AN ANALYSIS OF CAUSES OF TEACHERS TURNOVER IN PUBLIC SECONDARY SCHOOLS. A CASE OF MAKUYU DIVISION MURANG'A COUNTY IN KENYA

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OCTOBER
DECLARATION

This research project is my original work and has not been presented to any other study programme of any institution or university degree in any other university.

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

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DEDICATION

This research project is dedicated to the Almighty God and my Lord Jesus Christ for His Grace and Favour to this far in my life. Also to my loving and supportive husband, Bernard Gicheha for his overall support, my loving mother, Mrs Joyce Gakuru who taught me the value of hard work, my daughters Juliet and Shyleen who have been an encouragement in my life.
ACKNOWLEDGEMENT

I am grateful to a number of people whose contributions, suggestions and encouragement were essential in the writing of this research project. First, I thank Almighty God for enabling me to come this far in the academic journey. Secondly, I thank my supervisor. P. Wambua for his guidance and assistance in the writing of this research project. Thirdly, I thank my entire family both nuclear and extended for their support morally, financial and much more to this far, lastly, I appreciate my MBA classmates for any support given in the preparation of this research.
ABSTRACT

The aim of this study was to establish causes of teacher turnover that is important for policy formulations that target teacher retention. This was brought about by lack of devotion of teachers at their place of work. This is evident in their instability in the teaching profession and low morale in performing their task as well as poor performance. Poor remuneration has always been quoted as the main cause of low morale, but literature shows that there are other factors that lowers teacher morale and increase their turnover. Contemporary educational theory holds that one of the pivotal causes of inadequate school performance is the inability of schools to adequately staff classrooms with qualified teachers. This analysis therefore examined the possibility that there are other causes related to teacher demographics, career development, working conditions and school demographics that are driving teacher turnover and in turn school staffing problems. The causes of teacher turnover in Makuyu Division were therefore examined in this study. Simple random sampling technique was used to select 20 public secondary schools out of 24 public secondary schools in the division. 40 teachers (1 male and 1 female) out of 240 teachers were randomly selected to participate in the study. Simple random sampling was used to select the sample population which constituted 16% of the total population. The study employed a descriptive survey design and was carried out in public secondary schools in Makuyu division. This is because secondary school teachers are leaving teaching at a higher rate than primary school teachers in the division at a rate of 25-30% (T.S.C 2013). A questionnaire was administered to the sample of teachers to find out causes that would make them exit the teaching profession. The questionnaire comprised of structured and a few unstructured questions. It employed both qualitative and quantitative techniques in data collection. Descriptive statistical analysis was used to analyse data. Validity of the data collection instrument was judged by experts’. Reliability of data collection instruments was ascertained through piloting the instrument. Data was presented in graphs, charts and tables. The study was intended to provide the T.S.C, the employer of teachers in public secondary schools in Kenya and school management B.O.G with information so they can put in place necessary measures that can manage the turnover. It also provided the policy makers with information so as to formulate laws which will improve the working conditions and welfare of teacher’s in order to reduce their turnover. Several findings were made in regard to the study but notable of these were that, poor working conditions, low pay, and poor administration significantly caused teacher turnover in Makuyu division. It was also noted that middle aged teachers had a higher turnover than very old and very young teachers. Schools where teachers are involved in decision making registered a low turnover. The study recommended that all stake holders in education should put in place measures that will reduce teacher turnover. These measures include better pay, proper administration, student discipline, low teacher-student ratio and adequate facilities. Teacher promotion should be on merit and they should be allowed to further their education without restrictions.
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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS – Acquired Immune Deficiency Syndrome
B.O.G – Board of Governors
T.S.C – Teachers Service Commission
HIV – Human Immune deficiency Syndrome
U.S.A – United States of America
ASAL – Arid and Semi-Arid regions
F.P.E – Free Primary Education
M.O.E – Ministry of Education
OPERATIONAL DEFINITION OF TERMS

Teacher: An individual who has undergone professional training and employed by the Teacher Service Commission to teach in public secondary schools.

Employee turnover: The movement of employees out of one profession to another.

Labour turnover: The ratio of leavers to the average number of workers during the course of a year.

Public secondary schools: Schools for the communities and by the communities which get policy direction from the Ministry of Education.

Teacher turnover: Teachers leaving the teaching profession to other professions.
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CHAPTER ONE: INTRODUCTION

This chapter contains details of the background to the study, statement of the problem and research objectives, both general and specific. It also outlines research questions, significance of the study, assumptions of study, scope and limitations of the study.

1.1 Background to the study

Employee turnover is defined as the movement of employees from one profession to another. It is one of the determinants of labour supply. Even if everything else about an organization stays the same, as employee turnover is high, its performance goes down (Snell Bogkabder, 2007). Employers all over the world therefore, take a deep interest in their employees’ turnover rate because it is costly to any organization both in terms of recruitment and performance. Educator turnover and attrition is reported widely as a global phenomenon by its nature and complexity. It is viewed as a problem of human resource planning which leads to job dissatisfaction. Consequently it has become an important debate about the teaching profession.

Globally, teacher turnover has reduced the quality and quantity of teacher in schools leading to teacher shortages and unqualified temporary teachers in schools (Santiago, 2001) Herbart and Ramsay (2004) revealed that there are many reports of high teacher shortages in developed countries such as united states of America and according to Ingersoll (2002) in the U.S.A, the reported shortages is as a result of teacher turnover. According to him, reports such as centre for American progress, teacher follow up survey among others have shown that teacher turnover in U.S.A is catastrophic. The survey recommended an increase in teacher supply to schools through recruitment which according to Herbert and Ramsay (2004) may not solve the problem if teacher retention measures are not put in place. In Britain, turnover was reported as a national crisis and according to Santiago and Mackenzie (2005) the situation is worsening in Sweden, Germany and New Zealand.
In the developing countries, the phenomenon of teacher turnover is associated mainly with the HIV/AIDS epidemic, especially in sub-Saharan countries like Zambia, Kenya, Nigeria and South Africa as reported by Coombe (2002). The president of the Gambian teachers union reported a massive exit of teachers from the profession due to amongst other reasons, lack of adequate salaries and allowances, housing and promotion (Kamara 2002; Mukumbira, 2001). In South Africa, Coombe (2002) reported that many vacant teaching posts are filled with few teachers employed on temporary scheme. The reason for this was reported by the review of National policies for education in South Africa 2008 – 2009 as workload stress, low schemes of work, lack of student discipline and lack of career development for teachers. Zimbabwe was reported to have lost about 2,000 newly qualified teachers who may have left to other countries or to other professions within the country for greener pastures.

