

**FACTORS INFLUENCING STAFF TURNOVER AT JERTEC  
JUNIOR ACADEMY IN NAIROBI**

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## DECLARATION

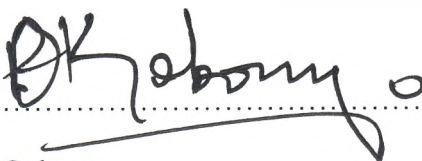
This research study is my original work and has not been presented for a degree or any other award in any other university.

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This research project has been submitted for examination with my approval as the University Supervisor

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## **DEDICATION**

I dedicate this work to my husband Fredrick and my daughters Collette and Cynthia who have encouraged me all the way and it is because of them that have I made it.

I love you all for always.

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I would like to take this opportunity to acknowledge the following people that supported me in the compilation and completion of this project.

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## **ABSTRACT**

Employee attrition and turnover is a fact of corporate life and part of the cost of doing business. When a business loses employees, it loses skills, experience and “corporate memory”. The magnitude and nature of these losses is a critical management issue, affecting productivity, profitability, and product and service quality. The main objective of the research was to determine the factors that influence staff turnover at Jertec Junior Academy. It is anticipated that the findings of the research will be used by Jertec Junior academy management to strengthen their retention strategy. The study adopted a census survey involving targeted respondents at Jertec Junior academy. The population comprised of all the staff of Jertec Junior academy. The findings of the study were that teachers would leave because of insufficient pay, working hours, too much overtime, amount of work, working conditions, problems with management, lack of career advancement and Terms of service. Furthermore indications were that the majority of the staff would leave because of Training and development, Contracts and Pay, Working Environment, Substandard Equipment and tools and Management. The above finding seem to agree with the statement that pay is not the only reason people leave although low pay levels are a disincentive to stay. This will have implications on the school strategy on staff retention.

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## **Abbreviations**

K-12 - Kindergarten through 12th Grade

ACAS - American Capital Strategies, LTD

NCTAF – National Commission on Teaching and America's Future

BOG – Board of Governors

HIV/AIDS – Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome

LIC – Low-Income developing countries

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the study

The impact of turnover has received considerable attention by senior management, human resources professionals, and industrial psychologists. It has proven to be one of the most costly and seemingly intractable human resource challenges confronting organizations. There is a large body of academic research supporting the intuitive contention that people who are satisfied with their jobs and committed to their employing organization are more likely to stay than those who are not (e.g. Griffeth, Hom, & Gaertner, 2000; Maertz & Campion, 1998; Meyer, Stanley, Topolnytsky, & Herscovitch, 2001).

When staff leave, this turnover can have a negative impact on your business. This is especially the case if those leaving either are key to its success and continuity or do so because they think you have treated them unfairly, which could result in tribunal claims.

Therefore, retaining staff and treating them fairly has benefits for your business; Continuity and stability become part of your business' culture, and staff feel they belong to the organization and take pride in their work. Skills and competencies are maintained in key business areas and productivity is often increased. Staff turnover is a business risk, but you can minimize the ways in which it affects your business through a structured staff management programme. Teacher turnover rates are just as high as school dropout and graduation rates and are a persistent issue of concern in the education arena. Almost half

of teachers leave the field after just five years, according to the National Commission on Teaching and America's Future, and the debate surrounding how to keep teachers in the profession is still evolving. This in-and-out filtering of educators creates discontinuity and costs the school and the country. (Jackson, 2012). According to Schneider (2003) high teacher turn over forces schools to devote attention, time and financial resources attracting replacement of teachers.

An organizations ability to retain its employees is a function of many factors (Mungumi, 2000). Khatri, Budhwar and Fern's study of employee turnover (1999) employs a model that posits three groups of factors influencing employee turnover, namely, demographic, uncontrollable and controllable factors. Demographic factors include age, gender, education, tenure, income level, managerial and non-managerial positions. Uncontrollable factors are the perceived alternative employment opportunity and job-hopping. Controllable factors include pay, nature of work, supervision, organizational commitment, distributive justice and procedural justice (cf. Institute of Management, 1999:55; Special Reports, 1999:1). Pay is rarely the only reason why people leave, although low pay levels are often a disincentive to stay. When you run a business, it is good to be aware of factors that commonly affect staff turnover rates, so that you can take steps to reduce them. Some factors could be Recruitment and induction, Training and staff development, Contracts, pay and working environment.

### **1.1.1. The Concept of Staff Turnover**

Staff turnover has been defined in different ways: However, the term is commonly used to refer only to 'wastage' or the number of employees leaving. The term "turnover" is

defined by Price, (1977) as: the ratio of the number of organizational members who have left during the period being considered divided by the average number of people in that organization during the period. Frequently, managers refer to turnover as the entire process associated with filling a vacancy: Each time a position is vacated, either voluntarily or involuntarily, a new employee must be hired and trained. This replacement cycle is known as turnover (Woods, 1995). Like recruitment, turnover can be classified as 'internal' or 'external'. Internal turnover involves employees leaving their current positions and taking new positions within the same organization. This term is also often utilized in efforts to measure relationships of employees in an organization as they leave, regardless of reason – (African Journal of Business Management, June 2007)

Often the term “staff turnover” is used in connection with fluctuation in staff levels, which means staff leaves the company – for whichever reason. Large staff fluctuations are not good for any business. It usually indicates problems during the hiring process or management problems within the company. (Topfer, 2007). According to The Health Care Group's 2001 Staff Salary Survey, turnover is highest among receptionists, but it's a problem for many other positions as well. A general rule of thumb for determining whether your practice is experiencing high turnover is to look at the percentage of staff your practice turns over in a five-year period. 15 percent staff turnover in five years is reasonable; 20 percent or more is considered high. (Capko, 2001)

Employee turnover refers to the number or percentage of workers who leave an organization and are replaced by new employees. Although different types of turnover

exist, the general definition is that turnover occurs when the employment relationship ends. Employee termination for poor job performance, absenteeism or violation of workplace policies is called involuntary turnover -- also referred to as termination, firing or discharge. Layoffs could also be considered involuntary terminations, though layoff procedures usually are handled differently from termination. When an employee leaves the company of her own volition, it's called voluntary termination. Employees give a number of reasons for leaving their jobs. They may be accepting employment with another company, relocating to a new area or dealing with a personal matter that makes it impossible to work. When an employee voluntarily terminates the employment relationship, she generally gives the employer verbal or written notice of intent to resign from her job. (Mayhew, 2012)

In a human resources context, turnover or staff turnover or labour turnover is the rate at which an employer gains and losses employees; Staff turnover is also understood as the movement of labour, out of and into a working organization, (Argyle, M., 1989); Employee turnover is also the rotation of workers around the labour market; between firms, jobs and occupations; and between the states of employment and unemployment (Abassi et al., 2000). Fitz-enz (1987) defined employee turnover as the movement of employees into and out of organisations while Grobler et al (2002) simply referred to it as “the movement of employees out of the organisation”.

### **1.1.2. Staff Turnover**

High turnover rates of skilled professionals can pose as a risk to the business or organization, due to the human capital (such as skills, training, and knowledge) lost.

