

**THE EFFECT OF MOTIVATION ON EMPLOYEE TURNOVER IN THE
PRIVATE EDUCATION SECTOR IN KENYA: A CASE OF AGA KHAN
SCHOOLS**

BY

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**A RESEARCH PROJECT PROPOSAL SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF MASTER OF BUSINESS ADMINISTRATION, SCHOOL OF
BUSINESS, UNIVERSITY OF NAIROBI**

2022

DECLARATION

This research proposal is my original work and has not been presented for an academic award in any other university.

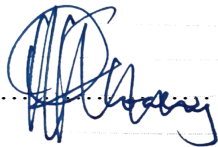


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DEDICATION

This work is dedicated to my loving husband Sam and children, thank you for the tolerance during the long working hours, encouragement, support and even prayers. The financial support was immense. You all cheered me on even when the journey got difficult and for that am grateful. I also dedicate it to my loving mum, Anne for always being present and helpful, and for the spiritual support.

ACKNOWLEDGEMENT

I wish to express my gratitude to God for giving me the strength and energy to complete my postgraduate studies. Many thanks to my very supportive supervisor Dr. Mercy Florah Oluoch for the immense support, my moderator Dr. Margaret Kariuki for the guidance. I also appreciate the support received from my friends and colleagues, not forgetting the staff members of the Aga Khan Group of schools who accorded me the necessary support needed to complete this project.

ABSTRACT

This study's objective is to examine how motivation affects employees' turnover within the private education sector in Kenya, with specific reference to the Aga Khan schools. Specifically, the study aimed to achieve the following specific objectives. To determine the financial rewards and appreciation on employee turnover at Aga Khan Schools; to find out the effects of Leadership style on employee turnover at Aga Khan Schools; to assess the effects of Working environment on employee turnover at Aga Khan Schools and to examine the effects of Training and development on employee turnover at Aga Khan Schools. In this particular study, the researcher employed descriptive research design. Data was compiled from both primary source. The primary data was gathered by use of questionnaires. The quantitative data analysis methods were used in this research study. Quantitative methods entail numerical analysis through the use of excel work sheets. The analyzed data was presented using tables and figures. Narration was used to interpret the relationship between the two variables. The regression analysis revealed negative and significant association between Financial Rewards and Appreciation, Leadership Style, Working Environment and Training and Development Opportunities has and employee turnover at Aga Khan Schools in Nairobi County. From the study, the study conclude that motivation has a direct impact on turnover. There are several factors that should be strongly considered if the organization want to reduce turnover. Some of the key factors include monetary compensation in terms of salary and remuneration, bonuses, allowances, access to credit facilities etc. Other important aspects would be recognition and appreciation, providing a warm work environment, treating staff fairly and with equity, and also encouraging healthy working relationships with co-workers. It is also good to have staff trained to sharpen their skill sets and make them more equipped to perform their various jobs. The organization needs to develop and implement a compensation policy to recruit and retain qualified personnel, as well as to recognize and reward their efforts, loyalty, experience, and accomplishments. The monetary compensation offered should be competitive, equitable, motivating, and sufficient to cover the rising cost of living. Another way that the organization can promote motivation is by increasing employee recognition and appreciation, and a good way would be having a monetary incentive. Working towards increasing motivation will mitigate staff turnover and the organization will as a result enjoy longevity in terms of period of service. Reduced turnover results to reduced overall costs in terms of recruitment and induction, training and development (new staff), reduced productivity and even lost opportunity cost.

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ABBREVIATIONS AND ACRONYMS

AKDN: Aga Khan Development Network

HRM: Human Resource Management

KNBS: Kenya National Bureau of Statistics

KPSA: Kenya Private Schools Association

LCPSs: Low Cost Private Schools

NSSF: National Social Security Fund

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Human resource makes the heart of every organization. Though most organizations are now leaning towards being technology-driven, still human resources are essential to run the technology. Organizations have to be responsive and adaptive to an ever changing market environment which is full of competition. A good company is not only supported by a good structure, but also by well-motivated employees. Robbins & Judge (2007) stated that motivation is a process that describes the intensity, direction and persistence of effort in order to achieve a goal.

It is a thrust or natural urge intended to satisfy and maintain life. (Guay et al., 2010) define motivation as the reason that explains behavior. Further, (Gredler, Broussard and Garrison, 2004) state that motivation is an attribute which leads us to either do or not do something. Employee turnover on the other hand, has been described as rotation or movement of workers (Abassi et al., 2000) around or within the labor market; across occupations, firms or jobs. Price (1977) further describes turnover as the proportion of members in an organization who exited in the course of the duration in question divided by the average number of people in the company at that time.

In a human resource context, rate at which an employer gets or loses employees is defined as turnover. In other words, turnover is a measure of how long personnel tend to stay in an organization. Every time an employee exits, whether it is a voluntary choice or not, a new member must be recruited as a replacement. This chain of events is called turnover.

The basis of this study is expectancy theory and motivation and hygiene theory. According to the expectancy theory, employees offer an amount of effort equivalent to the reward they expect to receive. Ensuring that employees always look forward to pay rises and potential promotions can keep them working hard and focused on achieving personal goals. If employees look forward to little or no reward, benefit and even an opportunity to advance in exchange for their effort, they only exert minimal effort as they seek for a chance to ultimately exit and look for better opportunities in other organizations.

The motivation and hygiene theory argues that factors leading to employee motivation and factors contributing to job satisfaction are separate and distinct. The job itself provides motivation whereas environmental factors such as work schedules and lighting result to satisfaction.

1.1.1 Concept of Motivation

Motivation can be described as the force that stimulates a person to commence and continue or sustain a given performance. It is the process that can be attributed for a particular individual's intensity, persistence and direction of effort with an aim of attaining a goal, (Ran, 2009). Certo (2016) describes motivation as a process of arousing and further sustaining goal-directed behavior. To motivate is to persuade, stimulate, induce, or even compel a person to act in a way that fulfils an organization's objectives.

Generally, we have two forms of motivation, namely intrinsic and extrinsic motivation. When motivation is driven by an individual's personal enjoyment or pleasure, it is referred to as intrinsic motivation. (Mosley, Pietri and Mosley Junior, 2012) describe it as behavior that a particular person portrays because of the pleasant experiences associated with it.

Simply put, it involves performance based on the personal rewards, as well as having a fit between interest, the perceived skill and the specific task. On the other hand, extrinsic motivation involves participating in a certain task in order to receive external reinforcement or possibly avoid punishment. (Mosley, Pietry and Mosley Junior, 2012) state that extrinsic motivation is any behavior performed in anticipation for the pleasant consequences associated with it. Beer & Walton (2014) posit that extrinsic rewards expected or received from the organization can be financial, perquisites or even promotions from supervisors as recognition. Riggio (2013) further adds that employees are driven by a mix of these two variables at any one time.

1.1.2 Employee Turnover

The rate at which employees exit an particular organization is referred to as turnover. The term is frequently used in effort to evaluate the relationships of workers in an organization as they progress to other organizations, the reason notwithstanding. (Abassi and Hollman, 2007) state that the measure of employee turnover may be estimated as the ratio or percentage of workers departing from an organization within the time span under consideration, usually a year split by the average number of workers in the organization during the particular time period.

Horn and Griffith (1995) created a model based on the notion of an individual's decision making attribute of turnover, or simply turnover as a decision to quit. The underlying reasoning behind their model is that employees leave organizations after considering the reasons for exiting (Beach, 1990). Some factors of exit are beyond the management's control, for instance death or incapacity of an employee which contributes to involuntary turnover. Another involuntary factor of turnover is need to provide care for aged relatives or children.

Regardless of the reasons for exiting, the effect of turnover is felt in the organization mainly because of the high costs of replacement. Usually, the turnover statistics displayed include only natural turnover examples like termination, resignations, and retirement and rarely include redundancies.

Companies make a heavy investment in their employees' induction, training, development, and retention processes. Managers must therefore make all efforts to minimize employee turnover at all costs. (Kevin et al. 2004) depicts that whereas no universal framework to totally comprehend the turnover cycle is available, there is a variety of aspects that have been discovered to be useful in understanding turnover. As a result, there is a greater need to create better understanding of turnover, particularly sources of employee turnover. The issue of turnover has received a lot of attention as it has significant impact on organizations.

