

**FACTORS INFLUENCING TEACHERS' VOLUNTARY TURNOVER IN PUBLIC  
SECONDARY SCHOOLS IN KURESOI SUB COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF BUSINESS IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF  
MASTER OF BUSINESS ADMINISTRATION DEGREE (HUMAN RESOURCE  
MANAGEMENT OPTION), OF KABARAK UNIVERSITY**

**OCTOBER, 2014**

## DECLARATION AND RECOMMENDATION

### Declaration

This research project is my original work and has not been presented to any other university for award of a degree or a diploma

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### Recommendation

This research project has been submitted for examination with our approval as the University supervisors

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## **DEDICATION**

This research is dedicated to my wife Viola Chepkemoi Ruttoh for her financial and moral support in my studies and to my children; Emilia Chemutai, Morgan Summ and Morphat Summ for missing my parental love while I was studying and my parents John Sugut and Mary Sugut who keep on praying for me.

## **ACKNOWLEDGEMENTS**

Firstly, I thank the Almighty God who created me with a purpose in life, part of which I fulfill through this study. God gave me that strength, good health, working ideas and full ability to undertake the academic journey. Secondly, I thank my research supervisors, Dr. Maina Waiganjo and Mr. Joel Koima for guiding me through the research process, may God bless you. Lastly, I acknowledge with gratitude the contribution and cooperation made by Head teachers and teachers who participated in the study.

## ABSTRACT

The purpose of this study was to investigate the factors responsible for teacher's voluntary turnover in Public Secondary Schools in Kuresoi Sub County. The objectives of the study were; to investigate the extent to which employee related factors influence teacher turnover; to analyze the extent to which remuneration influence teacher turnover and to establish the extent to which working environment influence teacher turnover in Kuresoi Sub-County. The study employed a descriptive survey design and targeted all teachers in Public Secondary Schools in the Sub-County who total 227 serving in 43 schools. The schools were classified into four strata based on administrative divisions. Simple random sampling was employed to get sample schools and respondents for the study. Data was collected using questionnaire containing close ended questions and was analyzed using both descriptive and inferential statistics with the aid of Statistical Package for Social sciences (SPSS) version 20. The correlation results revealed that remuneration ( $r=.435$ ,  $P=0.000$ ,  $\alpha=0.01$ ), working environment ( $r=.406$ ,  $P=0.000$ ,  $\alpha=0.01$ ) and employee related factors ( $r=.399$ ,  $P=0.000$ ,  $\alpha=0.01$ ) were positively correlated with voluntary teachers turnover respectively. Regression analysis results showed that remuneration ( $\beta=.264$  and  $p=.006$ ), employee related factors ( $\beta=.197$  and  $p=0.040$ ) and working environment ( $\beta=.177$  and  $P=.075$ ) were all significant. The study further found that all the independent variables; employee related factors, remuneration and working environment can explain the variation of teachers turnover by up to 25% when combined under multiple regression model. The study concludes that all the variables of the study were important factors influencing voluntary teachers' turnover and there was need to be addressed beginning from the main contributor which was in this case remuneration. The study therefore recommends that Kenya government through TSC to offer better salary, mix of allowances and pension to teachers, employ more teachers, provide training and in-service, and improve infrastructure and fairness in promoting teachers. Study to be carried out in private secondary schools in the same sub-county.

**Key Words:** Voluntary Turnover, Working Environment, Remuneration, Job Satisfaction, Career Growth and Leadership

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## **ABBREVIATIONS AND ACRONYMS**

**TSC:** Teachers Service Commission

**SPSS:** Statistical Package for Social Sciences

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Employee turnover sometimes also known as labor turnover or attrition is the rate at which employee leave an organization, (Armstrong, 2009). Well-managed firms try to monitor employee turnover rate because as turnover rate increases so do the cost of replacement and loss of productivity (Gomez-Mejia, Ballcin and Cardy; 2010, Fisher and Shaw 2009).

Turnover in an organization manifests in two ways. On one hand, involuntary turnover occurs when employers terminate an employee or ask an employee to resign. When employees are terminated for violating workplace policies, poor performance or business slowdown, the departure is considered involuntarily. On the other hand, voluntary turnover occurs when employees leave organizations of their own volition. Employees may resign, retire or simply leave the organization for other reasons (Dessler and Varky, 2003). This study narrows itself to the voluntary turnover dimensions.

Teacher turnover is a global challenge and by its nature is an extremely complex phenomenon influenced by several factors like organizational factors; personal factors and community factors, (Ingersoll, 2001). Research has revealed that teacher turnover in developed countries is a common problem and according to Herbert and Ramsay, (2004) and Ingersoll (2002), this phenomenon is on the rise in the USA. In countries like Britain, Sweden, Germany and New Zealand it has been reported that workforce shortages in the schools is a major problem (Allen, 2012; Santiago and Mackenzie, 2005).

In the developing countries, voluntary teacher turnover is also a matter of concern. Countries such as Nigerian, Zambia, New Guinea and Malawi have reported high rates of voluntary teacher turnover, while in Gambian there is a massive exit of teachers from the profession owing to such factors as lack of adequate salaries, allowances, housing and promotion, (Xaba, 2003).

A study done by Education-International (2007), revealed that 40% of teachers in Lesotho were unqualified because most of the trained teachers had left the teaching profession. The same problem faced Zimbabwe and Malawi where very many qualified teachers had been reported to have left for greener pastures, (Xaba 2003).

In Kenya, teacher turnover is also on the rise. According to Teachers Service Commission (TSC) report (Teacher's Image vol.13, 2007pg.7), a significant number of teachers have left teaching service to join other government ministries. In the year 2012, Maara District experienced a turnover of 50% (Mbugua and Ruche, 2012) while in Naivasha District from the year 2010 to year 2011 there was a turnover of 20%. In Mbeere District a turnover of 10.2% was reported in the year 2009 and in Kuresoi Sub-County teacher turnover was reported to be at 11% according to TSC report of 2013, (TSC, 2013).

## **1.2 Statement of the Problem**

A report from TSC shows that teachers in Kenya consistently leave the teaching service to join other professions in both government and the private sectors (Teachers Image vol 13, 2007pg 7). In Kuresoi Sub-County, despite the frequent posting or employment of teachers by the government in the recent years, most of the Public Secondary Schools in the Sub County remain largely understaffed due to voluntary teacher turnover. In addition, a Personnel Report at the Kuresoi Sub County shows that the rate of voluntary teacher's turnover rose from 6% in the year 2011 to 8% in the year 2012 and in the following year (2013), the turnover rate escalated to 11 % (TSC, 2013). This was beyond the generally acceptable rate of 10 % (McGraw, 2013). Although the level of unemployment in education sector is still high evidenced by 40,000 qualified teachers who are still unemployed; this situation has not made it any easier to solve the staff shortage in the schools in the Sub County, (Education- international, 2007). One would expect with a huge unemployment, the sector would be able to retain the workforce. The reasons for the high rate of voluntary turnover in the public schools in Sub County are still unclear and it was against this background that this study was initiated to assess to what extent employee related factors, remuneration and working environment influence turnover amongst secondary school teachers in Kuresoi Sub County.

### **1.3 General Objective of the Study**

The main objective of this study was to assess factors influencing voluntary teacher turnover in public secondary schools in Kuresoi Sub-County.