Notably, given the natural specialization of skilled professionals, these employees are likely to be re-employed within the same industry by a competitor. Therefore, turnover of these individuals incurs both replacement costs to the organization, as well as resulting in a competitive disadvantage to the business. With globalization which is heightening competition, organizations must continue to develop tangible products and provide services which are based on strategies created by employees. These employees are extremely crucial to the organisation since their value to the organization is essentially intangible and not easily replicated (Meaghan et al. 2002). Therefore, managers must recognize that employees as major contributors to the efficient achievement of the organization's success (Abbasi et al. 2000). Managers should control employee turnover for the benefit of the organization success. In the end turnover leads many otherwise successful firms over the brink and into a sea of red ink, as more aware and proactive competitors take the lead with their own seasoned and loyal workforces.

According to Heinrich Roth, (2008); Over 50% of the people recruited in to an organization will leave within two years; One in four people recruited will leave within six months; Nearly 70% of organizations report that staff turnover has a negative impact; Nearly 70% of organizations report having difficulties in replacing staff; Approximately 50% of organizations experience regular problems with employee retention. According to ACAS, turnover is likely to be higher in larger, more centralized organizations and lower in smaller organizations. There is also slightly higher turnover in urban areas than rural. In our 1996 Wisconsin study, it was found that 75 percent of the demand for new employees is simply to replace workers who have left the company.



In the United States about 50% of teachers leave the profession within their first five years of teaching (Ingersoll, 2003a). Annually, teachers enter, leave, and move within the K-12 teacher workforce. Movement affects the composition of teachers at these schools, institutional stability, and also the demographics and qualifications of the teacher workforce as a whole (U.S. Department of Education, Office of Postsecondary Education, 2005). States, districts, and schools are forced to devote attention, time, and financial resources to initiatives designed to attract additional candidates to replace those teachers who leave the teaching profession (Voke, 2002). In general, the turnover rate among teachers is significantly higher than for other occupations. Current federal and state teacher policies and initiatives have focused on two common approaches to ensure that all classrooms are staffed with qualified teachers: improving the qualifications of teachers and increasing the quality of teachers supplied (Ingersoll, 2003a).

Teacher turnover directly impacts student achievement, teacher quality, and accountability. Moreover, teacher turnover is also a costly phenomenon ((National Commission on Teaching and America's Future (NCTAF), 2003). "The most serious consequence and direct disadvantage of high teacher turnover is that it erodes teaching quality and student achievement" (NCTAF, 2003, p. 33). Therefore, it is crucial for school leaders to retain qualified beginning teachers in the profession and support and help them develop into quality professionals. Based on analysis of the most recent data from the National Center for Education Statistics for the 1999-2000 school years, it is estimated that almost a third of America's teachers leave the field sometime during their

first three years of teaching, and almost half leave after five years. In many low-income communities and rural areas, the rates of attrition are even higher. The attrition rate for those who enter through some “alternative” pathways can be as high as 60 percent. The number of teachers leaving for non-retirement reasons is about three-to one. It is the high non-retirement attrition rates that are fuelling the teacher shortage. Teacher turnover rates are high, particularly in schools serving low-income, non-white and low-achieving student populations. (A Symposium of the National Commission on Teaching and America's Future and NCTAF State Partners, August 2002) Nationally, about 30 percent of new teachers leave the profession after five years, and the turnover rate is 50 percent higher in high-poverty schools as compared to more affluent ones (Ingersoll, 2001). Teacher turnover rates also tend to be higher in urban and lower-performing schools (Hanushek, Kain, and Rivkin, 1999). As an example, in New York City approximately 18 percent of teachers leave their school each year.

In most African countries, the phenomenon of teacher turnover is associated mainly with the HIV/AIDS epidemic, especially in sub-Saharan countries such as Zambia, Kenya, Nigeria, the Central African Republic and South Africa (Coombe, 2002:3). The President of the Gambian Teachers' Union reports a massive exit of teachers from the profession due to, amongst other reasons, a lack of adequate salaries, allowances, housing and promotion (Kamara, 2002). Mukumbira (2001) reports that Zimbabwe lost about 2000 newly-qualified teachers who may have left for greener pastures in the year 2000. In Kenya the Permanent Secretary of the Ministry of Education reported in 2004 that between four and six teachers a day were dying of AIDS-related illnesses, which means

the AIDS-related mortality rate was in the region of 0.7-1.0 percent. It is argued that the 'brain drain' of teachers to the North is negatively impacting on teacher supply and retention in a growing number of developing countries. However, the available evidence shows that the overall impact on teacher supply in most low-income developing countries (LICs) has been and is likely to remain minimal for the foreseeable future, (Bennell, July 2007)

### **1.1.3. Jertec Junior Academy**

Jertec Junior academy is located in Umoja 3 and started in 2004 as a day care. Over the years it has grown to accommodate up to class 6 and has about 200 students. It also boasts of about 30 members of staff both teaching and non teaching staff. Jertec Junior academy is a private school and is owned by an investment group of 5 directors. It is headed by a Headmistress employed by the management to run the school. Currently the school is doing well verses the other schools and this is evident in the joint exams done with other schools in the division. Over the years the school has been losing teachers and replacing them with either new or experienced teachers. The school management has realised that getting good teachers is not easy and therefore maintaining the good teachers is a priority of the school management. The school is growing and will soon be having class 8 students. The school management would therefore want to know the factors influencing the turnover in their school with the aim of coming up with retention strategies (Mwangi, 2011). Currently management seems to think teachers may be leaving because of low pay. The teaching profession is no longer a concern of academicians but the public in general who yearn for positive results. Internationally, the profession is continuously beset by several serious problems.

## 1.2. Research Problem

Apparently labor turnover is a global phenomenon and studies by Gonzaga (2003) revealed that labor turnover in Brazil is one of the highest in the world. An average of 3.4% of the formally employed are admitted and separated from their jobs every month, posing an annual turnover of 40.8. Studies carried out in USA (Owen, 2007) indicate a substantial decline arising from improved labour relations between employers and employees. According to Cole (2001), the current labor market situation is that of a buyer's market, with the advantage firmly in the hands of employers. Even when there is high unemployment, there is invariably a shortage of employees with particular skills.

Employees' turnover is a much studied phenomenon (Shaw et al. 1998). But there is no standard reason why people leave organization. Employee turnover has long been a concern of organizations in many sectors, researchers such as Pettmen (1975) Price (1977), Mobley (1975), and Gardener (1982). "There is as yet no universally accepted account or framework for why people choose to leave". (Lee and Mitchell 1994). Thus organizations are limited from the beginning to understand the process after the event has occurred, which is not an accepted means by which to predict the likelihood of an individual leaving their organization. This therefore "prohibits the prediction of turnover" (Terborg and Lee 1984)

One of the most serious problems in the teaching profession is teacher turnover. Governments are finding it difficult to retain teachers in schools (Kayuni, Tambulasi, 2007.) In most African countries, the phenomenon of teacher turnover is associated

mainly with the HIV/AIDS epidemic, especially in sub-Saharan countries like Zambia, Kenya, Nigeria, the Central African Republic and South Africa (Coombe, 2002:3). Most of the causes of teacher turnover in Malawi can be attributed to poor working conditions and their related factors such as; Poor Recruitment and Training Programs, Lack of Administrative Support System, Frequent Changes in the Syllabus and Education System, High Death Rate due to Illness but no Medical Scheme, Salaries and Poor Housing and School Infrastructure (Kayuni & Tambulasi, 2007).