According to Dyke and Strick, (1990), high turnover creates a negative impact on an organization's profitability if they are not managed well. The intention to depart is a complex phenomenon influenced by a variety of factors. According to research findings, employees who feel satisfied in their workplace will stay in them longer, resulting in low turnover, and will display less absenteeism (Jewell and Segall, 1990; 1976). According to Arnold and Feldman, (1982), employee's age, job satisfaction, job image, tenure, organizational commitment, and met expectations are other factors that consistently relate to turnover intentions and eventually to actual turnover.

1.1.3 The Private Education Sector in Kenya

Free education has been widely assumed to be required to ensure that children from poor background get access to education. Dixon and Tooley (2012) cited that since the government

introduced free primary education in Kenya in January 2003, high number of enrollment into schools was reported, followed by a dramatic increase in the number of private schools. During the first year alone, there were 1.3 million new student enrollment in the public schools. With the limited resources and inadequate infrastructure following the surge, the public schools were not able to cope. This led to the sharp rise in the number of private schools. (Zuilkowski et al., 2020) researched on the rise of private schools, and the findings indicated that a good number of families opting for private education have a monthly earning of \$600 to \$1200, which is just above the \$500 national average a month.

Further, the study findings indicated that in many low and middle income earning citizens, there is a growing rise in demand for Low-cost private schools (LCPSs). More than half the population of children in some Nairobi suburbs attend LCPSs, despite the government giving access to free education in those areas. Most parents prefer LCPSs since they feel that the quality of education offered in these schools is much better than that of the overcrowded and often overstretched facilities in the public schools.

The Kenya National Bureau of Statistics (KNBS) confirms that the number of private primary schools increased by 773% in the period between 2003 to 2017, while public primary schools increased by only 33% in the same period. Secondary school level also reflected similar growth in the private sector, with the private schools growing by 223% compared to 154% in the public secondary schools. In 2019, studies estimated that there were about 8,000 private schools in Kenya.

The government regulates the private schools through the Kenya Private Schools Association (KPSA). The main aim of KPSA is to complement government's effort to provide holistic

education to all children in Kenya. It represents all private schools across the country including nursery, primary and secondary schools. It also governs private teacher training colleges that are registered with the Ministry of Education and offer a government-approved curriculum. KPSA was formed in 2003 and has been actively involved in championing and strengthening the public – private dialogue.

1.1.4 The Aga Khan Schools in Kenya

The Aga Khan group of Schools are a program of the Aga Khan Development Network (AKDN). AKDN is a network of development oriented organizations which have missions in various sectors like health, environment, education, microfinance and rural development. For over a century, the AKDN has been prominent in education sector in the developing world. Its education programs range from pre-kindergarten to post-secondary education, teacher training, literacy initiatives, school improvement and also reforms in the educational policy.

The Aga Khan schools were established by his Highness the Aga Khan with an aim of educating future leaders regardless of their socio-economic and religious background. Aga Khan Schools in Kenya consist of 11 schools located in different towns across Kenya. The schools in Nairobi include Aga Khan Academy, located in Parklands area, Aga Khan High school, situated along Waiyaki Highway, and Aga Khan Primary on 6th Parklands avenue. Other schools are in Mombasa, Kisumu, and Eldoret. The schools offer alternative private education with an option to take either the International curriculum or the local curriculum.

With growth comes challenges and one of the issues that the institution has faced in the recent past is motivation and high turnover. The researcher seeks to establish how the organization

can improve on the employee motivation and therefore reduce turnover, and further, how the two variables relate.

1.2 Research Problem

Employees are key assets to an organization, (Meaghan et al. 2002) because their value is intangible to the organization and difficult to replicate. Employee motivation has a significant impact on whether or not an organization's employees perform well. Their performance is frequently based on their level of motivation. Employees who are well motivated will give good performance and have lower turnover intentions because they

are happy in their jobs, (Imran et. Al, 2017). Employee dissatisfaction with their jobs is the most likely source of employee turnover intentions. (Yamona et al., 2014). When employees are demotivated, they become dissatisfied with their job and are more likely to leave. There are several hidden expenses associated with turnover (Phillips.1990) which mostly arise from replacing employees, decreased morale from close co-workers linked to the exiting employee, work pressure on the left staff, social capital loss as well as finding a replacement for the vacant position.

Employee turnover is a core concern in the private education sector and more specifically in the Aga Khan schools with employees seeking greener pastures in other upcoming schools with an intention of growth and possible better remuneration and working conditions. In the recent past, employees from key departments at Aga Khan Schools have frequently moved to competitors. The overall organization turnover has been 4.95%, 7.48% and 3.72% in 2017, 2018 and 2019 respectively. Although overall turnover decreased in 2019, departments such as Teaching, Finance & administration have consistently had a high turnover over the last

three years. These movements have necessitated the need for a fact finding mission to determine the relationship between motivation and perceived reasons for the turnover, with an aim of coming up with workable solutions to counter these problems.

Many studies have been done in regards to motivation and turnover, however, there is limited focus on the private education sector. Latham, (2007) attempted to establish the link between employee motivation and absenteeism. He observed motivation and absenteeism have an inverse relationship. Absenteeism is reduced when workers are highly motivated and tends to rise when they are not. This was only a moderate correlation, but the underlying idea is that unhappiness in the workplace is a factor in why employees call out sick.

Ming (2008) looked at the relationship between career development practices and intention to leave. He gathered information from four distinct industries namely finance, education, engineering and information technology. Using a questionnaire, he polled 357 Malaysian knowledge workers on five different factors. He performed a correlation analysis to determine how factors such as pay, promotion prospects, and other perks affected employee turnover rates. Specifically, he found that the structure of organizational procedures improves personal objectives, motivates individuals, and reduces turnover more than any other factor.

Most turnover studies reveal that remuneration is not the primary driver of employee turnover. Locally, Kinuthia (2007) carried out a study on factors influencing employee retention in Nairobi's manufacturing companies. The focus of the survey was on long serving employee, those that had served their companies for over a decade. Career advancement opportunities, performance management tools, structured induction programs, better pay

packages, satisfaction at work, and high leadership skills were discovered to influence employees' choice to either stay or leave their employer. According to those who responded, least influential factor in their decision to leave was training. Amamo (2005) conducted a study on factors that attract and retain radio presenters in Kenya discovered that remuneration was the most influential factor to consider when changing jobs.

Gachanja (2004) conducted a survey relating motivation to labour turnover in the sales department, with specific focus on the British American insurance company. The study looked at the variables influencing sales agents and examined the link between motivation and labour turnover. Employee turnover was found to be influenced by lack of financial support to new agents, lack of a good career policy, inadequate on-the-job

training, dissatisfaction with remuneration methods, poor supervision of sales agents, and lack of involvement in decision making according to the study.

Maitai (2008) investigated the impact of motivation on the rate of staff turnover at Iway Africa Ltd. His study concluded that indeed motivation was related in a way to turnover. He suggested that appraisals can be used to see how motivated employees are and they can help managers to refocus on the areas that need improvement. He also suggested that rewards can be used as a motivator coupled with other factors like having an open door policy in the organization.

Kivuva (2012) looked at factors influencing employee motivation at Bamburi Cement. As per the findings from the study, there are some factors influencing employees' motivation in organizations such as the employee development, work environment, reward and recognition, pay and benefit, and if well managed and implemented, they would culminate

in very well motivated employees, who as a result provide effectiveness and efficiency in their services.

Kuria (2013) investigated the impact of motivation on employee performance at NSSF. Respondents were requested to rate their organizations HRM policies in regards to motivation. According to the study findings, most respondents believed that their organization's HRM policy was proactive. The most effective organizational motivators, according to the study, were symbolic rewards such as praise and recognition; material rewards such as competitive salaries, and task rewards such as bonuses. It was also found that job satisfaction is related to performance, that motivation has an effect on productivity, and that supervisors can work with employees to test out novel approaches.

The only study on factors influencing employee motivation in the education sector gathered information from Teacher's Service Commission (Kihara, 2008) and Kenya Polytechnic (Kiilu, 2008). Both findings stated that the employees of both institutions were poorly motivated. The studies however, did not identify the effect of employee motivation in relation to turnover in the organizations that were surveyed.