### **1.4 Specific Objective of the Study**

Specifically the study aims at accomplishing the following objectives

1. To investigate the extent to which employee related factors influencing voluntary teacher turnover in Kuresoi Sub-County.
2. To analyze the extent to which remuneration influence voluntary teacher turnover in Kuresoi Sub-County.
3. To establish the extent to which working environment influence voluntary teachers turnover in Kuresoi Sub-County.

### **1.5 Hypotheses of the Study**

**H0<sub>1</sub>:** Employee related factors have no significant influence on voluntary teachers' turnover.

**H0<sub>2</sub>:** Employee remuneration has no significant influence on voluntary teachers' turnover

**H0<sub>3</sub>:** Working environment have no significant influence on voluntary teachers turnover.

### **1.6 Purpose of the Study**

The main purpose of this study was to investigate the factors responsible for voluntary teachers' turnover in public secondary schools in Kuresoi Sub County

### **1.7 Scope of the Study**

The study sought to investigate the factors influencing teacher turnover in Public Secondary Schools in Kuresoi Sub County and how employee related factors, remuneration and working environment influence teacher turnover in Kuresoi Sub County. Kuresoi Sub County is found in Nakuru County comprises of four administrative divisions; Olenguruone, Keringet, Kuresoi and Kamara.

### **1.8 Significance of the Study**

The study was intended to benefit many stakeholders. The Ministry of Education, a body set by Kenya government to monitor quality assurance in Schools, was to use the findings to enhance prudence in putting in place necessary policies that would improve and help teacher retention.

The findings are bound to assist the TSC to offer moderate reasonable salary, allowances and other benefits to teachers so as to manage teachers. The results will increase level of awareness about the school environment to other stakeholders like unions, parents and school boards and this awareness may lead to more informed advocacy for the teachers.

### **1.9 Limitation and delimitations of the Study**

The respondents were not eager to give the required information fearing that the information was to be used to intimidate them or have a negative image about them. This problem was handled by providing an introductory letter from the University. This was to assure them that the information they were giving was being treated confidentially and was to be used for academic purpose only.

### **1.10 Assumption of the Study**

The research assumed that respondents would respond honestly to the questions of the survey and provide accurate information. It is assumed that this sample selected would be representative of the population

### **1.11 Operational Definition of Terms**

**Career growth:** According to Ega and Lynham (2003), career growth means self-development of an individual in order to achieve the best fit in his/her career. In this study this term was taken as new development and knowledge gained in academic discipline for continued professional development in the teaching profession.

**Employee related factors:** There are personal factors that may influence a teacher to separate with the employer e.g. Career growth, marital status, individual expectation and job satisfaction

**Job satisfaction:** According to Houtte (2006), job satisfaction is a feeling that an individual holds towards his or her job. In this study this term was taken as feelings that a teacher holds toward his or her teaching roles and responsibilities.

**Remuneration:** According to Shah and Burke (2003), remuneration is compensation in lieu of the service rendered by the employee. In this study this term was taken as the compensation, allowances and bonuses received in exchange of work or services performed by teachers.

**Voluntary turnover:** Voluntary turnover occurs when employees leave organizations on their own volition. Employees may resign, retire or simply leave the organization for personal reasons, (Dessler and varky, 2003). This study adopted the same meaning.

**Working environment:** According to Last (2001), working environment, is all that which is external to the human host and can be divided into physical ,biological, social and cultural any or all can influence human being in a work place. In this study this term was taken to include kind of leadership, resource, school culture and how a teacher relates with others in public schools.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter contains relevant theories and findings of past studies related to teacher's turnover. The literature review was divided into two parts namely; theoretical review and empirical review on the factors influencing teachers turnover in public secondary schools.

#### **2.2 Theoretical Review**

##### **2.2.1 Concept of Employee Turnover**

Employee turnover, labors turnover or attrition is the rate at which employees leave organization voluntarily or involuntarily, (Armstrong, 2009). High turnover of teachers from organization point of view is not only losing competitive teachers but it also brings school performance down.

Ingersoll (2002), cites that unchecked turnover affect performance and effectiveness of the school, hence lowering school standard, Moreover from this perspective, high rates of teacher turnover are of concern not only because they may be an indication of underlying problems in how well schools function, but also because they can be disruptive, in and themselves for the quality of school community and performance.

There are a number of theories that can help ones understanding of employee's turnover, and the next sub section sought to summarize theories that were relevant to the subject of this study.

##### **2.2.2 Chapman's Theory and Holland's theory of Vocational Choice**

This theory describes employee vocational satisfaction and advocates that, stability and achievement depend on the congruence between one's personality and work environment, Career selection which propound that factors like genetic endowment and special abilities, environmental conditions, events learning experiences and task approach skills, explain the reason as to why individual change occupations throughout their lives.

Employee retention and attrition is generally caused by individual characteristics such as; educational preparation, social and professional integration in the job and external influence as a factor, (Chapman's 1983, Ruhlands 2003).The theory was relevant to this study since it covers factors which are the main concern for this study.

### **2.2.3 Khatri, Budhwa and Ferns Model, (2001)**

This model explains three groups of factors influencing employee turnover, these are demographic, uncontrollable and factors include; age, gender, education, tenure, income level of managerial and non-managerial position, while 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 (Khatri et al., 2001).

This model was relevant to this study since it was helpful in investigating factors such as demographic, leadership, employment opportunities and remuneration in influencing teacher's turnover in public secondary schools in Kuresoi Sub County.

### **2.2.4 Expectancy Theory**

This theory view employee's expectations in relation to turnover, employees tend to quit employment if their expectations are not met by employer. Failure for an organization to realize employee's expectation leads to low commitment, low morale and eventually employees will leave the job. Employers need to treat employees well, provide better salary, allowances among others, (Vroom, 1964).This theory is relevant to this study since it help to investigate remuneration in relation to teachers' turnover.

## **2.3 Empirical literature**

### **2.3.1 Employee related factors and Turnover**

Several studies have been done concerning employee related factors and teacher turnover. Study by Harter, Schmidt, and Hayes (2002), found that employee development is inversely related to turnover, that with respect to the career individuals proceed through several stages of career development this are growth, exploration, establishment, maintenance and decline.

According to Houtte (2006), and Hammond, (2005) found that job satisfaction, as the feelings that an individual holds towards his or her job, and job satisfaction that lead to turnover was caused by a lack of; input into professional decision making, restrictive bureaucratic controls and inadequate administrative support. Physical conditions of public school facilities and availability of resources, including technology impact job satisfaction this may influence decision of a teacher remaining in profession or quitting.

According to Scafidi, Sjoquist, and Stinebrickner (2007), better respect status and working conditions are necessary to provide job satisfaction, they also found that most teachers leave because of lack of opportunity to teach effectively. Study by Maicibi (2003), found that employees will not stay longer in the job if they don't feel they are of importance there, Satisfaction is very important to any employee, once individual is dissatisfied with employment then chances of making decision to quit is very high. This study however sought to investigate how job satisfaction as an employee related factor influence teacher turnover.

Employees expectation take a lead in every organization failure to meet such expectation has been identified as a cause of teacher turnover. According to Maicibi (2003, although a common concern staff management is motivation, if expectations are raised about progress or potential rewards but which are not met, there will be a subsequent drop in commitment and possible withdrawal of cooperation or even from the job as a whole, therefore employee teacher's expectation should be considered, the decision of an employee whether to remain or quit is influenced by individual expectation. Therefore the study seeks to find out if there exists relationship between employee expectation and turnover

### **2.3.2 Remuneration and Turnover**

According to Malkovich and Newman (2005), employer contributes to teacher turnover worldwide, any compensation is determined by employer, and employee compensation provides the means through which they meet their needs for basic necessities in life, Employee compensation and benefits like house allowances, transport and medical allowances and other incentives are important and they are some of the most visible rewards in the process of recruitment.