Ingersoll (2002) analysed data from different cycles of the 1996 School and Staffing Survey and the Teacher Follow-Up Survey conducted by the National Centre for Education Statistics and found five main areas, viz. retirement, school staffing action, family or personal, pursuit of other jobs and dissatisfaction as reasons cited for turnover and attrition (cf. Catalyst, 1999; Finn, 1997; Osborne, 2002). Santiago (2001) cites an ageing teaching workforce and the possible retirement thereof, low salaries and demands for even more complex teaching abilities. Duffrin (1999:2) cites working conditions as reason for high turnover especially among teachers leaving within the first five years of being in the profession (cf. Borsuk, 2001:1). Chaika (2002:1) advocates the lack of teacher mobility, inadequate induction programmes, poor working conditions and a growing salary gap between teachers and other college graduates as sources of teacher turnover. Anon, (2002a) cites the main reasons for the drop in teacher numbers in South Africa as government's financially-driven trimming of the teacher corps, a decision to retrain an estimated 100 000 under qualified teachers rather than recruit new ones, a growing HIV/AIDS crisis in the teaching profession and natural attrition as teachers die,

retire and leave the profession (cf. Santiago, 2001). The HIV/AIDS pandemic is indicated mostly as a cause for teacher turnover in sub-Saharan countries.

According to Zabarauskaite (2008), a survey conducted in Lithuania in 2007, at the request of the Lithuanian Labour Exchange, sought to identify factors determining employee turnover in companies. The survey found that pay and working conditions are key factors influencing the rate of staff turnover. Kimosop (2007) observed that employees that are educated and have university degrees are most likely to leave employment at 91%. Chege K, (2010) research on Zain Ltd states that causes of turnover in Zain are due to greener pastures, lack of growth, being fired and having to work in shifts. Otieno, (2011) observed that causes of teacher turnover in Kisumu secondary school are low compensation, lack of job security, lack of opportunity for career growth, poor working relationships and greener pastures. In this research we aim to find the factors that influence turnover at Jertec Junior Academy. We strive to find out how these factors strongly influence the teachers of Jertec Junior academy in determining whether they will leave or not.

### **1.3. Research Objective**

To determine factors that influence staff turnover at Jertece Academy.

### **1.4. Value of the study**

The data obtained can be used to develop a retention strategy that focuses on the particular issues and causes of turnover specific to Jertec Junior Academy.

An appreciation of the levels of turnover can help inform a comprehensive resourcing strategy for schools. Blanket references to turnover can be confusing; therefore, specific definitions and calculations for employee turnover may be useful to human resources practitioners.

The evidence and analyses from the case study will provide policymakers, practitioners, and researchers with critical information about primary school teacher turnover that can help improve a sector of the country's primary schools. Measuring employee turnover can be helpful to employers that want to examine reasons for turnover or estimate the cost-to-hire for budget purposes.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1. Costs of Staff Turnover

Employee attrition and turnover is a fact of corporate life and part of the cost of doing business. But unfortunately many companies have no idea how to compute, manage, control, or avoid that cost. When a business loses employees, it loses skills, experience and “corporate memory”. The magnitude and nature of these losses is a critical management issue, affecting productivity, profitability, and product and service quality. For employees, high turnover can negatively affect employment relationships, morale and workplace safety. The cost of replacing workers can be high, the problems associated with finding and training new employees can be considerable, and the specific workplace-acquired skills and knowledge people walk away with can take years to replace. (Lockhead & Stevens, 2004)

Not only do organizations lose valuable experience when staff leave, but organizations need to take a hard look at other factors that are being influenced as well. For instance they need to take a look at: The costs of decreased productivity, lost investment in training and development, lost of revenue for key sales, Recruitment costs, and the new employee's induction into the business culture, Management downtime in interviewing new candidates, Legal fees and payout commitments. High staff turnover causes problems for business. It is costly, lowers productivity and morale and tends to get worse if not dealt with.



Heinrich Roth (2008); The primary reason that replacing workers is so expensive is that turnovers leave a vacuum within an organization that demands a great deal of energy and time to properly fill. The reason so much attention has been paid to the issue of turnover is because turnover has some significant effects on organizations (DeMicco and Giridharan, 1987; Dyke and Strick, 1990; Cantrell and Saranakhsh, 1991; Denvir and McMahon, 1992). Many researchers argue that high turnover rates might have negative effects on the profitability of organizations if not managed properly (Hogan, 1992; Wasmuth and Davis, 1993; Barrows, 1990). Hogan 1992, nearly twenty years ago the direct and indirect cost of a single line employee quitting was between \$ 1400 and \$4000.

Turnover has many hidden or invisible costs Philips (1990) and these invisible costs are result of incoming employees, co-workers closely associated with incoming employees, co-workers closely associated with departing employees and position being filled while vacant. And all these affect the profitability of the organization. On the other hand turnover affects on customer service and satisfaction (Kemal et al. 2002). Catherine (2002) argue that turnover include other costs, such as lost productivity, lost sales, and management's time, estimate the turnover costs of an hourly employee to be \$3,000 to \$10,000 each. This clearly demonstrates that turnover affects the profitability of the organization and if it's not managed properly it would have the negative effect on the profit.

A study published in "Entrepreneur" magazine in 2001 looked at the effects of hotel employee turnover and discovered the high price of recruiting, interviewing and hiring new workers, in addition to lost productivity. According to Shelley Moore (2012), the U.S. Department of Labor estimates that it costs about 33 percent of a new employee's salary to replace the worker who left. This means major companies can spend millions of dollars a year on turnover costs. High turnover rates can create a lack of staff to complete essential daily functions of a company. This can result in overworked, frustrated employees and dissatisfied customers. New employees take some time to get up to speed, particularly in complex jobs. For service-oriented careers such as account management and customer service, high turnover can lead to customer dissatisfaction. Newer representatives lack expertise and knowledge, and customers have no way to build a relationship with one particular service representative.

High turnover can be a serious obstacle to productivity, quality, and profitability at firms of all sizes. For the smallest of companies, a high turnover rate can mean that simply having enough staff to fulfill daily functions is a challenge, even beyond the issue of how well the work is done when staff is available. Turnover is no less a problem for major companies, which often spend millions of dollars a year on turnover-related costs. For service-oriented professions, such as management consulting or account management, high employee turnover can also lead to customer dissatisfaction and turnover, as clients feel little attachment to a revolving contact. Customers are also likely to experience dips in the quality of service each time their representative changes. The U.S. Department of Labor estimates that it costs about 33 percent of a new recruit's salary to replace a lost

employee. In other words, it could cost \$11,000 in direct training expenses and lost productivity to replace an experienced employee making \$33,000. Private industry estimates for highly skilled jobs peg turnover losses at a much higher level, up to 150 percent of the position's annual salary. (Encyclopedia of Business, 2nd ed.). Christopher martin & Gaia garino, (2005), Staff turnover affects both workers and firms. Workers experience disruption, the need to learn new job-specific skills and find different career prospects. Firms suffer the loss of job-specific skills, disruption in production and incur the costs of hiring and training new workers. But incoming workers may be better educated, more skilled and have greater initiative and enthusiasm than those who leave. The impact of turnover on workers is quite well understood.

