an influence. A poor fit between employees' personalities and their jobs will increase the search for alternative jobs. If the group to which one belongs is cohesive and friendly and there are colleagues who joined their work group at about the same time, the employees' tendency to consider leaving will be reduced. The existence of alternative job opportunities will also influence labor turnover (Nzuve, 2010).

Ahmad and Schroeder (2003) were of the view that in situations where employees are not stable in terms of the jobs they do, they tend to quit and look for jobs that are secured because with secured jobs employees can easily predict their career advancement. This cause of labour turnover from the observations of the researcher seems to be a common cause of employees leaving one bank to the other or joining a company outside the sector. Grobleret *al.*, (2006) are of the view that demographic variables have a strong relationship with labour turnover. The writers are of the view that employees with propensity to quit are young employees with little seniority who are dissatisfied with their

jobs. Couger (2007) is of the view that labour turnover may come from poor personnel policies, poor recruitment policies, poor supervisory practices, poor grievance procedures, or lack of motivation. Labour turnover apart from the fact that it creates a lot of customer complains due to poor services rendered by the new employee whilst learning on the job, its effect can also be linked to productivity.

1.1.4 Public Secondary Schools in Nairobi County

Secondary schools in Kenya fall into two categories, Government funded and private. Government funded schools are divided into national, provincial and district levels. Private schools are run by private organizations, individuals or churches. The government of Kenya through its policy documents has consistently stressed the importance of education as a strategy for eliminating poverty, disease and ignorance (GoK, 1976). Consequently, provision of education in Kenya is fundamental to the government overall development strategy with the overall policy being to ensure equitable access, improvement of quality and efficiency at all levels of education (GoK, 1994). However there are challenges that constrain its growth which include issues of access, quality and relevance (Kemuguet *al.*, 1999).

Nairobi county currently has eighty secondary schools seven of which are national and seventy three county secondary schools which are distributed in nine districts namely: Starehe, Kamukunji, Kasarani, Madaraka, Njiru, Embakasi, Langata, Dagoretti and Westlands (MOE, 2013). Over the last four years the schools have registered a good performance at the Kenya certificate of secondary education in which at least four schools have always been in the top ten best performing schools in the country. Nairobi

county public secondary schools compared with other secondary schools in the country have a relatively developed infrastructure such as accessibility, buildings, laboratories, human resources and social utilities such as electricity and water (MOE,2010).However, like many of the other Kenyan secondary schools, Nairobi schools face several challenges such as lack of adequate funding to support their capital and recurrent expenditures, inadequate space to expand the schools and increase in the number of students seeking secondary education due to the free primary education programme initiated by the government.

The government's concern is to reduce low participation and transition rates(from primary to secondary to tertiary education),quality, relevance and school management(MOE,2003).Public schools are established and managed by the state through the ministry of education. The operation of the public schools is delegated to the board of governors (BOGs) who are appointed by the ministry of education in accordance with the law (Education act 1980). The board is expected twice a year and during an emergency. The issues of concern to educators, the members of public and strategists include escalating cost of running these schools, an increasing the number of pupils enrolled that do not complete the four years of education, inability of parents to pay fees and delays by government in releasing the free secondary education funds. Other issues include serious cases of indiscipline, high debt portfolio and growing cases of drug abuse. This raises the question of internal efficiency. Going by KNEC results, the performance in this sub-sector has not been impressive.

1.2 Research Problem

In every organization, there is the need to influence the amount of effort that workers will put into their job for better performance. The problem of how best to motivate individuals to stay on in the organization to achieve desired objectives of the organization have since attracted the attention of social scientists, and philosophers in different parts of the world. Employee turnover is a major challenge which has received considerable attention by senior management, human resource professionals and industrial psychologists. It has been proven that turnover is one of the most costly and intractable human resource challenge facing the organization. According to Abbasiet *al.*, (2000) employees are seen as major contributors to organizations competitive advantage and as such for the competitive advantage to be maintained, labour turnover should be discouraged by management. The success or failure of an organization depends to a large extent, on the ability of the company to attract and retain the right people for the job.

Teachers have the biggest impact on the students because their teaching methods are instrumental in helping them learn. Teachers' turnover in public schools is overwhelmingly high in search of "greener pastures". In public schools in Nairobi, there is high turnover of teachers in which according to the ministry of education, 227 teachers left their schools in Nairobi county alone in the year 2012. High labour turnover is costly, lowers productivity and morale and tends to get worse if not dealt with. It is on the basis of the above premise that this study seeks to identify the perceived factors influencing teacher's turnover at public secondary schools in Nairobi County.

Recent local studies that have been done on the factors contributing to labour turnover include; Kimosop (2007) who studied labour turnover in future force security firms. The findings were that low pay, sickness, long working hours, misconduct, change of careers, and lack of career prospects were the causes of labour turnover in the company. Otieno (2010) who researched on the causes of staff turnover in private schools in Kisumu City established that lack of job security was cited by most respondents as a major cause of increased staff turnover in these schools. Wachira (2010) researched on factors that influence voluntary labour turnover in Kenya Medical Research Institute (KEMRI) and established that there was a low rate of promotion which was based on professional qualifications and number of years worked. Mulwa (2010) studied on factors that influence staff turnover in World Vision International Somalia and the finding was that staff turnover in World Vision International Somalia was due to career growth for instance from an officer to manager and from national to international position offered within the wider World Vision Partnership, higher rate of pay, better management/supervision, better location, change of work environment and need for development focus experience. Labour turnover and the weak teachers' commitment to the public schools that labour turnover indicates, have the potential to negatively impact learning in public secondary schools. This is particularly important in a market which is competitive at the local level, as well as at the global level. Addressing these issues, therefore, is a matter of increasing concern in the public secondary schools. This study therefore aims to answer the question; what are the perceived factors influencing teacher's turnover in public secondary schools in Nairobi County?

1.3 Research Objective

To establish the perceived factors influencing teachers' turnover in public secondary schools in Nairobi County.

1.4 Value of the Study

The management of the public schools in Nairobi County will understand the factors contributing to staff turnover and thus put in place necessary mechanism to control the turnover. In addition the study will be an invaluable source of material and information to the many other public schools operating in the country since they will understand the reasons for teacher's turnover and thus addressing the factors.

The Government will benefit from this study when making policy related decisions that influence retention of its teachers and other staff. The employees will find a basis of negotiating with their employers for fair terms of employment. For academicians, this study will form the foundation upon which other related and replicated studies can be based on. Scholars and researchers in the field of organizational behavior in human resource management will also find it useful as it would provide a platform for further research and would also be used as a reference point when researching on staff turnover and related topics.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter is concerned with the review of literature related to the study. An overview of theoretical foundation and development of the study, labour turnover and the factors influencing teachers' turnover will be discussed.

2.2 Theoretical Underpinning of the Study

The study will be guided by the Herzberg's (1968) motivation- hygiene theory of job satisfaction. Herzberg believes that every worker has two sets of needs (motivational and hygiene needs). He contends that employees in this respect, teachers will stay in their schools so long as their needs are satisfied and they are motivated. Failure to meet their needs would automatically call for departure hence teacher turnover. This study was interested in establishing whether teachers' turnover is only driven by their desire to satisfy their needs or whether there are other reasons. People are satisfied at their work by factors related to content of that work. Those factors are called intrinsic motivators and contain achievement, recognition, interesting work, responsibility, advancement and growth. Factors that make people unhappy with their work are called dissatisfies or hygiene factors. Herzberg found the following dissatisfies: company policy, supervision, working conditions, interpersonal relationships, salary, status, security. What makes them different from motivators is the fact that they are not related to the content of the work but to the context of the job (Armstrong, 2007).

The expectancy theory as advocated by Vroom (1968) argues that employees (teachers) are likely to leave if their expectations are not met. This theory argues that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and the attractiveness of the outcome to the individual. The theory suggests that a job is motivating for employees when they can see a relation between performance and outcome, if they have abilities to do the job and if they see the outcome as satisfying their needs. The theory can be a suggestion for managers to focus on main aspects of their subordinates perceptions. As well as that, it is helpful in explaining occupational choices and in predicting tasks that people will work most and least hard at (Finchamand Rhodes, 2005).

2.3 Employee Turnover

Employee turnover is described as employees who have left, are leaving and will leave an institution for various reasons (Grobler *et al.*, 2006). Labour turnover within an organization is a normal part of organization functioning and while a certain level of turnover is to be expected and be beneficial to the organization, exclusively high turnover may be dysfunctional to the organization. A huge concern to most companies, employee turnover is a costly expense especially in lower paying job roles, for which the employee turnover rate is highest. Many factors play a role in the employee turnover rate of any company, and these can stem from both the employer and the employees. Wages, company benefits, employee attendance, and job performance are all factors that play a significant role in employee turnover. Companies take a deep interest in their employee turnover rate because it is a costly part of doing business (Beam, 2009).

Turnover can be classified as being functional (beneficial) or dysfunctional (problematic) depending on the organization's evaluation of the individual. It is functional when a non-performer leaves the organization and dysfunctional where the departing employee is someone the organization would wish to retain. High performers who are difficult to replace represent dysfunctional turnover while low/or non-performers who are easy to replace represent functional turnover (Casio, 2006). Turnover can be beneficial if it allows the organization to hire new employees with more current training. Fresh ideas from outsiders can be critical to organizations that have become stagnant and are in need of innovation. Turnover can also afford opportunities to promote talented, high performers. When poor performers or disruptive employees leave the organization, it sometimes leads to increase in morale amongst co-workers (Mello, 2006).

2.4 Factors Influencing Employees' Turnover

Armstrong (2001) posit that high turnover in an organization is an indication of a problem in that organization. High rate of employee turnover brings about negative publicity to an organization and causes dissatisfaction amongst employees resulting to negative production. The causes of labor turnover are: morale, job satisfaction, promotion prospects, inadequate salaries, more responsibilities and working conditions, (Bryant, 2007). These personalities attributes turnover to supervision, personnel policies, dislikes for job, poor working conditions, unequal workloads and job security. The intrinsic factors depend on the individual and encompass job fit, personality and demographic factors like age, gender and marital status.

2.4.1 Rewards

Employee rewards are concerned with both financial and non-financial rewards and embraces the philosophies, strategies, policies, plans and processes used by organizations to develop and maintain reward systems (Armstrong, 2002). The most common reason for employee turnover rate being so high is the salary scale because employees are usually in search of jobs that pay well. Those who are desperate for a job may take the first one that comes along to carry them through while searching for better paying employment. Also, employees tend to leave a company because of unsatisfactory performance appraisals. Low pay is good reason as to why an employee may be lacking in performance (Rampur, 2009). According to Luthans (2005), “wages and salaries are recognized to be a significant, but complex, multi-dimensional predictor of job satisfaction”. According to Smith, Kendall and Hulin (2009), employees are satisfied with the compensation when the current pay is better than the desired pay. However, despite the fact that there is ample proof of a relationship between turnover rates and pay levels, other factors need to be considered such as fairness in the administration of pay, differences in the importance of pay and the outcomes of performance pay systems (Heneman and Judge, 2000). Where wage policies are poorly designed and where salaries are not competitive, turnover is higher.

Inadequate or unsound wage classification structure may cause dissatisfaction and may result in termination. Pay problems arise because of uncompetitive, inequitable or unfair pay systems. New employees often wonder why they receive less money than an association that is apparently performing the job functions. Voluntary turnover is mostly

by those in search of higher pay. When the economy is doing well, exit interviews show that people resign for better pay elsewhere. In a well performing economy the availability of alternative jobs plays a major role in the staff turnover (Herbert, 2003). The Gallup organization conducted an extensive study of 80,000 managers to analyze the factors contributing to the quality of the workplace. The study finds that employee satisfaction and job retention can be achieved through recognition (Buckingham and Coffman, 2009). Of the 12 dimensions employed in the survey, recognition and praise rank fourth. Ulrich (2009) argues that employee turnover is due to a lack of recognition and reward, and points out that 'recognition helps in retaining the sincere employee and saves time and money to recruit new people and it also encourages other workers to do a good job. Hard to believe, yet motivation is achieved through recognition'. Recognition and reward are differentiated by Hansen, et al. (2002, p. 67), who note that 'intrinsic motivation is driven by the particular behaviour of extrinsic motivation and strategic recognition needed by an organization while implementing the reward strategy'.

While pay and benefits alone are not sufficient conditions for high satisfaction, it is an indispensable measurement in job satisfaction evaluation. Noe (2007) argues that for most people, work is the primary source of income and financial security and an important indicator of status within the organization as well as in society. Naturally, employees want pay and benefits reward system that they perceive as just, unambiguous, fair and in line with their expectations (Robbins, 2008). Further, Okumbe (2001) assert that in determining compensation levels organizations must be conscious of the prevailing market rates to ensure fairness and equity in compensation. Organizational indifference on going rate or going range will affect negatively on efforts put towards

attracting and retaining the required staff. When people are paid well they are able to meet their daily needs, concentrate at their places of work and accomplish their tasks.

2.4.2 Working Conditions

Working conditions have a modest effect on job satisfaction. If working conditions are good (clean, attractive) employees will find it easier to carry out their jobs. If working conditions are poor (hot, noisy) personnel will find it more difficult to get things done (Nelet *al.*, 2004). Employee working conditions play an important role in an organizations ability to attract, retain and motivate good employees, hence a cause of employee turnover. In relation to the above, Schwartz (2004) adds that those working conditions, which include physical and psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and in this case teachers will exit. Hanushek *et al.*, (2002) argue that employees' salaries are not all that matter. They show that employee preferences cut across a range of jobs and organization conditions and may be just as important as salary in the retention decision.

Some employees jump from company to company because they prefer a working environment that is suitable for them. If working conditions are substandard or the workplace lacks important facilities, such as proper lighting, furniture, clean restrooms, and other health and safety provisions, employees won't be willing to put up with the inconvenience for long. If an employee finds an appropriate work environment which is suitable for them in a specific company, they may work in that same organization for several years (Handelsman, 2009).

2.4.3 Management Styles

Borstorff and Marker (2007) state that the relationship between managers and employees influences employees' decision to stay in a job as the supervisors and managers have an important impact on employee turnover. The length of time that employees stay in an organization is largely determined by the relationship between employees and their managers (Dobbs, 2001). Employees value certain factors about managers. Taylor (2002) notes that employees desire managers who know and understand them, and who treat them justly. Employees also prefer managers who can be trusted. If employees feel that their managers are fair, reasonable and supportive, levels of job satisfaction increase. If the manager shows interest in the well-being of employees and is supportive and sensitive towards employees emotionally, employee job satisfaction increases (Egan *et al.*, 2004). Furthermore, autonomy is valued by employees and decreases turnover.

The role of the leader has become vital, especially in an environment that is constantly changing (Cope and Waddell, 2001). The effect of leaders' influence on workers' work-related experience cannot be underestimated. In many cases, the caliber of the relationship between the worker and his or her immediate director is the most powerful indicator of job satisfaction. This connection between management performance, leadership, and satisfied workers is easiest seen in new workers, who generally equate their feelings about their work with the quality of their leaders. An inaccessible or insensitive management style costs an organization both directly and indirectly. Low productivity, frustrated workers, loss of time, and money spent to enhance the confidence of the staff are reflections of workers' attitudes.

When employees are supported by their managers they are less likely to leave an institution. According to Chieffo (1991) employees who are allowed by managers to take part in decisions that influence their jobs tend to stay. Lastly, employees have the need to participate in decision making regarding matters that concern them. There seems to be a strong link between participation in decision-making and job satisfaction, service delivery and decreased turnover rates. Leadership styles are at the heart of the success of an organization and strongly influence the firm's overall performance (Rowe, *et al.*, 2005). Different managers adopt different styles, and experts have argued that style of leadership is inextricably linked to the achievement of management goals and the ability of managers to motivate their team.

2.4.4 Training and Development Opportunities

All organizations, private or public connect employees to execute certain activities in order to attain goals and objectives. No matter what these goals are, organizations must have competent employees to perform the tasks and to accomplish them. This is not just a matter of extensive training in task skills, but of completely new ways of thinking about work, and of working and relating with one another (Beardwell and Holden, 2001). Although well-thought-out strategies and human resource planning, recruitment and selection initially provide an organization with the required workforce, additional training is normally necessary to provide employees with job-specific skills which enable the employees to survive over time (Swanepoelet *al.*, 2003). Current labour economic thinking on training assumes a negative relationship between turnover and training. It supposes that the investment in training is the result of optimizing decisions made by

both workers and employees. The increased skills resulting from general training enables employees to extract higher wages from their current or future employers. Since employers are confronted with the risk of not being able to recoup this investment, they will not be inclined to sponsor general training of employees. Firm-specific training, on the other hand, cannot generate an increased wage with anyone other than the current employer. Therefore organizations can recoup their investment in specific training and they will be willing to share some or all of the costs of specific training rather than of general training (Forrier and Sels, 2003).

Werther and Keith (2006) said that training and development teaches existing employees new knowledge, skills and abilities to ensure their continued usefulness to the organization and meeting their personal desires for advancement. The employer must be committed to training and development of the staff and show this by releasing employees from regular work to attend training and even sponsor them where possible. When training opportunities are lacking, workers get demoralized and easily move to other companies even for a low pay but as long as there are chances for training and development. Resignations and turnover can increase if people are not trained properly, or feel that demands are being made upon them which they can reasonably be expected to fulfill without proper training. New employees can suffer induction crisis if they are not given adequate training when they join the organization. Lack of a well-organized training program may result in loss of employees. If employees are not properly trained on their new jobs, they may think they are not progressing rapidly enough and that advancement is slow (Forrier, 2003).

Human capital development theory suggests that the knowledge, skills and abilities possessed by individuals are components of an organization's "human capital". It presents a view of employees as organizational investments or assets that, when properly deployed, contribute to an organization's productivity (Rondeau *et al.*, 2009). Mello (2006) suggests that if an organization considers its employees to be human assets, training and development represents an ongoing investment in these assets and one of the most significant investments an organization can make. Rondeau *et al.*, (2009) say that by investing in their human resources, organizations are not necessarily motivated by the humanitarian objective of maximizing employee welfare or happiness, but rather they do so as a means to increase their productivity, to become more adaptable to emerging opportunities in the market place or to enhance their reputation with key stakeholders. However, while investments may increase the organization's stock of human capital, they may also enhance the attractiveness of their employees to other employers. Furthermore, trained employees may also realize their enhanced value and look to pursue other, more lucrative, options if their enhanced value is insufficiently recognized with better compensation or more interesting work assignments.

2.4.5 Opportunity for Career Advancement

Lack of opportunity for advancement or growth can cause a high turnover rate for any organization. If the job is basically a dead-end proposition, this should be explained before hiring so as not to mislead the employee. The job should be described precisely, without raising false hopes for growth and advancement in the position. Since employees generally want to do a good job, it follows that they also want to be appreciated and recognized for their work. Even the most seasoned employee needs to be told what he or

she is doing is right once in a while (Shamsuzzoha, 2007). Lack of opportunity for advancement through seniority or otherwise may result in dissatisfaction that simmers in an employee's mind until he or she finally quits. In the case of jobs having no real future, applicants should receive a full explanation before they are hired. If an organization does not have chances for promotion of their employees, they may quickly lose this resource to others. Promotion chances are the degree of potential occupational mobility within an organization (Price, 2001). Promotional chances reduce turnover since an employee can stay on hopefully eyeing a vacancy. Promotion of staff is a motivator in the sense that an employee is satisfied even as he performs his duties. With job satisfaction turnover is highly reduced (Cascio, 2002).

Commitment towards the organization is degraded if there is a perception of underhanded methods in promotion activities (Mosadeghrad *et al.*, 2008). Al-Ahmadi (2002) established that employees demonstrate greater levels of satisfaction and commitment if they are given ample opportunity for personal as well as professional growth in their organization. According to Friday and Friday (2003), satisfaction with promotion determines employees' attitudes toward the organization's promotion policies and practices. In addition to this, Bajpai and Srivastava (2004) postulate that promotion provides employees with opportunities for personal growth, more responsibilities and increased social status. Research indicates that employees who observe that promotion decisions are made in a fair and just manner are most likely to experience job satisfaction.

2.4.6 Demographic Factors

Demographic factors that have been found to have stable relationship with turnover in past research include age, tenure, level of education, level of income, and job category (managerial or non-managerial). Maertz and Campion (2001) in their study found out that amount of education was positively associated with turnover suggesting that the more educated employees quit more often and that non-managerial employees are more likely to quit than managerial employees. Voluntary labour turnover decreases with increasing age (Young, 2000). This is because changing occupations becomes more difficult and threatening with age. The typical worker, who is thirty five (35) years of age or above has become involved in an occupation that will engage him or her until retirement and despite occasional signs of discontent, few of such workers entertain serious thoughts of changing occupation.

Young (2000) posit that labour turnover is highly related to the employee's length of service. This means that new employees have higher rates of labour wastage due to induction crisis, among other factors, than employees who have stayed longer with the organization. This can be associated with the fact that workers move less often as they get older and as they get used to their work and the organization and most of them have established relationship with those around them. Mungumi (2002) found out that, employees who are not married have a higher propensity to leave work than the married employees. All researchers agree that labour turnover is higher among females than males especially in married women. These findings can be explained by the fact that

women may leave jobs due to family commitments such as resigning to raise their young family (Blan and Khan, 2001)

2.4.7 Human Resource Policies

Organizations should develop human resource policies and strategies, including selection and recruitment, training and development, and performance management, that reflect their beliefs and principles as well as maintaining acceptable relationships between management and employees. However, some human resource departments merely devise policies that deal with current problems or requirements (Oakland and Oakland, 2001).Whitener (2001) suggests that employees can interpret organizational actions, such as human resource practices and the trustworthiness of management as indicative of the organization's personal commitment to them. Where new employees leave after a short period in the job, poor recruitment and selection decisions both on the part of the employer and employee are usually the cause, along with poorly designed or non-existent induction programs (Morrell, 2004). If expectations are raised too high during the recruitment process this can result in people accepting jobs for which they may be unsuited. Organizations often do this to ensure that they fill their vacancies with sufficient numbers of well-qualified people as quickly as possible. However, this can be counterproductive over the longer-term, as it can lead to costly avoidable turnover and to the development of a poor reputation in local labour markets.

Inadequate selection and deployment methods may cause unrest and dissatisfaction among new employees (Armstrong, 2004). Employees may be placed in jobs that are too

difficult or their skills may be inadequate. In either case new employees may become discouraged and may quit in the hope of obtaining more suitable employment elsewhere. Rapid turnover can result simply from poor selection or promotion decisions. It is essential to ensure that selection and promotion procedures match the capacities of individuals to the demands of the work they have to do. The process through which employees are hired can be a major source of staff turnover, keeping staff turnover low begins with hiring employees who are good match for the practice and the position. In hiring practices like making reference checks, finding out why the employee left the previous job and ensuring that a candidate skill matches the job description, the organization settles for an employee who can serve longer (Capko, 2001).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes the proposed research design, the target population, data collection instruments and the techniques for data analysis.

3.2 Research Design

The research design adopted was cross-sectional survey. This looks at data collected across a whole population to provide a snapshot of that population at a single point in time. This kind of study was used to determine the perceived factors influencing turnover of teachers in public secondary schools in Nairobi County. Descriptive design method provides quantitative data from a cross section of the chosen population. This design provides further insight into research problem by describing the variables of interest.

3.3 Target Population

The population of the study consisted of all teachers' in public secondary schools in Nairobi County. According to the Teachers Service Commission (2013) there are 1883 teachers in public secondary schools in Nairobi County. The population of interest was broken down as follows;

Table 3.1 Population Size

District	Population	Percentage
Starehe	339	18
Kamukunji	193	10.2
Kasarani	153	8.1
Makadara	252	13.4
Njiru	126	6.7
Embakasi	95	5
Lang'ata	88	4.7
Dagoreti	321	17.1
Westlands	316	16.8
TOTAL	1883	100

Source: (TSC, 2013)

3.4 Sampling Design

The researcher used stratified sampling because of ease of classifying the population into strata. The sample comprised of 10% from each strata of the target population. According to (Mugenda and Mugenda, 1999) a sample of 10% is considered representative. Respondents were selected randomly based on the category. This approach was considered appropriate since it ensured a representative sample. In order to find the best possible sample, stratified sampling was the best method to use as it provided reach and in-depth information. The sample size was appropriate for the study as it ensured that all the cadres in the organization are represented thus reducing sampling bias and achieving a high level of representation.

Table 3.2 Sample Size

District	Population	Sample size(10%)
Starehe	339	34
Kamukunji	193	19
Kasarani	153	15
Makadara	252	25
Njiru	126	13
Embakasi	95	10
Lang'ata	88	9
Dagoreti	321	32
westlands	316	32
TOTAL	1883	189

Source: (TSC, 2013)

3.5 Data Collection

The study used primary data which was collected through self-administered questionnaires. The questionnaires consisted of both open and closed ended questions designed to elicit specific responses for qualitative and quantitative analysis respectively. The questionnaire was administered through “drop and pick later” method. The respondents for the study were teachers’ in all public secondary schools in Nairobi. The questionnaire was made up of two sections; section A covered demographic characteristics while section B covered the perceived factors that influence teachers’ turnover.