Study by Vandenberg and Tremblay, (2006) found that pay are means to retain best employees, Pay is significant element explaining turnover, teacher retention is higher when salaries are higher, low pay has been realized to be the cause of high teacher turnover they also agreed that the main driver of chain in the job market is pay, therefore pay will determine if teacher remain in the profession or quit.

While Scafidi et al., (2007), argued that better salaries are nice but they are not sufficient to attract better teachers, pay package is one of the most serious and visible expression of the employment relationship, Kajubi (2001), discovered that in Uganda salary scales and how such salary delay in payment demoralizes teachers, who in turn might resort to seeking other sources of income hence cheating on students teach hours.

According to Hom and Gruffest (2000), pay was the key decision experienced male and female teachers us to remain or leave the teaching profession, this is in line with equity theory which supports the premises that workers who felt unfairly paid leave the organization. Their findings strengthen their persuasion that reasonable pay reduces turnover and paying teachers well will attract the best candidate to teaching profession, in United Kingdom and low pay contributed a lot to teacher turnover.

An economic study conducted in Texas determined that teachers would have to be paid at least 50 percent more to teach in hard-to-staff schools and bonuses at these levels would create a significant financial burden and still might not provide a sufficient incentive for teachers to remain at their school (Hanushek, Chain and Rirkin, 2004).

#### **2.3.4 Working Environment and turnover**

A study by Suzanne and Johnson (2006), found that a good teacher is a key to student success, supportive school environment conditions can enhance teacher to teach effectively and increase teacher retention, those working conditions are physical and psychological factors surrounding a job which in their nature act as motivators in working place, missing such motivating factors employee (teacher) will quit the profession. Employee engagement includes elements within the workplace environment that, attract, focus and keep the most talented employees (Boyd, Grossman, Plank Ford, Loeb and Wyckoff, 2007).

According to Loeb, Hammond and Luczaky, (2002), a good working environment include teacher support, mentoring administrative efforts to create positive school culture that provide opportunities for teachers to engage in collegial collaboration focused on instruction and working conditions that provide teachers with resources.

Maicibi, (2003) found that common reasons for resignation from organization are poor management and supervisors who provides poor leadership to employees like inequality, unfairly among others, even though salaries are important, working conditions are seen as extremely important in teacher turnover, he also add that when employees work under poor management conditions, they tend to behave like caged animals looking for the slightest opportunity to escape in such a situation when an opportunity opens whether less than the present job the employees could leave without looking behind.

A study by Boyd et al., (2007), found out that a source of job dissatisfaction is the lack of correlation between the pay and the performance of the teacher, working conditions included unprofessional administration, lack of support of the parents and community, overload of paperwork, and lack of discipline among students. This indicates that conditions of work environment are a significant area that could influence teacher turnover.

According to Goldhaber, Gross, and Player (2007), working conditions and job satisfaction are considered to be correlated in the school. Research literature posits that the primary reasons for teacher turnover were administrative problems, student discipline, classroom control, large classes, extracurricular duties, uncooperative parents, and stressful atmosphere.

A study by Greher and Tobin (2006), suggests four major factors that influence whether a teacher will move from a particular school or leave the profession entirely, these factors are salaries, working conditions, preparation, and mentoring support in the early years relate to teacher turnover. Boyd et al., (2007), argue that the presence of a sense of community among families, teachers and students has long been held by education researcher's to be one of the most important indicators and aspect of successful schools, explain teacher turnover as a function of the school characteristics it is known that school

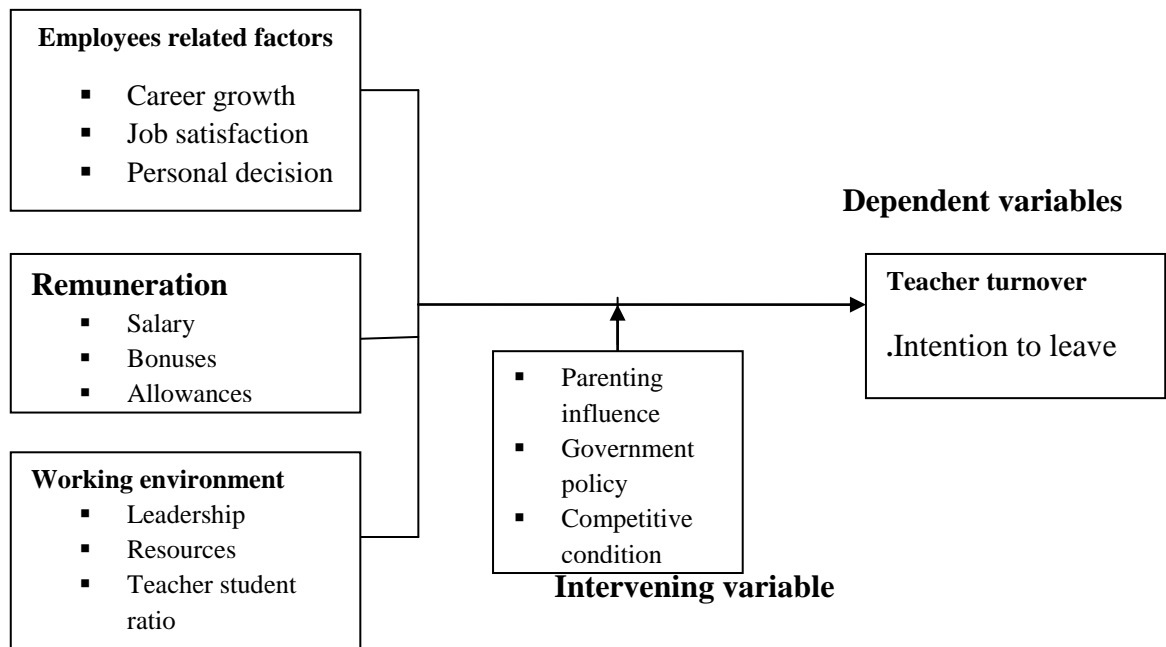
environment should provide that cohesion among its staff hence promote success in school at all time.

According to Kajubi (2001), an increased demand for secondary education in a limited number of secondary schools has resulted into an increase in the teacher-student ratio, this has resulted into an increase in class size and teaching loads through double shifts and multi subject specifications for teachers which is a cause of grievance especially when the salary scale does not match the work load, some teachers are fatigued, lose morale and when the situation is not corrected or made more bearable, such teachers will seek employment in other organization.

## 2.5 Conceptual framework

The figure 2.1 is a conceptual framework showing the relationship between independent, dependent and intervening variables. Independent variables include; employee related factors, remuneration and working environment which influence teacher turnover as an independent variable.

### Independent variables



Source: Author (2014)

**Figure 1.2** Conceptual Frameworks showing the relationship between independent and dependent variables

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

In this chapter the following were discussed; research design, target population, sampling design and procedure, data collection procedures, piloting and data analysis.

#### 3.2 Research Design

The study adopted descriptive survey design. This type of research design attempted to describe systematically, a situation, problem, phenomenon, provide information about an issue and describes attitudes towards an issue (Kumar, 2005). The design was applicable to the study since it enabled the researcher to study the relationships between turnover and factors influencing teachers turnover.