In Kenya, concern about teachers’ shortages has been raised in many areas. This shortage is attributed to high teacher turnover. It has been reported that since the introduction of free primary education FPE in 2003, considerable constraints in resource availability have been experienced. This has led to poor performance in public primary schools which has caused the same impact in secondary schools 8 years down the line. The need to consider the teacher-student ratio should be addressed in order to enable teachers to offer individual attention to pupils and students that will improve their performance. This would reduce teacher turnover that would be attributed to poor performance (Ministry of Education 2003).

According to Okumbe (1998) Arid &Semi-arid areas in Kenya suffers shortage of teachers due to harsh working environment. He argues that the government should provide clean, modern, and adequate facilities in such areas in order to attract and retain teachers in such areas. He suggested that a hardship allowance at a higher rate than normal allowances should be considered in such areas in order to reduce turnover. This study therefore examined the causes of teacher turnover in public secondary schools in Makuyu division in Kenya. The area has been faced with a high turnover rate as phenomena that need to be managed before it reaches a critical condition.
The study was based on literature review of teacher turnover both at the international, regional and local situation.

1.2 Statement of the problem

Turnover of employees can either have positive or negative impact in an organization. It can be positive because it equips organizations with new skills and abilities that can make them to succeed. It can be negative because turnover of a highly productive worker whom the organization has heavily invested in, in terms of sourcing, recruitment or training can be very costly. Hellman (1997) stated that turnover is costly and time consuming to an organization. These costs includes the leaving cost, recruitment and replacement cost, induction and orientation cost among others. (Finnegan, Taylor2004).

In addition, high turnover of employees can ruin the reputation of an organization which makes it unattractive to employees and investors. It is therefore imperative to develop employee retention formula (Kharti, Ferm 2001). In the recent past, there has been an outcry of teacher turnover in public secondary schools both internationally and locally. Ingersoll and Smith (2003) reported that teacher turnover is higher than employee turnover in other professions. Other studies have been conducted in developing countries like South Africa trying to find out measures that can be taken in order to curb the trend of turnover.

Susu (1990) conducted a study in Sigor division, Nyamira district in Kenya trying to find out causes of turnover of teachers in primary schools in Sigor division. She found out that teacher characteristic, school characteristic, career development and working conditions caused high turnover of teachers in the division. She recommended that a similar study can be conducted in a different area to find out whether the same causes can apply in other areas. She also recommended the study to be repeated in the same area after some time to find out if the same causes still contribute to turnover. Mugo (2006) conducted a research on factors contributing to teacher turnover in Kirinyaga district and based her research on Human capital theory.
She recommended that further research can be conducted to find out other causes of teacher turnover either in the same district or in another area.

While substantial research has been conducted on teacher turnover in the past, researchers have not conclusively brought out clearly the causes of teacher turnover in public secondary schools in Kenya. It is for this reason that the researcher examined the causes of teacher turnover by relating teacher demographics, career development, schools demographics and working conditions to teacher turnover. Makuyu division is a hardship area with harsh climatic conditions and poor means of transport. Though hardship allowance of 30% is given to teachers, it does not stop them from exiting the profession. The researcher was therefore interested in determining reasons why teacher turnover is high in the area. The researcher works in the division that is why she has an interest in Makuyu. Again no such research has been conducted in Makuyu division, Murang'a County in Kenya.

1.3 Objectives of the study

1.3.1 General objective.
The overall objective of the study was to find out the causes of teacher turnover in public secondary schools in Makuyu division, Murang’a County in the Republic of Kenya.

1.3.2 Specific objectives
The specific objectives of this study were:

i) To find out if teacher demographic has any influence on teacher turnover in Makuyu division.

ii) To examine whether school demographic has any influence on teacher turnover in Makuyu division.

iii) To find out whether working conditions causes teacher turnover in Makuyu division.

iv) To establish whether career path development causes teacher turnover in Makuyu division.
1.4 Research questions.

The following were the research questions which the researcher sought to answer in the study.

i) Do teacher demographics cause teacher turnover in Makuyu division?
ii) Do school demographics cause turnover of teachers in Makuyu division?
iii) Does career path development cause turnover of teachers in Makuyu division?
iv) What are the working conditions that causes teacher turnover in Makuyu division?

1.5 Significance of the study

Teacher turnover in public secondary schools is increasing at an alarming rate. Previous studies have agreed that compared to other professions, educator turnover rate is very high (Grossman and Thomson 2004). Due to the cost implication and time taken to replace an employee, it is imperative for various parties to understand the causes of teacher turnover and look for the possible solution to that problem.

1.5.1 The academia

Since this study was conducted in a different environment (Makuyu Division) from previous studies, it will add to the body of knowledge on the causes of teacher turnover. It would also be used by other researchers to find a basis for further research on the area in order to fill the gaps left.

1.5.2 The Teachers Service Commission (T.S.C)

The T.S.C, being the employer of teachers in public secondary schools, will benefit from this study by formulating policies that will work towards teacher retention because some of the causes of teacher turnover are controllable. Therefore, the commission can design ways of controlling turnover.

1.5.3 The Ministry of education

The ministry formulates the education policies on curriculum implementation. If these policies are not properly implemented due to shortage of teachers, it fails to meet its objectives.
It will therefore use the findings of this study to ensure that teachers are retained in schools for curriculum implementation.

1.6 Scope of the study

Though teacher turnover is a global and a national issue, this study focused on the causes of teacher turnover in public secondary schools in Makuyu Division, Murang’a County in the republic of Kenya. The study targeted 40 teachers from 20 public secondary schools in Makuyu division. There were 2 teachers from each school, 1 male and 1 female. This study targeted teachers currently teaching in order to find out the reasons that would make them exit teaching since those who have already left may not be available to give reasons for their exit.