While the numerous variables contributing to turnover costs are diverse and often hard to pinpoint, main factors include items such as: The preliminary costs of paying a recruiter or internal HR person to first evaluate the requirements of a position and then create and implement a marketing campaign to attract qualified applicants; The costs to review candidates, conduct interviews, and narrow down a field of applicants to choose the right person for a position. Miscellaneous tasks such as background fact checking and drug screening add to the incidental turnover costs during this phase; the employer incurs added expenses of time and money for training and orientation. New workers contribute less than full productivity during their first few months on the job, so companies also pay a premium due to lost productivity during this introductory phase; Additional losses occur as supervisors and other higher-paid employees dedicate their own valuable time and energy - at an additional cost to the employer - to bring the new hire up to speed.

New sales people rarely meet the targets of those they are hired to replace. Trying to figure out how to save money without losing good workers confounds many business leaders. Without expert and accurate metrics to guide their decision-making, even the most talented executives often succumb to flawed conclusions and faulty decisions. (HubPages, 2008)

When teachers leave schools, for example, previously held relationships and collaborations are lost, and new ones form. Bryk & Schneider (2002) argue that the quality of relationships (trust) between teachers, and between teachers and students, is related to student achievement. To the degree that turnover disrupts the formation or maintenance of these relationships; it may also harm student achievement. On the other hand, turnover may result in the infusion of new ideas into the organization which might help raise student achievement. Guin (2004) studied 66 elementary schools in a large urban district to look at relationships between school-level turnover and the proportion of students meeting standards on statewide assessments in reading and math. Pearson correlations were significant and negative, demonstrating that schools with higher turnover also had lower achievement. Schooling is disrupted when teachers are absent due to illness, death or the need to care for ill family members and when HIV-positive teachers leave schools in remote areas that lack health facilities and request postings in locations near hospitals (Wilkinson, 2001:8; Pretorius & Heard, 1999:1).

## **2.2. Causes of Staff turnover**

According to the results of a recent nation-wide employee survey (Kenexa, 2011), which included data from thousands of employees and employers from all major industries, the

results showed that business leaders often fail to understand why their employees leave. For example, 41% of employers reported that a 'poor relationship with manager' was the top reason for employee turnover... only 15% of employees agreed. According to the same report, the top 5 reasons given by employees who quit their jobs in 2011 are: Lack of Opportunities for Professional Development (30%); Inadequate Compensation (28%); Boredom/Lack of Challenge (27%); Poor Work/Life Balance (20%); Job Stress and Unfair Treatment (20%). (Powell 2012). Heinrich Roth, (2008), the real reasons why employees leave can be summed up by Intrinsic Work Factors - It is variations of challenging work that uses the employee's skills to the full; Studies have shown a strong link between an individual's reason to leave and the dominant culture of the organization; Throughout most organizations, first line managers are responsible for creating the most 'push' factors that can lead to resignation or retention. Good managers always deliver high retention as a by-product.

According to Lochhead and Stevens (April 2004) turnover is because of Compensation and Benefits, Recognition and Rewards, Training, Professional Development, Career Planning, Recruitment & Orientation, Healthy Workplace or Wellness Programs, Work-Life Balance, Job Design & Work Teams and Employee Participation & Communication. There can be one or more reasons for employee leaving the company (Biz Development, 2008). Those reasons are related to different factors like job description, salary, organizational culture, local economy, workload, duration on current position and personality. One of the predominant reasons for leaving of position is the local economy and ratio of demand for employees and number of employees that are looking for a job. If

there are more jobs available, than the employee turnover rate is higher, since employees are trying to get the better offer. The Maslow's Hierarchy of Needs explains the structure of human needs and if these needs are not fulfilled, the employee will look for the environment that will satisfy his/her needs. Organizational instability has been shown to have a high degree of high turnover. Indications are that employees are more likely to stay when there is a predictable work environment and vice versa (Zuber, 2001). In organizations where there was a high level of inefficiency there was also a high level of staff turnover (Alexander et al., 1994). Therefore, in situations where organizations are not stable employees tend to quit and look for stable organizations because with stable organizations they would be able to predict their career advancement.

Within the teaching profession there are several factors that cause turnover. Xaba (2003) concluded that the causes of teacher turnover can be attributed to organisational factors. He further asserted that these could be categorised into “commitment to the organisation, long-term prospects, and job satisfaction” (Xaba 2003, p. 287). Further analysis was also made by Herbert and Ramsay (2003). Although the findings by Herbert and Ramsay (2003) related to teacher turnover in Texas in United States they accurately tallied with findings in several other countries inside and outside Africa. Herbert and Ramsay (2003, p.2) while acknowledging the fact that “decisions about whether to enter and remain in teaching are ultimately personal ...according to individuals’ needs and circumstances”, they attributed turnover among teachers to several factors such as salaries and incentives, working conditions, induction and professional development, and assignments. Shaw

(1999) added that factors such as recruitment and selection practices, the work itself, compensation, career opportunities and the work environment contributed to turnover.

Another important finding has been that teachers' decisions whether to stay or leave the teaching profession are highly influenced by their age. The relationship between teachers' age (and experience, in some analyses) and their turnover has been found to follow a U-shaped curve. Although there is some disagreement as to why this is the case, researchers have consistently found that younger teachers have very high rates of departure. Subsequently, as those remaining "settle in," turnover rates decline through the mid-career period and, finally, rise again in the retirement years (e.g., Bobbitt et al., 1994; Boe et al., 1998; Grissmer & Kirby, 1987, 1992, 1997; Hafner & Owings, 1991; Murnane, Singer, & Willett, 1988). Moreover, because the distribution of age in the teaching force is skewed upward—older teachers significantly outnumber younger teachers—many analysts have concluded that retirement due to a rapidly "graying" teaching workforce is the most significant factor behind teacher turnover, teacher shortages, and school staffing problems (Grissmer & Kirby, 1997).

The prospect of getting higher pay elsewhere is one of the most obvious contributors to turnover. This practice can be regularly observed at all levels of the economic ladder, from executives and generously paid professionals in high-stress positions to entry-level workers in relatively undemanding jobs. Some experts believe that high turnover persists in certain jobs and companies because they have an atmosphere in which employees look for reasons to leave, and money is a convenient and sometimes compelling justification.

Indeed, there is a whole school of thought that claims pay is not a direct determinant of job satisfaction. Most environmental contributors to turnover can be directly traced to management practices. Turnover tends to be higher in environments where employees feel they are taken advantage of, where they feel undervalued or ignored, and where they feel helpless or unimportant. Clearly, if managers are impersonal, arbitrary, and demanding, there is greater risk of alienation and turnover. (Clint Johnson, 2012)

## **2.3. Factors Influencing Staff Turnover**

### **2.3.1. Recruitment and induction**

Making the right choice is the first step. The selection process should be right. Do you encourage staff to recommend friends and acquaintances for job vacancies? Induction is very important and should be used to let the staff know where things are and what they and their colleagues are supposed to do. How you welcome and orientate new staff is very important. When matching jobs to people make the best use of skills, experience and competencies, and help staffs fulfill their aspirations. A bad match between the employee's skills and the job is not good. Employees who are placed in jobs that are too difficult for them or whose skills are underutilized may become discouraged and quit the job. The characteristics of the job are important to the employee. Some jobs are intrinsically more attractive than others. A job's attractiveness will be affected by many characteristics, including its repetitiveness, challenges, danger, perceived importance and capacity to elicit a sense of accomplishment.