#### 3.3 Target Population

According to Zikmund (2003), target population is the specific group relevant to a particular case. In this study the targeted populations were all public secondary school teachers who were teaching in Kuresoi Sub-County as at 1<sup>st</sup> of Jun 2014. This numbers totals 227 and were distributed in four administrative boundaries namely; Olenguruone, Keringet, Kuresoi and Kamara has shown in the Table.3.1.

**Table 3.1 Target population**

<b>Division</b>	<b>No of Schools</b>	<b>No of Teachers</b>
Olenguruone	13	63
Keringet	9	53
Kuresoi	8	50
Kamara	13	61
<b>Totals</b>	<b>43</b>	<b>227</b>

Source: Research data (2014)

### 3.4 Sampling Design and Procedure

Public secondary schools in Kuresoi Sub-County already have been categorized according to the administrative boundaries in the county namely; Olenguruone, Kerenget, Kuresoi and Kamara. Therefore the study adopted Simple random sampling to select sample schools from each stratum and simple random sampling was also utilized to select respondents from each sample School. The method was chosen for this study because it was unbiased and this means each element in the population had equal and independent opportunity to be included in the sample. The study applied the formula by Yamane (1967) to determine the sample size.

$$n = \frac{N}{1 + N(e)^2} \dots\dots\dots (1)$$

Where **n**-sample size, **N**: population and **e**: level of precision (significant level which is ± 0.050).

The allocation of sample sizes to each stratum was done using proportional stratified random sampling given by the formula

$$n_i = \left(\frac{n}{N}\right)N_i \dots\dots\dots (2)$$

**Table 3.2.Stratified Proportional Sample Size**

<b>Division</b>	<b>School</b>	<b>Teachers</b>
Olenguruone	12	40
Keringet	8	34
Kuresoi	7	32
Kamara	12	39
<b>Totals</b>	<b>39</b>	<b>145</b>

Source: research data (2014)

Where  $n_i$ =sample size in every strata,  $n$ = sample size  $N$ =total population size,  $N_i$ =population in each strata.



### **3.5 Data Collection and Procedures**

The study relied on primary data and the data was collected using a questionnaire containing closed ended questions. Drop and pick method was used as the standard procedure of taking the questionnaire to the respondents and picking them after an agreed period.

### **3.6 Piloting the Research Instrument**

Before administering questionnaire, researcher pretested questionnaire in three public secondary schools in the neighboring sub-county, Molo.

### **3.7 Validity of the Instrument**

Validity refers to the extent to which a method of data collection measure what it is supposed to measure, (Amin, 2005, and Bell, 1997). Therefore to establish the validity of instrument, instrument was pre-tested by administering the questionnaire to three schools in the neighboring sub county. This was done so as to correct any errors that could be identified before the tool of used for data collection. Construct validity was used as index to measure the validity of instrument. The questionnaire validity was being determined by getting the relevant items divided by the total number of items, if the construct validity index is 0.7 and above then the instrument is valid (Amin, 2005).

### **3.8 Reliability of Instrument**

In this context reliability is the extent to which a test or procedure of data collection, yields similar results under constant conditions in all occasions. According to Cronbach (1951), reliability is a coefficient of internal consistency it is commonly used as an estimate of the reliability of a psychometric test for a sample of examinee. Cronbach's alpha seeks to measure how closely test items are related to one another and thus measuring the same construct. When test items are closely related to one another, Cronbach's alpha will be closer to 1 and when test items are not closely related to one another Cronbach's alpha will be 0. An alpha of 0.90-0.95 is desirable for clinical interpretation of tests (Bland and Altman 1997). Pilot data was analyzed using Cronbach's

Alpha test to examine internal consistency of data. Employee related factors (.74), remuneration (.81) and working environment (.71) and all were considered appropriate. Reliability should be at least 0.70 or higher thus if coefficient Alpha of 0.7 is obtained, then the instrument is accepted.

### **3.9 Data Analysis**

Data was analyzed using descriptive statistical techniques. Statistical Package for Social Science (SPSS) version 20 was used to carry out analysis. The descriptive statistics used include frequencies and percentages so as to give meaningful results of the data collected. Inferential statistics used include, Pearson correlation analysis to assess the strength of relationship between independent variables (Kothari 2009), and regression analysis to assess the predictive nature over the independent variables.

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + e$$

Y=Voluntary turnover.

X<sub>1</sub>=employee related factors.

X<sub>2</sub>=Remuneration.

X<sub>3</sub>=Working environment.

e=error term.

## CHAPTER FOUR

### DATA ANALYSIS, DISCUSSIONS AND PRESENTATION

#### 4.1 Introduction

This chapter presents the findings, interpretation and discussion. It is organized into sections largely based on the research objective which include investigating the extent to which employee related factors influencing Voluntary teacher turnover in Kuresoi Sub-County; analyzing the extent to which remuneration influence Voluntary teacher turnover in Kuresoi Sub-County and establishing the extent to which working environment influence Voluntary teachers turnover in Kuresoi Sub-County. Targeted respondents were drawn from 227 public secondary school teachers who were teaching in Kuresoi Sub-County.

##### 4.1.1 Response rate

Table 4.1 indicates the summary of the instrument response rate.

**Table 4.1: Questionnaire response rate**

<b>Number of questionnaires Issued</b>	<b>Number of questionnaires returned</b>	<b>Response rate (%)</b>
145	120	82.75

Source: research data (2014)

The study was able to get a response from 120 respondents out of 145 questionnaires distributed to the teachers in public secondary school in Kuresoi sub-county. This was a response rate of 83% as shown in table 4.1

#### 4.2.0 Descriptive Statistics

The sub-section presents the results of the descriptive statistical analysis of the data and their interpretation.

##### 4.2.1 Demographic Information

Demographic information entailed getting data on gender, age, marital status, Dependents length on service, level of education and teaching subject.

**Table 4.2 Distribution of teachers according to gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	75	62.50
Female	45	37.50
<b>Total</b>	<b>120</b>	<b>100</b>
Chi-square	7.500	
df	1	
P-value	0.0062	

Source: Research data (2014)

The findings in Table 4.2 shows that 75 of the respondents were males, while 45 females; therefore majority of the respondents were male with 62.50% and female holding 37.50% .The proportion of male to female was significantly different with the Chi-square of 7.5 and P-value of 0.0062.

**Table 4.3 Distribution of teachers according to Age**

<b>Age (years)</b>	<b>Frequency</b>	<b>Percentage (%)</b>
20-30	27	22.5
31-40	50	41.67
41-50	32	26.67
Above 50	11	9.167
<b>Total</b>	<b>120</b>	<b>100</b>
Chi-square	25.800	
df	3	
P-value	0.0001	

Source: Research data (2014)

Table 4.3 displays the age distribution of the respondents' teachers. The findings revealed that the proportion of distribution of respondents over age group was significantly different (Chi-square=25.800,  $P < 0.001$ ) with 22.5% of the respondents having between 20- 30 years of age, the majority (41%) of respondents were aged between 31-40. The findings also show that 26% of respondents aged between 41-50 years, while 9.2% represent the respondents teachers who were above 50 years.