Although motivation has been widely researched by various scholars, there is in fact a research gap when relating employee motivation and its impact on turnover. Previous research regarding employee motivation mostly focused on the factors contributing to motivation, plus the relationship between employee motivation and performance. However, not much research on the subject matter explained how employee motivation affects turnover. In other words, there is indeed a research gap because high statistical relationship between the two is not well explained. This study will therefore seek to bridge the knowledge

gap by looking at the effects of motivation on employee turnover in one of the leading group of schools in Kenya. The research question the researcher is pursuing to answer is; what are the effects of motivation on employee turnover?

1.3 Research Objectives

This study's objective is to examine how motivation affects employees' turnover within the private education sector in Kenya, with specific reference to the Aga Khan schools.

1.4 Value of the Study

Though numerous studies have been done on motivation and turnover, organizations are still experiencing immense employee turnover. To scholars, the research builds the current body of knowledge on motivation in the education sector. This will be of great value to the theory as research on how motivation relates to turnover is limited. More evidence is required to explain the inconsistent prior findings on the same. The research will be the basis of further future research.

The findings will seek to provide information and solutions that will be crucial to the school board to help them to keep employees motivated and thus find a solution to increase job satisfaction, and also minimize turnover intention and the actual turnover in the schools.

The industry will also benefit from the study, as it will elaborate on the significance of motivation and its influence on turnover. The findings will be useful for the private education sector players to adopt the suggestions given in order for them to reinforce motivation. As (Armstrong 2009) describes turnover as the permanent leaving or exit of an employee beyond the confines of the organization, the findings will attempt to improve this knowledge with an aim of helping the private education players to mitigate on staff turnover.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

The intention of this chapter is to give an overview of applicable theoretical and empirical literature and explores the appropriate theories and in depth analysis relating to motivation and staff turnover. The study will also discuss the relationship of the two variables with a summary of the review and the knowledge gaps. Specific theories that the chapter will cover include expectancy theory and motivation and hygiene theory. This chapter will summarize the findings of related studies and the objectives that we seek. It will identify the concept, context and the methodology used. It will also bring out the knowledge gap which the research attempts to fill.

The review will consist of literature findings of both local and international researchers. The study will concentrate on current literature, as this is more relevant in informing the study on how the concepts are applied in the modern business environment, in which the organization exists.

2.2. Theoretical Foundation

The design and reasoning of this section will support the research. This is the basis on which the investigations and applicable knowledge is founded. The research will concentrate on the Expectancy theory and Hygiene Motivation theory.

2.2.1 Expectancy Theory

This theory as presented by Victor Vroom is an example of process theories of motivation. It examines how employees' cognitive processes affect their motivation in an organization. The theory also seeks to explain motivation as a result of expected outcome. Chen & Fang, (2008) implies that work motivation is based on the perception of a connection between

employee performance and outcomes, and that people adjust their behavior based on their expectations on outcomes. Therefore, this theory is founded on basic logic of employees, noting that they will only be motivated to act if there is reasonable expectation that their actions will lead to achievement of desired outcomes.

Expectancy, productivity, effort and rewards have a subtle relationship. According to Werner (2002), an individual who believes that there is a reasonable chance that their effort will result in the achievement of an organizational goal will put forth a high level of effort. This is especially true if the achieved goal will help the individual to attain their own personal goals. In this manner then, employees will prioritize organizational goals over personal goals, (Stephen et al, 2018) which accounts for the use of rewards and incentives to recognize employees' efforts.

Expectancy theory is intuitively appealing and it assists managers in understanding the psychological processes that lead to motivation. It is more realistic because it is based on one's thoughts, beliefs, perceptions, and estimates of chances and probabilities, all of which have a strong influence on motivation, performance and behavior (Werner, 2002). It explains the range of motivation by having a break-down of the distinct stages. It emphasizes the connection between efforts and work performance, work performance and rewards, as well as rewards and personal objectives. By analyzing the factors that either motivate or demotivate individual employees, managers can create a positive workplace environment, climate, and cultural values that will boost employee motivation. Expectancy theory does not clearly state which rewards will motivate a particular group of employees (Coetsee, 2003). In this sense, the theory accounts for the fact that rewards and their relationship to performance are likely to be perceived differently in different cultures or settings.

Although this theory provides a practical and realistic approach to explaining motivation, it also has its limitations. Human motivation, human nature, and even conduct and attitudes are frequently more subjective than objective and thus they may never be fully objectified or theorized (Robbins, 1989). Similarly, the theory is complicated and involves multiple variable thus making its practical applicability a bit difficult. In fact, this theory's complexity makes it difficult not only to test but also to adopt or implement.

2.2.2 Hygiene Motivation Theory

This theory is also referred to as the two factor theory and it resulted from a survey of 200 Experts in accounting and engineering from Pittsburgh will determine what factors contribute to a positive or negative outlook on one's job (Saif et al., 2012). Herzberg categorized people's wants into two groups based on their responses: basic needs, like those of an animal, to escape suffering and deprivation, and higher-level needs, like those of a human, to learn and mature emotionally and intellectually (Herzberg, Mausner, & Snyderman, 1959).

Some workplace aspects meet the first set of needs but might not meet the other and the opposite is true. Herzberg named the lower level factors 'hygiene factors' and the high level ones 'motivators'. He stated that hygiene factors are not found within the actual job but relate to the environment or work surrounding. The absence of hygiene factors caused employees to be less proactive and lowered employee morale. Examples of hygiene aspects of work are organizational policies and administration, leadership style, security, workplace connections, pay, and work conditions. While Robbins (1959) acknowledges the importance of these considerations, he argues that they do not, on their own, lead to greater job satisfaction but rather protect against its opposite. Herzberg classifies them as dissatisfying or maintenance

factors because they contribute to dissatisfaction in the workplace when they are lacking or inadequate. Motivators or growth factors, additionally, are associated with what an employee does at work and not the setting in which it is done. They make employees become more productive at work. They include accomplishment or achievement, the work itself, recognition, responsibility, advancement and growth (Gibson, 2000). According to Herzberg, the two levels of motivation are separate and distinct as they address different sets of needs.

Job enrichment, also coined by Herzberg was a technique derived from the hygiene-motivation theory. It entailed incorporating motivation factors into the work design. He further stated that staff practices such as job participation, increase in wages and additional benefits which were implemented in an attempt to reinforce motivation were only temporal fixes. He claimed that employees are not necessarily motivated by higher pay or benefits, a pleasant working environment or working hours being reduced. According to Huling, (2003), those factors are not true motivators because they require continuous reinforcement. Furthermore, employees are increasingly classifying them as expected rights, rather than incentives to increase satisfaction at the workplace.

The theory purports that majority of the factors that lead to satisfaction are motivators, while those leading to dissatisfaction are related to hygiene. Majority of the evidence on which Herzberg theory is based fairly straight forward. This is especially true in terms of achievement and promotion opportunities relating to satisfiers, while supervision and job insecurity relate to dissatisfiers. Salary or pay, which appears to be split down the middle, continues to be a source of contention. Although Herzberg's evidence was not very clear on pay, he associated it more with the dissatisfiers. This appears to be the most accurate

category; while pay can be motivating in the short-term, it cannot be classified in the same long term category with aspects like responsibility and achievement.

Just like any other theory of motivation, the two factor theory has its own limitations. One of the drawbacks was the use of standardized scales of satisfaction. Herzberg failed to account for a variety of job-related factors which could lead to job satisfaction or dissatisfaction. Some work aspects are not just about motivation or hygiene factors. The standardization could have resulted in inaccuracies in his conclusions. Furthermore, the unspecific job satisfaction scales may represent general employee morale, meaning they may not represent the actual work experience. Additionally, the theory did not acknowledge that significant personal differences in opinions exist. Different employees have different perspectives, resulting in different motivators.

2.3 Employee Motivation and Turnover

To evaluate how motivation and staff turnover relate, this study will look at both variables in an in-depth way. The performance and continuity of any organization is determined by their main resources, its staff, coupled with the management's ability to foster a positive work atmosphere for its employees. Motivation is the sum of all the external and internal factors that induce the will and energy in employees keeping them engaged and dedicated to a given task or position, ensuring that they contribute towards the achievement of organizational goals. Demotivated staff can lead an organization to poor performance, set a wrong footing for the other staff, cause employee stress and so on. All organizations desire to make the best use of their employees but motivation can sometimes limit their ability to achieve their desired outcomes. Employees expect something in return for the work that the

employer expects them to do. This creates motivation and if staff expectations are not met, they just exit and look for greener pastures.