3.6 Data Analysis

The data collected was analyzed using descriptive statistics (measures of central tendency and measures of variations). Once the data was collected, the questionnaires were edited for accuracy, consistency and completeness. However, before final analysis was performed, data was cleaned to eliminate discrepancies and thereafter, classified on the basis of similarity and then tabulated. The responses were then coded into numerical form to facilitate statistical analysis. Data was analyzed using statistical package for social sciences based on the questionnaires. In particular, the analysis was presented in tables, pie charts, percentages, mean and standard deviations.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

The research objective was to establish the perceived factors influencing turnover of teachers in public secondary schools in Nairobi County. This chapter presents the analysis, findings and discussion. The findings are presented in percentages and frequency distributions, mean and standard deviations.

4.2 Response Rate

A total of 189 questionnaires were issued out and only 153 were returned. This represented a response rate of 81%. This response rate was adequate for data analysis and conforms to Mugenda and Mugenda (2003) stipulation that a response rate of 70% and over was adequate.

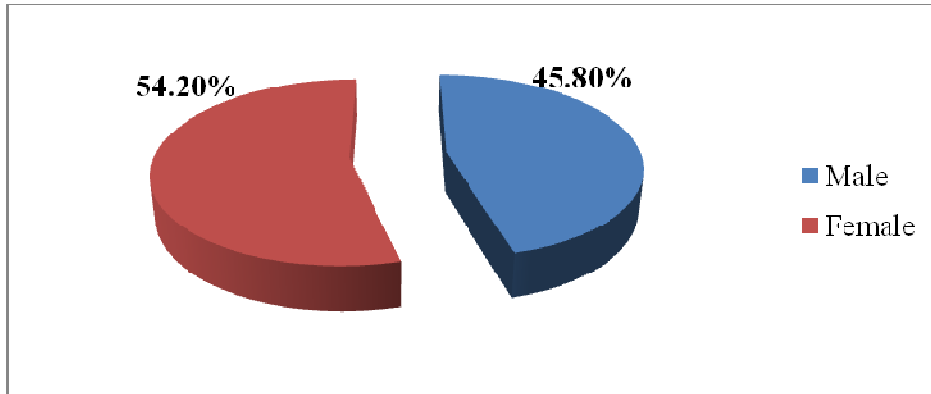
4.3 Demographic Profile

The demographic information considered in the study was respondents' gender, age bracket, highest level of education, length of service and the rate of teachers' turnover in the school.

4.3.1 Respondents Gender

The respondents were asked to indicate their gender in order to ensure that the results obtained captures the views of both gender. The results are presented in figure 4.1.

Figure 4.1: Respondents Gender



Source: Author (2013)

The results indicate that 54.2% of the respondents were female while 45.8% of the respondents were male. The respondents were made up of more female than male. The findings indicate that the male and female difference was not significant and therefore this implies that the study was not influenced by gender imbalance.

4.3.2 Respondents Age Bracket

The respondents were asked to indicate their age bracket in order to establish the influence of age on the perception of teachers. The results are presented in table 4.1.

Table 4.1: Respondents Age Bracket

Years	Frequency	Percent	Cumulative Percent
Under 30	24	15.7	15.7
31-40	76	49.7	65.4
41-50	48	31.4	96.7
Over 50	5	3.3	100.0
Total	153	100.0	

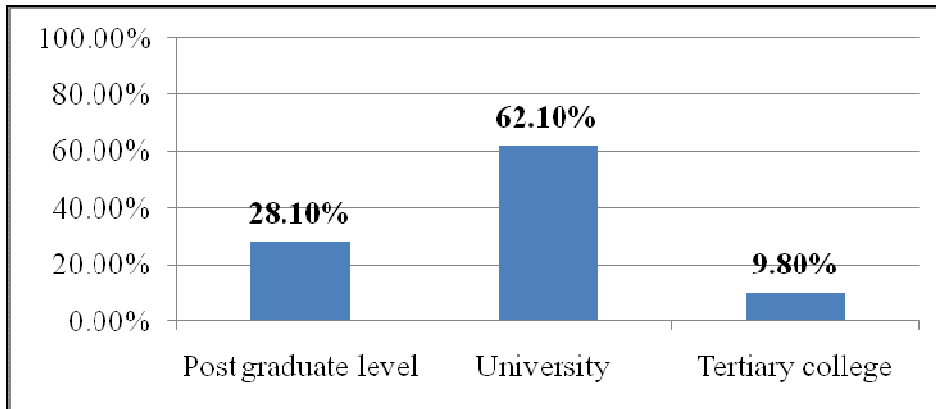
Source: Author (2013)

The results on the respondents age bracket indicate that 49.7% of the respondents age bracket was between 31 and 40 years, 31.4% of the respondents indicated that their age bracket was 41 to 50 years, 15.7% of the respondents said that their age was less than 30 years while 3.3% of the respondents were over 50 years. The results indicate that all ages were represented although majority of the teachers' were middle aged and therefore the study represented all ages.

4.3.3 Highest Level of Education

The respondents were requested to indicate the highest level of education. The level of education was important in order to show the adequacy of the respondents on the concept of turnover. The results are presented in figure 4.2.

Figure 4.2: Highest Level of Education



Source: Author (2013)

The results indicate that 62.1% of the respondents had attained university level, 28.1% of the respondents said that their highest level of education was post graduate level while 9.8% of the respondents had attained tertiary college level. The results indicate that majority of the respondents were university graduates and above and therefore they understand the factors that influence turnover of teachers.

4.3.4 Length of Service with the School

The respondents were requested to indicate the length of service with the school. Duration of service in the school was important in order to determine the respondents' level of understanding of internal information pertinent to the school. The results are presented in table 4.2.

Table 4.2: Length of Service with the School

Years	Frequency	Percent	Cumulative Percent
Less than 5	34	22.2	22.2
5-10	57	37.3	59.5
Over 10	62	40.5	100.0
Total	153	100.0	

Source: Author (2013)

The results indicate that majority of the respondents 40.5% have worked in their respective schools for over 10 years while 37.3% of the teachers indicated that they have worked in their current schools for 5 to 10 years. Only 22.2% of teachers indicated that they have worked in the current schools for a period of less than 5 years. The results indicate that the respondents have been teachers for a longer duration of time and therefore they understand the perceived factors that influence turnover in the education sector.

4.3.5 Level of Employee Turnover

The respondents were asked to indicate the level of teachers' turnover in their schools in order to establish the possible factors which influence teachers' turnover in the schools.

Table 4.3: Level of Employee Turnover

Level of employee turnover	Frequency	Percent	Cumulative Percent
Very High	6	3.9	3.9
High	53	34.6	38.6
Moderate	68	44.4	83.0
Low	26	17.0	100.0
Total	153	100.0	

Source: Author (2013)

The level of teacher's turnover in the schools was that 44.4% of the respondents said that the level of teachers turnover was moderate, 34.6% of the respondents said turnover was high, 17% of the respondents indicated that the turnover was low while 3.9% of the respondents said that turnover in the schools was very high. The results indicate that there is turnover in the schools and therefore there is need to determine the factors that influence the turnover of teachers.

4.4 Perceived Factors Influencing Teachers' Turnover

Factors affecting employee turnover today have become increasingly complex. Labor turnover levels can be very high in an organization with poor working conditions, undesirable jobs, pay inequities and limited opportunities for advancement. An employee's stage in life also determines one's stability in a job. The respondents were requested to indicate the perceived factors that influence teachers' turnover in a five point Likert scale. The range was 'strongly disagree (1)' to 'strongly agree' (5). The scores of

strongly disagree and disagree have been taken to represent a variable which had a mean score of 0 to 2.5 on the continuous Likert scale; ($0 \leq S.E. < 2.4$). The scores of ‘moderate agree’ have been taken to represent a variable with a mean score of 2.5 to 3.4 on the continuous Likert scale: ($2.5 \leq M.E. < 3.4$) and the score of both agree and strongly agree have been taken to represent a variable which had a mean score of 3.5 to 5.0 on a continuous Likert scale; ($3.5 \leq L.E. < 5.0$). A standard deviation of >0.9 implies a significant difference on the impact of the variable among respondents.

4.4.1 Effect of Rewards on Teachers Turnover

The respondents were asked to indicate the effect of rewards on teachers’ turnover. The most common reason for teachers’ turnover is rewards because teachers are always in search of jobs which have appealing financial and non- financial rewards. The results are shown in Table 4.4.

Table 4.4: Effect of Rewards on Teachers’ Turnover

Effect of rewards on teachers’ turnover	Mean	Std. Deviation
Wages and salary paid to the teachers encourages teachers to stay	1.9190	.9696
There is job security which encourages teachers to remain in the school	3.0654	1.2704
Rewards for exceptional performance is there	2.7033	1.2200
In the school there is satisfactory performance appraisals	3.0850	.9593
The rewards offered to the teachers are comparable with what the market offers	2.1209	1.1471
The retirement benefit scheme for the teachers is satisfactory	2.5301	.9233
The medical scheme offered to the teachers is comparable to what is in the market	2.1765	1.0007
The rewards offered to employees are commensurate to work hence job satisfaction	1.7965	1.0606
Overall mean	2.4246	

Source: Author (2013)

The results indicate that respondents disagreed that the rewards offered to employees are commensurate to work hence job satisfaction with a mean score of 1.79. They also disagreed that wages and salary paid to the teachers encourage them to stay and that rewards offered to the teachers are comparable to what is in the market with a mean of 1.91 and mean 2.12 respectively. The respondents further disagree that medical scheme offered to the teachers is comparable to what the market offers with a mean of 2.17. The respondents also were not sure on the level of teachers' satisfaction with retirement benefit scheme with a moderate score of 2.53. They were also not sure about the importance of reward for exceptional performance with a moderate score of 2.7; they were sure that job security encouraged teachers to remain in the school with a moderate score of 3.06.

From the analysis it can be concluded that reward does not encourage teachers to remain in the profession especially in terms of satisfaction with the level of reward comparably to the market rate and the medical scheme. But teachers could not comment on the effect of retirement benefit scheme, relation of reward to performance and job security as important for turnover.

4.4.2 Effect of Working Conditions on Teachers Turnover

The respondents were asked to state the effects of working conditions on teachers' turnover. Good working conditions result to a calm environment and this helps to control teachers' turnover.

Table 4.5: Effect of Working Conditions on Teachers' Turnover

Effect of working conditions on teachers turnover	Mean	Std. Deviation
There is flexibility in scheduling in the school	3.1569	.9675
Manageable workload is given to all teachers	2.9412	.9268
The school provides enough working space, equipment, optimum temperature, and moisture	3.2353	.9010
Amount of paid vacation time or sick leave offered	3.1503	.8332
Discipline handling procedure is transparent	2.9542	1.0408
The teachers are supervised well	2.8627	.7527
Overall mean	3.0501	

Source: Author (2013)

The results indicate that the respondents were not sure that the public secondary schools have enough working space, equipment, optimum temperature, and moisture with a moderate score of 3.23. They were also not sure about flexibility in scheduling and existence of satisfactory vacation time or sick leave with each having a moderate mean of 3.15. The study further established that the respondents were not sure on whether the public secondary schools have transparent discipline handling procedure with a moderate mean of 2.95. The respondents indicated that they were satisfied to a moderate extent on the teachers being given manageable workload with a mean of 2.94 and teachers being well supervised with a mean of 2.86. The results are consistent with Schwartz (2004) findings that employee working conditions play an important role in an organizations

ability to attract, retain and motivate good employees, hence a cause of employee turnover.

The overall mean was found to be 3.0501, an indication that the working conditions in the schools moderately satisfied the teachers. From the analysis it can be concluded that the public secondary school teachers could not authoritatively comment on the influence of working conditions, although the existence of enough working space and flexibility could influence the teachers to remain in the schools.

4.4.3 Influence of Management Style on Teachers Turnover

The respondents were requested to indicate the effect of management style on teachers' turnover in order to establish various actions taken by the managers to control teachers' turnover.

Table 4.6: Influence of Management Style on Teachers' Turnover

Effect of management style	Mean	Std. Deviation
Supervisors go out of their way to make teachers' work life easier	3.1148	1.0157
Managers ensure that their actions are not only fair but also perceived as fair by the teachers in order to better manage turnover	3.2157	.8655
The management of the school ensures that there is effective communications, teambuilding, conflict resolution, coaching, and mentoring.	2.7843	.8579
Managers show appreciation for teachers hard work	3.5621	1.0688
Supervisors are willing to listen to teachers personal problems	3.4052	.8463
Managers in the school allow teachers to take part in decisions that influence their jobs	3.0327	1.2108
Teachers' ideas are very frequently used constructively	3.4013	.8761
Overall mean	3.2334	

Source: Author (2013)

From the findings, the respondents were in agreement that managers show appreciation for teachers' hard work with a mean score of 3.56. They were however not sure on whether supervisors are willing to listen to their personal problems and whether their ideas were frequently used constructively with each having a mean score of 3.40. The respondents further noted that they were not sure on whether the managers ensure that their actions are not only fair but also perceived as fair by the teachers and the supervisors going out of their way to make teachers work life easier with a mean of 3.21 and 3.11 respectively.

The respondents further noted to a moderate extent that the managers allow teachers to take part in decisions that influence their jobs with a mean of 3.03. The existence of effective communication, teambuilding, conflict resolution, coaching, and mentoring in the schools with a mean of 2.78 was indicated as moderate. It can therefore be concluded that the teachers were satisfied with how supervision was done in their schools as leaders showed appreciation for hard work although they were not sure whether teachers take part in decision making and the existence of effective communication.

4.4.4 Influence of Training and Development on Teachers Turnover

Staff training and development gives teachers' opportunities for self improvement and development to meet challenges and requirements of new techniques of performing tasks and new equipments and therefore helps to control teachers' turnover. Therefore the study aimed at establishing the effect of training and development on teachers' turnover in public secondary schools in Nairobi County.

Table 4.7: Influence of Training and Development on Teachers Turnover

Influence of training and development on Teachers Turnover	Mean	Std. Deviation
Teachers receive adequate training and information to do their job well	2.1895	.97165
Sufficient time and money is allocated for training	1.9732	.82582
Training and development plans are developed and monitored for all teachers	2.2490	1.11179
The school releases teachers from regular work to attend training and even sponsor them where possible	1.9935	1.09121
There is a well-organized training program in the school	2.0719	1.18157
Overall mean	2.0954	

Source: Author (2013)

The findings presented in Table 4.7 indicate the distribution of responses on the level of agreement with the influence of training and development opportunity at the public secondary schools. The findings indicate that the respondents disagreed that sufficient time and money is allocated for training with a mean score of 1.97. They further disagreed that the schools release teachers to attend training and sponsor them where possible and a well organized training program exist in the schools with a mean of 1.99 and 2.07 respectively. The respondents further disagreed that the teachers receive adequate training and information to do their job well with a mean score of 2.18.

The results further established that the respondents disagreed that training and development plans were developed and monitored for all teachers in the schools with a mean score of 2.24. From the findings, it can be concluded that the teachers were not satisfied with training and development opportunities they are accorded by the employer

as there is no sufficient time and money allocated, school does not release teachers and that an organized program for training does not exist. This therefore influences turnover of teachers in the schools.

4.4.5 Influence of Career Advancement on Teachers' Turnover

Career advancement is an essential element of future career patterns and is likely to influence teachers' turnover. The study required the respondents to indicate their levels of agreement on statements related to career advancement and turnover in public secondary schools in Nairobi County. The finding to this is as presented in table 4.8 below.

Table 4.8: Influence of Career Advancement on Teachers' Turnover

Influence of career advancement on teachers' turnover	Mean	Std. Deviation
The school promotion policies are fair	2.2386	.8492
There is unfavorable promotion decision in the school	2.1876	1.1009
Promotions are always given based on ability	2.1098	1.1534
Promotion exercise is held regularly	1.9085	1.0535
My present job is relevant to the growth and development in my career	2.7484	1.1316
The school has opportunity for advancement or growth	3.0621	1.0504
Overall mean	2.3758	

Source: Author (2013)

The results indicate that the respondents disagreed that in the public secondary schools promotion is held regularly, unfavorable and based on ability with a mean of 1.90 and 2.10 respectively. The respondents further disagreed that the schools have promotion policies that are fair with a mean of 2.23. They were however not sure on the teachers' present job being relevant to the growth and development of their careers and whether the school has opportunity for advancement or growth with a mean of 3.06.

From the findings, it can be concluded that teachers were not satisfied with career advancement in the schools as promotions are not held frequently, favorably and based on ability. The teachers could not however comment on whether the current job was relevant for their growth and development and the existence of opportunity for advancement in the schools. The results indicate that career advancement is a serious concern in public secondary schools in Nairobi County and should be addressed to manage teachers' turnover.

4.4.6 Influence of Demographic Factors on Teachers Turnover

Demographic factor have been found to have some relationship with employees' turnover. The study therefore aimed at establishing the influence of demographic factors on teachers' turnover.

Table 4.9 shows the influence of demographic factors on teachers' turnover in public secondary schools.

Table 4.9: Influence of Demographic Factors on Teachers' Turnover

Influence of Demographic Factors on teachers' turnover	Mean	Std. Deviation
Gender influence teachers turnover	3.8153	.97774
Level of education attained influences teachers mobility	3.9418	1.14148
Duration of teaching determines teachers' decision to continue teaching or quit	2.6797	1.29093
Overall mean	3.4789	

Source: Author (2013)

From the findings, the respondents agreed that the level of education attained and the gender of the teachers influence turnover with a mean score of 3.94 and 3.81 respectively. The respondents were however not sure on whether the duration of teaching determines teachers' decision to continue teaching or quit with a mean of 2.67. It can be concluded that the demographic factors influence the teachers' turnover especially the qualification that the teachers have as they are on demand and the gender.

4.4.7 Influence of Human Resource Policy on Teachers' Turnover

The respondents were asked to indicate the influence of human resource policy on teachers' turnover. Human resource policies are essential because they help to maintain acceptable relationships between management and employees. The results are presented in table 4.10.

Table 4.10: Influence of Human Resource Policy on Teachers' Turnover

Influence of human resource policy on teachers' turnover	Mean	Std. Deviation
The recruitment and selection process is impartial	2.1046	.8926
Favouritism is not evident in any of the selection process	2.1765	1.2983
The Teachers Service Commission reward long service teachers	3.2284	.8975
The school undertake job review and orientation to all new teachers	3.1947	.9459
The school has standard of service which reduces turnover	2.2353	1.2605
Overall mean	2.3879	

Source: Author (2013)

The results in Table 4.10 show that the respondents disagreed that the recruitment and selection process was impartial with a mean score of 2.10. The respondents further disagreed that favoritism was not evident in any of the selection process and that the school has standard of service which reduces turnover with a mean score of 2.17 and 2.23 respectively. The respondents moderately agreed that the school undertake job review and orientation to all new teachers with a mean of 3.19 and that teachers service commission reward long service teachers with a mean of 3.22. From the analysis, it can be concluded that the human resource policy being applied by the Teachers Service Commission does not encourage teachers to remain in service as the selection process is not impartial, favoritism is evident and that the schools lack standard of service. The teachers could however not comment on reward for long service and the school undertaking job review and orientation to all new teachers.

4.4.8 Discussion

Employees at all levels look for better pay, working conditions, training and career prospects and this can drive turnover. On the overall, the picture presented by the results of this study indicate staff turnover in organizations is caused by insufficient career development opportunities at places of work. Employees in all organizations are always looking forward to being promoted. When an employee stagnates in one position for too long, he or she loses morale of work. He or she becomes disinterested in whatever she does. Career development is considered as one way of keeping employees in high spirit. An organization that provides opportunities for career development for its employees motivates them and makes them to know that they have something worth looking forward to.

Van Breukelen et al. (2004) argue that allowing employees opportunities to grow in turn, motivates staff, increases productivity and reduces on wastage thus increasing the profits of the organization. The findings of this study agree with Sparrow (1996) who observes that insufficient career development opportunities at places of work causes staff turnover. Insufficient career opportunities at places of work make staff to stagnate in one position for a long period of time. When staff works in the same position over a long period of time, their morale reduces and thus it affects their work out put. Staff in organizations with insufficient career development opportunities will therefore seek for other opportunities outside the organization. The education level of the respondents was that majority of the respondents had university degree or post graduate holders and therefore chances are high that they will leave the institutions. The results are consistent with

Oroni, (2005) that in her study found out that the more educated employees especially degree graduates were more likely to quit their jobs than the non-graduates. This is attributed to the fact that more educated persons have more job opportunities.

The study established that there are factors that influence teachers to continue working for the organization for a longer period. From the findings good working environments as well as improved relations with supervisors are some of the factors that make teachers continue working in the public secondary schools. If promotional opportunities with more rewarding positions could be created in line with ones expectations based on merit and the training opportunities and enhanced job rotation, availability of pay increment in line with market rates and years of service and the availability of medical cover would make the respondents work for the schools for a longer period. The study further established that teachers will continue working in the schools if accorded opportunity for career growth and better human resource policies being implemented. This concurred with Herbert, (1983) who indicated that inadequate or unsound wage classification structure may cause dissatisfaction and may result in termination of job by the staff. He also observed that pay problems arise because of uncompetitive, inequitable or unfair pay systems in the organizations.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this chapter is to give an overview of findings, conclusion and recommendation. The conclusions are made from the analysis and the objective of the research.

5.2 Summary of Findings

The general objective of the study was to establish factors influencing teachers' turnover in public secondary schools in Nairobi County

The study established that majority of the teachers were over thirty years and therefore they still have many years to retirement thus they need to work in institutions that would ensure that their interest is well taken care off. The respondents' level of education was mostly university and postgraduate an indication that in order to reduce turnover of teachers in public secondary schools, teachers' welfare need to be satisfied. Majority of the teachers were found to have been teaching in the current schools for more than five years and therefore they understand the school set up in terms of the factors that influence turnover of teachers. Turnover in the schools was found to be high and therefore there is need to establish the factors that influence the turnover of teachers.

The study established that appropriate rewards and benefits, and also type of compensation program are also important for employees. The rewards being offered to

the teachers was found to influence turnover as it does not encourage teachers to stay, the rewards was not comparable with what the market offers, unsatisfactory retirement benefit scheme and medical scheme offered to the teachers being incomparable to what is in the market. The working conditions in the schools was found not to have influenced teachers turnover as there is enough working space, equipment, optimum temperature, and moisture, flexibility in scheduling, satisfactory payment of vocation time or sick leave, transparent discipline handling procedure, manageable workload is given to all teachers and that teachers are supervised well.

The relationship between managers and employees influences employees' decision to stay in a job as the supervisors and managers have an important impact on employee turnover. The study established that in the public secondary schools managers show appreciation for teachers' hard work, supervisors are willing to listen to teachers personal problems, teachers' ideas are very frequently used constructively, managers ensure that their actions are not only fair but also perceived as fair by the teachers in order to better manage turnover. The study further found out that the supervisors go out of their way to make teachers' work life easier, managers allow teachers to take part in decisions that influence their jobs and that the management of the school ensures that there is effective communications, team building, conflict resolution, coaching, and mentoring.

All organizations, private or public connect employees to execute certain activities in order to attain goals and objectives. The findings of the study was that training and development influenced turnover in the schools as there is no sufficient time and money allocated for training, the schools do not release teachers from regular work to attend training and even sponsor them where possible, there is no well organized training

program in the schools, teachers do not receive adequate training and information to do their job well and that training and development plans were developed and monitored for all teachers. On aspects relating to career advancement in the public secondary schools, the respondents were dissatisfied as promotion was not held regularly, promotions not being given based on ability, existence of unfavorable promotion decision in the schools, unfair school promotion policies, the present job being irrelevant to the growth and development in their career and the schools having no opportunity for advancement or growth.

The study established that the demographic factors that influence turnover of teachers were the level of education attained, and the duration of teaching which determines teachers' decision to continue teaching or quit. The human resource policies found to be contributing to teachers' turnover was the recruitment and selection processes being impartial, favoritism being evident in the selection process and the schools having no standards of service which reduce turnover.

5.3 Conclusion

Turnover is a burning issue for any organization. For the steady performance of the public secondary schools, it is essential to maintain skilled workforce. But most of the times it is very difficult to control the turnover rate within organizations. Employees of an organization are considered as an important resource for the realization of the firm's objectives and every effort should therefore be made to train and retain them at the same time. As an important resource, employees at all levels look for better pay, working conditions, training and career prospects and this can help in stemming exit of staff.