**Table 4.4 Marital status of the respondents**

Marital status	Frequency	Percentage (%)
Single	13	10.83
Married	106	88.33
Divorced	1	0.833
<b>Total</b>	120	100
Chi-square	165.150	
df	2	
P-value	0.0001	

Source: Research (2014)

The findings in the Table 4.4 shows that the proportion of distribution of respondents over marital status was significantly different (Chi-square=165.150,  $P < 0.001$ ), most of the public secondary school teachers in Kuresoi Sub-County 106(88.33%) were married and few were single 13(10.83%) while those who were divorced 1(0.83%).

**Table 4.5 Distribution of respondent's dependents**

<b>Dependents</b>	<b>Frequency</b>	<b>Percentage (%)</b>
University	32	15.05
College	24	11.32
Secondary	56	26.41
Primary	64	30.18
Pre-school	36	16.98
<b>Total</b>	<b>212</b>	<b>100</b>

Source: Research data (2014)

Findings displayed in table 4.5 indicate that 32(15.05%) of the dependents were in university. The finding also show that 24(11.32%) of the dependents were in colleges, while 56(30.18%) were in secondary schools. The majority 64(30%) of the dependents were in primary. This implies that majority of the respondents have their dependents in primary schools.

**Table 4.6 Highest Level of Education Attained by Respondents**

<b>Level of Education</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Diploma	23	19.17
Degree	93	77.05
Master's degree	4	3.33
Total	120	100
Chi square	109.850	
df	2	
P-value	0.0001	

Source: Research data (2014)

As regards the highest level of education attained by respondents, the proportion of distribution of respondents over level of education was significantly different (Chi-square=109.850,  $P < 0.0001$ ). Most of the respondents were degree holders 93(77.5%). The findings also show that 23(19.17%) of the respondents were diploma holders and 4(3.33%) of the respondents were master's degree. This implies that majority of teachers in public secondary school in Kuresoi sub-county were undergraduate degree holders.

**Table 4.7 Teaching duration**

<b>Years in teaching</b>	<b>Frequency</b>	<b>Percentage (%)</b>
0-4	31	25.83
5-9	6	5
10-14	33	27.5
15-19	13	10.83
20-24	26	21.67
25-29	8	6.667
Above 30	3	2.34
<b>Total</b>	<b>120</b>	<b>100</b>
Chi-square	86.400	
df	34	
p-value	0.0001	

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Source: Research data (2014)

According to results in Table 4.7, the length of time the respondents have worked in public secondary schools in Kuresoi sub-county since they were hired by TSC shows that the proportion of distribution of respondents over teaching duration was significantly different (Chi-square=86.400,  $P < 0.001$ ) with 31(25.83%) having worked for the years between 0-4, while 6(5%) of the respondents shows that they have worked between 5-9 years. The findings also show that majority of the respondents 33(27.5%) have worked

between 10-14 years while (10.83%) of the respondents have worked for 15-19 years. Those who are in the bracket of 20-24 years in teaching career were 26(21.67%). Finally the findings show that 8 (6.667%) and 3(2.5%) of the respondents have worked for 25-29 years and 30-34 years respectively showing that they were few in teaching profession among public secondary school in Kuresoi sub-county.

**Table 4.8 Teaching subject**

<b>Subject</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Humanities	28	23.33
Sciences	56	46.67
Languages	20	16.67
Multiples	16	13.33
<b>Total</b>	120	100
Chi-square	85.93	
df	34	
P-value	0.0001	

Source: Research data (2014)

The findings shown in Table 4.8 indicate that the proportion of distribution of respondents over teaching subjects were significantly different (Chi-square=85.93,  $P < 0.0001$ ). The results revealed that most of the respondents 56(46.67%) were science teachers, while 28(23%) of the respondents were teaching humanities. Results also shows that 20 (16.67%) of the respondents were language teachers and 16 (13.33%) of the respondents were multiple teachers.



**Table 4.9 Employee Related Factors that Encourage Teachers to leave teaching profession**

Statements	SA freq(%)	A freq(%)	N freq(%)	D freq(%)	SD freq(%)	$\chi^2$	p-value
Career progression or Advancement	39(32.2)	55(45.8)	7(5.8)	13(10.8)	6(5.8)	80.0	0.0001
Training and development Opportunities	21(17.4)	62(51.7)	11(9.4)	19(15.8)	7(5.8)	80.7	0.0001
Job dissatisfaction	16(13.3)	44(33.6)	7(14.3)	33(27.5)	10(8.3)	32.9	0.0001
A change in marital	16(13.3)	34(24.3)	9(7.5)	20(16.7)	41(34.2)	28.9	0.0001
Health problems	23(19.3)	54(45.0)	4(3.3)	20(16.7)	19(15.8)	55.9	0.0001
Teaching workload	14(11.7)	33(27.5)	19(15.8)	26(21.7)	28(23.3)	9.4	0.0515
Method and process for promotion	33(27.5)	55(49.2)	6(5.0)	13(10.8)	9(7.5)	82.3	0.0001

key:SA=StronglyAgree;A=Agree;N=Neutral;SA=StronglyDisagree,freq=frequency,%=percentage

Source: Research data (2014)

The findings in Table 4.9 show that most of the respondent ( $\chi^2 = 80$ ,  $P \leq 0.001$ ), agreed (78%) that carrier progression or advancement can make them leave teaching carrier, Majority (69%) of the respondents agreed ( $\chi^2 = 80.7$ ,  $P \leq 0.001$ ) that training and development opportunities in the profession would influence them to leave teaching profession. This conquer with research findings by Harter, Schmidt, and Hayes (2002),who found that employee development is inversely related to turnover, that with respect to the career individuals proceed through several stages of career development this are growth, exploration, establishment, maintenance and decline. The findings also reveals that about (49%) of the respondents agreed ( $\chi^2 = 33$ ,  $P \leq 0.001$ ) that job dissatisfaction in teaching profession would make them leave while the remained (51%) disagreed. These results confirm those of the studies done by Maicibi (2003), found that employees will not stay longer in the job if they don't feel they are of importance there. About 51% of the

respondents disagreed ( $\chi^2 = 29$ ,  $P \leq 0.001$ ) that a change in marital status cannot make them to leave teaching profession, this means that in case someone is married or get married he/she will not change Profession.

According to the findings greater number 65% of the respondents ( $\chi^2 = 29$ ,  $P \leq 0.001$ ) agreed that with health problems individual would decide to leave teaching carrier. The results in Table 4.9 show that about 39% of the respondents were of the opinion that they will leave teaching in case of heavy workload, but 51% disagreed on that point these results were not significant ( $\chi^2 = 9.4$ ,  $P > 0.05$ ). Heavy workload was due to limited number of teaching staffs in schools. Another finding from the study show that 77% of the respondents agreed ( $\chi^2 = 82$ ,  $P \leq 0.001$ ), that method and process for promotion would influence them to leave teaching carrier therefore promotion need to be done fairly. The results confirm those of studies done by Maicibi, (2003) found that common reasons for resignation from organization are due to inequality and unfairly among others.