1.7 Assumption of study

In carrying out this research, the following were the assumptions of the study;

1.7.1 Respondents response

The respondents would have time, access and be able to read and complete the questionnaire. The subject would also respond honestly to the questions of the survey in order to give information that is accurate.

1.7.2 Sampling of the population

It was assumed that the results of the sample size will be generalized to be a true reflection of the teacher turnover within the entire Makuyu division.

1.8 Limitations of the study

This study was limited by the following factors.

1.8.1 Geographical area

Although teacher turnover is a national issue, this study focused on Makuyu division only and sampled only 20 schools from 24 public secondary schools in the division. It also sampled only
40 teachers out of 240 teachers in the division. This was due to financial constraints since the activity is costly. The researcher therefore operated within the budget to overcome this constraint and at the same time ensured that outcome of the findings was not affected. The researcher also used research assistants where possible to help overcome this problem.

1.8.2 Respondent response

Time to administer questionnaire, explain questions to the respondents and collect them later may not be available. This is because, the researcher is an employee and the employer may not be willing to grant her permission to be away for many days. The researcher therefore organized on how to meet respondents over the weekends where necessary to ensure they respond to the questions accurately.

1.8.3 Limitation of scope

Though the existing literature has pointed out factors that influence turnover of teachers, this study analysed teacher demographics, school demographics, career development, and working conditions as causes of teacher turnover. To this end, further research may be undertaken to explore other causes of teacher turnover in Makuyu division.
CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter covers the introduction, theoretical framework, empirical studies, conceptual framework which gives the causes of teacher turnover. The research gaps are given at the end of the chapter.

2.1 Theoretical Review

2.1.1 Economic labour market theory.

Various researches advanced theories on employee turnover. The first theoretical underpinning was based on the economic labour market theory of supply and demand as advanced by Strunic and Robinson (2006). In this case, teachers are treated as rationale actors who make decisions about their career choices whether to become teachers and trajectories whether to exit the current teaching assignment for better opportunities and rewards. According to Guarino, Santibanez and Daley (2006) under the supply and demand framework, research on teacher recruitment, selection and retention focuses on identifying causes of teacher turnover. These causes include both monetary and nonmonetary causes. Monetary causes includes health, insurance, salary, pension etc. these benefits improves the morale of teachers and reduce their turnover (Becker (1993). Along with monetary benefits, teachers consider non-monetary benefits as one of the most important factors affecting their career decisions. These benefits include participation in decision making, adequate facilities, support from other teachers and administration, student learning attitudes among others. All these are commonly referred to as working conditions which can cause turnover.

2.1.2 Chapman’s theory.

Ruhland (2001) cites chapman’s theory which expands on Holland’s theory of vocational choice. This theory explains that vocational satisfaction, stability and achievement depend on the
congruence between one's personality and work environment. Ruhland (2002) also cites Krumboits social learning theory of career selection, which propounds that factors like genetic endowment and special abilities, environment conditions and events, learning experiences and task approach skills explain why individuals change occupation throughout their lives. Ruhland (2001) uses these theories to develop a public school teacher retention/attention model. According to this theory, teacher retention and thus attrition is a function of teacher's personal characteristics, educational preparation, and initial commitment to teaching, and quality of first teaching experience, social and professional integration into teaching and external influences. All this is referred to as career path development and can cause teacher turnover.

2.1.3 Kharti model.

Kharti, Budhwar and Fern's (2001) study of employee turnover employs a model that posits three groups of causes of employee turnover namely demographic, controllable and uncontrollable factors. Demographic factors include age, gender, education, and tenure, and income level, managerial and non-managerial positions. Uncontrollable factors are the perceived alternative employment opportunity and job-hoping. Controllable factors include pay, nature of work, supervision, organizational commitment, distributive justice and procedural justice. Celep (2003) draws from the organizational commitment theory posits that teachers' levels of commitment are determined by factors such as their belief and acceptance of the school organizational goals and values, the willingness to exert effort on behalf of the school and a strong desire to keep up membership in the organization. Ingersoll (2001) draws from theories advocating teacher turnover as a function of ageing and increasing student members. His exposition asserts that improvement in organizational conditions such as salaries, increased support from the school administration, reduction of student discipline problems and enhanced teacher input in decision-making would result to low labour turnover. All this is referred to as working conditions. These theories explain causes that can influence turnover. The researcher will focus on economic labour market theory of demand and supply in the study that tries to analyse causes of teacher turnover in public secondary schools in Makuyu division.
2.2 Empirical review

Few educational problems have received more attention in recent times than the failure to ensure that elementary and secondary classroom are all staffed with qualified teachers. In the early 1980s, a series of highly publicized reports began to focus national attention on the coming possibility of severe teacher shortages in elementary and secondary schools (Darling-Hammond, 1984; Boe & Gilford 1992). These studies predict a dramatic increase in the demand for new teachers primarily resulting from two converging demographic trends – increasing student’s enrolments and increasing teacher attrition due to a “greying” teaching force. These reports held that subsequent shortfalls of teachers would, in turn, force many school systems to result to lowering standards to fill teaching opening, inevitably resulting in high levels of under-qualified teachers and lower school performance. Concern over shortages has provided the impetus for empirical research on teacher supply and demand. In particular, over the past two decades, substantial body of empirical analysis has focused on teacher turnover – the departure of teachers from their teaching jobs (Grissmer & Kirby, 1987, 1992, 1997; Keyns, 1988; Murname 1987).