Motivation, according to Sansone and Harackiewicz (2000) is any stimulus generated internally that causes the generation and directing of behavior. They gave specific illustrations such as hunger or thirst, appreciation, rewards, stating that they lead to a given change in behavior. Since ancient times, motivation has been used to explain various behavior such as that compelled by external rewards or punishment, behavior driven by basic biological needs or related to procreation (thirst and hunger) or survival. According to the findings, behavior is motivated by the drive to obtain specific results such as being recognized or avoiding punishment. Their sentiments were echoed by Germann (2004) who emphasized on the significance of personal motivation to achieve high productivity.

According to Hislop (2003), motivation is the drive that makes staff to act in a certain way resulting from individual requirements being met, providing them with the will to proceed and finish a given task. Gardener and Lambert (1972), defined motivation as the process of using rewards to encourage staff to perform their work thus achieving set goals. Steers and Porter (1987) observed that work motivation is an aspect that directs an employee's way of working or behavior whereas Allscheid and Cellar (1996) added that motivation is the only skill needed to succeed at work. Thus motivation is a skill that is needed to perform any job or task. Furthermore, Anne (1994) described motivation as the process that attracting, controlling and maintaining given desirable behaviors, elaborating that every person has different requirements which therefore translates that motivation aspects may differ among staff members.

In today's competitive business world, managers face challenges in their attempt to keep their employees motivated and satisfied. According to Deci and Ryan (1985), a company that has low employee motivation is very vulnerable to both internal and external threats because its employees are not willing to make any sacrifices to ensure that the stability is not altered. Ultimately, instability brings underperformance and the company goes down. On the other hand, staff turnover is described as the permanent exit of an employee from an organization (Armstrong, 2009). It is the movement of people out of and into an organization according to Testa, (2008). The majority of the changes are undesirable because they represent tension and come at an unpleasant or unwanted price. Employee turnover, or turnover rate, is the percentage of a company's workforce leaving within a certain time period (Skabelund, 2008).

Real costs and opportunity costs are the two types of turnover expenses. Real costs include the costs of leaving, replacing, transitioning as well as the cost of selection and recruitment. Costello (2006) gave examples of opportunity costs to include low productivity and morale, poor performance and unwarranted overtime. Real turnover cost is determined by several factors, like ease or complexity in filling the left role as well as the job's nature. Voluntary turnover can be beneficial or harmful. Dysfunctional or harmful turnover occurs when an employee wishes to leave the organization but the organization prefers to keep them because they have critical that are strategic to the organization's success. Turnover is beneficial or functional in situations where the organization is unbothered about the member's exit. Managers consider voluntary turnover to be unpleasant since it is not anticipated and impacts on the usual operations negatively. Lee et al. (2008) defined involuntary turnover as a sign of undesirable occurrences such as disciplinary and financial discharge. Some degree of

turnover is acceptable to organizations, particularly when the cost of leaving outweighs the benefit of replacing or not replacing. The departed employee's position will be redefined in accordance with organization needs, or the position will be abolished resulting to a reduction in the number employees. Often times employers utilize these opportunities by promoting internally which helps to motivate those employees that are good performers. (Lehndorff, 2006).

The effectiveness of a company's strategy, leadership development, and succession plans all take a hit when employee turnover is high. There are a number of indicators of employee turnover, such as the frequency with which job ads are placed in the media, the existence of documented exit interviews, the length of time between employment, and the amount spent on new hire recruitment, orientation, and training. Glebbeek & Bax (2004) argue that employee turnover is often used as a performance indicator despite the fact that it can have a deleterious effect on a company's efficiency and effectiveness. Despite the fact that turnover is an expected result of doing business, still it is detrimental to an organization in high levels, so organizations must toil keep it to a minimal.

Turnover can be utilized by organizations to alter the structure and diversity of their workforce by dismissing underperforming employees, promoting internally, and recruiting employees who have fresh perspectives and ideas. If turnover is handled properly, new employees often bring positive contribution into an organization. Turnover rates may be utilized for trend analysis both internally and externally in order to make adjustments in the future. (Derek et al 2002) states that the level of staff turnover required to inflict measurable damage to an employer is debatable. However, Capelli (2000) cites that some industries can maintain successful business regardless of high turnover rates when compared to others.

Employee turnover may be quantified and the turnover score measured in a month, quarter, semiannual or annual basis.

According to Mueller & Price, (1990), economic experts view the employee's choice to either leave or stay a rational cost-benefit assessment. Pay, training and company size are all economic determinants. Mueller further states that pay is a component of the organization's sanctions system for motivating employees to comply with its rules and regulations. (Lum et al, 1998) found that pay satisfaction minimized intention to leave, since led to job satisfaction. Mano et al. (2004) concluded that in most situations, employees leave due to pay-related cases.

While attractive compensation and rewards is not an adequate reason for satisfaction, it contributes to it. All employees require compensation systems that are fair, clear and consistently meet expectations. According to Okumbe (2001), to ensure fairness and equity in compensation, organizations must consider current market rates when determining pay structure. Okumbe further notes that an organization that ignores going rate or range will not attract or retain the right personnel. Employees who are well paid live comfortably, afford to get day to day requirements, focus well while at work, and complete their work in a timely manner (Lawler, 1981). Maintaining the going rates also boosts performance and efficiency. Generally, the assumption is that the more the pay, the happier the employee.

The link between employee motivation and turnover has been the focus of many studies. According to Luthans (1995), studies have found that low turnover is correlated to high levels of motivation, and low levels of motivation are related with high levels of turnover. Employee turnover can be costly and disruptive to workplace efficiency. Although price is an important consideration, turnover also matters for other reasons. Long training times,

schedule disruptions, extra work, errors, and a dearth of experienced workers are just some of the problems that result from high employee turnover. High employee turnover is a concern for employers because it disrupts business as usual, demotivates the remaining staff, and drives up the cost of finding and training new workers. Organizations make every effort to reduce turnover by instilling a sense of motivation at work. Certain factors influence employees' withdrawal behavior. One example is loyalty to the organization. Van and Adonisi (2008) argue that some employees, no matter how dissatisfied they are with their current job, cannot imagine working somewhere else. The availability of alternative employment opportunities also has an impact on turnover.

2.4 Empirical Studies and Knowledge Gaps

This section discusses empirical studies on the subject of staff motivation in relation to turnover. Job satisfaction, acknowledgement, accomplishments, decentralization of power and authority through responsibility, challenging tasks, autonomy and control during task implementation are examples of true motivators. Managers can improve productivity and retention by creating working conditions that increase intrinsic and career development factors through training, coaching and mentoring, academic and professional sponsorships. Job satisfaction will increase as a result of job enrichment, specifications, and evaluations that give them more flexibility and control at work. Employee commitment and response will be influenced by intrinsic factors and retention if management by objectives, employee engagement, performance management, and ownership are incorporated into the organization's processes and strategies.

Hygiene factors in the education industry include fringe benefits, competitive salaries and access to credit facilities, allowances like travel and house allowances, job stability, good

work relationships, equity and fairness and conducive working conditions. These will foster trust and commitment, both of which are essential in managing organization affairs. In order to improve staff performance, contentment, and retention, businesses need to have comprehensive extrinsic and retention strategies, including employee cleanliness and motivational tools (Rahman & Nas 2013). Justice and fairness (Stratheford, 2012) should be integrated into standard practices, policies and procedures, governance, rewards, promotions, and punishments and any other perspective of contrast. (Hodgetts & Hegar, 2008). Through literature review, general literature, and what others have done in regards to motivation, it shows that there is need to improve employee management strategies thus structures should be put in place to mitigate turnover.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes the various strategies used to execute the particular study. It discusses the approach used in data collection, the instruments used for data collection and also procedures and analysis methods used in order to achieve the relevant information that the study seeks to find.