**Table 4.10 Remuneration related factors that may encourage me to leave teaching profession**

Statement	SA freq(%)	A freq(%)	N freq(%)	D freq(%)	SD freq(%)	$\chi^2$	p-v
Amount of salary Provided	68(56.7)	42(35.0)	1(0.8)	5(4.2)	4(3.3)	147.9	0.001
Mix of allowances Provided	26(21.7)	68(65.7)	9(7.5)	12(10)	4(3.3)	111.3	0.0001
Pension programs available	17(14.2)	61(50.8)	13(10.8)	19(15.8)	10(8.3)	73.3	0.0001
Promptness of Payments due	14(11.7)	38(31.7)	14(11.7)	36(30.0)	18(15.0)	24.0	0.0001
Insurance cover available	23(19.2)	54(45.0)	11(9.2)	17(14.2)	15(12.2)	50.0	0.0001
Recognition for Hard work	30(25.5)	32(26.7)	10(8.3)	26(21.7)	22(18.)	12.7	0.0134

Keys=Strongly Agree;A=Agree;N=Neutral;D=Disagree;SD=Strongly Disagree;freq=frequency,%=percentage.

Source: Researchers data (2014)

The results in Table 4.10 revealed that (92%) of the respondents teachers in public secondary school in Kuresoi sub-county agreed ( $\chi^2 = 149.9, p < 0.001$ ) that amount of salary provided can trigger them to leave teaching profession, this means that low salary provided, influence them to leave teaching profession. In the same line results shows that (87%) of the respondents agreed ( $\chi^2 = 111.2, p < 0.0001$ ) that mix of allowances provided by employer determined if they will leave profession or remain, this implies that if allowances provided are not to their expectation (low) then they will leave teaching profession and vice versa. Still agreed by 65% of the respondents ( $\chi^2 = 73.3, P < 0.0001$ ) that pension programs available for them influence them to leave or remain in the profession, this indicate that the lower the pension provided the higher the chances of leaving teaching profession.

In addition 43% of the respondents agreed ( $\chi^2 = 24.0, p < 0.0001$ ) that promptness of payment due, can influence them to leave teaching career, this means that they need there due at the right time, but 45% of the respondent disagree while 7% were neutral on that, this implies that time of receiving there due was not an influence to leave. The findings also confirm that majority of the respondents 64% agreed ( $\chi^2 = 50.0, P < 0.0001$ ) that insurance cover available for them was very important to retained them in teaching. Finally results shows that majority 52% of the respondent agreed ( $\chi^2 = 12, P = 0.0001$ ) to be recognized for hard work they do, hence without this they might opt to leave teaching profession. This means that teachers need to be recognized in every effort they make in their teaching career. These results confirm those of studies done by Malkovich and Newman (2005), that employer contributes to teacher turnover worldwide, any compensation is determined by employer, and employee compensation provides the means through which they meet there needs for basic necessities in life, employee compensation and benefits like house allowances, transport and medical allowances and other incentives are important and they are some of the most visible rewards in the process of recruitment.

**Table 4.1.1 Working Environment related factors that may encourage me to leave teaching profession**

Statement	SA freq(%)	A freq(%)	N freq(%)	SD freq(%)	D freq(%)	$\chi^2$	p- v
Rules and Regulation	17(14.2)	47(39.2)	7(5.8)	28(23.3)	21(17.5)	37.2	0.000
School facilities teaching resources	14(11.5)	44(36.7)	8(6.7)	37(30.8)	17(14.2)	40.6	0.001
Student discipline	9(7.5)	29(24.2)	15(12.5)	41(34.2)	26(21.7)	26.00	0.0001
Administrative Support	11(9.2)	55(45.5)	10(8.3)	31(25.8)	31(10.8)	62.3	0.0001
Team work in the department	9(7.5)	32(26.7)	13(10.8)	41(34.2)	25(20.8)	29.2	0.0001
Type of the leadership	16(13.3)	54(45.0)	7(5.8)	27(22.5)	16(13.3)	55.3	0.0001
Relationship with Workmates	9(7.5)	21(17.5)	21(17.5)	41(34.2)	28(23.3)	22.3	0.0001
Degree of conflicts in The dept or school	7(5.8)	26(22.5)	15(12.5)	45(47.5)	26(21.7)	34.3	0.0001

Key: SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, freq=Frequency, %= Percentage.

Source: Research data (2014)

The result in the Table 4.1.1 revealed that unbearable rules and regulation governing the profession can make teachers to quite teaching profession 53% of the respondents agreed (  $\chi^2 = 37.2$ ,  $p < 0.0001$ ). The findings concur with those of Maicibi, (2003) who found that common reasons for resignation from organization are due to poor management. Additionally 48% of the respondents agreed (  $\chi^2 = 40.6$ ,  $P < 0.0001$ ) that they were to leave

teaching career in case school facilities and teaching resource were not provided but with small difference with those who disagreed 45% and 7% were neutral on that opinion. The findings also show that about (32%) of respondents agreed ( $\chi^2 = 26.00$ ,  $P < 0.0001$ ) that they were to leave teaching profession due to indiscipline cases among students, but most of the respondents disagreed (48%), this means that whether students were disciplined or not majority of the teachers were of the opinion that they could not leave teaching career, while 34% of the respondents were neutral.

Teachers need to be supported by administration, that is why (55%) of the respondents agreed ( $\chi^2 = 62.3$ ,  $P < 0.0001$ ) that they were to leave teaching in case administration fails to give support, this study confirms those studies by Goldhaber, Gross, and Player (2007), that working conditions and job satisfaction are considered to be correlated in the school, it posits that the primary reasons for teacher turnover were administrative problem and uncooperative parents, and stressful atmosphere. As far as team work in the department was concerned, 34% agreed ( $\chi^2 = 29.2$ ,  $P = 0.0001$ ) that they were to leave teaching in case teamwork could not be there, while most of the respondents disagreed (55%), those who were neutral were (10.8%) of the respondents. The findings revealed that about (58%) of the respondents agreed ( $\chi^2 = 55.3$ ,  $P < 0.0001$ ) to leave teaching profession in case of poor leadership while the rest (5.8%) and (38%) were either neutral or disagreed. Majority of the respondents (58%) disagreed on the nature of the relationship with workmates as an influence to leave teaching career while (25%) agreed ( $\chi^2 = 22.2$ ,  $P < 0.0001$ ) others were neutral (12.5%), this implies that either good or bad relationship, teachers were not of the opinion to leave. In addition (69%) of the respondents also disagreed to leave teaching profession because of conflicts in the department or school while (28.3%) agreed ( $\chi^2 = 34.3$ ,  $P < 0.0001$ ), (12.5%) of the respondents were neutral. These findings are consistent with the views of Loeb, Hammond and Luczaky, (2002), a good working environment includes teacher support, mentoring administrative efforts to create positive school culture that provides opportunities for teachers to engage in collegial collaboration focused on instruction and working conditions that provide teachers with resources.

### 4.3 Inferential statistics

The section presents the outcome of the correlation and regression analysis conducted so as to evaluate the nature of the relationship between the dependent and independent variables.