### **2.3.2. Training and staff development**

How supportive and encouraging the business is, will motivate the staff. The organizational culture should promote an inclusive culture in which staff are aware of and are committed to the business' aims. Staff training and development is important to staff. The organization should invest in the staff by giving them time and opportunities to learn new skills. Formal appraisals are important and the staff should get an opportunity to discuss their performance. Encourage team working by having common goals and discouraging unhealthy individual rivalries. If the job is basically a dead-end proposition, it lacks opportunity for advancement or growth; 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. Inadequate or lackluster supervision and training may demoralize staff. Staffs need guidance and direction. New employees may need extra help in learning an unfamiliar job. Similarly, the absence of a training program may cause workers to fall behind in their level of performance and feel that their abilities are lacking.

### **2.3.3. Contracts and Pay**

Terms and conditions of your contracts should encourage staff loyalty. Competitive pay rates and a fair, transparent pay system are necessary. They should also be in line with the industry. Nzube (2007) argues that absence of competitive rewards in the organization lead to low level of employee motivation that influences most employees to leave the organization hence increasing the rate of employee turnover. One of the most common reasons given for leaving the job is the availability of higher paying jobs. Some minimum

wage workers reported for leaving one job to another that pays only 50 cents an hour more. Obviously, in a better economy the availability of alternative jobs plays a role in turnover, but this tends to be overstated in exit interviews (Shamsuzzoha). Unequal or substandard wage structures are great causes of dissatisfaction and can drive some employees to quit. A new worker may wonder why the person next to him is receiving a higher wage for what is perceived to be the same work. Incentives and other staff benefits should be relevant for the staff and they should be able to choose the ones they need.

#### **2.3.4. Working Environment**

The physical office environment should be pleasant and well designed. The noise, light and ventilation levels should be acceptable. When the Gates foundation polled 40,000 teachers about job satisfaction, the majority agreed that supportive leadership, time for collaboration, access to high quality curriculum and resources, clean and safe buildings, and relevant professional development were even more important than higher salaries. (Huff post Education, August 2012). Flexible working arrangements should be encouraged. Recognize your employees' changing needs to achieve work-life balance. Effective grievance procedure should be in place and staff should know how to register a grievance. Staff should be making use of the procedure.

#### **2.3.5. Demographics and the Person**

Empirical studies have demonstrated that turnover is associated in particular situations with demographic and biographical characteristics of workers. In addition to the factors listed above, there are also factors specific to the individual that can influence turnover rates. These include both personal and trait-based factors. Personal factors include things

such as changes in family situation, a desire to learn a new skill or trade or an unsolicited job offer. In addition to these personal factors, there are also trait-based or personality features that are associated with turnover. Since employees generally want to do a good job, it follows that they also want to be appreciated and recognized for their works. Even the most seasoned employee needs to be told what he or she is doing right once in a while.

### **2.3.6. Equipment and Tools**

If working conditions are substandard or the workplace lacks important facilities such as proper lighting, furniture, restrooms and other health and safety provisions, employees will not be willing to put up with the inconvenience for long time.

### **2.3.7. Management**

According to Marcia Zidle (2005), there are many reasons why good employees quit and go to another company, perhaps even your competitor. Most of the reasons start with management and most are preventable. Good people don't leave good companies, they leave poor managers. Here are seven reasons: Management demands that one person do the jobs of two or more people, resulting in longer days and weekend work. This turns into a morale killer not only for the person but for the team; Management doesn't allow the rank and file to make decisions about their work, therefore, employees see their job as only a job rather than developing enthusiasm and pride of ownership; Management constantly reorganizes, shuffles people around and changes direction constantly, therefore, employees don't know what's going on, what the priorities are and what they should be doing; Management doesn't take the time to clarify their decisions, for

example, it rejects work after it was completed, damaging the morale and esteem of those who prepared it; Management alienates staff by promoting someone who lacks training and /or the necessary experience to supervise. This leads to employees to feel management shows favoritism and so why do a good job; Management promotes departments to compete against each other while at the same time preaching teamwork and cooperation. Therefore, employees become cynical and only put effort in what they see management wants not what they say; Management throws a temper tantrum, points fingers and assigns blame when things go wrong. Therefore, employees don't want to be at the other end of the barrage of negativity.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

This chapter described the research design and methodology that guided the study.

#### **3.2. Research design**

The design for the study was a census survey. It enabled the collection of both quantitative and qualitative data and thus provided a holistic, in-depth investigation as required.

#### **3.3. Population**

The target population was all the staff in the school. The population of Jertec Junior Academy was 30 employees. This comprised of both Teaching and non Teaching staff.

#### **3.4. Data Collection**

The study used primary data collected by use of self administered questionnaires. A semi structured questionnaire was used to collect the data. The questionnaire was administered to all members of staff of Jertec Junior academy. The questionnaire had three sections. Section A to collect bio data of the individuals, section B to provide the person with an opportunity to state the reasons why they would leave their jobs and section C to collect data on the factors influencing turnover. The questionnaire was dropped and picked.

### **3.5. Data Analysis**

The data was analyzed using descriptive statistics. The findings were presented using pie charts, bar graphs and frequency tables to measure the dispersion of the results. Factor analysis was used as well to classify the factors influencing turnover.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1. Introduction

This chapter presents analysis and findings of the study. The results are presented on factors influencing Jertec Junior Academy

#### 4.2. General Information

A total of 30 questionnaires were dropped and 28 questionnaires were returned. This constitutes 93% of the respondents of Jertec Junior Academy. The gender of the respondents was female 50% and male 50%.

According to the findings, out of the 28 respondents, 10 were between 20-30yrs, 11 between 30-40yrs and 7 between 40-50yrs. From the results the middle age staffs are slightly more than the young generation. On average the respondents are between the ages of 30-50 yrs.

Table 1 – Age of respondents

Age	No of respondents	Percentage
20-30 yrs	10	36
30-40 yrs	11	39
40-50yrs	7	25

Source: Author 2012

From the findings the school has an equal number of teachers who have studied up to college level and the university level. They are both 43% with the minority of 14% of respondents having reached secondary school level.

Table 2- Education level of respondents

Education level	No of respondents	Percentage
Secondary level	4	14
College level	12	43
University level	12	43

Source: Author 2012

From the findings only 11% of the staffs have stayed in the school since it started, 39% have 5-6yrs experience in the school while 29% have been in the school for 1-2years. From the results the majority of the teachers have stayed in the school for 5-6 years.