3.2 Research Design

Research design can be described as the framework, approach, or method employed to address a number of research issues. It provides a framework for conducting research and serves as an overall summary. A descriptive research strategy was used for this investigation. Data is collected and processed scientifically in a process called descriptive research, which aims to provide a detailed description of a problem's current state, key concepts, and interconnections (Mugenda & Mugenda, 1999).

Descriptive studies seek to explain the causes of certain events, outcomes, situations, or patterns of behavior. A well-defined research plan helps keep the study on track, and the resulting data paints a clear picture of the issue at hand, making the study's findings all the more actionable for the business. This study is a case study since we are dealing with one unit which is the Aga Khan group of Schools. A case study is an extensive examination or exploration of context and it involves collection of wide qualitative data through observation, interview etc. The researcher sought to determine the relationship between the research variables which are motivation and its effect on staff turnover at the Aga Khan schools.

3.3 Data Collection

Data was compiled from both primary and secondary sources. The primary data was gathered using questionnaires. A questionnaire contains a list of questions related to the field of study, as well as spaces for the respondents to fill out their answers. This method entails creating questionnaires that are then distributed to respondents with a request to respond. (Glen, 2003). The questionnaire contains both structured and unstructured questions.

A letter of request for consent was made detailing the need for undertaking the study and requesting to be accorded the support and cooperation needed. The questionnaire was delivered first to the senior management, then middle level and lower management. The questionnaires were structured in sections, first section containing the employee's biodata, second part with motivation questions and third part with employee turnover. A period of one week was allowed for staff to respond and the questionnaires then collected back for analysis. Upon returning the questionnaires, the respondents were requested to deliver the questionnaires at a central point. The School's websites and also publications were used for secondary data collection, providing additional information about the private education industry and also the group of schools in particular.

3.4 Data Analysis

Kothari (2009) describes this step as "the process of packaging obtained information," which entails sorting and organizing the data and constructing its primary components so that the results may be communicated effectively and rapidly.

Both qualitative and quantitative data analysis methods were used in this research study. Qualitative methods entail content analysis and evaluation of textual material, which involves summarizing various opinions provided by the respondents based on responses to

open-ended questions. Quantitative methods entail numerical analysis through the use of excel work sheets. Tables and figures were used to present the analyzed data. Narration was used to interpret the relationship between the given variables.

3.5 Ethical considerations

The information gathered, as well as the outcomes, were kept in strict confidence. To ensure this level of privacy, the participants' full consent was obtained, and they were instructed not to provide their names or personal details on the questionnaires. There was no form of risk or anxiety created during the process. The participants did not receive any benefits from the study but the organization as a whole would get value from the findings and recommendations from the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This section provides a statistical analysis of the questionnaire data, along with a discussion and interpretation of those outcomes. The research objective was to investigate the effect of motivation on employee turnover in private schools in Kenya, with specific focus on Aga Khan Schools.

4.2 Response rate

The study's targeted population had a total of 58 respondents, and feedback was received from 52 respondents. This response was a good representative as it covered 89.66% of the population and agrees with Mugenda and Mugenda (2003) recommendation that a response rate of above 60% is acceptable for analysis and statistical reporting. Full support was given by the organization, thus the good response rate. All staff were also given a thorough explanation of the significance of the study, while assuring them that none of their responses would be used to victimize or discriminate them.

4.3 Demographic data of Respondents

4.3.1 Department of service

The study was carried out at the Nairobi's Aga Khan Schools, and a total of 58 questionnaires were distributed to staff from various departments as indicated in the table below. 52 complete questionnaires were received, with the distribution as shown in the figure.

Table 4. 1: Department of service

Department	Frequency	Percentage
Admin	4	7.7
Finance	3	5.8
Teaching	41	78.8
Support	4	7.7
Total	52	100

Source: Author (2021)

From the study, it was established that most of the respondents were in the teaching department (78.8%) as shown in the table. There was a 7.7. % representation of the administrative department, 7.7% from support staff while 5.8% were from the Finance department.

4.3.2 Length of service at the Aga Khan Schools.

The aim of the researcher was to ascertain the amount of time that the particular employees had worked for the organization, as this would establish how good they knew about the motivation strategies or levels present within the school.

Table 4. 2: Length of service

Period Worked	Frequency	Percentage
Fewer than 1 year	4	7.7
1 to 5 years	12	23.1
6 to10 years	20	38.5
11 to 15 years	9	17.3
More than 15 years	7	13.5
Total	52	100

Source: Author (2021)

The study found that majority (38.5%) of the participants had served Aga Khan schools for 6 to 10 years, while 23.1 % indicated that they had served for between 1 and 5 years. Those who had served for 11 – 15 years were 17.3%. 13.5% had served for over 15 years and the least was 7.7%, who had served for less than a year as represented in table 4.4. This revealed that most of the staff members had been with the organization for a long period and were

knowledgeable when it came to issues concerning motivation and turnover rates within the organization.

4.3.3 Level of Education

The purpose of the survey was to determine the highest degree of education acquired by each participant. Table 4.3 displays the obtained outcomes.

Table 4. 3: Highest level of Education

Level of Education	Frequency	Percentage
MBA degree	2	3.8
Degree	24	46.2
Diploma	22	42.3
Certificate	4	7.7
Total	52	100

Source: Author (2021)

Respondents were requested to cite their level of education and 46.2% had undergraduate degrees, followed by 42.3% who were diploma holders. Those who had certificates represented 7.7% while postgraduates were 3.8%.

4.4 Descriptive Analysis

In statistics, descriptive analysis is the presentation and summary of data in a way that helps describe, show, or compare different aspects of the data. Descriptive analysis is used to summarize data. It can be used to describe the distribution of variables and to calculate statistics. It is often used to summarize a data set, to find patterns in the data, or to examine the relationships between variables.

4.4.1 Financial rewards and Appreciation on Staff Turnover

The study sought to determine the influence that Financial rewards and Appreciation had on staff's turnover at Aga Khan Schools in Nairobi. The results are given in table 4.4

Table 4. 4: Financial rewards and Appreciation on Staff Turnover

Opinion	SD	D	N	A	SA
Getting paid affects how motivated I am to work.			1(1.9%)	10(19.2%)	41(78.8%)
Appreciation and recognition has an impact on my motivation level			13(25.0%)	17(32.7%)	22(42.3%)
Salary levels at our organization commensurate with those in the field.				19(36.5%)	33(63.5%)
Allowances are typically distributed on plan.				20(38.5%)	32(61.5%)
My current compensation meets my objectives.		2(3.8%)	11(21.2%)	20(38.5%)	19(36.5%)
All employees are covered by medical insurance provided by our institution.			12(23.1%)	19(36.5%)	21(40.4%)
The institution offers pension plans with profit sharing for retirees.	1(1.9%)			33(63.5%)	18(34.6%)

Key: SD strongly disagree, D=Disagree N=Neutral A=Agree, SA=Strongly Agree

Source: Survey Data (2022)

As shown in table 4.4, the majority of the respondents (98%) general agreed that getting paid affects how motivated we are to work., only 1.95 were neutral to the statement. 75% of the respondents also generally agreed that appreciation and recognition has an impact on their motivation level, 25.2% were neutral to the statement to the opinion statement. Additionally, majority of the participants 100% agreed generally that salary levels at our organization commensurate with those in the field. The findings most the respond3nts generally 100% agreed that allowances are typically distributed on plan. Most respondents 75.0% also generally agreed that their current compensation meets their objectives,21.2% were found to be neutral while only 1.9% of the respondents disagreed with the opinion. Additionally, most respondents 76.9% generally agreed that all the employees are covered by medical insurance provided by our institution. Lastly, majority of the respondents 98.1% generally agreed that the institution offers pension plans with profit sharing for retirees while only 1.9% disagreed with the statement.