Studies that have been conducted in the United States by Ingersoll (2001) have shown that demographic factors such as gender, age and tenure influences turnover. These demographic factors in my study are the teacher demographics. An investigation has been carried out and depicted the relationship between the turnover and organizational characteristics. It has been found that schools with adequate facilities, proper administration involvement of teachers in decision making experience low turnover. Working conditions such as low salaries have influenced high turnover, salary increases reduced the teacher turnover in Texas (Brewer, 1996). The foregoing exposition strongly points to a link between teacher demand and supply and teacher turnover. It appears that there could be a shortage of educators in real terms in South Africa. It also appears that turnover is a reality, even if not easily recognisable, due to the apparently conflicting views expressed above. An investigation has been carried out in the international trends and the South African situation where teacher turnover has been on increase in order to expose the factors contributing to this trend and possible solutions to this trend.
2.2.1 Labour turnover

According to Cole (1997) labour turnover is the ratio of leavers to the average number of workers employed at a specific period of time. Newman and Logan (1976) defines labour turnover as the rate of loss from discharge, wastage and lay off of labour in a firm. Armstrong (1999) defines labour turnover as the out flow of workers from an organization due to fatigue, stress, retirement or death in their job. In summary, labour turnover is the rate at which an employer gain and loose employees either voluntarily (willingly) or involuntarily (unwillingly) causing an imbalance between demand and supply of workers in an organization.

The formula for calculating labour turnover index

Table 2.1

| labour turnover index = \frac{Number of employees leaving in the year}{Number of employed during the year} \times 100 |

The formula has provided the following table as the labour turnover rate in percentage

Table 2.2: Labour Turnover rate in percentage

<table>
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<th>0-25</th>
<th>26-50</th>
<th>51-79</th>
<th>80-100</th>
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<tr>
<td>Normal</td>
<td>Moderate</td>
<td>Serious</td>
<td>Problematic</td>
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This is the gauge that human resource managers use to measure the labour turnover rate

Source: (Marchington and Wilkinson 1997)

2.2.2 Teacher demographics

These are characteristics of a teacher that are likely to influence his or her turnover. They include; age, gender and the field of specialisation. Because both stress and dissatisfaction ultimately reside within the person, it is not surprising that many who have studied these outcomes have focused in individual differences. Negative affectivity is a term used to describe a dispositional dimension that reflects persuasive and all aspects of life. Individuals who are high
in negative affectivity report higher levels of aversive mood, status, including anger, contempt, disguise, guilt, fear and nervous across all contents. These individuals tend to focus extensively on the negative aspects of themselves and turnover of such individuals is very high (Mobley et al 1979).

The teacher’s decision whether to stay or leave the teaching profession is related to their age. The relationship between teacher’s age (and teaching experience in some analysis) and their turnover follows a u-shaped curve. Although there is some disagreement as to why this is the case, researchers have consistently found that younger teachers have very high rates of departure. Turnover declines through the mid-careers period and, finally rising in the retirement years (Cook Barkanic & Mailsin 1998; Grissmer and Kirby 1987). Moreover, because the distribution of age in the teaching force is skewed upward – older teachers significantly out numbers younger teacher – many analysts have concluded that retirement due to a rapidly “greying” teaching workforce is the most significant factor behind teacher turnover (Singer & Willet 1988; Hafner & Owings, 1991). Teacher turnover is also related to the teaching field or subject of specialization. Although data has been inconsistent at times, special education, mathematics and science are typically found to be the fields of highest turnover (Boe, Bobbit and Cook 1997; Murname et al, 1991; Rumberger, 1987).

2.2.3 School demographics

These are characteristics of a school that are likely to influence teacher turnover. They include; the school size, location, type or level. Research has examined in detail which characteristics and conditions of schools are related to teacher turnover. It is widely believed, for example, that urban high-poverty public schools have very high levels of turnover in comparison with rural - high poverty public schools (Darling Hammount & Caren 1994; Kozoi 1991). The highest teacher turnover has been noted in urban school in high poverty areas (Smith and Ingersoll, 2004). Schools with high poverty level and low performing students encourages teacher turnover. Private schools have high turnover compared to public schools since their job is on performance contract (Ingersoll, 2001). There is a relationship between school level (elementary,
middle and high school) and turnover. High school teachers are more likely to quit than other levels since they report high levels of dissatisfaction and can fit in other professions more easily than the teachers in other levels (Murnane et al 1991).

2.2.4 Career development

Some teachers stagnate in the same job group for a long time due to the complexity of the teacher service commission (T.S.C) policies on promotion. Teachers have to attend an interview to be promoted from job group “L” and above which is normally biased on age, teaching subject among other factors. These interviews are mainly on gender and performance merit. This therefore make teachers in the low performing schools to remain in low job groups compared to teachers who enrol best students from primary schools who end up performing better though these teacher have the same qualifications. Teacher balancing policy has transferred teachers without their consent or without merit or fairness which may demotivate teachers who may opt to quite the profession (Susu, 1990).

Training and career development where general training exposes a worker to other tasks increases the rate of turnover. This is because general training imparts the worker with multi-skills and general skills which can be applied in another job. Most teachers have gone to further their studies and have trained in a different field other than teaching which has increased their turnover. There are limited chances of study leave with pay for teachers which limit their career development. The introduction of school based learning programs in most learning institutions has highly benefited teachers (Martin, 2003).According to Harter et al (2002) employee development is inversely related to turnover. Research says that with respect to their careers, individual proceed through several stages of career development which are; growth, exploration, establishment, maintenance and decline.
2.2.5 Working condition

High turnover is associated with low salaries, lack of support from the school administration, student discipline problems, and lack of teacher influence over decision making. The decision to remain or exit teaching depends on the salary (Rirku, 1999). Osel (2006) notes that teachers in some areas work in overcrowded classrooms (of 40 to 80 students) mainly due to the introduction of free primary and secondary education which has increased the enrolment. Poor school facilities such as lack of basic teaching materials, lack of adequate equipment and inadequate infrastructure has increased dissatisfaction of teacher which has led to high turnover. Boyd et al (2007) says employee engagement includes elements within the work place environment that attract, focus and keep the most talented employee. According to Gold Haber, Gross (2007) working conditions and job satisfaction are considered to be correlated in the school. The researcher will therefore seek to examine the condition of teachers’ work place with a view of establishing if such influences turnover.