Table 3 – Number of years worked

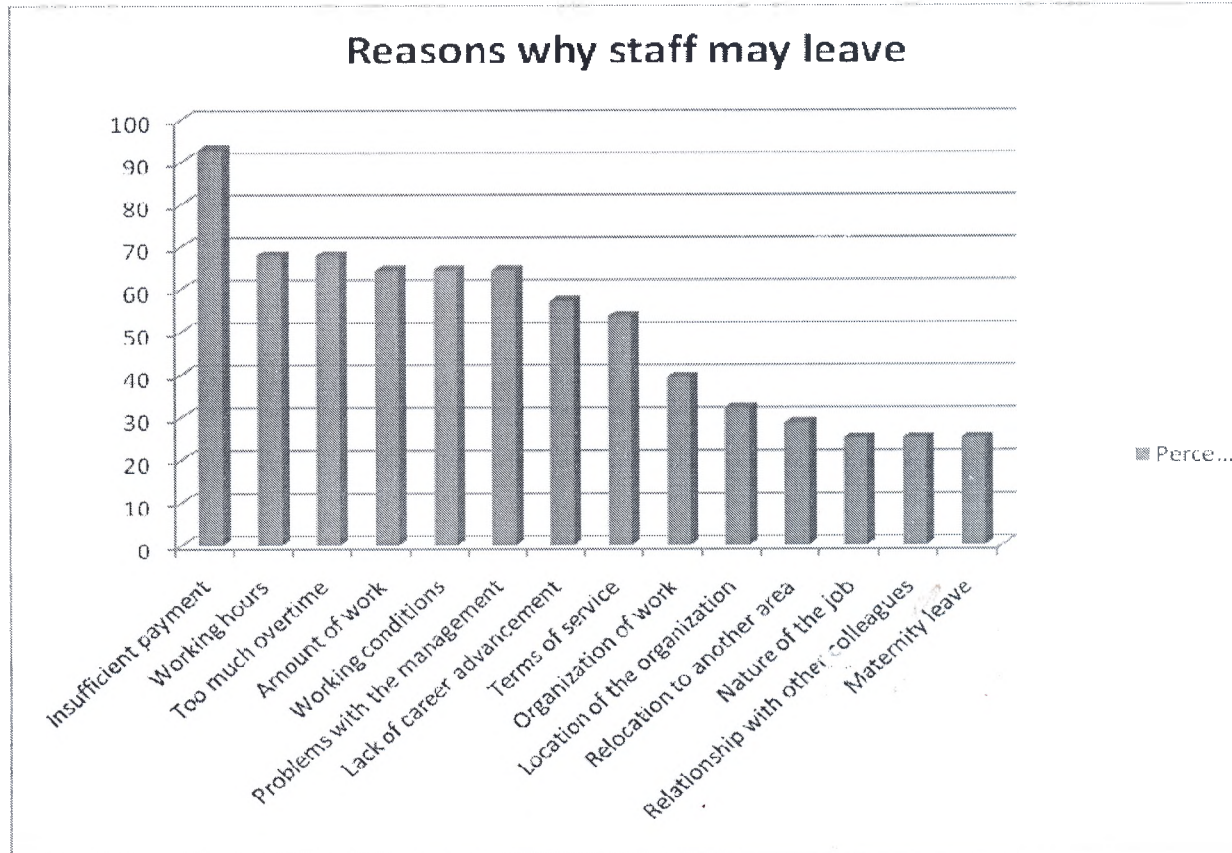
<b>Number of years worked</b>	<b>No of respondents</b>	<b>Percentage</b>
1-2 yrs	8	29
3-4yrs	6	21
5-6yrs	11	39
Over 7 yrs	3	11

Source: Author 2012

### 4.3. Reasons why people would leave the school

From the results the reasons that would make staff leave are insufficient pay 93%, working hours 68%, too much overtime 68%, amount of work 64%, working conditions 64%, and problems with management 64%, lack of career advancement 57% and Terms of service 54%. Nature of work, relationship with colleagues and maternity leave were the least likely with 25%.

Figure 1 – Reasons why staff may leave



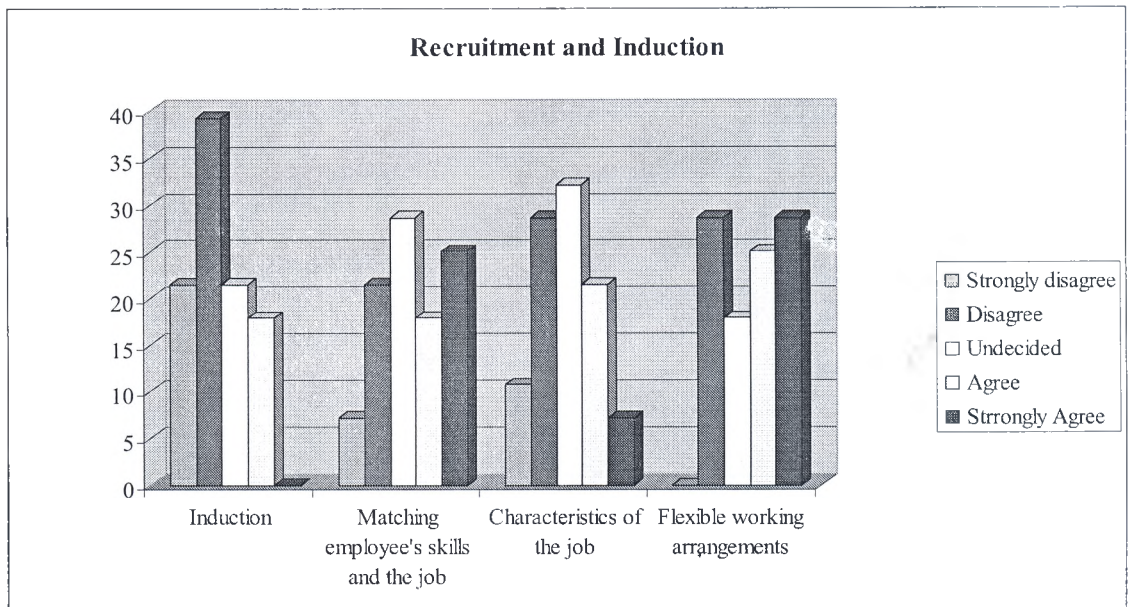
Source: Author 2012

## 4.4.Factors influencing turnover

### 4.4.1. Recruitment and Induction

From the results a majority of 39% of the staff disagreed that lack of induction would make them leave, 29% were undecided on whether matching employee skills and the job would make them leave. A majority of 32% were undecided on whether they would leave because of the characteristics of the job while 7% agreed that it would affect them. For flexible working hours there was almost a tie for the ones who disagreed and strongly agreed at 29%

Figure 2 – Recruitment and Induction

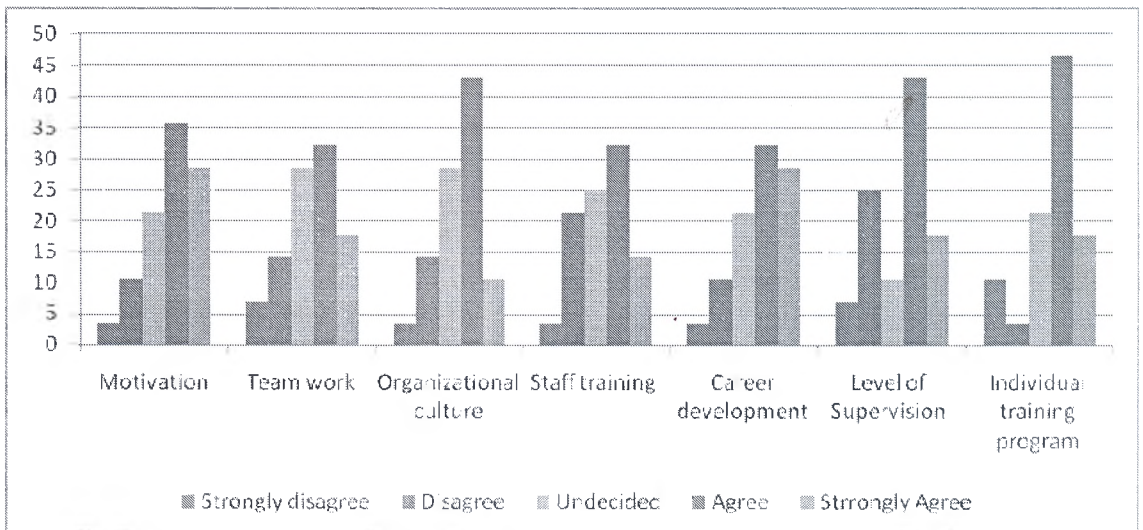


Source: Author 2012

#### 4.4.2. Training and development

From the results a majority of staff seem to agree that training and development is very important. For Motivation 36% agree and 29% strongly agree, for team work 32% agree and 18% strongly agree, for organizational culture 43% agree and 11% strongly agree, staff training 32% agree and 14% strongly agree, for career development 32% agree and 29% strongly agree, for level of supervision 43% agree and 18% strongly agree while for individual training program 46% agree and 18% strongly. The results also show that there is also a high percentage that is undecided on whether training and development would make an impact. For Motivation 21% are undecided, for team work 29% are undecided, for organizational culture 29% are undecided, staff training 25% are undecided, for career development 21% are undecided, for level of supervision 11% are undecided while for individual training program 21% are undecided.