#### 4.3.1 Correlation Analysis

Pearson's Correlation analysis was performed to determine the existence, significance and degree of association of the variables. These results were summarized in Table 4.1.2

**Table 4.1.2 Summary of Correlations**

		<b>Correlations</b>			
		Employee	Remuneration	Environment	Turnover
Employee	Pearson Correlation	1.00			
	Sig. (2-tailed)				
	N	120			
Remuneration	Pearson Correlation	.427**	1.00		
	Sig. (2-tailed)	.000			
	N	120	120		
Environment	Pearson Correlation	.504**	.493**	1.00	**
	Sig. (2-tailed)	.000	.000		
	N	120	120	120	
Turnover	Pearson Correlation	.399**	.435**	.406**	1.00
	Sig. (2-tailed)	.000	.000	.000	
	N	120	120	120	120

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Research data (2014)

The correlation results shown in the Table 4.1.2 revealed that employee related factors have significant influence on teachers voluntary turnover in public secondary schools in Kuresoi sub county ( $r=.399$ ,  $p=0.000$ ,  $a=0.01$ ). it was also found that remuneration related factors have a significant influence on teachers turnover ( $r=.435$ ,  $p=0.000$ ,  $a=0.01$ ) and finally the correlation results in the Table 4.1.2 found that working environment have

significant influence on teachers voluntary turnover in public secondary schools in Kuresoi sub-county ( $r=.406$ ,  $p=0.000$ ,  $\alpha=0.01$ )

According to the correlation results, remuneration was the greatest contributor of teachers' voluntary turnover followed by working environment and employee factors in that order as it is shown on the Table 4.1.2

### 4.3.2 Regression Results

Multiple regression analysis was utilized to determine the significance of the relationship between variables that was the independent and dependent variables pooled together.

**Table 4.1.3 Multiple Linear Regression Analysis Model Summary**

Model	R	R square	Adjusted R Square	Std.Error of the Estimate
1	.515 <sup>a</sup>	.265	.246	1.0189

a. Predictors :( constant), Voluntary turnover

b. Predictors :( constant), Employee related factors, Remuneration, Working environment

Source: Research data (2014)

An adjusted R square of 0.246 means only 24.6 % of variation in voluntary teachers' turnover can be explained by the three independent variables that were employee related factors, remuneration and working environment. The rest, 75.1% were to be explained by other factors not included in the model.

### 4.4 ANOVA and Regression results

Table 4.1.4 summaries the results of the model

$$y = .500 + .197x_1 + .264x_2 + .177x_3$$

Where independent variables are;  $x_1$ ,  $x_2$  and  $x_3$  are employee related factors, remuneration and working environment respectively.

According to the regression analysis model the most contributor of voluntary teachers' turnover was remuneration, followed by employee related factor and working environment was found to be the last.

**Table 4.1.4 ANOVA model**

Model	Sum of squares	df	Mean square	F	Sig
Regression	43.435	3	14.478	13.945	.000 <sup>b</sup>
Residual	120.435	116	1.038		
Total	163.800	119			

a. Dependent variables: Voluntary Turnover

b. predictors (constant), Employee related factors, Remuneration, Working environment

Source: Research data (2014)

**Table 4.1.5 multiple linear regression analysis correlation coefficients**

	Unstandardized Coefficients		Standardized Coefficient	t	Sig	Collinearity Statistics	
	B	Std Error	Beta			Tolerance	VIF
Constant	.500	.402		1.245	.216		
Employee Factors	.309	.149	.197	2.074	.040	.704	1.421
Remuneration	.360	.129	.264	2.799	.006	.714	1.400
Working Environment	.228	.127	.177	1.796	.075	.652	1.535

Source: Research data (2014)

In table 4.1.5, the results shows that all the independent variables have positive influence on voluntary teacher turnover ( $b_1=.309$ ,  $b_2=.360$  and  $b_3=.228$ ) and they were all significant at the level of 0.05 as per the p-value. As it is shown by the model ( $y=.500 + .197X_1 + .264X_2 + .177X_3$ ) This shows that positive 0.197 of employee related factors was influenced by 0.500 of the dependent variable while positive 0.264 of remuneration was



influenced by dependent variable 0.500 and finally positive 0.177 of working environment was influenced by dependent variable 0.500. The ANOVA model in table 4.1.4 show that there was a significant difference between means of factors influencing voluntary teacher turnover in public secondary schools in Kuresoi sub county (F-Value 13.945; df= 3; p=.000).

#### **4.5 Hypotheses testing**

##### **H<sub>O1</sub> Employee related factors have no significant influence on teachers' voluntary turnover.**

According to the regression results, employee related factors significantly influenced voluntary teachers' turnover ( $\beta = .197$ ; and p value=.040) and the null hypothesis was rejected. This implies that when teachers are employed their personal factors should be put into consideration by employer. These findings concur with study by Harter, Schmidt, and Hayes (2002) that employee development is inversely related to turnover, that with respect to the career individuals proceed through several stages of career development this are growth, exploration, establishment and decline

##### **H<sub>O2</sub> Remuneration has no significant influence on teachers' voluntary turnover**

Regression results revealed that remuneration significantly influenced teachers' voluntary turnover in public secondary schools in Kuresoi sub-county ( $\beta = .264$ , and p value=.006). Thus null hypothesis was rejected. This implies that when teachers are employed remuneration should be given first priority. This means that the amount of salary, mix of allowances, pension programs, promptness of payments due, insurance cover and recognition for hard work should be taken into account by employer of teachers. Ignoring such factors above will influence teachers to leave teaching Career.

These findings agree with Malkovich and Newman (2005), who attributed that employer contributed to voluntary teacher turnover worldwide, any compensation is determined by employer and employee compensation and benefits like house allowances, transport and

medical allowances and other incentives are important .Vandenberg and Tremblay,(2006) found that pay are means to retain best employees, teacher retention is higher when salaries are, low pay have been realized to be the course of high teacher turnover.

### **H<sub>03</sub> Working environment has no significant influence on teachers' voluntary turnover**

Finally, regression results revealed that working environment significantly influenced teachers voluntary turnover ( $\beta = .177$  and  $p$  value  $= .075$ ) and per the results the null hypothesis was rejected. This implies that school working environment is a key consideration as far as teachers' voluntary turnover is concerned. This means that school administration should ensure that rules and regulation governing the profession should be favorable, provide school facilities, observe positive students discipline, administrative support, maintain good teamwork in the department, provide good leadership, and eradicate conflicts among teachers.

Therefore the factors mentioned above need not to be ignored. The findings are consistent with views of Loeb, Hammond and Luczaky, (2002) that a good working environment include teacher support, mentoring administrative efforts to create positive school culture that provide opportunities for teachers to engage in collegial collaboration focused on instruction and working conditions that provide teachers resource. The findings also concur with those done by Maicibi, (2003) found that common reasons for resignation from organization are due to poor management, specific supervisors which provide poor leadership to employees like inequality, unfairly among others. Even though salaries are important, working conditions are seen as extremely important in teacher turnover, he also add that when employees work under poor management conditions, they tend to behave like caged animals looking for the slightest opportunity to escape in such a situation when an opportunity opens whether less than the present job the employees could leave without looking behind.

## CHAPTER FIVE

### SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMENDATIONS

#### 5.1 Introduction

The chapter presents the summary of the study objectives and their attainment, findings, conclusion and the policy recommendations.

#### 5.2 Summary of the Major Findings

This study sought to fulfill three objectives these were:

1. To investigate the extent to which employee related factors influencing teacher turnover in Kuresoi Sub-County.
2. To analyze the extent to which remuneration influence teacher turnover in Kuresoi Sub-County.
- 3 To establish the extent to which working environment influence teachers turnover in Kuresoi Sub-County

In respect to the study objectives, the findings were summarized as follows’:

Employee related factors were found having a significant influence on voluntary teachers’ turnover in public secondary schools in Kuresoi sub- County this was according to the data analyzed. Regression results revealed that it was the major second influencer in regression model (0.197), hence positive relationship with voluntary teachers’ turnover. The finding also reveals that majority of the respondents advocated that Career progression and advancement, training and development and method and process for promotion can influence them to leave teaching career.