Several factors have been identified to contribute to employee turnover and include rewards, training and development opportunity, career advancement, demographic factors and the human resource policy. It is therefore important that the Teachers' Service Commission identifies the relevant predictors of employee turnover in order to develop appropriate mechanisms of dealing with the causes. The study found out that unfavorable employer related factors significantly affect teacher turnover in public secondary schools in Nairobi County. In particular, the study established that loss of group cohesion, poor working conditions, poor pay, poor management or supervision directly impacted on teachers and caused job dissatisfaction which increased the rate of teacher turnover. The study also established that in schools where the pay, general conditions of work and good supervision were evident, the rate of teacher turnover was low. This implies that most public secondary schools in Nairobi County, paid their teachers poorly, provided poor conditions and had poor supervision policies, they too did nothing to improve these conditions which increased the level of teachers' turnover.

Kenya's developmental challenges demand that public secondary schools should stand up as one leading place to prepare the nation for the expected leap forward. But the evidence seems to suggest that the schools remain ill prepared. This is due partly to the low morale of the teachers, which in turn has increased the rate of labour turnover from the system. It is fair to say that teachers will put in their best when the work environment is conducive, when there are good welfare packages like good houses, adequate health and medical insurance, training and development opportunities, good human resource policy, career

advancement and other relevant fringe benefits. In the absence of these, it can only be expected that frustration and eventually quits will result. Given their role in society, there is a strong case to pay special attention to secondary school academics while not constituting them into a special class. However, it is important to further explore opportunities to provide more incentives to enable teachers maximize their role in the development process. A holistic approach, which adequately takes into account crucial non-economic factors as well must be employed.

5.4 Recommendation

The study established that there is high rate of teachers' turnover in the public secondary schools in Nairobi. The role of human resource departments in the Teachers' Service Commission is to satisfy the needs of teachers through the provision of training and development, rewards systems, career advancement and human resource policy, to foster employee commitment and reduce the rate of employee turnover. It is therefore recommended that the Teachers' Service Commission should change its human resources management practices and style in public secondary schools in order to ensure employee satisfaction. This will greatly help reduce high turnover rates. The workplace environment needs to be made fully suitable for the needs of all employees by ensuring leadership styles that encourage decentralization and delegation of duties, equality in the implementation of employee evaluation and appraisal systems, and provision of sufficient employee benefits, rewards, and structures for recognition.

The study established that rewards influenced turnover of teachers and it is recommended that the government through the Teachers' Service Commission should revise the remunerations of the teachers in the public sector. This will go a long way in motivating the teachers to continue working longer and effectively for the improved school performance. As a way to reduce cost of managing turnover, firms should simultaneously measure and manage turnover. Measuring will involve such things as: surveys, consultation processes, intra- and extra-firm career guidance, exit interviews and leaver profiling. Managing is needed in key operational areas to minimize the effects of change to key business areas. Both elements are important to negotiate the complexities inherent in implementing widespread change. To improve on the core competencies emanating from the organization's human resources, an organization need to institute performance management system and train key staff on administration of the system, review the job descriptions, personnel policies and reward system. All such steps are aimed at motivating the staff to get the best out of them in order to achieve the organizations' objectives and stop level of exit from the organization.

5.5 Suggestions for Further Research

The overall findings of this research can be used to give hints and suggestions on the directions for future research. Future researchers should undertake a similar study on all the secondary schools in Nairobi County to allow the results to be generalized. Future researchers should also consider investigating impacts of labor turnover on the performance of secondary schools. If the above studies can be undertaken, factors causing labor turnover and their impacts critically determined and proper analysis done,

then labor turnover can be arrested and performance of the schools improved in Kenya's education sector.

5.6 Limitations of the study

Due to the varied locations of the public secondary schools in Nairobi County, it was not easy to drop and pick the questionnaires. However, the ones analysed for this study met the threshold of over 70% response rate. Some of the respondents were reluctant to respond to the questionnaires but i expressed to them how the research would be important to them and their institutions.

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APPENDIX I: QUESTIONNAIRE

Please give answers in the spaces provided and tick (✓) in the box that matches your response to the questions where applicable.

Section A: Demographic Characteristics of Respondents

1. Name of the school.....

2. Gender: Male () Female ()

3. What is your age bracket? (Tick as applicable)

a) Under 30 years ()

b) 31 – 40 years ()

c) 41 – 50 years ()

d) Over 50 years ()

4. What is your highest level of education qualification?

a) Post graduate level ()

b) University ()

c) Tertiary College ()

d) Secondary ()

5. Length of continuous teaching with the school?

a) Less than five years ()

b) 5-10 years ()

c) Over 10 years ()

6. How would you rate the level of employee turnover in your school?

a) Very High () b) High ()

c) Moderate () d) Low ()

e) Very low ()

Part B: Perceived Factors Influencing Employee Turnover

7. To what extent do you agree with the following statements regarding turnover among teachers in Nairobi County? Use 1- Strongly disagree, 2-Disagree, 3-Moderately agree, 4- Agree,

5- Strongly agree

Rewards	1	2	3	4	5
Wages and salaries paid to the teachers encourage them to stay in the schools.					
There is job security which encourages teachers to remain in the school.					
Rewards for exceptional performance are offered which reduce teachers' turnover.					

In the school there is satisfactory performance appraisals which enhance teachers' continuous teaching.					
The rewards offered to the teachers are comparable with what the market offers thus encouraging them to remain in the school.					
The retirement benefit scheme for the teachers is satisfactory and this restricts them from exiting the school.					
The medical scheme offered to the teachers is comparable to what is in the market which leads to reduction of teachers' mobility.					
The rewards offered to teachers are commensurate to work hence job satisfaction.					
Working Conditions					
There is flexibility in scheduling in the school which plays a major role in retaining teachers in the teaching career.					
Manageable workload is given to all teachers which helps to control teachers' turnover.					
The school provides enough working space, equipment, optimum temperature, and moisture which help manage turnover.					
Amount of paid vacation time or sick leave offered is satisfactory.					
Discipline handling procedure is transparent which helps arrest teachers turnover in the school.					
The teachers are supervised well and this controls their exit from the school.					

Management Style					
Supervisors go out of their way to make teachers' work- life easier which influences their decision to stay in the school.					
Managers ensure that their actions are not only fair but also perceived as fair by the teachers in order to better manage turnover.					
The management of the school ensures that there is effective communication, teambuilding, conflict resolution, coaching, and mentoring programmes.					
Managers show appreciation for teachers' hard work which encourages them to stay longer.					
Supervisors are willing to listen to teachers personal problems which enhance their resolution to remain in the school.					
Managers in the school allow teachers to take part in decisions that influence their jobs. Increasing job satisfaction.					
Teachers' ideas are very frequently used constructively, motivating them to serve longer.					
Training and Development Opportunity					
Teachers receive adequate training and information to do their job well therefore see no need to move to other organisations.					
Sufficient time and money is allocated for training, thus teachers are indebted to remain in their stations.					

Training and development plans are developed and monitored for all teachers which help to manage turnover.					
The school releases teachers from regular work to attend training and even sponsor them where possible thus reducing rate of resigning.					
There is a well-organized training program in the school which decreases turnover.					
Career Advancement					
The school promotion policies are fair hence encouraging teachers to remain in the school.					
There is unfavorable promotion decision in the school which has inhibited teachers continuous service in the school.					
Promotions are always given based on ability which motivates teachers to serve longer.					
Promotion exercise is held regularly and this motivates teachers to carry on with their teaching career in the school.					
My present job is relevant to the growth and development in my career hence, I have no intentions to terminate it.					
The school has opportunity for advancement or growth which has been effective in mobilizing long term service by teachers.					

Demographic factors					
Gender influences teachers' turnover whereby it is higher in male as opposed to females.					
Level of education attained influences teachers mobility.					
Duration of teaching determines teachers' decision on whether to proceed with their teaching career or quit for another job.					
Human Resource Policy					
The recruitment and selection processes are impartial which prevent teachers from quitting the school.					
Favouritism is not evident in any of the selection process which helps to control turnover.					
The Teachers' Service Commission rewards long service teachers thus motivating the others to remain in the school.					
The school undertakes job review and orientation to all new teachers therefore reducing the number of teachers leaving the school.					
The school has a standard of service which has been effective in its role of maintaining teachers in the school.					

APPENDIX II

List of Schools and Number of Teachers per District in Public Secondary Schools in Nairobi County

No.	Name of School	No. of teachers
	Kamukunji District	
1	Eastleigh Secondary	39
2	Kamukunji Mixed	16
3	MainaWanjigi Mixed	23
4	Moi Forces Academy	55
5	Ou Lady of Mercy Girls	12
6	St. Teresa Boys	22
7	Uhuru High Boys	15
8	Our Lady of Mercy Shauri Moyo	11
	Starehe District	
9	Pangani Girls	51
10	Pumwani Girls	11
11	Ndururumo Mixed	16
12	Murang'a Road Mixed Day	8
13	C.G.H.U Mixed	8
14	St. Teresa's Girls	20
15	Jamhuri High	47
16	Ngara Girls	42
17	Parklands Boys	29
18	Parklands Girls Arya	22
19	Starehe Boys	51
20	Pumwani Boys	34

	Kasarani District	
21	Ruaraka Mixed	30
22	Kariobangi North Girls	10
23	Our Lady of Fatma Mixed	28
24	Baba Dogo Mixed	21
25	Kahawa Garrison	21
26	Kamiti Secondary Mixed	23
27	Starehe Girls	20
	Langata District	
28	Olympic Secondary	22
29	Karen C	13
30	Lang'ata Barracks	9
31	Lang'ata High Mixed	32
32	Raila Education Centre	12
	Makandara District	
33	St. Ann's Girls	10
34	Highway Secondary	43
35	Makongeni Mixed	12
36	Aquinas	43
37	Nile Road Girls	22
38	Huruma Girls	24
39	Ofafa Jericho Boys	32
40	Our Lady of Mercy S.B.	20
41	St Patricks	3
42	Buru Buru Girls	43
	Westlands District	
43	Lavington Mixed	13

44	Highridge Mixed	10
45	Hospital Hill	20
46	Kenya High	52
47	St. Georges Girls	42
48	Nairobi Milimani Boys	17
49	Nairobi School	64
50	State House Girls	50
51	Parklands Arya Girls	21
52	Kangemi High	27
Dagoretti District		
53	Nembu Girls	21
54	Dagorreti Mixed	12
55	Ruthimitu Mixed	16
56	Lenana School	69
57	Precious Blood Girls - Riruta	24
58	Ruthimitu Girls	31
59	Dagoretti Secondary	40
60	ShadrackKimalel Secondary	5
61	Mutuini Secondary	19
62	Upperhill Secondary	38
63	Beth Mugo Secondary	2
64	Moi Girls Nairobi	53
Njiru District		
65	Drum Vale Mixed	10
66	Ruai Girls	6
67	Ruai Boys	7
68	Ushirika Mixed	13
69	Mihang'o Secondary	5

70	St. Georges Athi	8
71	Dandora Secondary	28
72	MuhuriMuchiri Boys	25
73	Hon. Dr. Mwenje	12
74	JehovaJireh	12
	Embakasi District	
75	Embakasi Garrison	8
76	Peter Kibukosia	16
77	Embakasi Girls	15
78	Komarock	23
79	Mwangaza	12
80	Kayole South	21
	Total	1883

Source: Ministry of Education (2013)

**PERCEIVED FACTORS INFLUENCING TURNOVER OF TEACHERS IN
PUBLIC SECONDARY SCHOOLS IN NAIROBI COUNTY**

MARU GRACE WANJIRA

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENT FOR THE AWARD OF THE MASTER OF
BUSINESS ADMINISTRATION (MBA) DEGREE, SCHOOL OF
BUSINESS, UNIVERSITY OF NAIROBI**

NOVEMBER, 2013

DECLARATION

This research project is my original work and has not been presented for the award of degree in any other university or institution for any other purpose.

Signature

Date

Maru Grace Wanjira

D61/67988/2011

This research project has been submitted for examination with my approval as University supervisor.

Signature

Date

Florence Muindi

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DEDICATION

This research project is lovingly dedicated to my dear husband David Kibira Mathenge, Son Silvester Mathenge and daughters Jacqueline Wanjira and Michelle Waringa. My late father Harrison Maru and Mother Jedidah Waringa for seeing me through my education and constantly encouraging me to strive for excellence.

May God Almighty continue showering you with everlasting blessings.

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Firstly, I am deeply grateful to the Almighty God for giving me strength, good health and the grace to read.

Special gratitude go to my supervisor Ms Florence Muindi for her patience, guidance, support and dedication throughout the study. She was such an inspiration!

I wish to sincerely thank my husband David for all the support he granted me all the way. My children Silvester, Jacqueline and Michelle for their patience with me the many hours I had been away.

I would like to extend my appreciation to my family, friends, colleagues, and all the respondents who contributed tremendous inputs towards the successful completion of this research project.

ABSTRACT

The objective of the study was to determine the perceived factors influencing turnover of teachers in public secondary schools in Nairobi County. The study adopted cross-sectional research design. The population of the study consisted of all teachers' in public secondary schools in Nairobi County. The population of the study was categorized into Districts and stratified sampling was used in which a sample comprised of 10% from each strata of the target population and this resulted in a sample of 189 teachers. The data was collected using self-administered questionnaires. Data was analyzed using statistical package for social sciences and the findings presented in mean and standard deviations. The study found out that turnover in the public secondary schools was high and that rewards, training and development, career advancement, demographic factors and human resource policy influenced teachers' turnover while working conditions and management style did not influence the turnover. The rewards being offered to the teachers were found to influence turnover as they did not encourage teachers to stay, comparable with what the market offers and that retirement benefit scheme and medical scheme offered to the teachers were incomparable to what is in the market. The findings of the study indicate that training and development influenced turnover in the schools as there is no sufficient time and money allocated for training, the schools do not release teachers to attend training and even sponsor them where possible, there is no well organized training program in the schools, teachers do not receive adequate training and information to do their job well and that training and development plans were developed and monitored for all teachers. Teachers were found to be dissatisfied with career advancement as promotion was not held regularly, based on ability, unfavorable and schools lacking promotion policies. The study concluded that for performance of public secondary schools to be improved, factors causing teachers turnover should be critically examined and proper analysis done. The researcher suggested an investigative study on factors leading to turnover of teachers. The study recommended that Teachers' Service Commission should change its human resource management practice and style. Also the government through Teachers' Service Commission should revise the remunerations of teachers in the public schools. This will go along way in motivating teachers which will in turn reduce turnover of teachers in these schools.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The people who make up an organization -human resources- are considered to be one of the most important resources of today's firms. People and how they are managed are becoming more important because many other sources of competitive success are less powerful than they used to. Recognizing that the basis for competitive advantage has changed is essential to develop a different frame of reference for considering issues of human resource management (Dyer and Reeves, 1995). Traditional sources of success such as product and process technology, protected markets and economies of scale can still provide competitive leverage but an organization's human resources are more vital for its sustainability. Subsequently, it has become commonplace to say that the management of human resources is and should be a partner in developing and implementing a company's strategy (Dessler, 2000). Every organization wishes to have high productivity, fewer turnovers and to be profitable. Managing turnover successfully is a must to achieve the above goals. Today's businesses are more dependent than ever before on their top performers to innovate and provide services that differentiate a company from its fierce competitors. People are the most important drivers of a company competitive advantage. This means, organizations are reliant upon their human assets to survive and thrive (Mello, 2006).

Employee turnover has wide cost ramifications. Labour is a significant cost and the leakage of human capital through unnecessary turnover is an element of critical importance to bottom line performance. It follows therefore that organizations should put in place effective mechanism through which to limit the level of employee turnover that an organization witnesses (Aksu, 2004).According to Carbery *et al.*, (2003), the management turnover intentions are affected to a greater extent by psychological, perceptual and affective factors rather than by the characteristics of the employees or organization. It is also noted that compared with other cadres of employees, management turnover has been reported as being lower than that of the operational employees and this may be attributable to the relatively higher level of dedication among organizational managers and the high investment made by organizations in their managers.

1.1.1 Concept of Perception

Employee perception is the attitude employees have towards policies concerned with pay, recognition, promotion and quality of working life, and the influence of the group with whom they identify (Armstrong, 2006). As Arnold *et al* (1991) comment, research evidence has shown that people's avowed feelings and beliefs about someone or something seemed only loosely related to how they behaved towards it and thus the study of employees' perception is critical towards formulation and management of policies in an organization. Dash *et al.*, (2008) report that the factors of recognition for performing well, chances of promotion, professional growth, compensation and incentive schemes, are perceived as motivating factors by many employees. They point out that the development of systems of rewards, recognition and career opportunities as one of several critical tasks of management in the information-based companies and in their research, employees named

respectful treatment and recognition as one of the six less costly and perhaps more effective 'management levers' to be exercised by management in their efforts to attract, motivate and retain workers since employees consider such factors to be important.

Organizational readiness to reward employees for their efforts, approval for sanctioning resources and granting support for owning results would ultimately shape employees' perception and form their belief that the organization cares about their welfare and support them. Employees extend their efforts and involve themselves only if they perceive that organization is standing for the protection of their rights. According to Messer and White (2006), employees' perceptions of fairness affect their likelihood to demonstrate organizational citizenship behaviours. In this case, perceived unfairness and ineffectiveness of the performance management system can result in counterproductive and sometimes detrimental behaviour from employees. According to Maertz and Griffeth (2004), the perceived desirability of movement is determined by job satisfaction, which is a function of a wide range of job characteristics. For instance, a management staff ability to participate in monetary rewards available in the workplace and in decision-making are likely to influence job satisfaction and thereby the desire to stay or escape a given situation.

1.1.2 Employee Turnover

Employee turnover is the ratio of the number of workers that had to be replaced in a given time period to the average number of workers (Agnes, 2009). Employee turnover is a ratio comparison of the number of employees a company must replace in a given time period to the average number of total employees. A huge concern to most companies,

employee turnover is a costly expense especially in lower paying job roles, for which the employee turnover rate is highest. Many factors play a role in the employee turnover rate of any company, and these can stem from both the employer and the employees. Wages, company benefits, employee attendance, and job performance are all factors that play a significant role in employee turnover. Companies take a deep interest in their employee turnover rate because it is a costly part of doing business (Beam, 2009). The employee turnover rate is usually calculated by dividing the number of employees separated from the company they were working for by the base number of jobs during the period.

Employee turnover can be extremely devastating for any company. It makes it difficult for employers to maintain a steady and successful operation. Management should have their own rating on employee turnover and measurement of how this affects organizations performance. Losing a single key worker can decrease the likelihood of a project's success and can reduce investors' confidence in the firm (Grobleret *al.*, 2006). High staff turnover in an organization is a major factor affecting workplace efficiency, productivity and cost structure. A low employee turnover is seen as an asset in the competitive business environment. It is therefore imperative to keep the level of employee turnover as low as possible. Labour turnover is a gradual process. According to Mobley (2007), an employee starts by an evaluation of an existing job and the environment the work is being done. It is believed that work environment plays a pivotal role on an employee's decision to continue working in an organization or to quit.

1.1.3 Factors Influencing Employee Turnover

Factors affecting employee turnover today have become increasingly complex. Labor turnover levels can be very high in an organization with poor working conditions, undesirable jobs, pay inequities and limited opportunities for advancement. An employee's stage in life also determines one's stability in a job. Older and married employees who have been with the organization for a long time can be more stable because of their family responsibilities while the young and unmarried can be very mobile. Labor turnover can also be caused by impatience, limited tolerance for frustration, curiosity, lack of commitment and uncertainty as to what one wants to do. The company (group) one keeps can also be an influence. A poor fit between employees' personalities and their jobs will increase the search for alternative jobs. If the group to which one belongs is cohesive and friendly and there are colleagues who joined their work group at about the same time, the employees' tendency to consider leaving will be reduced. The existence of alternative job opportunities will also influence labor turnover (Nzuve, 2010).

Ahmad and Schroeder (2003) were of the view that in situations where employees are not stable in terms of the jobs they do, they tend to quit and look for jobs that are secured because with secured jobs employees can easily predict their career advancement. This cause of labour turnover from the observations of the researcher seems to be a common cause of employees leaving one bank to the other or joining a company outside the sector. Grobleret *al.*, (2006) are of the view that demographic variables have a strong relationship with labour turnover. The writers are of the view that employees with propensity to quit are young employees with little seniority who are dissatisfied with their

jobs. Couger (2007) is of the view that labour turnover may come from poor personnel policies, poor recruitment policies, poor supervisory practices, poor grievance procedures, or lack of motivation. Labour turnover apart from the fact that it creates a lot of customer complains due to poor services rendered by the new employee whilst learning on the job, its effect can also be linked to productivity.

1.1.4 Public Secondary Schools in Nairobi County

Secondary schools in Kenya fall into two categories, Government funded and private. Government funded schools are divided into national, provincial and district levels. Private schools are run by private organizations, individuals or churches. The government of Kenya through its policy documents has consistently stressed the importance of education as a strategy for eliminating poverty, disease and ignorance (GoK, 1976). Consequently, provision of education in Kenya is fundamental to the government overall development strategy with the overall policy being to ensure equitable access, improvement of quality and efficiency at all levels of education (GoK, 1994). However there are challenges that constrain its growth which include issues of access, quality and relevance (Kemuguet *al.*, 1999).

Nairobi county currently has eighty secondary schools seven of which are national and seventy three county secondary schools which are distributed in nine districts namely: Starehe, Kamukunji, Kasarani, Madaraka, Njiru, Embakasi, Langata, Dagoretti and Westlands (MOE, 2013). Over the last four years the schools have registered a good performance at the Kenya certificate of secondary education in which at least four schools have always been in the top ten best performing schools in the country. Nairobi

county public secondary schools compared with other secondary schools in the country have a relatively developed infrastructure such as accessibility, buildings, laboratories, human resources and social utilities such as electricity and water (MOE,2010).However, like many of the other Kenyan secondary schools, Nairobi schools face several challenges such as lack of adequate funding to support their capital and recurrent expenditures, inadequate space to expand the schools and increase in the number of students seeking secondary education due to the free primary education programme initiated by the government.

The government's concern is to reduce low participation and transition rates(from primary to secondary to tertiary education),quality, relevance and school management(MOE,2003).Public schools are established and managed by the state through the ministry of education. The operation of the public schools is delegated to the board of governors (BOGs) who are appointed by the ministry of education in accordance with the law (Education act 1980). The board is expected twice a year and during an emergency. The issues of concern to educators, the members of public and strategists include escalating cost of running these schools, an increasing the number of pupils enrolled that do not complete the four years of education, inability of parents to pay fees and delays by government in releasing the free secondary education funds. Other issues include serious cases of indiscipline, high debt portfolio and growing cases of drug abuse. This raises the question of internal efficiency. Going by KNEC results, the performance in this sub-sector has not been impressive.

1.2 Research Problem

In every organization, there is the need to influence the amount of effort that workers will put into their job for better performance. The problem of how best to motivate individuals to stay on in the organization to achieve desired objectives of the organization have since attracted the attention of social scientists, and philosophers in different parts of the world. Employee turnover is a major challenge which has received considerable attention by senior management, human resource professionals and industrial psychologists. It has been proven that turnover is one of the most costly and intractable human resource challenge facing the organization. According to Abbasiet *al.*, (2000) employees are seen as major contributors to organizations competitive advantage and as such for the competitive advantage to be maintained, labour turnover should be discouraged by management. The success or failure of an organization depends to a large extent, on the ability of the company to attract and retain the right people for the job.

Teachers have the biggest impact on the students because their teaching methods are instrumental in helping them learn. Teachers' turnover in public schools is overwhelmingly high in search of "greener pastures". In public schools in Nairobi, there is high turnover of teachers in which according to the ministry of education, 227 teachers left their schools in Nairobi county alone in the year 2012. High labour turnover is costly, lowers productivity and morale and tends to get worse if not dealt with. It is on the basis of the above premise that this study seeks to identify the perceived factors influencing teacher's turnover at public secondary schools in Nairobi County.

Recent local studies that have been done on the factors contributing to labour turnover include; Kimosop (2007) who studied labour turnover in future force security firms. The findings were that low pay, sickness, long working hours, misconduct, change of careers, and lack of career prospects were the causes of labour turnover in the company. Otieno (2010) who researched on the causes of staff turnover in private schools in Kisumu City established that lack of job security was cited by most respondents as a major cause of increased staff turnover in these schools. Wachira (2010) researched on factors that influence voluntary labour turnover in Kenya Medical Research Institute (KEMRI) and established that there was a low rate of promotion which was based on professional qualifications and number of years worked. Mulwa (2010) studied on factors that influence staff turnover in World Vision International Somalia and the finding was that staff turnover in World Vision International Somalia was due to career growth for instance from an officer to manager and from national to international position offered within the wider World Vision Partnership, higher rate of pay, better management/supervision, better location, change of work environment and need for development focus experience. Labour turnover and the weak teachers' commitment to the public schools that labour turnover indicates, have the potential to negatively impact learning in public secondary schools. This is particularly important in a market which is competitive at the local level, as well as at the global level. Addressing these issues, therefore, is a matter of increasing concern in the public secondary schools. This study therefore aims to answer the question; what are the perceived factors influencing teacher's turnover in public secondary schools in Nairobi County?