Figure 3 – Training and Development

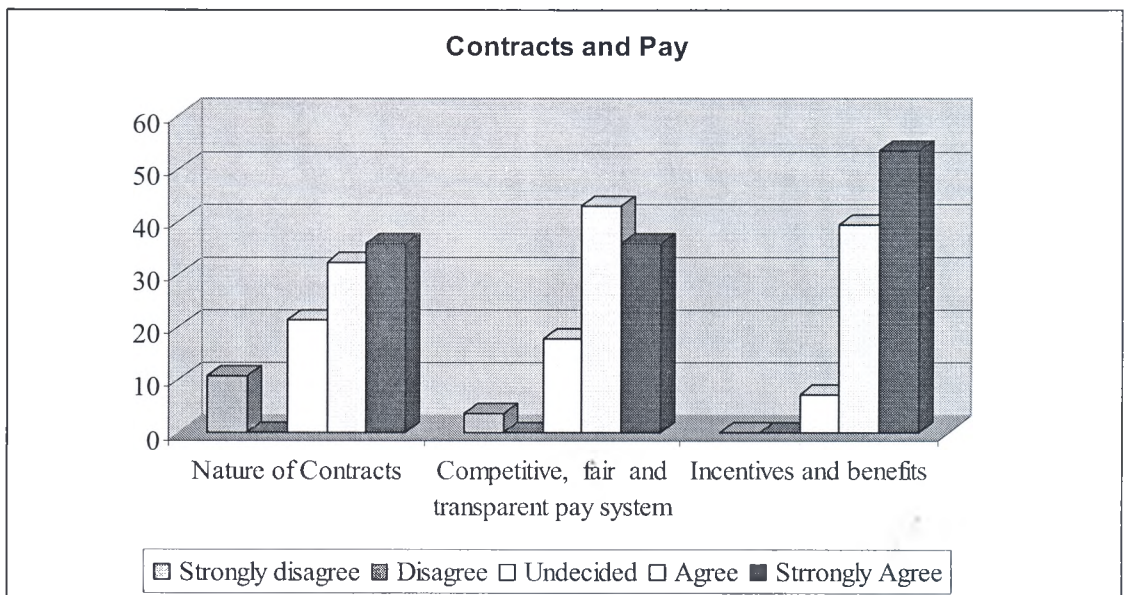


Source: Author 2012

### 4.4.3. Contracts and pay

From the results a majority agrees and strongly agrees that Contracts and pay are a contributing factor contributing to the staffs' decision to stay or leave. For Nature of Contracts 32% agree and 36% strongly agree, for Competitive, fair and transparent pay 43% agree and 36% strongly agree, for Incentives and benefits 39% agree and 54% strongly agree.

Figure 4 – Contracts and Pay

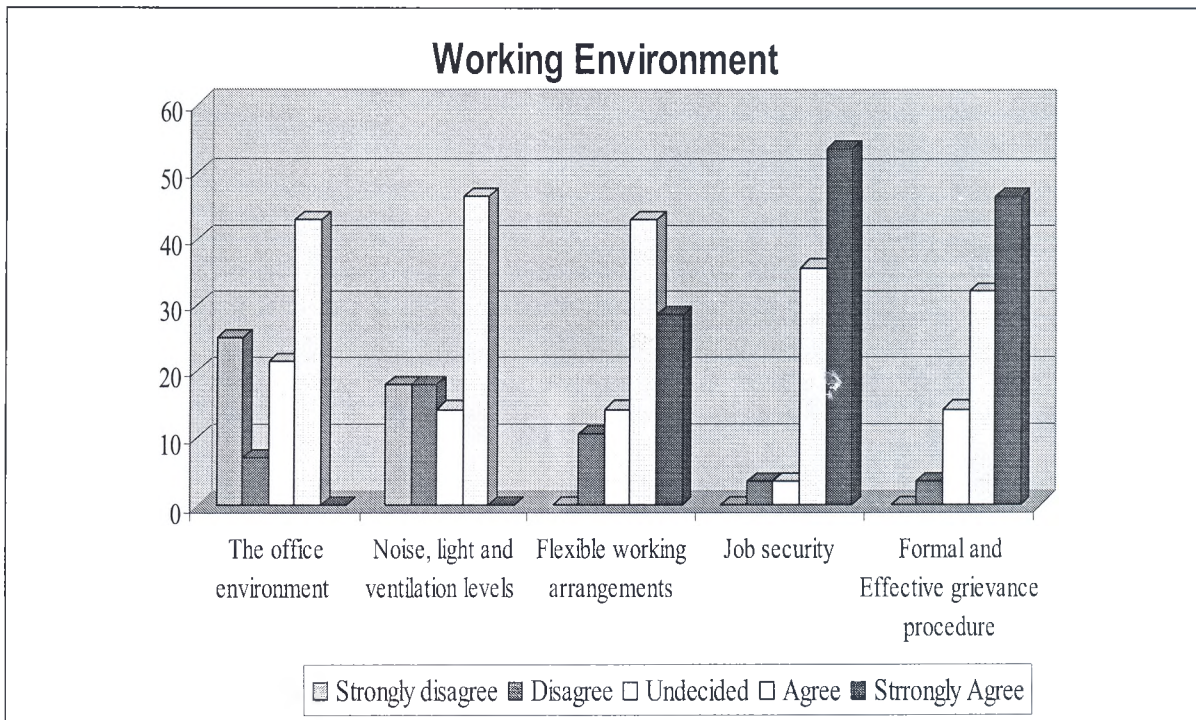


Source: Author 2012

### 4.4.4. Working environment

From the results a majority of staff seem to agree that the office environment (43%), Noise light and ventilation levels (46%) and flexible working arrangements (43%) would make them leave their jobs. A majority also strongly agrees that Job security 54% and Formal grievance procedure 46% is very important.