4.4.2 Leadership style on Staff Turnover

The study sought to find out the influence of Leadership style on staff's turnover at Aga Khan Schools in Nairobi County. The results are as shown in table 4.5

Table 4. 5: Leadership style and Appreciation on Staff Turnover

Opinion	S				
	D	D	N	A	SA
Style of leadership has an influence on my motivation level		11(21.2%)	13(25.0%)	12(23.1%)	16(30.8%)
The people I work with have a significant impact on how motivated I remain.			13(25.0%)	17(32.7%)	22(42.3%)
Working in an environment where I am treated fairly motivates me to do my best.				19(36.5%)	33(63.5%)
The organization culture and work environment motivate me to work				10(19.2%)	41(78.8%)
Style of leadership helps us feel more confident and capable, leading to better performance			13(25.0%)	22(42.3%)	17(32,7%)
Style of leadership helps us understand what is required of us, leading to better performance				19(36.5%)	33(63.5%)
We are provided with opportunities to grow and develop which help us to feel more invested in our work and motivated to perform at our best		2(3.8%)		19(36.5%)	31(59.6%)

Key: SD strongly disagree, D=Disagree N=Neutral A=Agree, SA=Strongly Agree

Source: Survey Data (2022)

As shown in table 4.4, the majority of the respondents (53.9%) general agreed that style of leadership has an influence on my motivation level,25.0% were neutral while 21.2 were in disagreement to the opinion. Most respondents, 75% also generally agreed that the people they work with have a significant impact on how motivated they remain, 25.0% were neutral to the statement to the opinion statement. Majority of the participants 100% also agreed generally that working in an environment where they are treated fairly motivates them to do their best. They as well generally 100% generally agreed that the organization culture and work environment motivate them to work. Most respondents 75.0% also generally agreed that style of leadership help them to feel more confident and capable, leading to better performance while only 25% the respondents were found to be neutral to the opinion statement. Further, most respondents 100% generally agreed that style of leadership help us understand what is required of them, which leads to better performance. Lastly, majority of the respondents 96.1% generally agreed to the fact that they are provided with opportunities to grow and develop which help them to feel more motivated in their work and motivated to perform at their best while only 3.8% were neural o the opinion statement.

4.4.3 Working Environment and Staff Turnover

The study sought to investigate the influence of working environment on staff's turnover at Aga Khan Schools in Nairobi County. The results are as shown in table 4.6

Table 4. 6: Working environment and Appreciation on Staff Turnover

Opinion	SD	D	N	A	SA
Workplace safety negatively affects employee turnover in our institution		2(3.8%)	8(15.4%)	4(7.7%)	38(73.1%)
We have the right to alert management at any time about potential threats to their performance.				34(65.4%)	18(34.6%)
Our working environment enable the to achieve their assigned goals.			2(3.8%)	31(59.6%)	19(36.5%)
On a consistent basis, we conduct risk assessments.			12(23.1%)	27(51.9%)	13(25.0%)
Working environment can reduce staff turnover by making the workplace more comfortable			11(21.2%)	19(36.5%)	22(42.3%)
All institutional staffs undergo mandatory safety training.			12(23.1)	12(23.1%)	17(53.8%)
Staff members serve on internal safety committees.			11(21.2%)	23(44.2%)	18(34.6%)

Key: SD strongly disagree, D=Disagree N=Neutral A=Agree, SA=Strongly Agree

Source: Survey Data (2022)

As shown in table 4.6, the majority of the respondents 80.8% general agreed that workplace safety negatively affects employee turnover in our institution, 15.4% were neutral while only

3.8% were in disagreement to the opinion. Most respondents, 100% also generally agreed that they have the right to alert management at any time about potential threats to their performance. Majority of the participants 96.1% also agreed generally that their working environment enable them to achieve their assigned goals while only 3.8% were neutral to the statement. They as well generally 76.9% generally agreed that on a consistent basis, they always conduct risk assessments while 23.1% were neutral to the opinion statement. Most respondents 78.8% also generally agreed that working environment can reduce staff turnover by making the workplace more comfortable while only 21.2% the respondents were found to be neutral to the opinion statement. Further, most respondents 76.9% generally agreed that every institutional staffs undergo mandatory safety training, while only 23.1 were neutral to the opinion. Lastly, majority of the respondents 80.6% generally agreed that staff members serve on internal safety committees while 21.2 were neutral to the e opinion.

4.4.4 Training and development on Staff Turnover

This section sought to investigate out the influence of training and development on staff's turnover at Aga Khan Schools in Nairobi. Table 4.7 below indicates the results.

Table 4. 7: Training and development and Appreciation on Staff Turnover

Opinion	SD	D	N	A	SA
I am more motivated when I feel my job has a significant contribution to the organization			8(15.4%)	22(42.3%)	22(42.3%)
Opportunity for training and development would make me feel more motivated at work	7(13.5%)		10(19.2%)	25(48.1%)	10(19.2%)
In our organization, we have a training policy in place.		1(1.9%)	11(21.2%)		41(78.8%)
The institution's training policy will outline how often employees are required to attend courses.			10(19.2%)	13(25.0%)	29(55.8%)
To encourage those who work with us to continue their education, we provide full financial support for those who do so.				18(34.6%)	34(65.4%)
Our organization offers on-the-job training, and we strictly stick to our training guidelines.		2(3.8%)	11(21.2)	29(55.8%)	10(19.2%)
In our organization, we have a training policy in place.		1(1.9%)	10(19.2%)	12(23.1%)	29(55.8%)

Key: SD strongly disagree, D=Disagree N=Neutral A=Agree, SA=Strongly Agree

Source: Survey Data (2022)

In view of table 4.7 findings above, most of the respondents 84.6% agree that they are more motivated when they feel their job has a significant contribution to the organization, while only 15.4% were neutral to the opinion. The findings also showed that generally, most of the respondents 67.3% agreed that opportunity for training and development would make them feel more motivated at work, 19.2% of the respondents were neutral to the opinion while only 13.5% disagree with the opinion. The study also as well confirmed that most of the respondents 78.8% generally agreed in their organization, they have a training policy in place, 21.2% of the respondents were neutral while only 1.9% disagreed with the opinion. The study also revealed that most of the respondents 80.8% were agreement with statement that the institution's training policy will outline how often employees are required to attend courses while only 19.2% of the respondents were neutral to the opinion. Most of the respondents, 100% agreed that in order to encourage those who work with them to continue their education, the institutions always provide full financial support for those who do so., 9.9% of the participants were neutral to the statement. The most of the respondents 75.0% also agreed that their organization offers on-the-job training, and they strictly stick to their training guidelines, 21.2% of the respondents were neutral to the opinion while 3.8% disagreed with the opinion. Finally, most respondents 78.9% agreed with the opinion statement that in their organization, they have a training policy in place., only 19.2% while 1,9% disagreed with the opinion.

4.4.5 Staff's Turnover at Aga Khan Schools in Nairobi Count

The study sought to find out the staff's turnover at Aga Khan Schools in Nairobi County.

The results are as shown in table 4.8

Table 4. 8: staff's turnover at Aga Khan Schools in Nairobi Count

Opinion	SD	D	N	A	SA
I believe that the level of motivation has a direct impact on turnover		10(19.2%)	11(21.2%)	14(26.9%)	17(32.7%)
I have considered leaving my current job due to compensation package			1(1.9%)	22(43.3%)	29(55.8%)
I would leave my current job if I got an opportunity for training and skills development		1(1.9%)		11(21.2%)	40(76.9%)
I would consider leaving due to dissatisfaction at my workplace			10(19.2%)	31(59.6%)	11(21.2%)
Job security, recognition and appreciation would attract me to another job			11(21.2%)	23(44.2%)	18(34.6%)
Generally, I am happy with the organization's management and work environment	11(21.2%)			30(57.7%)	11(21.1%)
Some employee quit the organization voluntarily			7(13.5%)	12(23.1%)	33(63.5%)

Key: SD strongly disagree, D=Disagree N=Neutral A=Agree, SA=Strongly Agree

Source: Survey Data (2022)

According to the findings indicated in table 4.8, most of the respondents 59.6% generally agreed with the opinion that they believe that the level of motivation has a direct impact on turnover, the 21.2% of the respondents were neutral while only 19.2% strongly disagreed with the opinion. Most of the respondents 98.1% also agreed that they have considered leaving my current job due to compensation package while only 1.9% of the respondents disagreed with the opinion. Most respondents 80.8% also generally agreed that they would consider leaving due to dissatisfaction at my workplace while 19.2% strongly disagreed with the opinion. In addition, most respondents 78.8% agreed Job security, recognition and appreciation would attract them to another job while 21.2% of them were neutral to the opinion. 78.8% of the respondents agreed that Generally, they are happy with the organization's management and work environment while only 21.2% strongly disagreed with the opinion. Finally, most respondents 86.6% agreed that some employee always quit the organization voluntarily while 13.5% were neutral to the opinion.