1.3 Research Objective

To establish the perceived factors influencing teachers' turnover in public secondary schools in Nairobi County.

1.4 Value of the Study

The management of the public schools in Nairobi County will understand the factors contributing to staff turnover and thus put in place necessary mechanism to control the turnover. In addition the study will be an invaluable source of material and information to the many other public schools operating in the country since they will understand the reasons for teacher's turnover and thus addressing the factors.

The Government will benefit from this study when making policy related decisions that influence retention of its teachers and other staff. The employees will find a basis of negotiating with their employers for fair terms of employment. For academicians, this study will form the foundation upon which other related and replicated studies can be based on. Scholars and researchers in the field of organizational behavior in human resource management will also find it useful as it would provide a platform for further research and would also be used as a reference point when researching on staff turnover and related topics.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter is concerned with the review of literature related to the study. An overview of theoretical foundation and development of the study, labour turnover and the factors influencing teachers' turnover will be discussed.

2.2 Theoretical Underpinning of the Study

The study will be guided by the Herzberg's (1968) motivation- hygiene theory of job satisfaction. Herzberg believes that every worker has two sets of needs (motivational and hygiene needs). He contends that employees in this respect, teachers will stay in their schools so long as their needs are satisfied and they are motivated. Failure to meet their needs would automatically call for departure hence teacher turnover. This study was interested in establishing whether teachers' turnover is only driven by their desire to satisfy their needs or whether there are other reasons. People are satisfied at their work by factors related to content of that work. Those factors are called intrinsic motivators and contain achievement, recognition, interesting work, responsibility, advancement and growth. Factors that make people unhappy with their work are called dissatisfies or hygiene factors. Herzberg found the following dissatisfies: company policy, supervision, working conditions, interpersonal relationships, salary, status, security. What makes them different from motivators is the fact that they are not related to the content of the work but to the context of the job (Armstrong, 2007).

The expectancy theory as advocated by Vroom (1968) argues that employees (teachers) are likely to leave if their expectations are not met. This theory argues that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and the attractiveness of the outcome to the individual. The theory suggests that a job is motivating for employees when they can see a relation between performance and outcome, if they have abilities to do the job and if they see the outcome as satisfying their needs. The theory can be a suggestion for managers to focus on main aspects of their subordinates perceptions. As well as that, it is helpful in explaining occupational choices and in predicting tasks that people will work most and least hard at (Finchamand Rhodes, 2005).

2.3 Employee Turnover

Employee turnover is described as employees who have left, are leaving and will leave an institution for various reasons (Grobler *et al.*, 2006). Labour turnover within an organization is a normal part of organization functioning and while a certain level of turnover is to be expected and be beneficial to the organization, exclusively high turnover may be dysfunctional to the organization. A huge concern to most companies, employee turnover is a costly expense especially in lower paying job roles, for which the employee turnover rate is highest. Many factors play a role in the employee turnover rate of any company, and these can stem from both the employer and the employees. Wages, company benefits, employee attendance, and job performance are all factors that play a significant role in employee turnover. Companies take a deep interest in their employee turnover rate because it is a costly part of doing business (Beam, 2009).

Turnover can be classified as being functional (beneficial) or dysfunctional (problematic) depending on the organization's evaluation of the individual. It is functional when a non-performer leaves the organization and dysfunctional where the departing employee is someone the organization would wish to retain. High performers who are difficult to replace represent dysfunctional turnover while low/or non-performers who are easy to replace represent functional turnover (Casio, 2006). Turnover can be beneficial if it allows the organization to hire new employees with more current training. Fresh ideas from outsiders can be critical to organizations that have become stagnant and are in need of innovation. Turnover can also afford opportunities to promote talented, high performers. When poor performers or disruptive employees leave the organization, it sometimes leads to increase in morale amongst co-workers (Mello, 2006).

2.4 Factors Influencing Employees' Turnover

Armstrong (2001) posit that high turnover in an organization is an indication of a problem in that organization. High rate of employee turnover brings about negative publicity to an organization and causes dissatisfaction amongst employees resulting to negative production. The causes of labor turnover are: morale, job satisfaction, promotion prospects, inadequate salaries, more responsibilities and working conditions, (Bryant, 2007). These personalities attributes turnover to supervision, personnel policies, dislikes for job, poor working conditions, unequal workloads and job security. The intrinsic factors depend on the individual and encompass job fit, personality and demographic factors like age, gender and marital status.

2.4.1 Rewards

Employee rewards are concerned with both financial and non-financial rewards and embraces the philosophies, strategies, policies, plans and processes used by organizations to develop and maintain reward systems (Armstrong, 2002). The most common reason for employee turnover rate being so high is the salary scale because employees are usually in search of jobs that pay well. Those who are desperate for a job may take the first one that comes along to carry them through while searching for better paying employment. Also, employees tend to leave a company because of unsatisfactory performance appraisals. Low pay is good reason as to why an employee may be lacking in performance (Rampur, 2009). According to Luthans (2005), “wages and salaries are recognized to be a significant, but complex, multi-dimensional predictor of job satisfaction”. According to Smith, Kendall and Hulin (2009), employees are satisfied with the compensation when the current pay is better than the desired pay. However, despite the fact that there is ample proof of a relationship between turnover rates and pay levels, other factors need to be considered such as fairness in the administration of pay, differences in the importance of pay and the outcomes of performance pay systems (Heneman and Judge, 2000). Where wage policies are poorly designed and where salaries are not competitive, turnover is higher.

Inadequate or unsound wage classification structure may cause dissatisfaction and may result in termination. Pay problems arise because of uncompetitive, inequitable or unfair pay systems. New employees often wonder why they receive less money than an association that is apparently performing the job functions. Voluntary turnover is mostly

by those in search of higher pay. When the economy is doing well, exit interviews show that people resign for better pay elsewhere. In a well performing economy the availability of alternative jobs plays a major role in the staff turnover (Herbert, 2003). The Gallup organization conducted an extensive study of 80,000 managers to analyze the factors contributing to the quality of the workplace. The study finds that employee satisfaction and job retention can be achieved through recognition (Buckingham and Coffman, 2009). Of the 12 dimensions employed in the survey, recognition and praise rank fourth. Ulrich (2009) argues that employee turnover is due to a lack of recognition and reward, and points out that 'recognition helps in retaining the sincere employee and saves time and money to recruit new people and it also encourages other workers to do a good job. Hard to believe, yet motivation is achieved through recognition'. Recognition and reward are differentiated by Hansen, et al. (2002, p. 67), who note that 'intrinsic motivation is driven by the particular behaviour of extrinsic motivation and strategic recognition needed by an organization while implementing the reward strategy'.

While pay and benefits alone are not sufficient conditions for high satisfaction, it is an indispensable measurement in job satisfaction evaluation. Noe (2007) argues that for most people, work is the primary source of income and financial security and an important indicator of status within the organization as well as in society. Naturally, employees want pay and benefits reward system that they perceive as just, unambiguous, fair and in line with their expectations (Robbins, 2008). Further, Okumbe (2001) assert that in determining compensation levels organizations must be conscious of the prevailing market rates to ensure fairness and equity in compensation. Organizational indifference on going rate or going range will affect negatively on efforts put towards

attracting and retaining the required staff. When people are paid well they are able to meet their daily needs, concentrate at their places of work and accomplish their tasks.

2.4.2 Working Conditions

Working conditions have a modest effect on job satisfaction. If working conditions are good (clean, attractive) employees will find it easier to carry out their jobs. If working conditions are poor (hot, noisy) personnel will find it more difficult to get things done (Nelet *al.*, 2004). Employee working conditions play an important role in an organizations ability to attract, retain and motivate good employees, hence a cause of employee turnover. In relation to the above, Schwartz (2004) adds that those working conditions, which include physical and psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and in this case teachers will exit. Hanushek *et al.*, (2002) argue that employees' salaries are not all that matter. They show that employee preferences cut across a range of jobs and organization conditions and may be just as important as salary in the retention decision.

Some employees jump from company to company because they prefer a working environment that is suitable for them. If working conditions are substandard or the workplace lacks important facilities, such as proper lighting, furniture, clean restrooms, and other health and safety provisions, employees won't be willing to put up with the inconvenience for long. If an employee finds an appropriate work environment which is suitable for them in a specific company, they may work in that same organization for several years (Handelsman, 2009).

2.4.3 Management Styles

Borstorff and Marker (2007) state that the relationship between managers and employees influences employees' decision to stay in a job as the supervisors and managers have an important impact on employee turnover. The length of time that employees stay in an organization is largely determined by the relationship between employees and their managers (Dobbs, 2001). Employees value certain factors about managers. Taylor (2002) notes that employees desire managers who know and understand them, and who treat them justly. Employees also prefer managers who can be trusted. If employees feel that their managers are fair, reasonable and supportive, levels of job satisfaction increase. If the manager shows interest in the well-being of employees and is supportive and sensitive towards employees emotionally, employee job satisfaction increases (Egan *et al.*, 2004). Furthermore, autonomy is valued by employees and decreases turnover.

The role of the leader has become vital, especially in an environment that is constantly changing (Cope and Waddell, 2001). The effect of leaders' influence on workers' work-related experience cannot be underestimated. In many cases, the caliber of the relationship between the worker and his or her immediate director is the most powerful indicator of job satisfaction. This connection between management performance, leadership, and satisfied workers is easiest seen in new workers, who generally equate their feelings about their work with the quality of their leaders. An inaccessible or insensitive management style costs an organization both directly and indirectly. Low productivity, frustrated workers, loss of time, and money spent to enhance the confidence of the staff are reflections of workers' attitudes.

When employees are supported by their managers they are less likely to leave an institution. According to Chieffo (1991) employees who are allowed by managers to take part in decisions that influence their jobs tend to stay. Lastly, employees have the need to participate in decision making regarding matters that concern them. There seems to be a strong link between participation in decision-making and job satisfaction, service delivery and decreased turnover rates. Leadership styles are at the heart of the success of an organization and strongly influence the firm's overall performance (Rowe, *et al.*, 2005). Different managers adopt different styles, and experts have argued that style of leadership is inextricably linked to the achievement of management goals and the ability of managers to motivate their team.

2.4.4 Training and Development Opportunities

All organizations, private or public connect employees to execute certain activities in order to attain goals and objectives. No matter what these goals are, organizations must have competent employees to perform the tasks and to accomplish them. This is not just a matter of extensive training in task skills, but of completely new ways of thinking about work, and of working and relating with one another (Beardwell and Holden, 2001). Although well-thought-out strategies and human resource planning, recruitment and selection initially provide an organization with the required workforce, additional training is normally necessary to provide employees with job-specific skills which enable the employees to survive over time (Swanepoel *et al.*, 2003). Current labour economic thinking on training assumes a negative relationship between turnover and training. It supposes that the investment in training is the result of optimizing decisions made by

both workers and employees. The increased skills resulting from general training enables employees to extract higher wages from their current or future employers. Since employers are confronted with the risk of not being able to recoup this investment, they will not be inclined to sponsor general training of employees. Firm-specific training, on the other hand, cannot generate an increased wage with anyone other than the current employer. Therefore organizations can recoup their investment in specific training and they will be willing to share some or all of the costs of specific training rather than of general training (Forrier and Sels, 2003).

Werther and Keith (2006) said that training and development teaches existing employees new knowledge, skills and abilities to ensure their continued usefulness to the organization and meeting their personal desires for advancement. The employer must be committed to training and development of the staff and show this by releasing employees from regular work to attend training and even sponsor them where possible. When training opportunities are lacking, workers get demoralized and easily move to other companies even for a low pay but as long as there are chances for training and development. Resignations and turnover can increase if people are not trained properly, or feel that demands are being made upon them which they can reasonably be expected to fulfill without proper training. New employees can suffer induction crisis if they are not given adequate training when they join the organization. Lack of a well-organized training program may result in loss of employees. If employees are not properly trained on their new jobs, they may think they are not progressing rapidly enough and that advancement is slow (Forrier, 2003).

Human capital development theory suggests that the knowledge, skills and abilities possessed by individuals are components of an organization's "human capital". It presents a view of employees as organizational investments or assets that, when properly deployed, contribute to an organization's productivity (Rondeau *et al.*, 2009). Mello (2006) suggests that if an organization considers its employees to be human assets, training and development represents an ongoing investment in these assets and one of the most significant investments an organization can make. Rondeau *et al.*, (2009) say that by investing in their human resources, organizations are not necessarily motivated by the humanitarian objective of maximizing employee welfare or happiness, but rather they do so as a means to increase their productivity, to become more adaptable to emerging opportunities in the market place or to enhance their reputation with key stakeholders. However, while investments may increase the organization's stock of human capital, they may also enhance the attractiveness of their employees to other employers. Furthermore, trained employees may also realize their enhanced value and look to pursue other, more lucrative, options if their enhanced value is insufficiently recognized with better compensation or more interesting work assignments.

2.4.5 Opportunity for Career Advancement

Lack of opportunity for advancement or growth can cause a high turnover rate for any organization. If the job is basically a dead-end proposition, this should be explained before hiring so as not to mislead the employee. The job should be described precisely, without raising false hopes for growth and advancement in the position. Since employees generally want to do a good job, it follows that they also want to be appreciated and recognized for their work. Even the most seasoned employee needs to be told what he or

she is doing is right once in a while (Shamsuzzoha, 2007). Lack of opportunity for advancement through seniority or otherwise may result in dissatisfaction that simmers in an employee's mind until he or she finally quits. In the case of jobs having no real future, applicants should receive a full explanation before they are hired. If an organization does not have chances for promotion of their employees, they may quickly lose this resource to others. Promotion chances are the degree of potential occupational mobility within an organization (Price, 2001). Promotional chances reduce turnover since an employee can stay on hopefully eyeing a vacancy. Promotion of staff is a motivator in the sense that an employee is satisfied even as he performs his duties. With job satisfaction turnover is highly reduced (Cascio, 2002).

Commitment towards the organization is degraded if there is a perception of underhanded methods in promotion activities (Mosadeghrad *et al.*, 2008). Al-Ahmadi (2002) established that employees demonstrate greater levels of satisfaction and commitment if they are given ample opportunity for personal as well as professional growth in their organization. According to Friday and Friday (2003), satisfaction with promotion determines employees' attitudes toward the organization's promotion policies and practices. In addition to this, Bajpai and Srivastava (2004) postulate that promotion provides employees with opportunities for personal growth, more responsibilities and increased social status. Research indicates that employees who observe that promotion decisions are made in a fair and just manner are most likely to experience job satisfaction.

2.4.6 Demographic Factors

Demographic factors that have been found to have stable relationship with turnover in past research include age, tenure, level of education, level of income, and job category (managerial or non-managerial). Maertz and Campion (2001) in their study found out that amount of education was positively associated with turnover suggesting that the more educated employees quit more often and that non-managerial employees are more likely to quit than managerial employees. Voluntary labour turnover decreases with increasing age (Young, 2000). This is because changing occupations becomes more difficult and threatening with age. The typical worker, who is thirty five (35) years of age or above has become involved in an occupation that will engage him or her until retirement and despite occasional signs of discontent, few of such workers entertain serious thoughts of changing occupation.

Young (2000) posit that labour turnover is highly related to the employee's length of service. This means that new employees have higher rates of labour wastage due to induction crisis, among other factors, than employees who have stayed longer with the organization. This can be associated with the fact that workers move less often as they get older and as they get used to their work and the organization and most of them have established relationship with those around them. Mungumi (2002) found out that, employees who are not married have a higher propensity to leave work than the married employees. All researchers agree that labour turnover is higher among females than males especially in married women. These findings can be explained by the fact that

women may leave jobs due to family commitments such as resigning to raise their young family (Blan and Khan, 2001)

2.4.7 Human Resource Policies

Organizations should develop human resource policies and strategies, including selection and recruitment, training and development, and performance management, that reflect their beliefs and principles as well as maintaining acceptable relationships between management and employees. However, some human resource departments merely devise policies that deal with current problems or requirements (Oakland and Oakland, 2001). Whitener (2001) suggests that employees can interpret organizational actions, such as human resource practices and the trustworthiness of management as indicative of the organization's personal commitment to them. Where new employees leave after a short period in the job, poor recruitment and selection decisions both on the part of the employer and employee are usually the cause, along with poorly designed or non-existent induction programs (Morrell, 2004). If expectations are raised too high during the recruitment process this can result in people accepting jobs for which they may be unsuited. Organizations often do this to ensure that they fill their vacancies with sufficient numbers of well-qualified people as quickly as possible. However, this can be counterproductive over the longer-term, as it can lead to costly avoidable turnover and to the development of a poor reputation in local labour markets.

Inadequate selection and deployment methods may cause unrest and dissatisfaction among new employees (Armstrong, 2004). Employees may be placed in jobs that are too

difficult or their skills may be inadequate. In either case new employees may become discouraged and may quit in the hope of obtaining more suitable employment elsewhere. Rapid turnover can result simply from poor selection or promotion decisions. It is essential to ensure that selection and promotion procedures match the capacities of individuals to the demands of the work they have to do. The process through which employees are hired can be a major source of staff turnover, keeping staff turnover low begins with hiring employees who are good match for the practice and the position. In hiring practices like making reference checks, finding out why the employee left the previous job and ensuring that a candidate skill matches the job description, the organization settles for an employee who can serve longer (Capko, 2001).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes the proposed research design, the target population, data collection instruments and the techniques for data analysis.

3.2 Research Design

The research design adopted was cross-sectional survey. This looks at data collected across a whole population to provide a snapshot of that population at a single point in time. This kind of study was used to determine the perceived factors influencing turnover of teachers in public secondary schools in Nairobi County. Descriptive design method provides quantitative data from a cross section of the chosen population. This design provides further insight into research problem by describing the variables of interest.

3.3 Target Population

The population of the study consisted of all teachers' in public secondary schools in Nairobi County. According to the Teachers Service Commission (2013) there are 1883 teachers in public secondary schools in Nairobi County. The population of interest was broken down as follows;

Table 3.1 Population Size

District	Population	Percentage
Starehe	339	18
Kamukunji	193	10.2
Kasarani	153	8.1
Makadara	252	13.4
Njiru	126	6.7
Embakasi	95	5
Lang'ata	88	4.7
Dagoreti	321	17.1
Westlands	316	16.8
TOTAL	1883	100

Source: (TSC, 2013)

3.4 Sampling Design

The researcher used stratified sampling because of ease of classifying the population into strata. The sample comprised of 10% from each strata of the target population. According to (Mugenda and Mugenda, 1999) a sample of 10% is considered representative. Respondents were selected randomly based on the category. This approach was considered appropriate since it ensured a representative sample. In order to find the best possible sample, stratified sampling was the best method to use as it provided reach and in-depth information. The sample size was appropriate for the study as it ensured that all the cadres in the organization are represented thus reducing sampling bias and achieving a high level of representation.

Table 3.2 Sample Size

District	Population	Sample size(10%)
Starehe	339	34
Kamukunji	193	19
Kasarani	153	15
Makadara	252	25
Njiru	126	13
Embakasi	95	10
Lang'ata	88	9
Dagoreti	321	32
westlands	316	32
TOTAL	1883	189

Source: (TSC, 2013)

3.5 Data Collection

The study used primary data which was collected through self-administered questionnaires. The questionnaires consisted of both open and closed ended questions designed to elicit specific responses for qualitative and quantitative analysis respectively. The questionnaire was administered through “drop and pick later” method. The respondents for the study were teachers’ in all public secondary schools in Nairobi. The questionnaire was made up of two sections; section A covered demographic characteristics while section B covered the perceived factors that influence teachers’ turnover.

3.6 Data Analysis

The data collected was analyzed using descriptive statistics (measures of central tendency and measures of variations). Once the data was collected, the questionnaires were edited for accuracy, consistency and completeness. However, before final analysis was performed, data was cleaned to eliminate discrepancies and thereafter, classified on the basis of similarity and then tabulated. The responses were then coded into numerical form to facilitate statistical analysis. Data was analyzed using statistical package for social sciences based on the questionnaires. In particular, the analysis was presented in tables, pie charts, percentages, mean and standard deviations.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

The research objective was to establish the perceived factors influencing turnover of teachers in public secondary schools in Nairobi County. This chapter presents the analysis, findings and discussion. The findings are presented in percentages and frequency distributions, mean and standard deviations.

4.2 Response Rate

A total of 189 questionnaires were issued out and only 153 were returned. This represented a response rate of 81%. This response rate was adequate for data analysis and conforms to Mugenda and Mugenda (2003) stipulation that a response rate of 70% and over was adequate.

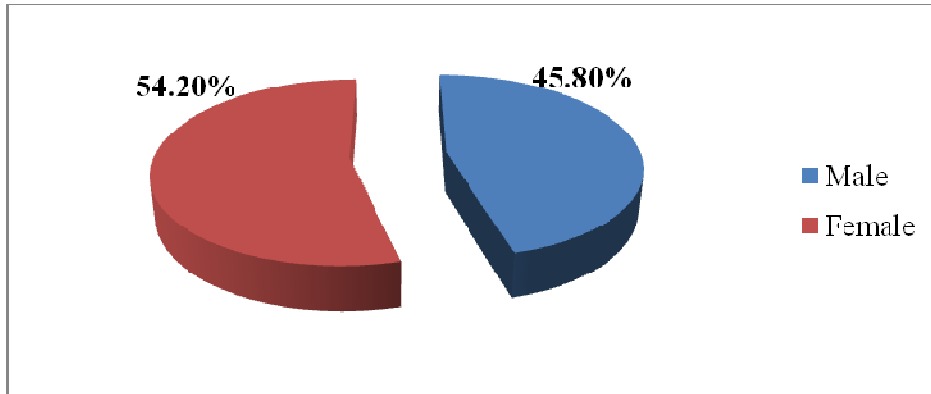
4.3 Demographic Profile

The demographic information considered in the study was respondents' gender, age bracket, highest level of education, length of service and the rate of teachers' turnover in the school.

4.3.1 Respondents Gender

The respondents were asked to indicate their gender in order to ensure that the results obtained captures the views of both gender. The results are presented in figure 4.1.

Figure 4.1: Respondents Gender



Source: Author (2013)

The results indicate that 54.2% of the respondents were female while 45.8% of the respondents were male. The respondents were made up of more female than male. The findings indicate that the male and female difference was not significant and therefore this implies that the study was not influenced by gender imbalance.

4.3.2 Respondents Age Bracket

The respondents were asked to indicate their age bracket in order to establish the influence of age on the perception of teachers. The results are presented in table 4.1.

Table 4.1: Respondents Age Bracket

Years	Frequency	Percent	Cumulative Percent
Under 30	24	15.7	15.7
31-40	76	49.7	65.4
41-50	48	31.4	96.7
Over 50	5	3.3	100.0
Total	153	100.0	

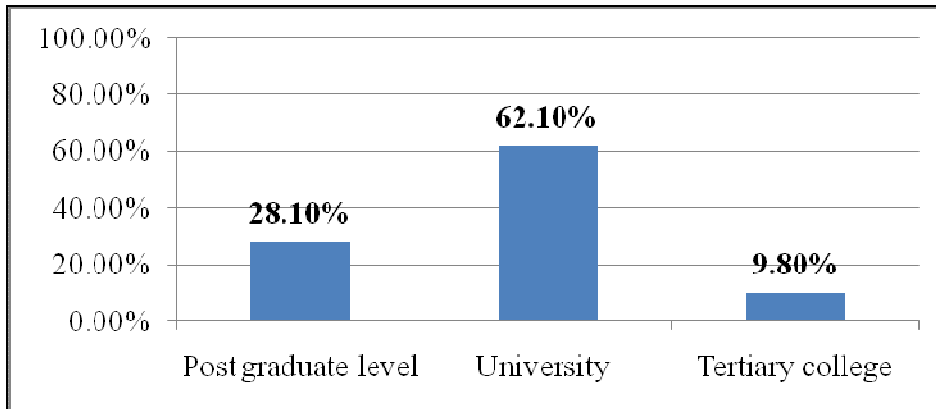
Source: Author (2013)

The results on the respondents age bracket indicate that 49.7% of the respondents age bracket was between 31 and 40 years, 31.4% of the respondents indicated that their age bracket was 41 to 50 years, 15.7% of the respondents said that their age was less than 30 years while 3.3% of the respondents were over 50 years. The results indicate that all ages were represented although majority of the teachers' were middle aged and therefore the study represented all ages.

4.3.3 Highest Level of Education

The respondents were requested to indicate the highest level of education. The level of education was important in order to show the adequacy of the respondents on the concept of turnover. The results are presented in figure 4.2.