Figure 5 – Working Environment

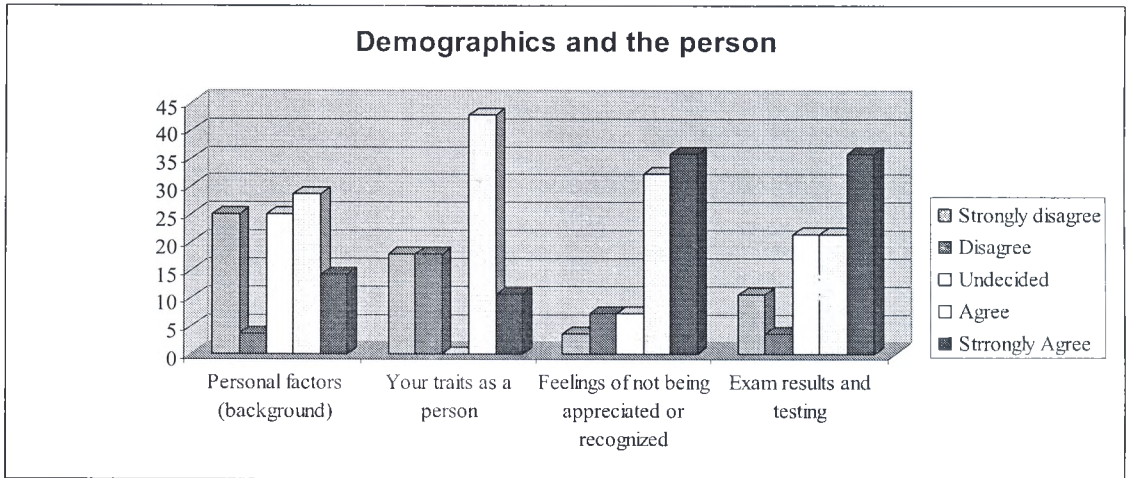


Source: Author 2012

#### 4.4.5. Demographics and the person

From the results there was a balance between the staff that 25% strongly disagreed, 25% disagreed while 29% agreed and 14% strongly agreed that their personal factors would make them leave their jobs. A majority of 43% agreed that their traits would make them leave their jobs. 32% agree and 36% agreed that they would leave their jobs if they did not feel appreciated or recognized. 36% would leave if they did not achieve good results in exams.

Figure 6 – Demographics and the Person

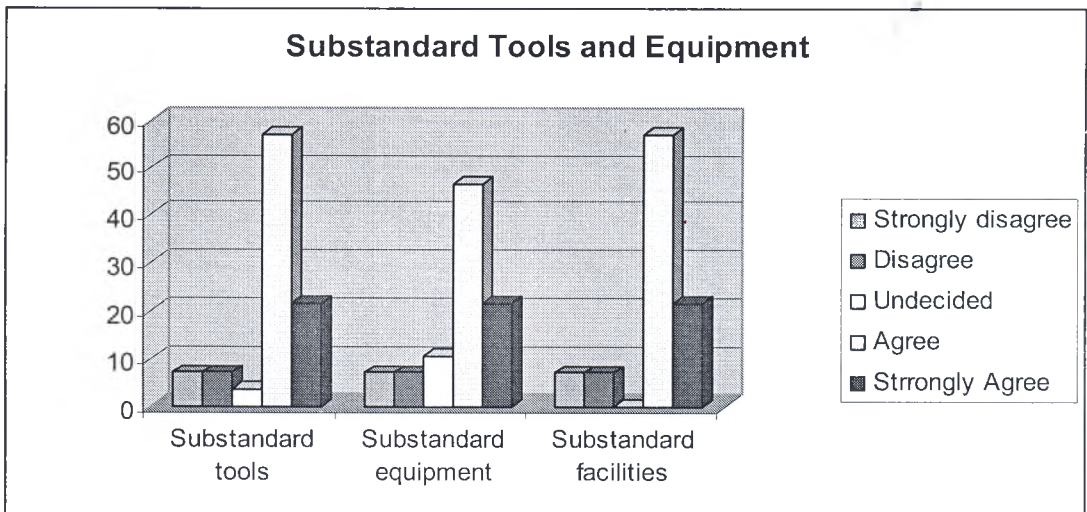


Source: Author 2012

#### 4.4.6. Equipment and tools

From the results a majority of staff seem to agree that substandard tools 57%, substandard equipment 46% and substandard facilities 57% would make them leave their jobs.

Figure 7 – Substandard Tools and Equipment

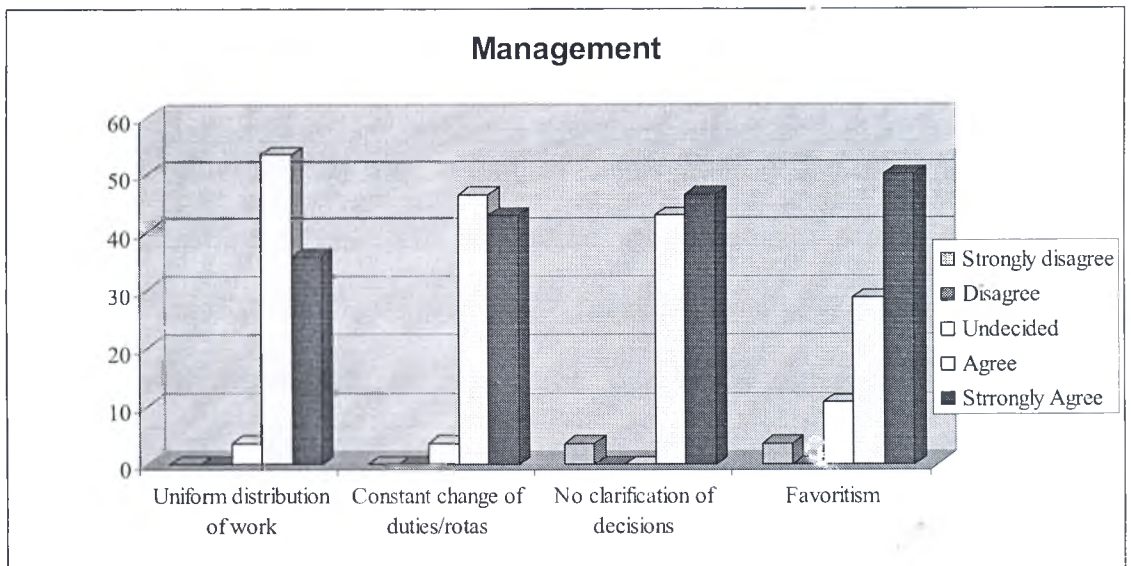


Source: Author 2012

#### 4.4.7. Management

Majority of the staff seem to agree and strongly agree that management would be a reason to leave their jobs. For Uniform distribution of work 54% agree and 36% strongly agree, for constant change of duties 46% agree and 43% strongly agree, for clarification of ideas 43% agree and 46% strongly agree. For favoritism 29% agree and 50% strongly agree.

Figure 8 - Management



Source: Author 2012



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Introduction

In this chapter the research findings have been summarized and discussed in relation to the objective of the study. The limitations of the study and suggestions for further research have been summarized. The recommendations given will be of great help to primary schools

#### 5.2. Summary

The objectives of the study were to find out factors influencing turnover at Jertec Junior academy. The response rate of the respondents was 93% and this was considered good enough for the analysis. On demographic information 50% of respondents were female and 50% male. Majority of the respondents were either college graduates (943%) or university graduates (43%).

The findings indicate that the factors that influence employee turnover are insufficient pay, working hours, too much overtime, amount of work, working conditions, problems with management, lack of career advancement and Terms of service. Furthermore indications were that the majority of the staff would leave because of Training and development, Contracts and Pay, Working Environment, Substandard Equipment and tools and Management. This partly agrees with the findings of Otieno (2011) when he said that turnover seemed to be because of low pay, job security and lack of growth. The