Organizational conditions are the compensation structure for employees, the level of administrative support, especially for new employees, the degree of conflict, bad strife within the organization and degree of employees input into and influence over organization policies. These conditions have a strong link with employee motivation, commitment and turnover. If the school provides mechanisms for the protection of academic freedom and job security (such as tenure) and mechanisms for voicing opposition (such as teacher unions), those who disagree with school policies will be less likely to exit. However, if there are few mechanisms for the collective or individuals’ expression of disagreement with school policies and little protection for these employees who challenge school policies, those who disagree with school policy will be more likely to exit (Mobley, 1982). Schools with adequate facilities, proper administration, involvement of teachers in decision making experiences low turnover (Ingersoll, 2011)

2.3 Research gaps

From the empirical studies discussed above, the following research gaps have been identified. In the first study by Ingersoll (2001) and others, the study was conducted in the United States. This
is a different environment from the current study which will be conducted in Makuyu division in Murang’a south district. The previous study used questionnaire and seminar structured interview in collecting data whereas the current study will use questionnaire only in collecting data. Ingersoll and Smith (2003) were comparing the turnover of employees from different occupations in developed countries while the current study is considering the teacher turnover only from Murang’a south district, Makuyu division in a third world country. Susu (1990) discussed teacher turnover in Sigor division, Nyamira district. Mugo (2006) conducted a research on teacher turnover in Kirinyaga district. She based her views on human capital theory. The current study is based on economic labour market theory of demand and supply as advanced by (Strunk and Robinson 2006). It shows that the low supply of teachers leads to high demand and vice versa. Many researches have been conducted on teacher turnover but there is none that has been conducted in Makuyu division, Murang’a south district this study will seek to fill that gap. A lot of research has been conducted in comparing turnover in special education and general education but the current study is on teacher turnover in general education (Boe, Bobbitt, Cook and Barkanic, 1998). Croasmum, Humptom and Herrmann (2002); Rour & Lynch, (1995) have researched on employee turnover but the current study researches on turnover of teachers only. They used Chapman’s theory in their research that posits that vocational satisfaction, stability and achievement depend on the congruence between one’s personality and work environment. The current study uses the economic labour market theory that shows shortage of teachers due to turnover.
2.4 Conceptual framework

Table 2.3: Independent and dependent variable.

- School demographic:
  Type, level, location, size.
- Teacher demographic:
  Age, marital status, gender, field of teaching.
- Career development
- Working conditions

Teacher turnover
  - Attrition
  - Resignation
  - Retirement
  - Look for greener pasture

-Motivation
- Intelligence
- Expectations

Independent variable
Intervening variables
Dependent variable

Source: Researcher 2012

The variables are explained below:-

Teacher demographic is the individual teacher characteristics which include gender, age, and qualification, subject of specialization, experience and educational level. School demographic includes the location of the school whether in urban or rural areas, school size in terms of enrolment, the school performance, the administration, involvement of teachers in decision making, student discipline. Career development involves the teacher’s service commission
policies including promotion, opportunities for further studies etc. Working conditions includes salaries, working environment, availability of facilities (Researcher, 2012).
CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter described the methodology that the researcher used in the study. The chapter focused on research design, target population, sampling strategy, data collection method and techniques, validity and reliability of research instruments, data analysis and lastly data presentation.

3.1 Research Design

Orodho (2003) defined research design as a method of collecting information by interviewing or administering questionnaire in a sample of individuals. This study adopted a descriptive research design, using both the quantitative and qualitative methods of data collection. A descriptive research design according to Burns & Grove (2001) is a research design that describes a situation, preferences, opinions, concerns or interests of the phenomenon of interest. Descriptive study according to Gall et al (1996) enables the researcher to collect information from a cross-section of a given population. The study design used was the cross-sectional survey which is the most commonly used research method in social research. Amin (2005) asserted that results from such a survey method are easily extrapolated to the entire population. Besides, this method describes a situation the way it is without manipulations. It gives a room to the respondent to express their opinion. The study is both qualitative and quantitative (Creswell, 2003) asserts that a mixed method design is useful to capture the best of both quantitative and qualitative approaches.

3.2 The target population

The study focused on teachers currently teaching in secondary schools in Makuyu division since those who have left are out of reach. The study focused on the causes that would make them leave the teaching profession to other professions. Makuyu division has 24 secondary public schools and a total population of 240 teachers (T.S.C unit Murang’a County 2013).
3.3 Sampling design

A sample size representative of the study population was selected using a simple random sampling design. A representative sample, according to Gall and others (1996) gives results that can be generalized to the study population. The sample of 20 schools and 40 respondents is 16% of the total population which according to gall and others (1996) is adequate for the study. Two teachers, 1 male and 1 female, from each school were randomly selected. A Simple random sampling was used because the study intended to select a representative without bias from the accessible population (Oso and Onen, 2005). This ensured that each member of the target population had an equal and independent chance of being included in the sample.

3.4 Data collection methods

The study utilised a primary data which was collected through the use of a questionnaire. A questionnaire was administered through drop and pick method or through research assistants where possible. It sought to find out causes that are likely to make teachers leave the teaching profession. The information gathered formed the basis of a conclusion to the causes of teacher turnover in Makuyu division. McMillan and Schumacher (2001) recommended a questionnaire if the researcher knows that the respondents will be in a position to answer questions in the questionnaire. Close ended and 5 likert scaled items were carefully used since according to Macmillan and Schumacher (2001) it allows fairly accurate assessments of opinions. Similarly it has the ability to solicit information from several respondents within a short time (Gupta, 1999). The questionnaire was in three parts: Part A, captured data about the respondents such as, age, gender, education and length of service, Part B captured data regarding the causes of turnover and intentions and part C captured data on the respondent’s opinions. The items used were adopted from studies (Ecole 2004; Dessler 2003).