Figure 4.2: Highest Level of Education



Source: Author (2013)

The results indicate that 62.1% of the respondents had attained university level, 28.1% of the respondents said that their highest level of education was post graduate level while 9.8% of the respondents had attained tertiary college level. The results indicate that majority of the respondents were university graduates and above and therefore they understand the factors that influence turnover of teachers.

4.3.4 Length of Service with the School

The respondents were requested to indicate the length of service with the school. Duration of service in the school was important in order to determine the respondents' level of understanding of internal information pertinent to the school. The results are presented in table 4.2.

Table 4.2: Length of Service with the School

Years	Frequency	Percent	Cumulative Percent
Less than 5	34	22.2	22.2
5-10	57	37.3	59.5
Over 10	62	40.5	100.0
Total	153	100.0	

Source: Author (2013)

The results indicate that majority of the respondents 40.5% have worked in their respective schools for over 10 years while 37.3% of the teachers indicated that they have worked in their current schools for 5 to 10 years. Only 22.2% of teachers indicated that they have worked in the current schools for a period of less than 5 years. The results indicate that the respondents have been teachers for a longer duration of time and therefore they understand the perceived factors that influence turnover in the education sector.

4.3.5 Level of Employee Turnover

The respondents were asked to indicate the level of teachers' turnover in their schools in order to establish the possible factors which influence teachers' turnover in the schools.

Table 4.3: Level of Employee Turnover

Level of employee turnover	Frequency	Percent	Cumulative Percent
Very High	6	3.9	3.9
High	53	34.6	38.6
Moderate	68	44.4	83.0
Low	26	17.0	100.0
Total	153	100.0	

Source: Author (2013)

The level of teacher's turnover in the schools was that 44.4% of the respondents said that the level of teachers turnover was moderate, 34.6% of the respondents said turnover was high, 17% of the respondents indicated that the turnover was low while 3.9% of the respondents said that turnover in the schools was very high. The results indicate that there is turnover in the schools and therefore there is need to determine the factors that influence the turnover of teachers.

4.4 Perceived Factors Influencing Teachers' Turnover

Factors affecting employee turnover today have become increasingly complex. Labor turnover levels can be very high in an organization with poor working conditions, undesirable jobs, pay inequities and limited opportunities for advancement. An employee's stage in life also determines one's stability in a job. The respondents were requested to indicate the perceived factors that influence teachers' turnover in a five point Likert scale. The range was 'strongly disagree (1)' to 'strongly agree' (5). The scores of

strongly disagree and disagree have been taken to represent a variable which had a mean score of 0 to 2.5 on the continuous Likert scale; ($0 \leq S.E. < 2.4$). The scores of ‘moderate agree’ have been taken to represent a variable with a mean score of 2.5 to 3.4 on the continuous Likert scale: ($2.5 \leq M.E. < 3.4$) and the score of both agree and strongly agree have been taken to represent a variable which had a mean score of 3.5 to 5.0 on a continuous Likert scale; ($3.5 \leq L.E. < 5.0$). A standard deviation of >0.9 implies a significant difference on the impact of the variable among respondents.

4.4.1 Effect of Rewards on Teachers Turnover

The respondents were asked to indicate the effect of rewards on teachers’ turnover. The most common reason for teachers’ turnover is rewards because teachers are always in search of jobs which have appealing financial and non- financial rewards. The results are shown in Table 4.4.

Table 4.4: Effect of Rewards on Teachers’ Turnover

Effect of rewards on teachers’ turnover	Mean	Std. Deviation
Wages and salary paid to the teachers encourages teachers to stay	1.9190	.9696
There is job security which encourages teachers to remain in the school	3.0654	1.2704
Rewards for exceptional performance is there	2.7033	1.2200
In the school there is satisfactory performance appraisals	3.0850	.9593
The rewards offered to the teachers are comparable with what the market offers	2.1209	1.1471
The retirement benefit scheme for the teachers is satisfactory	2.5301	.9233
The medical scheme offered to the teachers is comparable to what is in the market	2.1765	1.0007
The rewards offered to employees are commensurate to work hence job satisfaction	1.7965	1.0606
Overall mean	2.4246	

Source: Author (2013)

The results indicate that respondents disagreed that the rewards offered to employees are commensurate to work hence job satisfaction with a mean score of 1.79. They also disagreed that wages and salary paid to the teachers encourage them to stay and that rewards offered to the teachers are comparable to what is in the market with a mean of 1.91 and mean 2.12 respectively. The respondents further disagree that medical scheme offered to the teachers is comparable to what the market offers with a mean of 2.17. The respondents also were not sure on the level of teachers' satisfaction with retirement benefit scheme with a moderate score of 2.53. They were also not sure about the importance of reward for exceptional performance with a moderate score of 2.7; they were sure that job security encouraged teachers to remain in the school with a moderate score of 3.06.

From the analysis it can be concluded that reward does not encourage teachers to remain in the profession especially in terms of satisfaction with the level of reward comparably to the market rate and the medical scheme. But teachers could not comment on the effect of retirement benefit scheme, relation of reward to performance and job security as important for turnover.

4.4.2 Effect of Working Conditions on Teachers Turnover

The respondents were asked to state the effects of working conditions on teachers' turnover. Good working conditions result to a calm environment and this helps to control teachers' turnover.

Table 4.5: Effect of Working Conditions on Teachers' Turnover

Effect of working conditions on teachers turnover	Mean	Std. Deviation
There is flexibility in scheduling in the school	3.1569	.9675
Manageable workload is given to all teachers	2.9412	.9268
The school provides enough working space, equipment, optimum temperature, and moisture	3.2353	.9010
Amount of paid vacation time or sick leave offered	3.1503	.8332
Discipline handling procedure is transparent	2.9542	1.0408
The teachers are supervised well	2.8627	.7527
Overall mean	3.0501	

Source: Author (2013)

The results indicate that the respondents were not sure that the public secondary schools have enough working space, equipment, optimum temperature, and moisture with a moderate score of 3.23. They were also not sure about flexibility in scheduling and existence of satisfactory vacation time or sick leave with each having a moderate mean of 3.15. The study further established that the respondents were not sure on whether the public secondary schools have transparent discipline handling procedure with a moderate mean of 2.95. The respondents indicated that they were satisfied to a moderate extent on the teachers being given manageable workload with a mean of 2.94 and teachers being well supervised with a mean of 2.86. The results are consistent with Schwartz (2004) findings that employee working conditions play an important role in an organizations

ability to attract, retain and motivate good employees, hence a cause of employee turnover.

The overall mean was found to be 3.0501, an indication that the working conditions in the schools moderately satisfied the teachers. From the analysis it can be concluded that the public secondary school teachers could not authoritatively comment on the influence of working conditions, although the existence of enough working space and flexibility could influence the teachers to remain in the schools.

4.4.3 Influence of Management Style on Teachers Turnover

The respondents were requested to indicate the effect of management style on teachers' turnover in order to establish various actions taken by the managers to control teachers' turnover.

Table 4.6: Influence of Management Style on Teachers' Turnover

Effect of management style	Mean	Std. Deviation
Supervisors go out of their way to make teachers' work life easier	3.1148	1.0157
Managers ensure that their actions are not only fair but also perceived as fair by the teachers in order to better manage turnover	3.2157	.8655
The management of the school ensures that there is effective communications, teambuilding, conflict resolution, coaching, and mentoring.	2.7843	.8579
Managers show appreciation for teachers hard work	3.5621	1.0688
Supervisors are willing to listen to teachers personal problems	3.4052	.8463
Managers in the school allow teachers to take part in decisions that influence their jobs	3.0327	1.2108
Teachers' ideas are very frequently used constructively	3.4013	.8761
Overall mean	3.2334	

Source: Author (2013)

From the findings, the respondents were in agreement that managers show appreciation for teachers' hard work with a mean score of 3.56. They were however not sure on whether supervisors are willing to listen to their personal problems and whether their ideas were frequently used constructively with each having a mean score of 3.40. The respondents further noted that they were not sure on whether the managers ensure that their actions are not only fair but also perceived as fair by the teachers and the supervisors going out of their way to make teachers work life easier with a mean of 3.21 and 3.11 respectively.

The respondents further noted to a moderate extent that the managers allow teachers to take part in decisions that influence their jobs with a mean of 3.03. The existence of effective communication, teambuilding, conflict resolution, coaching, and mentoring in the schools with a mean of 2.78 was indicated as moderate. It can therefore be concluded that the teachers were satisfied with how supervision was done in their schools as leaders showed appreciation for hard work although they were not sure whether teachers take part in decision making and the existence of effective communication.

4.4.4 Influence of Training and Development on Teachers Turnover

Staff training and development gives teachers' opportunities for self improvement and development to meet challenges and requirements of new techniques of performing tasks and new equipments and therefore helps to control teachers' turnover. Therefore the study aimed at establishing the effect of training and development on teachers' turnover in public secondary schools in Nairobi County.

Table 4.7: Influence of Training and Development on Teachers Turnover

Influence of training and development on Teachers Turnover	Mean	Std. Deviation
Teachers receive adequate training and information to do their job well	2.1895	.97165
Sufficient time and money is allocated for training	1.9732	.82582
Training and development plans are developed and monitored for all teachers	2.2490	1.11179
The school releases teachers from regular work to attend training and even sponsor them where possible	1.9935	1.09121
There is a well-organized training program in the school	2.0719	1.18157
Overall mean	2.0954	

Source: Author (2013)

The findings presented in Table 4.7 indicate the distribution of responses on the level of agreement with the influence of training and development opportunity at the public secondary schools. The findings indicate that the respondents disagreed that sufficient time and money is allocated for training with a mean score of 1.97. They further disagreed that the schools release teachers to attend training and sponsor them where possible and a well organized training program exist in the schools with a mean of 1.99 and 2.07 respectively. The respondents further disagreed that the teachers receive adequate training and information to do their job well with a mean score of 2.18.

The results further established that the respondents disagreed that training and development plans were developed and monitored for all teachers in the schools with a mean score of 2.24. From the findings, it can be concluded that the teachers were not satisfied with training and development opportunities they are accorded by the employer

as there is no sufficient time and money allocated, school does not release teachers and that an organized program for training does not exist. This therefore influences turnover of teachers in the schools.

4.4.5 Influence of Career Advancement on Teachers' Turnover

Career advancement is an essential element of future career patterns and is likely to influence teachers' turnover. The study required the respondents to indicate their levels of agreement on statements related to career advancement and turnover in public secondary schools in Nairobi County. The finding to this is as presented in table 4.8 below.

Table 4.8: Influence of Career Advancement on Teachers' Turnover

Influence of career advancement on teachers' turnover	Mean	Std. Deviation
The school promotion policies are fair	2.2386	.8492
There is unfavorable promotion decision in the school	2.1876	1.1009
Promotions are always given based on ability	2.1098	1.1534
Promotion exercise is held regularly	1.9085	1.0535
My present job is relevant to the growth and development in my career	2.7484	1.1316
The school has opportunity for advancement or growth	3.0621	1.0504
Overall mean	2.3758	

Source: Author (2013)

The results indicate that the respondents disagreed that in the public secondary schools promotion is held regularly, unfavorable and based on ability with a mean of 1.90 and 2.10 respectively. The respondents further disagreed that the schools have promotion policies that are fair with a mean of 2.23. They were however not sure on the teachers' present job being relevant to the growth and development of their careers and whether the school has opportunity for advancement or growth with a mean of 3.06.

From the findings, it can be concluded that teachers were not satisfied with career advancement in the schools as promotions are not held frequently, favorably and based on ability. The teachers could not however comment on whether the current job was relevant for their growth and development and the existence of opportunity for advancement in the schools. The results indicate that career advancement is a serious concern in public secondary schools in Nairobi County and should be addressed to manage teachers' turnover.

4.4.6 Influence of Demographic Factors on Teachers Turnover

Demographic factor have been found to have some relationship with employees' turnover. The study therefore aimed at establishing the influence of demographic factors on teachers' turnover.

Table 4.9 shows the influence of demographic factors on teachers' turnover in public secondary schools.

Table 4.9: Influence of Demographic Factors on Teachers' Turnover

Influence of Demographic Factors on teachers' turnover	Mean	Std. Deviation
Gender influence teachers turnover	3.8153	.97774
Level of education attained influences teachers mobility	3.9418	1.14148
Duration of teaching determines teachers' decision to continue teaching or quit	2.6797	1.29093
Overall mean	3.4789	

Source: Author (2013)

From the findings, the respondents agreed that the level of education attained and the gender of the teachers influence turnover with a mean score of 3.94 and 3.81 respectively. The respondents were however not sure on whether the duration of teaching determines teachers' decision to continue teaching or quit with a mean of 2.67. It can be concluded that the demographic factors influence the teachers' turnover especially the qualification that the teachers have as they are on demand and the gender.

4.4.7 Influence of Human Resource Policy on Teachers' Turnover

The respondents were asked to indicate the influence of human resource policy on teachers' turnover. Human resource policies are essential because they help to maintain acceptable relationships between management and employees. The results are presented in table 4.10.

Table 4.10: Influence of Human Resource Policy on Teachers' Turnover

Influence of human resource policy on teachers' turnover	Mean	Std. Deviation
The recruitment and selection process is impartial	2.1046	.8926
Favouritism is not evident in any of the selection process	2.1765	1.2983
The Teachers Service Commission reward long service teachers	3.2284	.8975
The school undertake job review and orientation to all new teachers	3.1947	.9459
The school has standard of service which reduces turnover	2.2353	1.2605
Overall mean	2.3879	

Source: Author (2013)

The results in Table 4.10 show that the respondents disagreed that the recruitment and selection process was impartial with a mean score of 2.10. The respondents further disagreed that favoritism was not evident in any of the selection process and that the school has standard of service which reduces turnover with a mean score of 2.17 and 2.23 respectively. The respondents moderately agreed that the school undertake job review and orientation to all new teachers with a mean of 3.19 and that teachers service commission reward long service teachers with a mean of 3.22. From the analysis, it can be concluded that the human resource policy being applied by the Teachers Service Commission does not encourage teachers to remain in service as the selection process is not impartial, favoritism is evident and that the schools lack standard of service. The teachers could however not comment on reward for long service and the school undertaking job review and orientation to all new teachers.

4.4.8 Discussion

Employees at all levels look for better pay, working conditions, training and career prospects and this can drive turnover. On the overall, the picture presented by the results of this study indicate staff turnover in organizations is caused by insufficient career development opportunities at places of work. Employees in all organizations are always looking forward to being promoted. When an employee stagnates in one position for too long, he or she loses morale of work. He or she becomes disinterested in whatever she does. Career development is considered as one way of keeping employees in high spirit. An organization that provides opportunities for career development for its employees motivates them and makes them to know that they have something worth looking forward to.

Van Breukelen et al. (2004) argue that allowing employees opportunities to grow in turn, motivates staff, increases productivity and reduces on wastage thus increasing the profits of the organization. The findings of this study agree with Sparrow (1996) who observes that insufficient career development opportunities at places of work causes staff turnover. Insufficient career opportunities at places of work make staff to stagnate in one position for a long period of time. When staff works in the same position over a long period of time, their morale reduces and thus it affects their work out put. Staff in organizations with insufficient career development opportunities will therefore seek for other opportunities outside the organization. The education level of the respondents was that majority of the respondents had university degree or post graduate holders and therefore chances are high that they will leave the institutions. The results are consistent with

Oroni, (2005) that in her study found out that the more educated employees especially degree graduates were more likely to quit their jobs than the non-graduates. This is attributed to the fact that more educated persons have more job opportunities.

The study established that there are factors that influence teachers to continue working for the organization for a longer period. From the findings good working environments as well as improved relations with supervisors are some of the factors that make teachers continue working in the public secondary schools. If promotional opportunities with more rewarding positions could be created in line with ones expectations based on merit and the training opportunities and enhanced job rotation, availability of pay increment in line with market rates and years of service and the availability of medical cover would make the respondents work for the schools for a longer period. The study further established that teachers will continue working in the schools if accorded opportunity for career growth and better human resource policies being implemented. This concurred with Herbert, (1983) who indicated that inadequate or unsound wage classification structure may cause dissatisfaction and may result in termination of job by the staff. He also observed that pay problems arise because of uncompetitive, inequitable or unfair pay systems in the organizations.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this chapter is to give an overview of findings, conclusion and recommendation. The conclusions are made from the analysis and the objective of the research.

5.2 Summary of Findings

The general objective of the study was to establish factors influencing teachers' turnover in public secondary schools in Nairobi County

The study established that majority of the teachers were over thirty years and therefore they still have many years to retirement thus they need to work in institutions that would ensure that their interest is well taken care off. The respondents' level of education was mostly university and postgraduate an indication that in order to reduce turnover of teachers in public secondary schools, teachers' welfare need to be satisfied. Majority of the teachers were found to have been teaching in the current schools for more than five years and therefore they understand the school set up in terms of the factors that influence turnover of teachers. Turnover in the schools was found to be high and therefore there is need to establish the factors that influence the turnover of teachers.

The study established that appropriate rewards and benefits, and also type of compensation program are also important for employees. The rewards being offered to

the teachers was found to influence turnover as it does not encourage teachers to stay, the rewards was not comparable with what the market offers, unsatisfactory retirement benefit scheme and medical scheme offered to the teachers being incomparable to what is in the market. The working conditions in the schools was found not to have influenced teachers turnover as there is enough working space, equipment, optimum temperature, and moisture, flexibility in scheduling, satisfactory payment of vocation time or sick leave, transparent discipline handling procedure, manageable workload is given to all teachers and that teachers are supervised well.

The relationship between managers and employees influences employees' decision to stay in a job as the supervisors and managers have an important impact on employee turnover. The study established that in the public secondary schools managers show appreciation for teachers' hard work, supervisors are willing to listen to teachers personal problems, teachers' ideas are very frequently used constructively, managers ensure that their actions are not only fair but also perceived as fair by the teachers in order to better manage turnover. The study further found out that the supervisors go out of their way to make teachers' work life easier, managers allow teachers to take part in decisions that influence their jobs and that the management of the school ensures that there is effective communications, team building, conflict resolution, coaching, and mentoring.

All organizations, private or public connect employees to execute certain activities in order to attain goals and objectives. The findings of the study was that training and development influenced turnover in the schools as there is no sufficient time and money allocated for training, the schools do not release teachers from regular work to attend training and even sponsor them where possible, there is no well organized training

program in the schools, teachers do not receive adequate training and information to do their job well and that training and development plans were developed and monitored for all teachers. On aspects relating to career advancement in the public secondary schools, the respondents were dissatisfied as promotion was not held regularly, promotions not being given based on ability, existence of unfavorable promotion decision in the schools, unfair school promotion policies, the present job being irrelevant to the growth and development in their career and the schools having no opportunity for advancement or growth.

The study established that the demographic factors that influence turnover of teachers were the level of education attained, and the duration of teaching which determines teachers' decision to continue teaching or quit. The human resource policies found to be contributing to teachers' turnover was the recruitment and selection processes being impartial, favoritism being evident in the selection process and the schools having no standards of service which reduce turnover.

5.3 Conclusion

Turnover is a burning issue for any organization. For the steady performance of the public secondary schools, it is essential to maintain skilled workforce. But most of the times it is very difficult to control the turnover rate within organizations. Employees of an organization are considered as an important resource for the realization of the firm's objectives and every effort should therefore be made to train and retain them at the same time. As an important resource, employees at all levels look for better pay, working conditions, training and career prospects and this can help in stemming exit of staff.

Several factors have been identified to contribute to employee turnover and include rewards, training and development opportunity, career advancement, demographic factors and the human resource policy. It is therefore important that the Teachers' Service Commission identifies the relevant predictors of employee turnover in order to develop appropriate mechanisms of dealing with the causes. The study found out that unfavorable employer related factors significantly affect teacher turnover in public secondary schools in Nairobi County. In particular, the study established that loss of group cohesion, poor working conditions, poor pay, poor management or supervision directly impacted on teachers and caused job dissatisfaction which increased the rate of teacher turnover. The study also established that in schools where the pay, general conditions of work and good supervision were evident, the rate of teacher turnover was low. This implies that most public secondary schools in Nairobi County, paid their teachers poorly, provided poor conditions and had poor supervision policies, they too did nothing to improve these conditions which increased the level of teachers' turnover.

Kenya's developmental challenges demand that public secondary schools should stand up as one leading place to prepare the nation for the expected leap forward. But the evidence seems to suggest that the schools remain ill prepared. This is due partly to the low morale of the teachers, which in turn has increased the rate of labour turnover from the system. It is fair to say that teachers will put in their best when the work environment is conducive, when there are good welfare packages like good houses, adequate health and medical insurance, training and development opportunities, good human resource policy, career

advancement and other relevant fringe benefits. In the absence of these, it can only be expected that frustration and eventually quits will result. Given their role in society, there is a strong case to pay special attention to secondary school academics while not constituting them into a special class. However, it is important to further explore opportunities to provide more incentives to enable teachers maximize their role in the development process. A holistic approach, which adequately takes into account crucial non-economic factors as well must be employed.

5.4 Recommendation

The study established that there is high rate of teachers' turnover in the public secondary schools in Nairobi. The role of human resource departments in the Teachers' Service Commission is to satisfy the needs of teachers through the provision of training and development, rewards systems, career advancement and human resource policy, to foster employee commitment and reduce the rate of employee turnover. It is therefore recommended that the Teachers' Service Commission should change its human resources management practices and style in public secondary schools in order to ensure employee satisfaction. This will greatly help reduce high turnover rates. The workplace environment needs to be made fully suitable for the needs of all employees by ensuring leadership styles that encourage decentralization and delegation of duties, equality in the implementation of employee evaluation and appraisal systems, and provision of sufficient employee benefits, rewards, and structures for recognition.

The study established that rewards influenced turnover of teachers and it is recommended that the government through the Teachers' Service Commission should revise the remunerations of the teachers in the public sector. This will go a long way in motivating the teachers to continue working longer and effectively for the improved school performance. As a way to reduce cost of managing turnover, firms should simultaneously measure and manage turnover. Measuring will involve such things as: surveys, consultation processes, intra- and extra-firm career guidance, exit interviews and leaver profiling. Managing is needed in key operational areas to minimize the effects of change to key business areas. Both elements are important to negotiate the complexities inherent in implementing widespread change. To improve on the core competencies emanating from the organization's human resources, an organization need to institute performance management system and train key staff on administration of the system, review the job descriptions, personnel policies and reward system. All such steps are aimed at motivating the staff to get the best out of them in order to achieve the organizations' objectives and stop level of exit from the organization.

5.5 Suggestions for Further Research

The overall findings of this research can be used to give hints and suggestions on the directions for future research. Future researchers should undertake a similar study on all the secondary schools in Nairobi County to allow the results to be generalized. Future researchers should also consider investigating impacts of labor turnover on the performance of secondary schools. If the above studies can be undertaken, factors causing labor turnover and their impacts critically determined and proper analysis done,

then labor turnover can be arrested and performance of the schools improved in Kenya's education sector.

5.6 Limitations of the study

Due to the varied locations of the public secondary schools in Nairobi County, it was not easy to drop and pick the questionnaires. However, the ones analysed for this study met the threshold of over 70% response rate. Some of the respondents were reluctant to respond to the questionnaires but i expressed to them how the research would be important to them and their institutions.

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APPENDIX I: QUESTIONNAIRE

Please give answers in the spaces provided and tick (✓) in the box that matches your response to the questions where applicable.

Section A: Demographic Characteristics of Respondents

1. Name of the school.....

2. Gender: Male () Female ()

3. What is your age bracket? (Tick as applicable)

a) Under 30 years ()

b) 31 – 40 years ()

c) 41 – 50 years ()

d) Over 50 years ()

4. What is your highest level of education qualification?

a) Post graduate level ()

b) University ()

c) Tertiary College ()

d) Secondary ()

5. Length of continuous teaching with the school?

a) Less than five years ()

b) 5-10 years ()

c) Over 10 years ()

6. How would you rate the level of employee turnover in your school?

a) Very High () b) High ()

c) Moderate () d) Low ()

e) Very low ()

Part B: Perceived Factors Influencing Employee Turnover

7. To what extent do you agree with the following statements regarding turnover among teachers in Nairobi County? Use 1- Strongly disagree, 2-Disagree, 3-Moderately agree, 4- Agree,

5- Strongly agree

Rewards	1	2	3	4	5
Wages and salaries paid to the teachers encourage them to stay in the schools.					
There is job security which encourages teachers to remain in the school.					
Rewards for exceptional performance are offered which reduce teachers' turnover.					

In the school there is satisfactory performance appraisals which enhance teachers' continuous teaching.					
The rewards offered to the teachers are comparable with what the market offers thus encouraging them to remain in the school.					
The retirement benefit scheme for the teachers is satisfactory and this restricts them from exiting the school.					
The medical scheme offered to the teachers is comparable to what is in the market which leads to reduction of teachers' mobility.					
The rewards offered to teachers are commensurate to work hence job satisfaction.					
Working Conditions					
There is flexibility in scheduling in the school which plays a major role in retaining teachers in the teaching career.					
Manageable workload is given to all teachers which helps to control teachers' turnover.					
The school provides enough working space, equipment, optimum temperature, and moisture which help manage turnover.					
Amount of paid vacation time or sick leave offered is satisfactory.					
Discipline handling procedure is transparent which helps arrest teachers turnover in the school.					
The teachers are supervised well and this controls their exit from the school.					