Remuneration was the second last objective to be analyzed. The study analyzed the extent to which remuneration influence teacher turnover in public secondary schools in Kuresoi sub-county and regression results shows there was a positive relationship with voluntary teachers turnover (0.264), this implies that, there was a significant association between remuneration and voluntary teacher turnover. The findings also revealed that more than three quarter of the respondents teachers were more concern with the amount of the salary provided and mix of allowances available therefore trigger their turnover, while more than

half were considering insurance cover available in the teaching profession and half were of the opinion that lack of recognition for hard work influence them to leave teaching career.

Teachers' remuneration therefore should be taken into account because it was the main contributor of voluntary teacher turnover. The findings agreed with those of Greher and Tobine, (2006), suggest that salaries influence whether teachers will move or leave profession entirely.

Working environment, in the study it was the last objective to be established. The study was to establish the extent to which working environment influence teachers' turnover in public secondary schools in Kuresoi sub-county. The regression analysis revealed that the working environment was totally significant to voluntary teacher turnover (0.177) this shows that there was a positive relationship with voluntary teachers' turnover. The findings indicate that half were of the opinion that the kind of rules and regulation including lack of administration support trigger teacher turnover.

Findings also revealed that half agreed that school facilities and teaching resource could influenced them to leave teaching profession while less than one eighth disagree on that and the remained fraction were neutral. The results also revealed that the type of leadership trigger voluntary turnover and the statement was supported by many, more than half of the respondents. Therefore this was a factor triggering voluntary teacher turnover. The findings concur with those of Maicibi, (2003) found that common reasons for resignation from organization are due to poor management, specific supervisors which provide poor leadership to employees like inequality, unfairly among others.

### **5.3 Conclusions**

According to the findings from the study was revealed that employee related factors had influence on voluntary teacher turnover in public secondary schools in Kuresoi sub-county. In particular most of the teachers were of the opinion that career progression or advancement, training and development and method of promotion trigger them to leave teaching career, the study therefore confirms findings by Harter et al., (2002) that employee development is inversely related to turnover.

The findings also revealed that remuneration had strong influence on voluntary teacher turnover than the rest of the variables. In addition to this, it was realized that more than three quarter were concern on the amount of salary provided, mix of allowances provided and pension programs available. This shows that limitation of these influence voluntary teacher turnover. This study confirmed research findings by Vandenberg he and Tremblay (2008) that low pay triggers turnover. The final results on variables were concern with working environment. The study confirm findings by Boyd et al,(2007) that employee engagement includes within the work place environment that attract, focus and keep the most talented employee .

The findings revealed that working environment significantly influence voluntary teacher turnover it was found that more than half were very much concern with rules and regulation, administrative support and type of leadership. Less of these eventually lead to voluntary teachers' turnover. The findings confirm that employee engagement includes elements within the workplace environment that, attract, focus and keep the most talented employees (Boyd, Grossman, Plank Ford, Loeb and Wyckoff, 2007).

#### **5.4 Recommendations**

The followings recommendations were with regard to the study findings.

1. Kenya government through TSC should over better salary, mix of allowance and pension to teachers.
2. More teachers should be employed by the government so as to reduces heavy work from teachers
3. Training and development of teachers should be organized by ministry of education in conjunction with TSC so as to improve on teachers' professional knowledge and teaching skills
4. School principals should be encouraged to use participative leadership styles by involving teachers more in decision making and avoid dictatorship.
5. Government to improve infrastructure in schools as well as teaching learning resources.

6. Policies governing teachers' promotion should be put in place to avoid teachers stagnating in one job group.

### **5.5 Suggestion for Further Research**

The study was only based on public secondary schools in Kuresoi sub-county where teachers' were employed by government through TSC. It was recommended that a similar study be carried out in private secondary school in the same sub-county so as to ascertain whether the findings would be the same.

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## **APPENDICES**

### **Appendix i. Respondent Letter**

**Kabarak University.**

**Po Box**

**Nakuru.**

**Ref: Questionnaire on Teacher Turnover in Kuresoi Sub County, In Nakuru County.**

I am a student at Kabarak University intending to carry out research on the factors influencing teachers' turnover in Kuresoi Sub County. I am therefore requesting for your assistance by filling the attached questionnaire as truthfully as possible. The information obtained will strictly be for research purpose only and will thus be treated with high level confidentiality.

Yours sincerely

Justus K. Ruttoh

Researcher

## **Appendix ii .Questionnaire for Teachers**

You are kindly requested to fill the given below questionnaire that seeks to understand the factors that influence public secondary school teacher to quit the teaching profession in Kuresoi Sub County. Any information obtained is only for research reasons and at all time will be handle with confidentiality.

Thank you.

### **SECTION A: DEMOGRAPHICS**

Kindly tick against the correct item which best describes you or your situation

1. Name of the school.....

2. Gender

a.) Male [ ]

b.) Female [ ]

3. Age

a.) 20-30 [ ]

b.) 31-40 [ ]

c.) 41-50 [ ]

d.) Above 50 [ ]

4. Marital status

a.) Single [ ]

b.) Married [ ]

c.) Separated [ ]

d.) Divorced [ ]

5. Family size.....Children

6. Dependents....

a) University

b) College

c) Secondary

d) Primary

e) Pre-school

7. Sources of income

a) Salary [ ]

b) Business [ ]

c) Others...specify.....

8. How long have you been in teaching profession (years).....

9. Kindly state the highest level of education attained

a.) Certificate [ ]

b.) Diploma [ ]

c.) Degree [ ]

d.) Master's degree [ ]

e.) Other, Specify.....

10. Which subjects do you normally teach? .....

**SECTION B: Factors Influencing Teacher Turnover**

This section contains descriptions of situations or persuasions that may help explain why you may want to leave teaching profession willingly. In each case indicate the extent to which you agree or disagree with the situation stated in each box. Place a tick (√) in the appropriate box.

Strongly agree = **SA**

Agreed=**A**

Undecided =**U**

Disagree =**D**

Strongly Disagree =**SD**

**Part A. Employee Related Factors that may encourage me to leave teaching profession**

	Statement	SA	A	U	D	SD
1	Career progression or advancement					
2	Training and development opportunities					
3	Job dissatisfaction					
4	A change in marital status					
5	Health problems					
6	Teaching workload					
7	Method and process for promotion					

**Part B. Remuneration related factors that may encourage me to leave teaching profession**

	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1.	Amount of salary provided					
2	Mix of allowances provided					
3	Pension programs available					
4	Promptness of payments due					
5	Insurance cover available					
6	Recognition for hard work					

**Part C. Working Environment related factors that may encourage me to leave teaching profession**

	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1	Rules and regulation governing the profession					
2	School facilities and teaching resources					
3	Student discipline					
4	Administrative support					
5	Team work in the department					
6	Type of the leadership					
7	Relationship with workmates					
8	Degree of conflicts in the dept. or school					

### SECTION C.Measures of Voluntary Turnover

Kindly indicate your position in respect of intention to leave the profession in the statements placed in the table below.

1. Strongly agree = **SA**
2. Agreed=**A**
3. Undecided =**U**
4. Disagree =**D**
5. Strongly Disagree =**SD**

	<b>Turnover Intentions</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1	As soon as I can find a better job I will quit teaching profession					
2	I do not intend to remain in teaching for more than a few years					
3	At the present time I am actively searching for another job in a different organization					
4	I have seriously thought about changing profession since a began teaching					
5	If I have my own way, I will not be working as a teacher for one year from now.					