3.6 Validity of the instruments

Validity refers to the extent to which a method of data collection presents what it is supposed to do, or the extent to which a method of data collection measures what it is supposed to measure.
3.7 Reliability of the instruments

Reliability is the extent to which a test or procedure of data collection yields similar results under constant conditions on all occasions (Bell, 1997). According to Bell (2001) there are several devices for checking reliability in scales and tests such as re-test, alternative form methods or the split half method. Cronbanch alpha an SPSS can also be used to check for reliability. The study used the latter. Cronbanch's alpha can be written as a function of the number of test items and the average inter-correlation among the items. Below, for conceptual purposes, is the formula for the standardized Cronbanch's alpha:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Here N is equal to the number of items, c-bar is the average inter-item covariance among the items and v-bar equals the average variance. As a rule of thumb, professionals require a reliability of 0.70 or higher. The table 3.1 below show the result of the test.
Table 3.1 Reliability test

<table>
<thead>
<tr>
<th>Item</th>
<th>Cronbach’s alpha</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demographic</td>
<td>0.8890</td>
<td>Reliable</td>
</tr>
<tr>
<td>Career development</td>
<td>0.8095</td>
<td>Reliable</td>
</tr>
<tr>
<td>School demographic</td>
<td>0.9116</td>
<td>Reliable</td>
</tr>
<tr>
<td>Working condition</td>
<td>0.7679</td>
<td>Reliable</td>
</tr>
</tbody>
</table>

In conclusion, the data collection instrument was reliable.

3.8 Data analysis and Presentation

Information obtained from questionnaires was coded and updated on a coding framework. Qualitative data was descriptively analysed while quantitative data was analysed using a Chronbach’s alpha computer statistical package (SPSS). The researcher used a quantitative research design using descriptive statistics such as frequency counts and percentages for structured items. Meanings were contextualized, interpreted and organized according to their sources. Data presentation was done by use of tables, charts and graphs.
CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION

4.1 Introduction

In this chapter data collected is analysed and presented in line with the purpose of the study which was an analysis of causes of teacher turnover in public secondary schools in Makuyu division, Murang’a County in Kenya. The chapter is organized into five sections, one covering the background data of the respondents and the other four addressing the four research objectives. These objectives are; to find out if teacher demographic has any influence on teacher turnover in Makuyu Division, to examine whether school demographic has any influence on teacher turnover in Makuyu division to find out whether working conditions causes teacher turnover in Makuyu division and to establish whether career path development causes teacher turnover in Makuyu division.

4.2 Descriptive findings

Descriptive statistics involving frequencies and percentage responses to the items in the data collection instrument were determined and used in data analysis and interpretation. Subsequently, the frequency and percentages for each category of causes were worked out and presented in statistical tables, pie charts and graphs.

Table 4.1 Turnover intentions

<table>
<thead>
<tr>
<th>Intentions</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sometimes I feel I would change my career</td>
<td>12(30%)</td>
<td>24(60%)</td>
<td>9(22.5%)</td>
<td>5(12.5%)</td>
</tr>
<tr>
<td>2. I would like to continue teaching until retirement</td>
<td>2(5%)</td>
<td>16(40%)</td>
<td>30(75%)</td>
<td>2(5%)</td>
</tr>
<tr>
<td>3. I plan to quit teaching in the near future</td>
<td>18(45%)</td>
<td>7(17.5%)</td>
<td>12(30%)</td>
<td>3(7.5%)</td>
</tr>
</tbody>
</table>

**SA** – Strongly Agree  
**A** – Agree  
**D** – Disagree  
**SD** – Strongly Disagree
As shown in the table 4.1, majority of the teachers 24 (60%) agreed that sometimes they feel as if they would change their career. 30 (75%) disagreed that they would like to continue teaching until retirement while 18 (45%) strongly agreed that they were planning to quit teaching profession in the near future. The study established that most of the teachers expressed intentions to quit the teaching career.

According to Oyaya (2008) between January and June 2008, 650 teachers had left classrooms in Kenyan Schools for better paying jobs elsewhere which is about 3 teachers leaving the service every day. All the 40 teachers reported that they knew of teachers who had quit teaching. In most of the schools, 3-4 teachers were leaving in a year. When asked why their responses were as follows.

<table>
<thead>
<tr>
<th>Reasons for leaving teaching</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due to low pay compared to other sector</td>
<td>30</td>
<td>75</td>
</tr>
<tr>
<td>Poor working condition</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Poor administration</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Teachers confessed that the same reasons would make them leave teaching. All of them agreed that it was important to maintain a stable staff. They recommended that the government together with the BOG should provide schools with adequate facilities to avoid congestion and to cater for the increased enrolment since the establishment of free education in 2003. T.S.C should pay teachers well and employ enough of them to avoid overworking them. School administration should involve teachers in decision making and improve their welfare.
4.2.1 **Background data of study participants.**

The background information considered the issues such as gender, age, marital status, academic qualification, field of specialization of the teacher. It also considered school category by size, location and school type. The purpose of the background information was to enable the researcher describe the features of the target population that was considered useful for a later elaborate discussion of the findings.

Data for the study was collected from 40 teachers out of whom 20 were male while 20 were female. Most of the respondents were between age 36 and 46. 62% were graduate teachers. 21 teachers had a teaching experience of between 11-20 years. Majority of the teachers who responded to the questionnaire were teaching applied/technical subjects. According to the data collected, most of the teachers showed high intentions of turnover as shown by table 4.1 above. According to the school category, it was found that majority of teachers preferred teaching in big public secondary schools that are located in urban areas.

4.3 **Teacher Demographic.**

The first study objective was to find out if teacher demographic had any influence on teacher turnover in Makuyu division. Data for the study was collected from 40 teachers selected from 20 public secondary schools in Makuyu division, Murang’a County. Out of the forty respondents, 20 (50%) were female and 20 (50%) were male teachers. Of the 40 respondents who took part in the study, 20 (50%) were in the age bracket between 36 – 45 years, 9(22.5%) were between age 46 – 55 years, 1 (2.5%) were in age bracket 56 and above, 7(17.5%) were between age 25 – 35 years while 3 (7.5%) were below 25 years of age. This is shown in the figure 4.1 below.
Age of the teacher was found to be inversely related to turnover where by the older the teacher the less likely they are to leave the employment (Griffeth et al, 2000). The younger the teacher, the less likely they are to leave teaching. Teachers at middle age are more likely to leave teaching (Ingersoll 2001). Out of the 40 respondents, 36 (90%) were married while 4(10%) were single.