Management Style					
Supervisors go out of their way to make teachers' work- life easier which influences their decision to stay in the school.					
Managers ensure that their actions are not only fair but also perceived as fair by the teachers in order to better manage turnover.					
The management of the school ensures that there is effective communication, teambuilding, conflict resolution, coaching, and mentoring programmes.					
Managers show appreciation for teachers' hard work which encourages them to stay longer.					
Supervisors are willing to listen to teachers personal problems which enhance their resolution to remain in the school.					
Managers in the school allow teachers to take part in decisions that influence their jobs. Increasing job satisfaction.					
Teachers' ideas are very frequently used constructively, motivating them to serve longer.					
Training and Development Opportunity					
Teachers receive adequate training and information to do their job well therefore see no need to move to other organisations.					
Sufficient time and money is allocated for training, thus teachers are indebted to remain in their stations.					

Training and development plans are developed and monitored for all teachers which help to manage turnover.					
The school releases teachers from regular work to attend training and even sponsor them where possible thus reducing rate of resigning.					
There is a well-organized training program in the school which decreases turnover.					
Career Advancement					
The school promotion policies are fair hence encouraging teachers to remain in the school.					
There is unfavorable promotion decision in the school which has inhibited teachers continuous service in the school.					
Promotions are always given based on ability which motivates teachers to serve longer.					
Promotion exercise is held regularly and this motivates teachers to carry on with their teaching career in the school.					
My present job is relevant to the growth and development in my career hence, I have no intentions to terminate it.					
The school has opportunity for advancement or growth which has been effective in mobilizing long term service by teachers.					

Demographic factors					
Gender influences teachers' turnover whereby it is higher in male as opposed to females.					
Level of education attained influences teachers mobility.					
Duration of teaching determines teachers' decision on whether to proceed with their teaching career or quit for another job.					
Human Resource Policy					
The recruitment and selection processes are impartial which prevent teachers from quitting the school.					
Favouritism is not evident in any of the selection process which helps to control turnover.					
The Teachers' Service Commission rewards long service teachers thus motivating the others to remain in the school.					
The school undertakes job review and orientation to all new teachers therefore reducing the number of teachers leaving the school.					
The school has a standard of service which has been effective in its role of maintaining teachers in the school.					

APPENDIX II

List of Schools and Number of Teachers per District in Public Secondary Schools in Nairobi County

No.	Name of School	No. of teachers
	Kamukunji District	
1	Eastleigh Secondary	39
2	Kamukunji Mixed	16
3	MainaWanjigi Mixed	23
4	Moi Forces Academy	55
5	Ou Lady of Mercy Girls	12
6	St. Teresa Boys	22
7	Uhuru High Boys	15
8	Our Lady of Mercy Shauri Moyo	11
	Starehe District	
9	Pangani Girls	51
10	Pumwani Girls	11
11	Ndururumo Mixed	16
12	Murang'a Road Mixed Day	8
13	C.G.H.U Mixed	8
14	St. Teresa's Girls	20
15	Jamhuri High	47
16	Ngara Girls	42
17	Parklands Boys	29
18	Parklands Girls Arya	22
19	Starehe Boys	51
20	Pumwani Boys	34

	Kasarani District	
21	Ruaraka Mixed	30
22	Kariobangi North Girls	10
23	Our Lady of Fatma Mixed	28
24	Baba Dogo Mixed	21
25	Kahawa Garrison	21
26	Kamiti Secondary Mixed	23
27	Starehe Girls	20
	Langata District	
28	Olympic Secondary	22
29	Karen C	13
30	Lang'ata Barracks	9
31	Lang'ata High Mixed	32
32	Raila Education Centre	12
	Makandara District	
33	St. Ann's Girls	10
34	Highway Secondary	43
35	Makongeni Mixed	12
36	Aquinas	43
37	Nile Road Girls	22
38	Huruma Girls	24
39	Ofafa Jericho Boys	32
40	Our Lady of Mercy S.B.	20
41	St Patricks	3
42	Buru Buru Girls	43
	Westlands District	
43	Lavington Mixed	13

44	Highridge Mixed	10
45	Hospital Hill	20
46	Kenya High	52
47	St. Georges Girls	42
48	Nairobi Milimani Boys	17
49	Nairobi School	64
50	State House Girls	50
51	Parklands Arya Girls	21
52	Kangemi High	27
Dagoretti District		
53	Nembu Girls	21
54	Dagorreti Mixed	12
55	Ruthimitu Mixed	16
56	Lenana School	69
57	Precious Blood Girls - Riruta	24
58	Ruthimitu Girls	31
59	Dagoretti Secondary	40
60	ShadrackKimalel Secondary	5
61	Mutuini Secondary	19
62	Upperhill Secondary	38
63	Beth Mugo Secondary	2
64	Moi Girls Nairobi	53
Njiru District		
65	Drum Vale Mixed	10
66	Ruai Girls	6
67	Ruai Boys	7
68	Ushirika Mixed	13
69	Mihang'o Secondary	5

70	St. Georges Athi	8
71	Dandora Secondary	28
72	MuhuriMuchiri Boys	25
73	Hon. Dr. Mwenje	12
74	JehovaJireh	12
	Embakasi District	
75	Embakasi Garrison	8
76	Peter Kibukosia	16
77	Embakasi Girls	15
78	Komarock	23
79	Mwangaza	12
80	Kayole South	21
	Total	1883

Source: Ministry of Education (2013)

**PERCEIVED FACTORS INFLUENCING TURNOVER OF TEACHERS IN
PUBLIC SECONDARY SCHOOLS IN NAIROBI COUNTY**

MARU GRACE WANJIRA

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENT FOR THE AWARD OF THE MASTER OF
BUSINESS ADMINISTRATION (MBA) DEGREE, SCHOOL OF
BUSINESS, UNIVERSITY OF NAIROBI**

NOVEMBER, 2013

DECLARATION

This research project is my original work and has not been presented for the award of degree in any other university or institution for any other purpose.

Signature

Date

Maru Grace Wanjira

D61/67988/2011

This research project has been submitted for examination with my approval as University supervisor.

Signature

Date

Florence Muindi

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DEDICATION

This research project is lovingly dedicated to my dear husband David Kibira Mathenge, Son Silvester Mathenge and daughters Jacqueline Wanjira and Michelle Waringa. My late father Harrison Maru and Mother Jedidah Waringa for seeing me through my education and constantly encouraging me to strive for excellence.

May God Almighty continue showering you with everlasting blessings.

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Firstly, I am deeply grateful to the Almighty God for giving me strength, good health and the grace to read.

Special gratitude go to my supervisor Ms Florence Muindi for her patience, guidance, support and dedication throughout the study. She was such an inspiration!

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I would like to extend my appreciation to my family, friends, colleagues, and all the respondents who contributed tremendous inputs towards the successful completion of this research project.

ABSTRACT

The objective of the study was to determine the perceived factors influencing turnover of teachers in public secondary schools in Nairobi County. The study adopted cross-sectional research design. The population of the study consisted of all teachers' in public secondary schools in Nairobi County. The population of the study was categorized into Districts and stratified sampling was used in which a sample comprised of 10% from each strata of the target population and this resulted in a sample of 189 teachers. The data was collected using self-administered questionnaires. Data was analyzed using statistical package for social sciences and the findings presented in mean and standard deviations. The study found out that turnover in the public secondary schools was high and that rewards, training and development, career advancement, demographic factors and human resource policy influenced teachers' turnover while working conditions and management style did not influence the turnover. The rewards being offered to the teachers were found to influence turnover as they did not encourage teachers to stay, comparable with what the market offers and that retirement benefit scheme and medical scheme offered to the teachers were incomparable to what is in the market. The findings of the study indicate that training and development influenced turnover in the schools as there is no sufficient time and money allocated for training, the schools do not release teachers to attend training and even sponsor them where possible, there is no well organized training program in the schools, teachers do not receive adequate training and information to do their job well and that training and development plans were developed and monitored for all teachers. Teachers were found to be dissatisfied with career advancement as promotion was not held regularly, based on ability, unfavorable and schools lacking promotion policies. The study concluded that for performance of public secondary schools to be improved, factors causing teachers turnover should be critically examined and proper analysis done. The researcher suggested an investigative study on factors leading to turnover of teachers. The study recommended that Teachers' Service Commission should change its human resource management practice and style. Also the government through Teachers' Service Commission should revise the remunerations of teachers in the public schools. This will go along way in motivating teachers which will in turn reduce turnover of teachers in these schools.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The people who make up an organization -human resources- are considered to be one of the most important resources of today's firms. People and how they are managed are becoming more important because many other sources of competitive success are less powerful than they used to. Recognizing that the basis for competitive advantage has changed is essential to develop a different frame of reference for considering issues of human resource management (Dyer and Reeves, 1995). Traditional sources of success such as product and process technology, protected markets and economies of scale can still provide competitive leverage but an organization's human resources are more vital for its sustainability. Subsequently, it has become commonplace to say that the management of human resources is and should be a partner in developing and implementing a company's strategy (Dessler, 2000). Every organization wishes to have high productivity, fewer turnovers and to be profitable. Managing turnover successfully is a must to achieve the above goals. Today's businesses are more dependent than ever before on their top performers to innovate and provide services that differentiate a company from its fierce competitors. People are the most important drivers of a company competitive advantage. This means, organizations are reliant upon their human assets to survive and thrive (Mello, 2006).

Employee turnover has wide cost ramifications. Labour is a significant cost and the leakage of human capital through unnecessary turnover is an element of critical importance to bottom line performance. It follows therefore that organizations should put in place effective mechanism through which to limit the level of employee turnover that an organization witnesses (Aksu, 2004).According to Carbery *et al.*, (2003), the management turnover intentions are affected to a greater extent by psychological, perceptual and affective factors rather than by the characteristics of the employees or organization. It is also noted that compared with other cadres of employees, management turnover has been reported as being lower than that of the operational employees and this may be attributable to the relatively higher level of dedication among organizational managers and the high investment made by organizations in their managers.

1.1.1 Concept of Perception

Employee perception is the attitude employees have towards policies concerned with pay, recognition, promotion and quality of working life, and the influence of the group with whom they identify (Armstrong, 2006). As Arnold *et al* (1991) comment, research evidence has shown that people's avowed feelings and beliefs about someone or something seemed only loosely related to how they behaved towards it and thus the study of employees' perception is critical towards formulation and management of policies in an organization. Dash *et al.*, (2008) report that the factors of recognition for performing well, chances of promotion, professional growth, compensation and incentive schemes, are perceived as motivating factors by many employees. They point out that the development of systems of rewards, recognition and career opportunities as one of several critical tasks of management in the information-based companies and in their research, employees named

respectful treatment and recognition as one of the six less costly and perhaps more effective 'management levers' to be exercised by management in their efforts to attract, motivate and retain workers since employees consider such factors to be important.

Organizational readiness to reward employees for their efforts, approval for sanctioning resources and granting support for owning results would ultimately shape employees' perception and form their belief that the organization cares about their welfare and support them. Employees extend their efforts and involve themselves only if they perceive that organization is standing for the protection of their rights. According to Messer and White (2006), employees' perceptions of fairness affect their likelihood to demonstrate organizational citizenship behaviours. In this case, perceived unfairness and ineffectiveness of the performance management system can result in counterproductive and sometimes detrimental behaviour from employees. According to Maertz and Griffeth (2004), the perceived desirability of movement is determined by job satisfaction, which is a function of a wide range of job characteristics. For instance, a management staff ability to participate in monetary rewards available in the workplace and in decision-making are likely to influence job satisfaction and thereby the desire to stay or escape a given situation.

1.1.2 Employee Turnover

Employee turnover is the ratio of the number of workers that had to be replaced in a given time period to the average number of workers (Agnes, 2009). Employee turnover is a ratio comparison of the number of employees a company must replace in a given time period to the average number of total employees. A huge concern to most companies,

employee turnover is a costly expense especially in lower paying job roles, for which the employee turnover rate is highest. Many factors play a role in the employee turnover rate of any company, and these can stem from both the employer and the employees. Wages, company benefits, employee attendance, and job performance are all factors that play a significant role in employee turnover. Companies take a deep interest in their employee turnover rate because it is a costly part of doing business (Beam, 2009). The employee turnover rate is usually calculated by dividing the number of employees separated from the company they were working for by the base number of jobs during the period.

Employee turnover can be extremely devastating for any company. It makes it difficult for employers to maintain a steady and successful operation. Management should have their own rating on employee turnover and measurement of how this affects organizations performance. Losing a single key worker can decrease the likelihood of a project's success and can reduce investors' confidence in the firm (Grobleret *al.*, 2006). High staff turnover in an organization is a major factor affecting workplace efficiency, productivity and cost structure. A low employee turnover is seen as an asset in the competitive business environment. It is therefore imperative to keep the level of employee turnover as low as possible. Labour turnover is a gradual process. According to Mobley (2007), an employee starts by an evaluation of an existing job and the environment the work is being done. It is believed that work environment plays a pivotal role on an employee's decision to continue working in an organization or to quit.

1.1.3 Factors Influencing Employee Turnover

Factors affecting employee turnover today have become increasingly complex. Labor turnover levels can be very high in an organization with poor working conditions, undesirable jobs, pay inequities and limited opportunities for advancement. An employee's stage in life also determines one's stability in a job. Older and married employees who have been with the organization for a long time can be more stable because of their family responsibilities while the young and unmarried can be very mobile. Labor turnover can also be caused by impatience, limited tolerance for frustration, curiosity, lack of commitment and uncertainty as to what one wants to do. The company (group) one keeps can also be an influence. A poor fit between employees' personalities and their jobs will increase the search for alternative jobs. If the group to which one belongs is cohesive and friendly and there are colleagues who joined their work group at about the same time, the employees' tendency to consider leaving will be reduced. The existence of alternative job opportunities will also influence labor turnover (Nzuve, 2010).

Ahmad and Schroeder (2003) were of the view that in situations where employees are not stable in terms of the jobs they do, they tend to quit and look for jobs that are secured because with secured jobs employees can easily predict their career advancement. This cause of labour turnover from the observations of the researcher seems to be a common cause of employees leaving one bank to the other or joining a company outside the sector. Grobleret *al.*, (2006) are of the view that demographic variables have a strong relationship with labour turnover. The writers are of the view that employees with propensity to quit are young employees with little seniority who are dissatisfied with their

jobs. Couger (2007) is of the view that labour turnover may come from poor personnel policies, poor recruitment policies, poor supervisory practices, poor grievance procedures, or lack of motivation. Labour turnover apart from the fact that it creates a lot of customer complains due to poor services rendered by the new employee whilst learning on the job, its effect can also be linked to productivity.

1.1.4 Public Secondary Schools in Nairobi County

Secondary schools in Kenya fall into two categories, Government funded and private. Government funded schools are divided into national, provincial and district levels. Private schools are run by private organizations, individuals or churches. The government of Kenya through its policy documents has consistently stressed the importance of education as a strategy for eliminating poverty, disease and ignorance (GoK, 1976). Consequently, provision of education in Kenya is fundamental to the government overall development strategy with the overall policy being to ensure equitable access, improvement of quality and efficiency at all levels of education (GoK, 1994). However there are challenges that constrain its growth which include issues of access, quality and relevance (Kemuguet *al.*, 1999).

Nairobi county currently has eighty secondary schools seven of which are national and seventy three county secondary schools which are distributed in nine districts namely: Starehe, Kamukunji, Kasarani, Madaraka, Njiru, Embakasi, Langata, Dagoretti and Westlands (MOE, 2013). Over the last four years the schools have registered a good performance at the Kenya certificate of secondary education in which at least four schools have always been in the top ten best performing schools in the country. Nairobi

county public secondary schools compared with other secondary schools in the country have a relatively developed infrastructure such as accessibility, buildings, laboratories, human resources and social utilities such as electricity and water (MOE,2010).However, like many of the other Kenyan secondary schools, Nairobi schools face several challenges such as lack of adequate funding to support their capital and recurrent expenditures, inadequate space to expand the schools and increase in the number of students seeking secondary education due to the free primary education programme initiated by the government.

The government's concern is to reduce low participation and transition rates(from primary to secondary to tertiary education),quality, relevance and school management(MOE,2003).Public schools are established and managed by the state through the ministry of education. The operation of the public schools is delegated to the board of governors (BOGs) who are appointed by the ministry of education in accordance with the law (Education act 1980). The board is expected twice a year and during an emergency. The issues of concern to educators, the members of public and strategists include escalating cost of running these schools, an increasing the number of pupils enrolled that do not complete the four years of education, inability of parents to pay fees and delays by government in releasing the free secondary education funds. Other issues include serious cases of indiscipline, high debt portfolio and growing cases of drug abuse. This raises the question of internal efficiency. Going by KNEC results, the performance in this sub-sector has not been impressive.

1.2 Research Problem

In every organization, there is the need to influence the amount of effort that workers will put into their job for better performance. The problem of how best to motivate individuals to stay on in the organization to achieve desired objectives of the organization have since attracted the attention of social scientists, and philosophers in different parts of the world. Employee turnover is a major challenge which has received considerable attention by senior management, human resource professionals and industrial psychologists. It has been proven that turnover is one of the most costly and intractable human resource challenge facing the organization. According to Abbasiet *al.*, (2000) employees are seen as major contributors to organizations competitive advantage and as such for the competitive advantage to be maintained, labour turnover should be discouraged by management. The success or failure of an organization depends to a large extent, on the ability of the company to attract and retain the right people for the job.

Teachers have the biggest impact on the students because their teaching methods are instrumental in helping them learn. Teachers' turnover in public schools is overwhelmingly high in search of "greener pastures". In public schools in Nairobi, there is high turnover of teachers in which according to the ministry of education, 227 teachers left their schools in Nairobi county alone in the year 2012. High labour turnover is costly, lowers productivity and morale and tends to get worse if not dealt with. It is on the basis of the above premise that this study seeks to identify the perceived factors influencing teacher's turnover at public secondary schools in Nairobi County.

Recent local studies that have been done on the factors contributing to labour turnover include; Kimosop (2007) who studied labour turnover in future force security firms. The findings were that low pay, sickness, long working hours, misconduct, change of careers, and lack of career prospects were the causes of labour turnover in the company. Otieno (2010) who researched on the causes of staff turnover in private schools in Kisumu City established that lack of job security was cited by most respondents as a major cause of increased staff turnover in these schools. Wachira (2010) researched on factors that influence voluntary labour turnover in Kenya Medical Research Institute (KEMRI) and established that there was a low rate of promotion which was based on professional qualifications and number of years worked. Mulwa (2010) studied on factors that influence staff turnover in World Vision International Somalia and the finding was that staff turnover in World Vision International Somalia was due to career growth for instance from an officer to manager and from national to international position offered within the wider World Vision Partnership, higher rate of pay, better management/supervision, better location, change of work environment and need for development focus experience. Labour turnover and the weak teachers' commitment to the public schools that labour turnover indicates, have the potential to negatively impact learning in public secondary schools. This is particularly important in a market which is competitive at the local level, as well as at the global level. Addressing these issues, therefore, is a matter of increasing concern in the public secondary schools. This study therefore aims to answer the question; what are the perceived factors influencing teacher's turnover in public secondary schools in Nairobi County?

1.3 Research Objective

To establish the perceived factors influencing teachers' turnover in public secondary schools in Nairobi County.

1.4 Value of the Study

The management of the public schools in Nairobi County will understand the factors contributing to staff turnover and thus put in place necessary mechanism to control the turnover. In addition the study will be an invaluable source of material and information to the many other public schools operating in the country since they will understand the reasons for teacher's turnover and thus addressing the factors.

The Government will benefit from this study when making policy related decisions that influence retention of its teachers and other staff. The employees will find a basis of negotiating with their employers for fair terms of employment. For academicians, this study will form the foundation upon which other related and replicated studies can be based on. Scholars and researchers in the field of organizational behavior in human resource management will also find it useful as it would provide a platform for further research and would also be used as a reference point when researching on staff turnover and related topics.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter is concerned with the review of literature related to the study. An overview of theoretical foundation and development of the study, labour turnover and the factors influencing teachers' turnover will be discussed.

2.2 Theoretical Underpinning of the Study

The study will be guided by the Herzberg's (1968) motivation- hygiene theory of job satisfaction. Herzberg believes that every worker has two sets of needs (motivational and hygiene needs). He contends that employees in this respect, teachers will stay in their schools so long as their needs are satisfied and they are motivated. Failure to meet their needs would automatically call for departure hence teacher turnover. This study was interested in establishing whether teachers' turnover is only driven by their desire to satisfy their needs or whether there are other reasons. People are satisfied at their work by factors related to content of that work. Those factors are called intrinsic motivators and contain achievement, recognition, interesting work, responsibility, advancement and growth. Factors that make people unhappy with their work are called dissatisfies or hygiene factors. Herzberg found the following dissatisfies: company policy, supervision, working conditions, interpersonal relationships, salary, status, security. What makes them different from motivators is the fact that they are not related to the content of the work but to the context of the job (Armstrong, 2007).

The expectancy theory as advocated by Vroom (1968) argues that employees (teachers) are likely to leave if their expectations are not met. This theory argues that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and the attractiveness of the outcome to the individual. The theory suggests that a job is motivating for employees when they can see a relation between performance and outcome, if they have abilities to do the job and if they see the outcome as satisfying their needs. The theory can be a suggestion for managers to focus on main aspects of their subordinates perceptions. As well as that, it is helpful in explaining occupational choices and in predicting tasks that people will work most and least hard at (Finchamand Rhodes, 2005).

2.3 Employee Turnover

Employee turnover is described as employees who have left, are leaving and will leave an institution for various reasons (Grobler *et al.*, 2006). Labour turnover within an organization is a normal part of organization functioning and while a certain level of turnover is to be expected and be beneficial to the organization, exclusively high turnover may be dysfunctional to the organization. A huge concern to most companies, employee turnover is a costly expense especially in lower paying job roles, for which the employee turnover rate is highest. Many factors play a role in the employee turnover rate of any company, and these can stem from both the employer and the employees. Wages, company benefits, employee attendance, and job performance are all factors that play a significant role in employee turnover. Companies take a deep interest in their employee turnover rate because it is a costly part of doing business (Beam, 2009).

Turnover can be classified as being functional (beneficial) or dysfunctional (problematic) depending on the organization's evaluation of the individual. It is functional when a non-performer leaves the organization and dysfunctional where the departing employee is someone the organization would wish to retain. High performers who are difficult to replace represent dysfunctional turnover while low/or non-performers who are easy to replace represent functional turnover (Casio, 2006). Turnover can be beneficial if it allows the organization to hire new employees with more current training. Fresh ideas from outsiders can be critical to organizations that have become stagnant and are in need of innovation. Turnover can also afford opportunities to promote talented, high performers. When poor performers or disruptive employees leave the organization, it sometimes leads to increase in morale amongst co-workers (Mello, 2006).

2.4 Factors Influencing Employees' Turnover

Armstrong (2001) posit that high turnover in an organization is an indication of a problem in that organization. High rate of employee turnover brings about negative publicity to an organization and causes dissatisfaction amongst employees resulting to negative production. The causes of labor turnover are: morale, job satisfaction, promotion prospects, inadequate salaries, more responsibilities and working conditions, (Bryant, 2007). These personalities attributes turnover to supervision, personnel policies, dislikes for job, poor working conditions, unequal workloads and job security. The intrinsic factors depend on the individual and encompass job fit, personality and demographic factors like age, gender and marital status.

2.4.1 Rewards

Employee rewards are concerned with both financial and non-financial rewards and embraces the philosophies, strategies, policies, plans and processes used by organizations to develop and maintain reward systems (Armstrong, 2002). The most common reason for employee turnover rate being so high is the salary scale because employees are usually in search of jobs that pay well. Those who are desperate for a job may take the first one that comes along to carry them through while searching for better paying employment. Also, employees tend to leave a company because of unsatisfactory performance appraisals. Low pay is good reason as to why an employee may be lacking in performance (Rampur, 2009). According to Luthans (2005), “wages and salaries are recognized to be a significant, but complex, multi-dimensional predictor of job satisfaction”. According to Smith, Kendall and Hulin (2009), employees are satisfied with the compensation when the current pay is better than the desired pay. However, despite the fact that there is ample proof of a relationship between turnover rates and pay levels, other factors need to be considered such as fairness in the administration of pay, differences in the importance of pay and the outcomes of performance pay systems (Heneman and Judge, 2000). Where wage policies are poorly designed and where salaries are not competitive, turnover is higher.