4.5 Inferential Statistics

4.5.1 Correlation Analysis

Correlation analysis is a statistical technique used to examine the relationships between variables. It is used to determine whether there is a relationship between two variables and to what extent that relationship exists.

4.5.1.1 Pearson Correlation Coefficient Matrix

The study used the independent variables (Financial rewards and appreciation, Leadership style and work environment and Training and Development, Decision Making) on dependent variable (Staffs Turnover) to conduct Correlation analysis. The analysis used Karl Pearson's

coefficient of correlation to estimate the relationship strength between the variables. The test of Pearson Correlation was done at 95% and 99 confidence levels as presented in table 4.9 below.

Table 4. 9: Pearson Correlation Coefficient Matrix

		ST	FRA	LS	WE	TDO
ST	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	52				
FRA	Pearson Correlation	-.784**	1			
	Sig. (2-tailed)	0.000				
	N	52	52			
LS	Pearson Correlation	-.825**	.503**	1		
	Sig. (2-tailed)	0.000	0.000			
	N	52	52	52		
WE	Pearson Correlation	-.817**	0.424**	.718**	1	
	Sig. (2-tailed)	0.000	0.000	0.000		
	N	52	52	52	52	
TDO	Pearson Correlation	-.813**	0.382*	.567**	.754**	1
	Sig. (2-tailed)	0.000	0.073	0.110	0.120	
	N	52	52	52	52	52

** Correlation is significant at the 0.01 level (2-tailed), N = 52

Key: **FRA** = Financial Rewards and Appreciation, **LS**=Leadership Style, **WE**=Working Environment and **TDO**=Training and Development Opportunities.

The study revealed a positive and significant association between independent factors (financial rewards and appreciation, leadership style, working environment and training and development opportunities) and staff’s turnover at Aga Khan Schools in Nairobi County. This reveals that any positive change in independent factors lead to staff’s turnover at Aga Khan Schools in Nairobi County.

As shown in Table 4.9, there was an inverse and significant link between financial rewards and appreciation and staff’s turnover at Aga Khan Schools in Nairobi County ($r=-.784$, $p-$

value=0.000). The findings agree with Yang (2014) discoveries that financial rewards negatively influence staff's turnover in an organization. The findings also concur with Murphy (2010) findings that financial rewards resulted to effective prevention of employees' turnover and retaining of very competent employees

Results also show significant inverse link between leadership style and staff's turnover at Aga Khan Schools in Nairobi County ($r=0.825$, $p\text{-value}=0.000$). The findings concur with Alkhawaja, A. (2017) discoveries that leadership style that is supportive, communicative, and motivating is likely to reduce staff turnover.

Further, the results show that there was a significant inverse association between working environment and staff's turnover at Aga Khan Schools in Nairobi County ($r=0.817$, $p\text{-value}=0.000$). The findings conform (Al Mamun, C. A., & Hasan, M. N. (2017) discoveries that The working environment can reduce staff turnover by making the workplace more comfortable, providing more opportunities for training and development, and offering more job satisfaction. In addition, Iheanacho and Ebitu (2016) argue that workplace safety negatively affects employee turnover in our institution.

In addition, the results show that there is an inverse and significant association between training and development opportunities and staff's turnover at Aga Khan Schools in Nairobi County ($r=0.813$, $p\text{-value}=0.000$). The results agree with Rahman (2018) that staffs career development has inverse effect on employee turnover. In addition, Ying and Franz (2018) indicate that Employees who feel unsafe at their job are more likely to leave than those who feel safe. This is because employees who feel unsafe are more stressed and have less job satisfaction.

4.5.2 Regression Analysis

R-squared measures the extent to which one independent variable explains the observed pattern or trend in another independent variable; a bigger R-squared indicates a more significant effect. Table 4.10 presents the model summary, including the r² values.

Table 4. 10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.879 ^a	.781	0.872	0.16347

a. Predictors:(Constant), Financial Rewards and Appreciation, Leadership Style, Working Environment and Training and Development Opportunities.

The results showed an R-squared of 0.781 between motivational factors and employee turnover at Aga Khan. This indicates that the independent variables explained for 78.1% of the variations in the dependent factor (staff's turnover) (Leadership Style, Working Environment and Training and Development Opportunities) while the remaining 21.9% could be explained by other factors that leads to staff's turnover in the private sectors in Kenya.

To test whether the regression model fits the data well, an ANOVA was performed. The outcome are presented in Table 4.11.

Table 4. 11: Analysis of variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.815	3	18.193	25.918	.000 ^b
	Residual	14.888	49	0.459		
	Total	43.703	52			

a. Dependent Variable: Staffs Turnover

b. Predictors:(Constant), Financial Rewards and Appreciation, Leadership Style, Working Environment and Training and Development Opportunities

Table 4.12 revealed that, the model is statistically acceptable with a p-value of less than 0.05 for the F ratio, making it highly significant. The Leadership style, working environment and

training and development opportunities. It is clear that the four independent variables in the regression model can be utilized to foretell employees' intent to leave the company.

Table 4. 12:Regression Analysis Results

	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Std. Beta	Beta		
(Constant)	1.250	0.725			5.321	.000
Financial Rewards and Appreciation	-.579	.043	-.144		-3.562	.001
Leadership Style	-.663	.086	-.071		-2.860	.003
Working Environment	-.192	.083	-.217		-4.772	.014
Training and Development Opportunities	-.218	.095	-.256		-3.691	.007

a. Dependent Variable: Staffs Turnover

Using the table's unstandardized beta coefficients, the overall equation was obtained as proposed by the framework. When these beta coefficients are substituted in the equation, the model becomes

$$Y=1.250+(-0.579X_1) +(-0.663X_2) +(-.192X_3) +(-0.218X_4) + e \text{ where}$$

From the results, financial rewards and appreciation has an inverse and significant effect on staff's turnover at Aga Khan Schools in Nairobi County ($r= -.579$, $p\text{-value}=0.001$). This denotes that enhancement in financial rewards and appreciation would decrease staffs' turnover at Aga Khan Schools in Nairobi County.

The results also show that leadership style has an inverse and significant effect on staff's turnover at Aga Khan Schools in Nairobi County ($r= -.663$, $p\text{-value}=0.003$). This denotes that enhancement of leadership style would decrease staff's turnover at Aga Khan Schools in Nairobi County.

Further, the results show that working environment has an inverse and significant effect on staff's turnover at Aga Khan Schools in Nairobi County ($r= -.192$, $p\text{-value}=0.014$). This

denotes that enhancement in working environment would decrease e staff's turnover at Aga Khan Schools in Nairobi County.

Lastly, the results show that training and development opportunities has an inverse and significant effect on staff's turnover at Aga Khan Schools in Nairobi County ($r=0.218$, p -value= 0.001). This denotes that enhancement in training and development opportunities would decrease staff's turnover at Aga Khan Schools in Nairobi County.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 Introduction

This chapter discusses the consolidated summary of findings stated in chapter four, as well as the conclusions, recommendations and areas of further investigations based on those findings. The summary was based on the factors that were covered in the questionnaire, including additional information provided therein.

5.2 Summary of the findings

5.2.1 Financial rewards and appreciation

In this study, multiple regression analysis was used to examine the correlation between the financial reward and staff's turnover. Regression results demonstrated a negative and significant association between financial incentives and employee turnover at Aga Khan Schools in Nairobi County, with $\beta = -.579$ at p value $0.001 < 0.05$.

5.2.2 Leadership style

By doing multiple regression analysis, the researcher looked for a correlation between the leadership style and staff's turnover. The regression outcomes showed a negative and significant link between leadership style and staff turnover at Aga Khan Schools in Nairobi County, with $\beta = -0.663$ at p value $0.003 < 0.05$.

5.2.3 Working environment

In this study, multiple regression analysis was used to examine the correlation between the working environment and staff's turnover. At 5% level of significance the regression

findings demonstrated a negative and significant link between salary and staff's turnover at Aga Khan Schools in Nairobi County with $\beta = -.192$ at p value $0.014 < 0.05$.