Academic qualifications of the teachers also influenced turnover. Teachers who have spent a lot of time and finances pursuing qualifications for a given career may be more committed to that career than employees who have spent little time at low cost. This is shown in figure 4.2 below.
Graduate teachers were 25 (62.5%) who showed high intentions of leaving the teaching profession. Those with postgraduate degree were found to have specialized in a different career besides teaching which could have been MSc or MBA degrees. This shows that even if they are not many in secondary schools, they have high intentions of quitting.

Regarding teaching experience, it was found that 21 (52%) teachers had been in the teaching profession for between (11 – 20) years, 9 (22.5%) for between 21 – 30 years, 6 (15%) between 6 – 10 years while 2 (5%) below 5 years and above 30 years respectfully. This showed that teachers with considerable years of work experience and with few years of experience had low intentions of turnover. This is shown in table 4.3 and figure 4.3 respectively. Teachers in the applied and technical department were 11 (27.5%) in languages and Humanities department 9 (22.5%), mathematics 6 (15%) and science department had 5 (12.5%). This is shown in figure 4.3.
### Table 4.3: Work experience

<table>
<thead>
<tr>
<th>Years of experience</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>6 – 10</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>11.20</td>
<td>21</td>
<td>52.5</td>
</tr>
<tr>
<td>21 – 30</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>Above 30</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

### Figure 4.3: Teaching subjects

- Sciences: 28%
- Mathematics: 12%
- Languages: 23%
- Humanities: 22%
- Applied / Technical: 15%

### 4.3 School Demographic

This was the second study objective which was to examine whether school demographic had any influence on teacher turnover in Makuyu division. Teachers were presented with three items and
their responses were measured on a four-point scale (from strongly agree to strongly disagree). The table 4.4 shows their responses.

Table 4.4 School demographic

<table>
<thead>
<tr>
<th>School demographic</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I don’t prefer teaching in private schools</td>
<td>4 (10%)</td>
<td>32(80%)</td>
<td>2 (5%)</td>
<td>2(5%)</td>
</tr>
<tr>
<td>2. I prefer teaching in a small school</td>
<td>1 (2.5%)</td>
<td>5 (12.5%)</td>
<td>25(62.5%)</td>
<td>9(22.5%)</td>
</tr>
<tr>
<td>3. I prefer teaching in urban setting</td>
<td>14 (35%)</td>
<td>22 (55%)</td>
<td>3 (7.5%)</td>
<td>1 (2.5%)</td>
</tr>
</tbody>
</table>

SA - Strongly
A - Agree
D - Disagree
SD - Strongly Disagree

This indicated that majority of the teachers who responded to the questionnaire do not prefer teaching in Private schools 32 (80%), 2 (5%) strongly disagreed that they don’t prefer teaching in private school. This shows that though teaching in public school has its own challenges, teachers don’t prefer teaching in private schools. Majority of teachers 25 (62.5%) don’t prefer teaching in small schools 9 (22.5%) strongly disagreed that they prefer teaching in small schools, 5 (12.5%) agreed while 1 (2.5%) strongly agreed that they prefer teaching in small school. Majority of the teachers 22 (55%) agreed they prefer teaching in urban setting 14 (35%) strongly agreed, 3 (7.5%) disagreed while 1 (2.5%) strongly disagreed they prefer teaching in urban setting.

In table 4.5 below, data regarding location of school where teachers were working was presented. The table shows the proportion of teachers working in rural area and those working in urban areas. 38 (95%) were working in rural area while 2 (5%) were working in urban area. Those working in rural areas showed high intentions of turnover.
Table 4.5: location of the school

<table>
<thead>
<tr>
<th>Location</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>38</td>
<td>95</td>
</tr>
<tr>
<td>Urban</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

4.4 Working Conditions

The third objective was to find out whether working conditions causes teacher turnover in Makuyu. To address this objective, a working condition scale was used to measure its influence on turnover. The scale consisted of six items on a likert scale with responses ranging from strongly agree to strongly disagree. The table 4.6 showed their responses

Table 4.6 Working Conditions

<table>
<thead>
<tr>
<th>Working condition</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am satisfied with the salary I get</td>
<td>1(2.5%)</td>
<td>5(12.5%)</td>
<td>5 (40%)</td>
<td>18(45%)</td>
</tr>
<tr>
<td>2. School where I teach has good working conditions</td>
<td>2(5%)</td>
<td>1(2.5%)</td>
<td>18 (45%)</td>
<td>19(47.5%)</td>
</tr>
<tr>
<td>3. School administration exercises good leadership</td>
<td>1(2.5%)</td>
<td>2 (5%)</td>
<td>17(42.5%)</td>
<td>20 (50%)</td>
</tr>
<tr>
<td>4. Students teachers ratio is too large for proper classroom management</td>
<td>3 (7.5%)</td>
<td>2(5%)</td>
<td>18(45%)</td>
<td>5 (12.5%)</td>
</tr>
<tr>
<td>5. I am uncomfortable with the number of lessons I teach.</td>
<td>1 (2.5%)</td>
<td>15(37.5%)</td>
<td>18(45%)</td>
<td>5 (12.5%)</td>
</tr>
<tr>
<td>6. The salary I get is much lower</td>
<td>25(62.5%)</td>
<td>7(17.5%)</td>
<td>5 (12.5%)</td>
<td>3 (7.5%)</td>
</tr>
</tbody>
</table>
18 (45%) of the respondents registered their dissatisfaction with the salary they get 19 (47.5%) strongly disagreed that they were working under good working conditions. 20 (50%) strongly disagreed that the school administration exercised good leadership, 18 (4.5%) disagreed that the student ratio was not too large for proper classroom management, 18 (45%) disagreed that they were uncomfortable with the number of lessons they were teaching. 25 (62.5%) strongly agreed that they were getting a much lower salary compared to their peers with same qualification but working in other sectors. In the previous study by Ingersoll (2003) he found that teachers who were dissatisfied with the working conditions were more likely to leave the teaching profession.