Inadequate or unsound wage classification structure may cause dissatisfaction and may result in termination. Pay problems arise because of uncompetitive, inequitable or unfair pay systems. New employees often wonder why they receive less money than an association that is apparently performing the job functions. Voluntary turnover is mostly

by those in search of higher pay. When the economy is doing well, exit interviews show that people resign for better pay elsewhere. In a well performing economy the availability of alternative jobs plays a major role in the staff turnover (Herbert, 2003). The Gallup organization conducted an extensive study of 80,000 managers to analyze the factors contributing to the quality of the workplace. The study finds that employee satisfaction and job retention can be achieved through recognition (Buckingham and Coffman, 2009). Of the 12 dimensions employed in the survey, recognition and praise rank fourth. Ulrich (2009) argues that employee turnover is due to a lack of recognition and reward, and points out that 'recognition helps in retaining the sincere employee and saves time and money to recruit new people and it also encourages other workers to do a good job. Hard to believe, yet motivation is achieved through recognition'. Recognition and reward are differentiated by Hansen, et al. (2002, p. 67), who note that 'intrinsic motivation is driven by the particular behaviour of extrinsic motivation and strategic recognition needed by an organization while implementing the reward strategy'.

While pay and benefits alone are not sufficient conditions for high satisfaction, it is an indispensable measurement in job satisfaction evaluation. Noe (2007) argues that for most people, work is the primary source of income and financial security and an important indicator of status within the organization as well as in society. Naturally, employees want pay and benefits reward system that they perceive as just, unambiguous, fair and in line with their expectations (Robbins, 2008). Further, Okumbe (2001) assert that in determining compensation levels organizations must be conscious of the prevailing market rates to ensure fairness and equity in compensation. Organizational indifference on going rate or going range will affect negatively on efforts put towards

attracting and retaining the required staff. When people are paid well they are able to meet their daily needs, concentrate at their places of work and accomplish their tasks.

2.4.2 Working Conditions

Working conditions have a modest effect on job satisfaction. If working conditions are good (clean, attractive) employees will find it easier to carry out their jobs. If working conditions are poor (hot, noisy) personnel will find it more difficult to get things done (Nelet *al.*, 2004). Employee working conditions play an important role in an organizations ability to attract, retain and motivate good employees, hence a cause of employee turnover. In relation to the above, Schwartz (2004) adds that those working conditions, which include physical and psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and in this case teachers will exit. Hanushek *et al.*, (2002) argue that employees' salaries are not all that matter. They show that employee preferences cut across a range of jobs and organization conditions and may be just as important as salary in the retention decision.

Some employees jump from company to company because they prefer a working environment that is suitable for them. If working conditions are substandard or the workplace lacks important facilities, such as proper lighting, furniture, clean restrooms, and other health and safety provisions, employees won't be willing to put up with the inconvenience for long. If an employee finds an appropriate work environment which is suitable for them in a specific company, they may work in that same organization for several years (Handelsman, 2009).

2.4.3 Management Styles

Borstorff and Marker (2007) state that the relationship between managers and employees influences employees' decision to stay in a job as the supervisors and managers have an important impact on employee turnover. The length of time that employees stay in an organization is largely determined by the relationship between employees and their managers (Dobbs, 2001). Employees value certain factors about managers. Taylor (2002) notes that employees desire managers who know and understand them, and who treat them justly. Employees also prefer managers who can be trusted. If employees feel that their managers are fair, reasonable and supportive, levels of job satisfaction increase. If the manager shows interest in the well-being of employees and is supportive and sensitive towards employees emotionally, employee job satisfaction increases (Egan *et al.*, 2004). Furthermore, autonomy is valued by employees and decreases turnover.

The role of the leader has become vital, especially in an environment that is constantly changing (Cope and Waddell, 2001). The effect of leaders' influence on workers' work-related experience cannot be underestimated. In many cases, the caliber of the relationship between the worker and his or her immediate director is the most powerful indicator of job satisfaction. This connection between management performance, leadership, and satisfied workers is easiest seen in new workers, who generally equate their feelings about their work with the quality of their leaders. An inaccessible or insensitive management style costs an organization both directly and indirectly. Low productivity, frustrated workers, loss of time, and money spent to enhance the confidence of the staff are reflections of workers' attitudes.

When employees are supported by their managers they are less likely to leave an institution. According to Chieffo (1991) employees who are allowed by managers to take part in decisions that influence their jobs tend to stay. Lastly, employees have the need to participate in decision making regarding matters that concern them. There seems to be a strong link between participation in decision-making and job satisfaction, service delivery and decreased turnover rates. Leadership styles are at the heart of the success of an organization and strongly influence the firm's overall performance (Rowe, *et al.*, 2005). Different managers adopt different styles, and experts have argued that style of leadership is inextricably linked to the achievement of management goals and the ability of managers to motivate their team.

2.4.4 Training and Development Opportunities

All organizations, private or public connect employees to execute certain activities in order to attain goals and objectives. No matter what these goals are, organizations must have competent employees to perform the tasks and to accomplish them. This is not just a matter of extensive training in task skills, but of completely new ways of thinking about work, and of working and relating with one another (Beardwell and Holden, 2001). Although well-thought-out strategies and human resource planning, recruitment and selection initially provide an organization with the required workforce, additional training is normally necessary to provide employees with job-specific skills which enable the employees to survive over time (Swanepoel *et al.*, 2003). Current labour economic thinking on training assumes a negative relationship between turnover and training. It supposes that the investment in training is the result of optimizing decisions made by

both workers and employees. The increased skills resulting from general training enables employees to extract higher wages from their current or future employers. Since employers are confronted with the risk of not being able to recoup this investment, they will not be inclined to sponsor general training of employees. Firm-specific training, on the other hand, cannot generate an increased wage with anyone other than the current employer. Therefore organizations can recoup their investment in specific training and they will be willing to share some or all of the costs of specific training rather than of general training (Forrier and Sels, 2003).

Werther and Keith (2006) said that training and development teaches existing employees new knowledge, skills and abilities to ensure their continued usefulness to the organization and meeting their personal desires for advancement. The employer must be committed to training and development of the staff and show this by releasing employees from regular work to attend training and even sponsor them where possible. When training opportunities are lacking, workers get demoralized and easily move to other companies even for a low pay but as long as there are chances for training and development. Resignations and turnover can increase if people are not trained properly, or feel that demands are being made upon them which they can reasonably be expected to fulfill without proper training. New employees can suffer induction crisis if they are not given adequate training when they join the organization. Lack of a well-organized training program may result in loss of employees. If employees are not properly trained on their new jobs, they may think they are not progressing rapidly enough and that advancement is slow (Forrier, 2003).

Human capital development theory suggests that the knowledge, skills and abilities possessed by individuals are components of an organization's "human capital". It presents a view of employees as organizational investments or assets that, when properly deployed, contribute to an organization's productivity (Rondeau *et al.*, 2009). Mello (2006) suggests that if an organization considers its employees to be human assets, training and development represents an ongoing investment in these assets and one of the most significant investments an organization can make. Rondeau *et al.*, (2009) say that by investing in their human resources, organizations are not necessarily motivated by the humanitarian objective of maximizing employee welfare or happiness, but rather they do so as a means to increase their productivity, to become more adaptable to emerging opportunities in the market place or to enhance their reputation with key stakeholders. However, while investments may increase the organization's stock of human capital, they may also enhance the attractiveness of their employees to other employers. Furthermore, trained employees may also realize their enhanced value and look to pursue other, more lucrative, options if their enhanced value is insufficiently recognized with better compensation or more interesting work assignments.

2.4.5 Opportunity for Career Advancement

Lack of opportunity for advancement or growth can cause a high turnover rate for any organization. If the job is basically a dead-end proposition, this should be explained before hiring so as not to mislead the employee. The job should be described precisely, without raising false hopes for growth and advancement in the position. Since employees generally want to do a good job, it follows that they also want to be appreciated and recognized for their work. Even the most seasoned employee needs to be told what he or

she is doing is right once in a while (Shamsuzzoha, 2007). Lack of opportunity for advancement through seniority or otherwise may result in dissatisfaction that simmers in an employee's mind until he or she finally quits. In the case of jobs having no real future, applicants should receive a full explanation before they are hired. If an organization does not have chances for promotion of their employees, they may quickly lose this resource to others. Promotion chances are the degree of potential occupational mobility within an organization (Price, 2001). Promotional chances reduce turnover since an employee can stay on hopefully eyeing a vacancy. Promotion of staff is a motivator in the sense that an employee is satisfied even as he performs his duties. With job satisfaction turnover is highly reduced (Cascio, 2002).

Commitment towards the organization is degraded if there is a perception of underhanded methods in promotion activities (Mosadeghrad *et al.*, 2008). Al-Ahmadi (2002) established that employees demonstrate greater levels of satisfaction and commitment if they are given ample opportunity for personal as well as professional growth in their organization. According to Friday and Friday (2003), satisfaction with promotion determines employees' attitudes toward the organization's promotion policies and practices. In addition to this, Bajpai and Srivastava (2004) postulate that promotion provides employees with opportunities for personal growth, more responsibilities and increased social status. Research indicates that employees who observe that promotion decisions are made in a fair and just manner are most likely to experience job satisfaction.

2.4.6 Demographic Factors

Demographic factors that have been found to have stable relationship with turnover in past research include age, tenure, level of education, level of income, and job category (managerial or non-managerial). Maertz and Campion (2001) in their study found out that amount of education was positively associated with turnover suggesting that the more educated employees quit more often and that non-managerial employees are more likely to quit than managerial employees. Voluntary labour turnover decreases with increasing age (Young, 2000). This is because changing occupations becomes more difficult and threatening with age. The typical worker, who is thirty five (35) years of age or above has become involved in an occupation that will engage him or her until retirement and despite occasional signs of discontent, few of such workers entertain serious thoughts of changing occupation.

Young (2000) posit that labour turnover is highly related to the employee's length of service. This means that new employees have higher rates of labour wastage due to induction crisis, among other factors, than employees who have stayed longer with the organization. This can be associated with the fact that workers move less often as they get older and as they get used to their work and the organization and most of them have established relationship with those around them. Mungumi (2002) found out that, employees who are not married have a higher propensity to leave work than the married employees. All researchers agree that labour turnover is higher among females than males especially in married women. These findings can be explained by the fact that

women may leave jobs due to family commitments such as resigning to raise their young family (Blan and Khan, 2001)

2.4.7 Human Resource Policies

Organizations should develop human resource policies and strategies, including selection and recruitment, training and development, and performance management, that reflect their beliefs and principles as well as maintaining acceptable relationships between management and employees. However, some human resource departments merely devise policies that deal with current problems or requirements (Oakland and Oakland, 2001).Whitener (2001) suggests that employees can interpret organizational actions, such as human resource practices and the trustworthiness of management as indicative of the organization's personal commitment to them. Where new employees leave after a short period in the job, poor recruitment and selection decisions both on the part of the employer and employee are usually the cause, along with poorly designed or non-existent induction programs (Morrell, 2004). If expectations are raised too high during the recruitment process this can result in people accepting jobs for which they may be unsuited. Organizations often do this to ensure that they fill their vacancies with sufficient numbers of well-qualified people as quickly as possible. However, this can be counterproductive over the longer-term, as it can lead to costly avoidable turnover and to the development of a poor reputation in local labour markets.

Inadequate selection and deployment methods may cause unrest and dissatisfaction among new employees (Armstrong, 2004). Employees may be placed in jobs that are too

difficult or their skills may be inadequate. In either case new employees may become discouraged and may quit in the hope of obtaining more suitable employment elsewhere. Rapid turnover can result simply from poor selection or promotion decisions. It is essential to ensure that selection and promotion procedures match the capacities of individuals to the demands of the work they have to do. The process through which employees are hired can be a major source of staff turnover, keeping staff turnover low begins with hiring employees who are good match for the practice and the position. In hiring practices like making reference checks, finding out why the employee left the previous job and ensuring that a candidate skill matches the job description, the organization settles for an employee who can serve longer (Capko, 2001).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes the proposed research design, the target population, data collection instruments and the techniques for data analysis.

3.2 Research Design

The research design adopted was cross-sectional survey. This looks at data collected across a whole population to provide a snapshot of that population at a single point in time. This kind of study was used to determine the perceived factors influencing turnover of teachers in public secondary schools in Nairobi County. Descriptive design method provides quantitative data from a cross section of the chosen population. This design provides further insight into research problem by describing the variables of interest.

3.3 Target Population

The population of the study consisted of all teachers' in public secondary schools in Nairobi County. According to the Teachers Service Commission (2013) there are 1883 teachers in public secondary schools in Nairobi County. The population of interest was broken down as follows;

Table 3.1 Population Size

District	Population	Percentage
Starehe	339	18
Kamukunji	193	10.2
Kasarani	153	8.1
Makadara	252	13.4
Njiru	126	6.7
Embakasi	95	5
Lang'ata	88	4.7
Dagoreti	321	17.1
Westlands	316	16.8
TOTAL	1883	100

Source: (TSC, 2013)

3.4 Sampling Design

The researcher used stratified sampling because of ease of classifying the population into strata. The sample comprised of 10% from each strata of the target population. According to (Mugenda and Mugenda, 1999) a sample of 10% is considered representative. Respondents were selected randomly based on the category. This approach was considered appropriate since it ensured a representative sample. In order to find the best possible sample, stratified sampling was the best method to use as it provided reach and in-depth information. The sample size was appropriate for the study as it ensured that all the cadres in the organization are represented thus reducing sampling bias and achieving a high level of representation.

Table 3.2 Sample Size

District	Population	Sample size(10%)
Starehe	339	34
Kamukunji	193	19
Kasarani	153	15
Makadara	252	25
Njiru	126	13
Embakasi	95	10
Lang'ata	88	9
Dagoreti	321	32
westlands	316	32
TOTAL	1883	189

Source: (TSC, 2013)

3.5 Data Collection

The study used primary data which was collected through self-administered questionnaires. The questionnaires consisted of both open and closed ended questions designed to elicit specific responses for qualitative and quantitative analysis respectively. The questionnaire was administered through “drop and pick later” method. The respondents for the study were teachers’ in all public secondary schools in Nairobi. The questionnaire was made up of two sections; section A covered demographic characteristics while section B covered the perceived factors that influence teachers’ turnover.

3.6 Data Analysis

The data collected was analyzed using descriptive statistics (measures of central tendency and measures of variations). Once the data was collected, the questionnaires were edited for accuracy, consistency and completeness. However, before final analysis was performed, data was cleaned to eliminate discrepancies and thereafter, classified on the basis of similarity and then tabulated. The responses were then coded into numerical form to facilitate statistical analysis. Data was analyzed using statistical package for social sciences based on the questionnaires. In particular, the analysis was presented in tables, pie charts, percentages, mean and standard deviations.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

The research objective was to establish the perceived factors influencing turnover of teachers in public secondary schools in Nairobi County. This chapter presents the analysis, findings and discussion. The findings are presented in percentages and frequency distributions, mean and standard deviations.

4.2 Response Rate

A total of 189 questionnaires were issued out and only 153 were returned. This represented a response rate of 81%. This response rate was adequate for data analysis and conforms to Mugenda and Mugenda (2003) stipulation that a response rate of 70% and over was adequate.

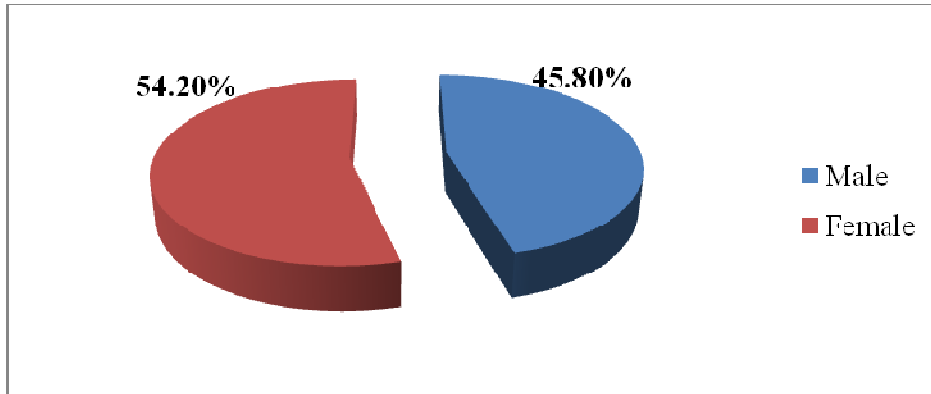
4.3 Demographic Profile

The demographic information considered in the study was respondents' gender, age bracket, highest level of education, length of service and the rate of teachers' turnover in the school.

4.3.1 Respondents Gender

The respondents were asked to indicate their gender in order to ensure that the results obtained captures the views of both gender. The results are presented in figure 4.1.

Figure 4.1: Respondents Gender



Source: Author (2013)

The results indicate that 54.2% of the respondents were female while 45.8% of the respondents were male. The respondents were made up of more female than male. The findings indicate that the male and female difference was not significant and therefore this implies that the study was not influenced by gender imbalance.

4.3.2 Respondents Age Bracket

The respondents were asked to indicate their age bracket in order to establish the influence of age on the perception of teachers. The results are presented in table 4.1.

Table 4.1: Respondents Age Bracket

Years	Frequency	Percent	Cumulative Percent
Under 30	24	15.7	15.7
31-40	76	49.7	65.4
41-50	48	31.4	96.7
Over 50	5	3.3	100.0
Total	153	100.0	

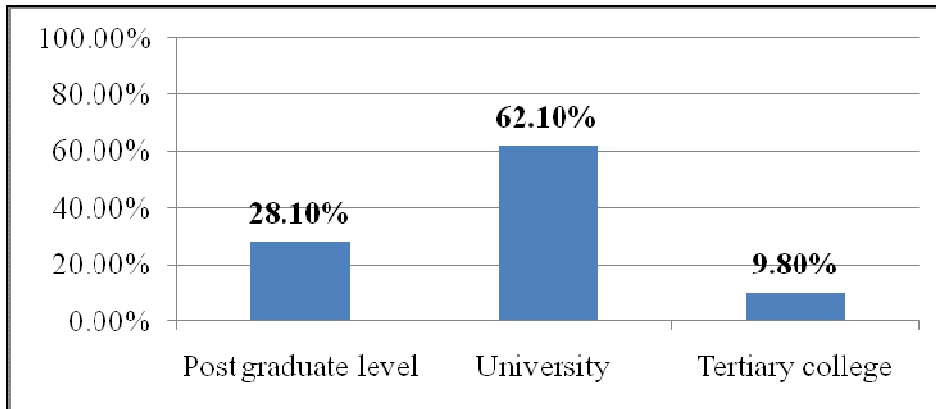
Source: Author (2013)

The results on the respondents age bracket indicate that 49.7% of the respondents age bracket was between 31 and 40 years, 31.4% of the respondents indicated that their age bracket was 41 to 50 years, 15.7% of the respondents said that their age was less than 30 years while 3.3% of the respondents were over 50 years. The results indicate that all ages were represented although majority of the teachers' were middle aged and therefore the study represented all ages.

4.3.3 Highest Level of Education

The respondents were requested to indicate the highest level of education. The level of education was important in order to show the adequacy of the respondents on the concept of turnover. The results are presented in figure 4.2.

Figure 4.2: Highest Level of Education



Source: Author (2013)

The results indicate that 62.1% of the respondents had attained university level, 28.1% of the respondents said that their highest level of education was post graduate level while 9.8% of the respondents had attained tertiary college level. The results indicate that majority of the respondents were university graduates and above and therefore they understand the factors that influence turnover of teachers.

4.3.4 Length of Service with the School

The respondents were requested to indicate the length of service with the school. Duration of service in the school was important in order to determine the respondents' level of understanding of internal information pertinent to the school. The results are presented in table 4.2.

Table 4.2: Length of Service with the School

Years	Frequency	Percent	Cumulative Percent
Less than 5	34	22.2	22.2
5-10	57	37.3	59.5
Over 10	62	40.5	100.0
Total	153	100.0	

Source: Author (2013)

The results indicate that majority of the respondents 40.5% have worked in their respective schools for over 10 years while 37.3% of the teachers indicated that they have worked in their current schools for 5 to 10 years. Only 22.2% of teachers indicated that they have worked in the current schools for a period of less than 5 years. The results indicate that the respondents have been teachers for a longer duration of time and therefore they understand the perceived factors that influence turnover in the education sector.

4.3.5 Level of Employee Turnover

The respondents were asked to indicate the level of teachers' turnover in their schools in order to establish the possible factors which influence teachers' turnover in the schools.

Table 4.3: Level of Employee Turnover

Level of employee turnover	Frequency	Percent	Cumulative Percent
Very High	6	3.9	3.9
High	53	34.6	38.6
Moderate	68	44.4	83.0
Low	26	17.0	100.0
Total	153	100.0	

Source: Author (2013)

The level of teacher's turnover in the schools was that 44.4% of the respondents said that the level of teachers turnover was moderate, 34.6% of the respondents said turnover was high, 17% of the respondents indicated that the turnover was low while 3.9% of the respondents said that turnover in the schools was very high. The results indicate that there is turnover in the schools and therefore there is need to determine the factors that influence the turnover of teachers.

4.4 Perceived Factors Influencing Teachers' Turnover

Factors affecting employee turnover today have become increasingly complex. Labor turnover levels can be very high in an organization with poor working conditions, undesirable jobs, pay inequities and limited opportunities for advancement. An employee's stage in life also determines one's stability in a job. The respondents were requested to indicate the perceived factors that influence teachers' turnover in a five point Likert scale. The range was 'strongly disagree (1)' to 'strongly agree' (5). The scores of

strongly disagree and disagree have been taken to represent a variable which had a mean score of 0 to 2.5 on the continuous Likert scale; ($0 \leq S.E. < 2.4$). The scores of ‘moderate agree’ have been taken to represent a variable with a mean score of 2.5 to 3.4 on the continuous Likert scale: ($2.5 \leq M.E. < 3.4$) and the score of both agree and strongly agree have been taken to represent a variable which had a mean score of 3.5 to 5.0 on a continuous Likert scale; ($3.5 \leq L.E. < 5.0$). A standard deviation of >0.9 implies a significant difference on the impact of the variable among respondents.

4.4.1 Effect of Rewards on Teachers Turnover

The respondents were asked to indicate the effect of rewards on teachers’ turnover. The most common reason for teachers’ turnover is rewards because teachers are always in search of jobs which have appealing financial and non- financial rewards. The results are shown in Table 4.4.

Table 4.4: Effect of Rewards on Teachers’ Turnover

Effect of rewards on teachers’ turnover	Mean	Std. Deviation
Wages and salary paid to the teachers encourages teachers to stay	1.9190	.9696
There is job security which encourages teachers to remain in the school	3.0654	1.2704
Rewards for exceptional performance is there	2.7033	1.2200
In the school there is satisfactory performance appraisals	3.0850	.9593
The rewards offered to the teachers are comparable with what the market offers	2.1209	1.1471
The retirement benefit scheme for the teachers is satisfactory	2.5301	.9233
The medical scheme offered to the teachers is comparable to what is in the market	2.1765	1.0007
The rewards offered to employees are commensurate to work hence job satisfaction	1.7965	1.0606
Overall mean	2.4246	

Source: Author (2013)

The results indicate that respondents disagreed that the rewards offered to employees are commensurate to work hence job satisfaction with a mean score of 1.79. They also disagreed that wages and salary paid to the teachers encourage them to stay and that rewards offered to the teachers are comparable to what is in the market with a mean of 1.91 and mean 2.12 respectively. The respondents further disagree that medical scheme offered to the teachers is comparable to what the market offers with a mean of 2.17. The respondents also were not sure on the level of teachers' satisfaction with retirement benefit scheme with a moderate score of 2.53. They were also not sure about the importance of reward for exceptional performance with a moderate score of 2.7; they were sure that job security encouraged teachers to remain in the school with a moderate score of 3.06.

From the analysis it can be concluded that reward does not encourage teachers to remain in the profession especially in terms of satisfaction with the level of reward comparably to the market rate and the medical scheme. But teachers could not comment on the effect of retirement benefit scheme, relation of reward to performance and job security as important for turnover.

4.4.2 Effect of Working Conditions on Teachers Turnover

The respondents were asked to state the effects of working conditions on teachers' turnover. Good working conditions result to a calm environment and this helps to control teachers' turnover.

Table 4.5: Effect of Working Conditions on Teachers' Turnover

Effect of working conditions on teachers turnover	Mean	Std. Deviation
There is flexibility in scheduling in the school	3.1569	.9675
Manageable workload is given to all teachers	2.9412	.9268
The school provides enough working space, equipment, optimum temperature, and moisture	3.2353	.9010
Amount of paid vacation time or sick leave offered	3.1503	.8332
Discipline handling procedure is transparent	2.9542	1.0408
The teachers are supervised well	2.8627	.7527
Overall mean	3.0501	

Source: Author (2013)

The results indicate that the respondents were not sure that the public secondary schools have enough working space, equipment, optimum temperature, and moisture with a moderate score of 3.23. They were also not sure about flexibility in scheduling and existence of satisfactory vacation time or sick leave with each having a moderate mean of 3.15. The study further established that the respondents were not sure on whether the public secondary schools have transparent discipline handling procedure with a moderate mean of 2.95. The respondents indicated that they were satisfied to a moderate extent on the teachers being given manageable workload with a mean of 2.94 and teachers being well supervised with a mean of 2.86. The results are consistent with Schwartz (2004) findings that employee working conditions play an important role in an organizations

ability to attract, retain and motivate good employees, hence a cause of employee turnover.