5.2.4 Training and development

In order to investigate the correlation between workplace environment and staff's turnover at Aga Khan Schools in Nairobi County, the researcher analyzed the connection between the working environment and staff's turnover using multiple regression analysis. At 5% level of significance the regression findings indicated a negative and significant association between wage and staff's turnover at Aga Khan Schools in Nairobi County with $\beta = -.218$ at p value $0.007 < 0.05$.

5.3 Conclusions

Creating and maintaining staff motivation levels is a difficult task. This is the reason why scholars have created many theories on motivation over the years. Different people react differently when confronted with similar issues and in similar conditions, making motivation quite a complicated dynamic. However, it is critical to continually monitor employee motivation levels in order to in order to predict areas of concern that could lead to a drop in motivation within the organization, which would automatically lead to negative impacts like increased turnover.

From the study, we can conclude that motivation has a direct impact on turnover. There are several factors that should be strongly considered if the organization want to reduce turnover. Some of the key factors include monetary compensation in terms of salary and remuneration, bonuses, allowances, access to credit facilities etc. Other important aspects would be recognition and appreciation, providing a warm work environment, treating staff fairly and

with equity, and also encouraging healthy working relationships with co-workers. It is also good to have staff trained to sharpen their skill sets and make them more equipped to perform their various jobs.

5.4 Recommendations

The researcher came to several recommendations to be taken up by the management of the Aga Khan Schools that would ensure improved motivation levels, and lower turnover rates.

The organization needs to develop and implement a compensation policy to recruit and retain qualified personnel, as well as to recognize and reward their efforts, loyalty, experience, and accomplishments. The monetary compensation offered should be competitive, equitable, motivating, and sufficient to cover the rising cost of living. In addition, salaries should be reviewed on a regular basis, while putting in consideration factors like as employee performance, level of education, and length of service to the organization. Other financial perks could include house and travel allowances, overtime allowances for extra working hours.

Another way that the organization can promote motivation is by increasing employee recognition and appreciation, and a good way would be having a monetary incentive. Even though most employees that participated were acknowledged for their good work, most were dissatisfied with the manner in which this was done, most stating that monetary incentives would raise their level of motivation and commitment in the organization.

To maximize employee potential and capabilities, the organization should consider encouraging more employees to further their studies in order to advance their careers as well as upgrade their skills and sharpen their talents. From the survey, most employees do not

consider opportunity for training and development as a factor that would attract them to another job. However, if these opportunities come with a better compensation and recognition, most employees would be more than willing to pursue training and development. In addition, training and development would ensure that better expertise is found within the organization, creating chances for the employees to climb the career ladder, rather than having to hire experts from outside the organization. Other ways of ensuring motivation is through maintaining a conducive working environment, enhancing teamwork amongst employees, involving employees in decision making processes and also ensuring that the leadership is attentive and considerate, and also providing fair and equal treatment. The study establishes that motivation is directly related to turnover. It may not be the only factor that leads to turnover, but it is a major contributing factor. Working towards increasing motivation will mitigate staff turnover and the organization will as a result enjoy longevity in terms of period of service. Reduced turnover results to reduced overall costs in terms of recruitment and induction, training and development (new staff), reduced productivity and even lost opportunity costs.

5.5 Suggestions for further studies.

This study has explored the effect of motivation on employee turnover, in the private education sector. Other scholars can take similar studies in the public education sector to compare notes and see if the findings will be similar. In addition, further research could also be carried out to establish other factors that contribute to high turnover rates.

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APPENDICES

Appendix 1: Introduction Letter

Dear Respondent,

RE: RESEARCH QUESTIONNAIRE.

I am currently a Master of Business Administration (MBA) candidate at the University of Nairobi, where my research focus is strategic management. I am currently completing a research project for my degree that is titled *“THE EFFECT OF MOTIVATION ON EMPLOYEE TURNOVER IN THE PRIVATE EDUCATION SECTOR IN KENYA: A CASE OF AGA KHAN SCHOOLS”*. I'm doing this study to fulfill a prerequisite for my masters degree. If you could spare a few minutes, I'd really value your input on a questionnaire I'll be sending your way. Your comments will be kept in the strictest confidence, and any information you submit will only be used for academic purposes. It is with great gratitude that I say how much I appreciate your help.

Thank you in advance for completing the survey and getting it back to me so quickly.

Yours faithfully,

.....

Harriet

Appendix II: Research Questionnaire

You are kindly requested to please take a moment and respond to these questions. The study seeks to examine motivation and its effect on staff turnover, a case study of the Aga Khan group of schools.

For each of the questions below, please tick against the information most applicable to you.

SECTION A: PERSONAL DETAILS

1. Department of service

Teaching [] Administration [] Finance []

Management []

2. Academic Level

Postgraduate [] Undergraduate [] Diploma Certificate []

3. Length of service

Fewer than 1 year []

1 to 5 years []

6 to 10 years []

11 to 15 years []

More than 15 years []

4. Your designation in the organization?

SECTION B: MOTIVATION FACTOR

Part A: Financial rewards and Appreciation

4. Please use the point scale below to indicate your level of agreement by ticking each one of the given statements.

1	2	3	4	5					
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree					
	Opinion				1	2	3	4	5
1	Monetary compensation has an impact on my level of motivation								
2	Appreciation and recognition has an impact on my motivation level								
3	Salary levels at our organization commensurate with those in the field.								
4	Allotments are typically distributed on schedule.								
5	My current compensation meets my objectives.								
6	All employees are covered by medical insurance provided by our institution.								

7	The institution offers pension plans with profit sharing for retirees.					
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Part B: Leadership style

4. Please use the point scale below to indicate your level of agreement by ticking each one of the given statements.

1	2	3	4	5				
Strongly disagree	Disagree	Neutral	Agree	Strongly agree				
Opinion				1	2	3	4	5
1	Style of leadership has an influence on my motivation level							
2	My level of motivation is to an extent influenced by my co-workers							
3	I am more motivated to work when I feel there is fairness of treatment in my workplace							
4	The organization culture and work environment motivate me to work							
5	Study of leadership help us feel more confident and capable, leading to better performance							
6	Study of leadership help us understand what is expected of them, leading to better performance							
7	We are provided with opportunities to grow and develop which help us to feel more invested in our work and motivated to perform at our best							

Part C: Working environment

6. Please use the point scale below to indicate your level of agreement by ticking each one of the given statements.

1	2	3	4	5				
Strongly disagree	Disagree	Neutral	Agree	Strongly agree				
Opinion				1	2	3	4	5
1	workplace safety negatively affects employee turnover in our institution							
2	A worker has the right to alert management at any time about potential threats to their performance.							

3	The results of safety audits are quickly put into practice.					
4	On a consistent basis, we conduct risk assessments.					
5	Working environment can reduce staff turnover by making the workplace more comfortable					
6	All institutional staffs undergo mandatory safety training.					
7	Staff members serve on internal safety committees.					

Part D: Training and development

7. Please use the point scale below to indicate your level of agreement by ticking each one of the given statements.

1	2	3	4	5				
Strongly disagree	Disagree	Neutral	Agree	Strongly agree				
Opinion				1	2	3	4	5
1	I am more motivated when I feel my job has a significant contribution to the organization							
2	Opportunity for training and development would make me feel more motivated at work							
3	In our organization, we have a training policy in place.							
4	The institution's training policy will outline how often employees are required to attend courses.							
5	To encourage those who work with us to continue their education, we provide full financial support for those who do so.							
6	Our organization offers on-the-job training, and we strictly stick to our training guidelines.							
7	In our organization, we have a training policy in place.							

Part E: Staff's Turnover

7. Please use the point scale below to indicate your level of agreement by ticking each one of the given statements.

1	2	3	4	5				
Strongly disagree	Disagree	Neutral	Agree	Strongly agree				
Opinion				1	2	3	4	5

1	I believe that the level of motivation has a direct impact on turnover					
2	I have considered leaving my current job due to compensation package					
3	I would leave my current job if I got an opportunity for training and skills development					
4	I would consider leaving due to dissatisfaction at my workplace					
5	Job security, recognition and appreciation would attract me to another job					
6	Generally, I am happy with the organization's management and work environment					
7	Some employee quit the organization voluntarily					

Thank you for your assistance