The overall mean was found to be 3.0501, an indication that the working conditions in the schools moderately satisfied the teachers. From the analysis it can be concluded that the public secondary school teachers could not authoritatively comment on the influence of working conditions, although the existence of enough working space and flexibility could influence the teachers to remain in the schools.

4.4.3 Influence of Management Style on Teachers Turnover

The respondents were requested to indicate the effect of management style on teachers' turnover in order to establish various actions taken by the managers to control teachers' turnover.

Table 4.6: Influence of Management Style on Teachers' Turnover

Effect of management style	Mean	Std. Deviation
Supervisors go out of their way to make teachers' work life easier	3.1148	1.0157
Managers ensure that their actions are not only fair but also perceived as fair by the teachers in order to better manage turnover	3.2157	.8655
The management of the school ensures that there is effective communications, teambuilding, conflict resolution, coaching, and mentoring.	2.7843	.8579
Managers show appreciation for teachers hard work	3.5621	1.0688
Supervisors are willing to listen to teachers personal problems	3.4052	.8463
Managers in the school allow teachers to take part in decisions that influence their jobs	3.0327	1.2108
Teachers' ideas are very frequently used constructively	3.4013	.8761
Overall mean	3.2334	

Source: Author (2013)

From the findings, the respondents were in agreement that managers show appreciation for teachers' hard work with a mean score of 3.56. They were however not sure on whether supervisors are willing to listen to their personal problems and whether their ideas were frequently used constructively with each having a mean score of 3.40. The respondents further noted that they were not sure on whether the managers ensure that their actions are not only fair but also perceived as fair by the teachers and the supervisors going out of their way to make teachers work life easier with a mean of 3.21 and 3.11 respectively.

The respondents further noted to a moderate extent that the managers allow teachers to take part in decisions that influence their jobs with a mean of 3.03. The existence of effective communication, teambuilding, conflict resolution, coaching, and mentoring in the schools with a mean of 2.78 was indicated as moderate. It can therefore be concluded that the teachers were satisfied with how supervision was done in their schools as leaders showed appreciation for hard work although they were not sure whether teachers take part in decision making and the existence of effective communication.

4.4.4 Influence of Training and Development on Teachers Turnover

Staff training and development gives teachers' opportunities for self improvement and development to meet challenges and requirements of new techniques of performing tasks and new equipments and therefore helps to control teachers' turnover. Therefore the study aimed at establishing the effect of training and development on teachers' turnover in public secondary schools in Nairobi County.

Table 4.7: Influence of Training and Development on Teachers Turnover

Influence of training and development on Teachers Turnover	Mean	Std. Deviation
Teachers receive adequate training and information to do their job well	2.1895	.97165
Sufficient time and money is allocated for training	1.9732	.82582
Training and development plans are developed and monitored for all teachers	2.2490	1.11179
The school releases teachers from regular work to attend training and even sponsor them where possible	1.9935	1.09121
There is a well-organized training program in the school	2.0719	1.18157
Overall mean	2.0954	

Source: Author (2013)

The findings presented in Table 4.7 indicate the distribution of responses on the level of agreement with the influence of training and development opportunity at the public secondary schools. The findings indicate that the respondents disagreed that sufficient time and money is allocated for training with a mean score of 1.97. They further disagreed that the schools release teachers to attend training and sponsor them where possible and a well organized training program exist in the schools with a mean of 1.99 and 2.07 respectively. The respondents further disagreed that the teachers receive adequate training and information to do their job well with a mean score of 2.18.

The results further established that the respondents disagreed that training and development plans were developed and monitored for all teachers in the schools with a mean score of 2.24. From the findings, it can be concluded that the teachers were not satisfied with training and development opportunities they are accorded by the employer

as there is no sufficient time and money allocated, school does not release teachers and that an organized program for training does not exist. This therefore influences turnover of teachers in the schools.

4.4.5 Influence of Career Advancement on Teachers' Turnover

Career advancement is an essential element of future career patterns and is likely to influence teachers' turnover. The study required the respondents to indicate their levels of agreement on statements related to career advancement and turnover in public secondary schools in Nairobi County. The finding to this is as presented in table 4.8 below.

Table 4.8: Influence of Career Advancement on Teachers' Turnover

Influence of career advancement on teachers' turnover	Mean	Std. Deviation
The school promotion policies are fair	2.2386	.8492
There is unfavorable promotion decision in the school	2.1876	1.1009
Promotions are always given based on ability	2.1098	1.1534
Promotion exercise is held regularly	1.9085	1.0535
My present job is relevant to the growth and development in my career	2.7484	1.1316
The school has opportunity for advancement or growth	3.0621	1.0504
Overall mean	2.3758	

Source: Author (2013)

The results indicate that the respondents disagreed that in the public secondary schools promotion is held regularly, unfavorable and based on ability with a mean of 1.90 and 2.10 respectively. The respondents further disagreed that the schools have promotion policies that are fair with a mean of 2.23. They were however not sure on the teachers' present job being relevant to the growth and development of their careers and whether the school has opportunity for advancement or growth with a mean of 3.06.

From the findings, it can be concluded that teachers were not satisfied with career advancement in the schools as promotions are not held frequently, favorably and based on ability. The teachers could not however comment on whether the current job was relevant for their growth and development and the existence of opportunity for advancement in the schools. The results indicate that career advancement is a serious concern in public secondary schools in Nairobi County and should be addressed to manage teachers' turnover.

4.4.6 Influence of Demographic Factors on Teachers Turnover

Demographic factor have been found to have some relationship with employees' turnover. The study therefore aimed at establishing the influence of demographic factors on teachers' turnover.

Table 4.9 shows the influence of demographic factors on teachers' turnover in public secondary schools.

Table 4.9: Influence of Demographic Factors on Teachers' Turnover

Influence of Demographic Factors on teachers' turnover	Mean	Std. Deviation
Gender influence teachers turnover	3.8153	.97774
Level of education attained influences teachers mobility	3.9418	1.14148
Duration of teaching determines teachers' decision to continue teaching or quit	2.6797	1.29093
Overall mean	3.4789	

Source: Author (2013)

From the findings, the respondents agreed that the level of education attained and the gender of the teachers influence turnover with a mean score of 3.94 and 3.81 respectively. The respondents were however not sure on whether the duration of teaching determines teachers' decision to continue teaching or quit with a mean of 2.67. It can be concluded that the demographic factors influence the teachers' turnover especially the qualification that the teachers have as they are on demand and the gender.

4.4.7 Influence of Human Resource Policy on Teachers' Turnover

The respondents were asked to indicate the influence of human resource policy on teachers' turnover. Human resource policies are essential because they help to maintain acceptable relationships between management and employees. The results are presented in table 4.10.

Table 4.10: Influence of Human Resource Policy on Teachers' Turnover

Influence of human resource policy on teachers' turnover	Mean	Std. Deviation
The recruitment and selection process is impartial	2.1046	.8926
Favouritism is not evident in any of the selection process	2.1765	1.2983
The Teachers Service Commission reward long service teachers	3.2284	.8975
The school undertake job review and orientation to all new teachers	3.1947	.9459
The school has standard of service which reduces turnover	2.2353	1.2605
Overall mean	2.3879	

Source: Author (2013)

The results in Table 4.10 show that the respondents disagreed that the recruitment and selection process was impartial with a mean score of 2.10. The respondents further disagreed that favoritism was not evident in any of the selection process and that the school has standard of service which reduces turnover with a mean score of 2.17 and 2.23 respectively. The respondents moderately agreed that the school undertake job review and orientation to all new teachers with a mean of 3.19 and that teachers service commission reward long service teachers with a mean of 3.22. From the analysis, it can be concluded that the human resource policy being applied by the Teachers Service Commission does not encourage teachers to remain in service as the selection process is not impartial, favoritism is evident and that the schools lack standard of service. The teachers could however not comment on reward for long service and the school undertaking job review and orientation to all new teachers.

4.4.8 Discussion

Employees at all levels look for better pay, working conditions, training and career prospects and this can drive turnover. On the overall, the picture presented by the results of this study indicate staff turnover in organizations is caused by insufficient career development opportunities at places of work. Employees in all organizations are always looking forward to being promoted. When an employee stagnates in one position for too long, he or she loses morale of work. He or she becomes disinterested in whatever she does. Career development is considered as one way of keeping employees in high spirit. An organization that provides opportunities for career development for its employees motivates them and makes them to know that they have something worth looking forward to.

Van Breukelen et al. (2004) argue that allowing employees opportunities to grow in turn, motivates staff, increases productivity and reduces on wastage thus increasing the profits of the organization. The findings of this study agree with Sparrow (1996) who observes that insufficient career development opportunities at places of work causes staff turnover. Insufficient career opportunities at places of work make staff to stagnate in one position for a long period of time. When staff works in the same position over a long period of time, their morale reduces and thus it affects their work out put. Staff in organizations with insufficient career development opportunities will therefore seek for other opportunities outside the organization. The education level of the respondents was that majority of the respondents had university degree or post graduate holders and therefore chances are high that they will leave the institutions. The results are consistent with

Oroni, (2005) that in her study found out that the more educated employees especially degree graduates were more likely to quit their jobs than the non-graduates. This is attributed to the fact that more educated persons have more job opportunities.

The study established that there are factors that influence teachers to continue working for the organization for a longer period. From the findings good working environments as well as improved relations with supervisors are some of the factors that make teachers continue working in the public secondary schools. If promotional opportunities with more rewarding positions could be created in line with ones expectations based on merit and the training opportunities and enhanced job rotation, availability of pay increment in line with market rates and years of service and the availability of medical cover would make the respondents work for the schools for a longer period. The study further established that teachers will continue working in the schools if accorded opportunity for career growth and better human resource policies being implemented. This concurred with Herbert, (1983) who indicated that inadequate or unsound wage classification structure may cause dissatisfaction and may result in termination of job by the staff. He also observed that pay problems arise because of uncompetitive, inequitable or unfair pay systems in the organizations.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this chapter is to give an overview of findings, conclusion and recommendation. The conclusions are made from the analysis and the objective of the research.

5.2 Summary of Findings

The general objective of the study was to establish factors influencing teachers' turnover in public secondary schools in Nairobi County

The study established that majority of the teachers were over thirty years and therefore they still have many years to retirement thus they need to work in institutions that would ensure that their interest is well taken care off. The respondents' level of education was mostly university and postgraduate an indication that in order to reduce turnover of teachers in public secondary schools, teachers' welfare need to be satisfied. Majority of the teachers were found to have been teaching in the current schools for more than five years and therefore they understand the school set up in terms of the factors that influence turnover of teachers. Turnover in the schools was found to be high and therefore there is need to establish the factors that influence the turnover of teachers.

The study established that appropriate rewards and benefits, and also type of compensation program are also important for employees. The rewards being offered to

the teachers was found to influence turnover as it does not encourage teachers to stay, the rewards was not comparable with what the market offers, unsatisfactory retirement benefit scheme and medical scheme offered to the teachers being incomparable to what is in the market. The working conditions in the schools was found not to have influenced teachers turnover as there is enough working space, equipment, optimum temperature, and moisture, flexibility in scheduling, satisfactory payment of vocation time or sick leave, transparent discipline handling procedure, manageable workload is given to all teachers and that teachers are supervised well.

The relationship between managers and employees influences employees' decision to stay in a job as the supervisors and managers have an important impact on employee turnover. The study established that in the public secondary schools managers show appreciation for teachers' hard work, supervisors are willing to listen to teachers personal problems, teachers' ideas are very frequently used constructively, managers ensure that their actions are not only fair but also perceived as fair by the teachers in order to better manage turnover. The study further found out that the supervisors go out of their way to make teachers' work life easier, managers allow teachers to take part in decisions that influence their jobs and that the management of the school ensures that there is effective communications, team building, conflict resolution, coaching, and mentoring.

All organizations, private or public connect employees to execute certain activities in order to attain goals and objectives. The findings of the study was that training and development influenced turnover in the schools as there is no sufficient time and money allocated for training, the schools do not release teachers from regular work to attend training and even sponsor them where possible, there is no well organized training

program in the schools, teachers do not receive adequate training and information to do their job well and that training and development plans were developed and monitored for all teachers. On aspects relating to career advancement in the public secondary schools, the respondents were dissatisfied as promotion was not held regularly, promotions not being given based on ability, existence of unfavorable promotion decision in the schools, unfair school promotion policies, the present job being irrelevant to the growth and development in their career and the schools having no opportunity for advancement or growth.

The study established that the demographic factors that influence turnover of teachers were the level of education attained, and the duration of teaching which determines teachers' decision to continue teaching or quit. The human resource policies found to be contributing to teachers' turnover was the recruitment and selection processes being impartial, favoritism being evident in the selection process and the schools having no standards of service which reduce turnover.

5.3 Conclusion

Turnover is a burning issue for any organization. For the steady performance of the public secondary schools, it is essential to maintain skilled workforce. But most of the times it is very difficult to control the turnover rate within organizations. Employees of an organization are considered as an important resource for the realization of the firm's objectives and every effort should therefore be made to train and retain them at the same time. As an important resource, employees at all levels look for better pay, working conditions, training and career prospects and this can help in stemming exit of staff.

Several factors have been identified to contribute to employee turnover and include rewards, training and development opportunity, career advancement, demographic factors and the human resource policy. It is therefore important that the Teachers' Service Commission identifies the relevant predictors of employee turnover in order to develop appropriate mechanisms of dealing with the causes. The study found out that unfavorable employer related factors significantly affect teacher turnover in public secondary schools in Nairobi County. In particular, the study established that loss of group cohesion, poor working conditions, poor pay, poor management or supervision directly impacted on teachers and caused job dissatisfaction which increased the rate of teacher turnover. The study also established that in schools where the pay, general conditions of work and good supervision were evident, the rate of teacher turnover was low. This implies that most public secondary schools in Nairobi County, paid their teachers poorly, provided poor conditions and had poor supervision policies, they too did nothing to improve these conditions which increased the level of teachers' turnover.

Kenya's developmental challenges demand that public secondary schools should stand up as one leading place to prepare the nation for the expected leap forward. But the evidence seems to suggest that the schools remain ill prepared. This is due partly to the low morale of the teachers, which in turn has increased the rate of labour turnover from the system. It is fair to say that teachers will put in their best when the work environment is conducive, when there are good welfare packages like good houses, adequate health and medical insurance, training and development opportunities, good human resource policy, career

advancement and other relevant fringe benefits. In the absence of these, it can only be expected that frustration and eventually quits will result. Given their role in society, there is a strong case to pay special attention to secondary school academics while not constituting them into a special class. However, it is important to further explore opportunities to provide more incentives to enable teachers maximize their role in the development process. A holistic approach, which adequately takes into account crucial non-economic factors as well must be employed.

5.4 Recommendation

The study established that there is high rate of teachers' turnover in the public secondary schools in Nairobi. The role of human resource departments in the Teachers' Service Commission is to satisfy the needs of teachers through the provision of training and development, rewards systems, career advancement and human resource policy, to foster employee commitment and reduce the rate of employee turnover. It is therefore recommended that the Teachers' Service Commission should change its human resources management practices and style in public secondary schools in order to ensure employee satisfaction. This will greatly help reduce high turnover rates. The workplace environment needs to be made fully suitable for the needs of all employees by ensuring leadership styles that encourage decentralization and delegation of duties, equality in the implementation of employee evaluation and appraisal systems, and provision of sufficient employee benefits, rewards, and structures for recognition.

The study established that rewards influenced turnover of teachers and it is recommended that the government through the Teachers' Service Commission should revise the remunerations of the teachers in the public sector. This will go a long way in motivating the teachers to continue working longer and effectively for the improved school performance. As a way to reduce cost of managing turnover, firms should simultaneously measure and manage turnover. Measuring will involve such things as: surveys, consultation processes, intra- and extra-firm career guidance, exit interviews and leaver profiling. Managing is needed in key operational areas to minimize the effects of change to key business areas. Both elements are important to negotiate the complexities inherent in implementing widespread change. To improve on the core competencies emanating from the organization's human resources, an organization need to institute performance management system and train key staff on administration of the system, review the job descriptions, personnel policies and reward system. All such steps are aimed at motivating the staff to get the best out of them in order to achieve the organizations' objectives and stop level of exit from the organization.

5.5 Suggestions for Further Research

The overall findings of this research can be used to give hints and suggestions on the directions for future research. Future researchers should undertake a similar study on all the secondary schools in Nairobi County to allow the results to be generalized. Future researchers should also consider investigating impacts of labor turnover on the performance of secondary schools. If the above studies can be undertaken, factors causing labor turnover and their impacts critically determined and proper analysis done,

then labor turnover can be arrested and performance of the schools improved in Kenya's education sector.

5.6 Limitations of the study

Due to the varied locations of the public secondary schools in Nairobi County, it was not easy to drop and pick the questionnaires. However, the ones analysed for this study met the threshold of over 70% response rate. Some of the respondents were reluctant to respond to the questionnaires but i expressed to them how the research would be important to them and their institutions.

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APPENDIX I: QUESTIONNAIRE

Please give answers in the spaces provided and tick (✓) in the box that matches your response to the questions where applicable.

Section A: Demographic Characteristics of Respondents

1. Name of the school.....

2. Gender: Male () Female ()

3. What is your age bracket? (Tick as applicable)

a) Under 30 years ()

b) 31 – 40 years ()

c) 41 – 50 years ()

d) Over 50 years ()

4. What is your highest level of education qualification?

a) Post graduate level ()

b) University ()

c) Tertiary College ()

d) Secondary ()

5. Length of continuous teaching with the school?

a) Less than five years ()

b) 5-10 years ()

c) Over 10 years ()

6. How would you rate the level of employee turnover in your school?

a) Very High () b) High ()

c) Moderate () d) Low ()

e) Very low ()

Part B: Perceived Factors Influencing Employee Turnover

7. To what extent do you agree with the following statements regarding turnover among teachers in Nairobi County? Use 1- Strongly disagree, 2-Disagree, 3-Moderately agree, 4- Agree,

5- Strongly agree

Rewards	1	2	3	4	5
Wages and salaries paid to the teachers encourage them to stay in the schools.					
There is job security which encourages teachers to remain in the school.					
Rewards for exceptional performance are offered which reduce teachers' turnover.					

In the school there is satisfactory performance appraisals which enhance teachers' continuous teaching.					
The rewards offered to the teachers are comparable with what the market offers thus encouraging them to remain in the school.					
The retirement benefit scheme for the teachers is satisfactory and this restricts them from exiting the school.					
The medical scheme offered to the teachers is comparable to what is in the market which leads to reduction of teachers' mobility.					
The rewards offered to teachers are commensurate to work hence job satisfaction.					
Working Conditions					
There is flexibility in scheduling in the school which plays a major role in retaining teachers in the teaching career.					
Manageable workload is given to all teachers which helps to control teachers' turnover.					
The school provides enough working space, equipment, optimum temperature, and moisture which help manage turnover.					
Amount of paid vacation time or sick leave offered is satisfactory.					
Discipline handling procedure is transparent which helps arrest teachers turnover in the school.					
The teachers are supervised well and this controls their exit from the school.					

Management Style					
Supervisors go out of their way to make teachers' work- life easier which influences their decision to stay in the school.					
Managers ensure that their actions are not only fair but also perceived as fair by the teachers in order to better manage turnover.					
The management of the school ensures that there is effective communication, teambuilding, conflict resolution, coaching, and mentoring programmes.					
Managers show appreciation for teachers' hard work which encourages them to stay longer.					
Supervisors are willing to listen to teachers personal problems which enhance their resolution to remain in the school.					
Managers in the school allow teachers to take part in decisions that influence their jobs. Increasing job satisfaction.					
Teachers' ideas are very frequently used constructively, motivating them to serve longer.					
Training and Development Opportunity					
Teachers receive adequate training and information to do their job well therefore see no need to move to other organisations.					
Sufficient time and money is allocated for training, thus teachers are indebted to remain in their stations.					

Training and development plans are developed and monitored for all teachers which help to manage turnover.					
The school releases teachers from regular work to attend training and even sponsor them where possible thus reducing rate of resigning.					
There is a well-organized training program in the school which decreases turnover.					
Career Advancement					
The school promotion policies are fair hence encouraging teachers to remain in the school.					
There is unfavorable promotion decision in the school which has inhibited teachers continuous service in the school.					
Promotions are always given based on ability which motivates teachers to serve longer.					
Promotion exercise is held regularly and this motivates teachers to carry on with their teaching career in the school.					
My present job is relevant to the growth and development in my career hence, I have no intentions to terminate it.					
The school has opportunity for advancement or growth which has been effective in mobilizing long term service by teachers.					

Demographic factors					
Gender influences teachers' turnover whereby it is higher in male as opposed to females.					
Level of education attained influences teachers mobility.					
Duration of teaching determines teachers' decision on whether to proceed with their teaching career or quit for another job.					
Human Resource Policy					
The recruitment and selection processes are impartial which prevent teachers from quitting the school.					
Favouritism is not evident in any of the selection process which helps to control turnover.					
The Teachers' Service Commission rewards long service teachers thus motivating the others to remain in the school.					
The school undertakes job review and orientation to all new teachers therefore reducing the number of teachers leaving the school.					
The school has a standard of service which has been effective in its role of maintaining teachers in the school.					

APPENDIX II

List of Schools and Number of Teachers per District in Public Secondary Schools in Nairobi County

No.	Name of School	No. of teachers
	Kamukunji District	
1	Eastleigh Secondary	39
2	Kamukunji Mixed	16
3	MainaWanjigi Mixed	23
4	Moi Forces Academy	55
5	Ou Lady of Mercy Girls	12
6	St. Teresa Boys	22
7	Uhuru High Boys	15
8	Our Lady of Mercy Shauri Moyo	11
	Starehe District	
9	Pangani Girls	51
10	Pumwani Girls	11
11	Ndururumo Mixed	16
12	Murang'a Road Mixed Day	8
13	C.G.H.U Mixed	8
14	St. Teresa's Girls	20
15	Jamhuri High	47
16	Ngara Girls	42
17	Parklands Boys	29
18	Parklands Girls Arya	22
19	Starehe Boys	51
20	Pumwani Boys	34

	Kasarani District	
21	Ruaraka Mixed	30
22	Kariobangi North Girls	10
23	Our Lady of Fatma Mixed	28
24	Baba Dogo Mixed	21
25	Kahawa Garrison	21
26	Kamiti Secondary Mixed	23
27	Starehe Girls	20
	Langata District	
28	Olympic Secondary	22
29	Karen C	13
30	Lang'ata Barracks	9
31	Lang'ata High Mixed	32
32	Raila Education Centre	12
	Makandara District	
33	St. Ann's Girls	10
34	Highway Secondary	43
35	Makongeni Mixed	12
36	Aquinas	43
37	Nile Road Girls	22
38	Huruma Girls	24
39	Ofafa Jericho Boys	32
40	Our Lady of Mercy S.B.	20
41	St Patricks	3
42	Buru Buru Girls	43
	Westlands District	
43	Lavington Mixed	13

44	Highridge Mixed	10
45	Hospital Hill	20
46	Kenya High	52
47	St. Georges Girls	42
48	Nairobi Milimani Boys	17
49	Nairobi School	64
50	State House Girls	50
51	Parklands Arya Girls	21
52	Kangemi High	27
Dagoretti District		
53	Nembu Girls	21
54	Dagorreti Mixed	12
55	Ruthimitu Mixed	16
56	Lenana School	69
57	Precious Blood Girls - Riruta	24
58	Ruthimitu Girls	31
59	Dagoretti Secondary	40
60	ShadrackKimalel Secondary	5
61	Mutuini Secondary	19
62	Upperhill Secondary	38
63	Beth Mugo Secondary	2
64	Moi Girls Nairobi	53
Njiru District		
65	Drum Vale Mixed	10
66	Ruai Girls	6
67	Ruai Boys	7
68	Ushirika Mixed	13
69	Mihang'o Secondary	5

70	St. Georges Athi	8
71	Dandora Secondary	28
72	MuhuriMuchiri Boys	25
73	Hon. Dr. Mwenje	12
74	JehovaJireh	12
	Embakasi District	
75	Embakasi Garrison	8
76	Peter Kibukosia	16
77	Embakasi Girls	15
78	Komarock	23
79	Mwangaza	12
80	Kayole South	21
	Total	1883

Source: Ministry of Education (2013)