4.5 Career Development

The fourth objective was to establish whether career path development causes teacher turnover in Makuyu division. To address this item, four items were measured with responses ranging from strongly agree to strongly disagree. The table 4.7 shows that 26 (65%) strongly agreed that there were few opportunities for upward mobility through merit promotion. 28 (70%) strongly agreed that there were non-professionalism evident when recommending candidates for promotion. 13 (25%) strongly disagreed that study leaves were granted without restrictions. 16 (40%) disagreed that given chance, they would further studies in the field of teaching. This is an indication that teachers are dissatisfied with the way upward mobility is implemented in the teaching profession.
Table 4.7 Career Development

<table>
<thead>
<tr>
<th>Career development</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There are few opportunities for upward mobility through merit promotion.</td>
<td>26</td>
<td>8</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(65%)</td>
<td>(20%)</td>
<td>(10%)</td>
<td>(5%)</td>
</tr>
<tr>
<td>2. Non-professionalism is evident when recommending candidates for promotions</td>
<td>28</td>
<td>10</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(70%)</td>
<td>(25%)</td>
<td>(2.5%)</td>
<td>(2.5%)</td>
</tr>
<tr>
<td>3. Study leaves are granted without restrictions</td>
<td>2</td>
<td>1</td>
<td>24</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>(5%)</td>
<td>(2.5%)</td>
<td>(60%)</td>
<td>(32.5%)</td>
</tr>
<tr>
<td>4. Given chance, I would further studies in the field of teaching.</td>
<td>6</td>
<td>14</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(15%)</td>
<td>(35%)</td>
<td>(40%)</td>
<td>(10%)</td>
</tr>
</tbody>
</table>

SA – Strongly Agree  D – Disagree  A – Agree  SD – Strongly Disagree
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 Introduction

This chapter presents the summary of the study finding, conclusions and recommendations arrived at. It also presents suggestions for related studies that could be carried out in the future. The purpose of the study was to analyse causes of teacher turnover in public secondary schools in Makuyu division, Murang'a County in Kenya. Data for the study were collected from 40 teachers selected from 20 public schools in Murang’a County.

5.2 Summary of the Research Finding

The study established that 24 (60%) of teachers had high turnover intentions which shows that teachers in the division were dissatisfied with the teaching profession. According to teachers, the major reasons why their colleagues quit the teaching job were to look for greener pastures, poor pay, bad working condition, poor administration among others. It was found that 50% of the teachers who took part in the study were in the age bracket between 36-45. They expressed high turnover intentions. Married teachers constituted 90% of the total population, teachers in the applied department as well as teachers with 11-16 years of experience had high turnover intentions.

Career path development was found to be poorly administered which increased the intention of turnover. Teachers argued that promotion opportunities were few with non-professionalism practiced in promotions. Teachers were not allowed to further studies freely since study leaves are restricted.

Most teachers preferred teaching in public schools other than private ones, in big schools and schools located in urban areas. These teachers were found to have low turnover intentions. According to Mugo (2009), schools located in remote rural areas in Kenya have higher teacher turnover rates when compared to those located near urban areas.

Majority of the teachers were dissatisfied with the salary they get. 47.5% strongly disagreed that schools where they teach had a good working conditions. Teachers preferred teaching in an environment where student ratio is low and they teach few lessons. 62% strongly agreed that
they receive a salary much lower than their peers with the same qualification but working in other sectors.

5.3 Conclusion of the Study.

The study sought to analyse causes of teacher turnover in Makuyu division. The study established that most of the teachers in Makuyu division expressed intentions to quit the teaching career. The factors that contributed to high turnover intentions included the teacher demographic, school demographic, career path development and working conditions. The study therefore concluded that unless measures are taken, teacher's turnover in the division will continue to rise. There is therefore need for concerted effort by the stakeholders in the education who includes the government, TSC, school management and administration to put measures in place in order to stop turnover by improving the teacher welfare.

5.4 Recommendation

Based on the study findings, the researcher recommend the following; first, secondary school principals should be encouraged to involve teachers in decision making where their views are considered and implemented. By so doing, teachers would feel appreciated, wanted and own the school which increases their commitment.

Secondly, the school management (B.O.G) should provide conducive working environment in the schools. This is by motivating teachers, provision of adequate facilities like classrooms, laboratories in order to avoid congestion. Teachers should also be involved in decision making in order to increase their commitment in the school.

Thirdly, the government which is concerned with curriculum establishment and policy making in education should consider employment of enough teachers in order to reduce the teacher’s work load and enhance curriculum implementation. This will enable teachers to give individual
attention to students which is reflected in good performance. The government should also allocate more funds to provide enough facilities which ease congestion in schools. This will increase teacher satisfaction and reduce their turnover.

Lastly, the TSC should pay teachers well by harmonizing their salaries with their counterparts in other sectors. This will boost the self-image of teachers. Allowances which include house allowance, hardship, commuter, medical, special allowances should also be harmonized. It should also increase teacher development by increasing promotion opportunities, reducing restrictions on study leave and promotion procedures which should be on merit.

5.5 Suggestions for Further Studies

The study was conducted in Makuyu division, Murang’a County. A similar study could be carried out in other divisions, counties or the entire country to find out whether similar results will be obtained. A similar study could be carried out in private institutions of learning since the current study is on public secondary schools where teachers are employed by the government through the TSC.

The study was carried out to find out intentions of those currently in teaching profession to quit. Another study could be carried out on those who have left the profession to find out the reasons for their quitting. The study was to conduct an analysis on causes of teacher’s turnover in Makuyu division, Murang’a County. Another study can be carried out to find out measures/strategies that stakeholders should put in place in order to reduce or completely stop turnover. A similar study can be carried out in the same area after sometime to find out if the same results will be observed on causes of turnover and find out other causes of teacher turnover.

The study was to find out teacher demographic that can cause teacher turnover. Another study can be conducted to find out other teacher demography that can cause turnover. Researchers can also find out other school demographic, working conditions and career development that can cause turnover.
REFERENCE


Chang, E. (1999).*Career commitment as a complex moderator of organization commitments and turnover intentional*: Human relations .52


Dear sir/madam,

REF: LETTER TO RESPONDENTS.
I am a postgraduate student pursuing a Master degree in Business Administration at Kenyatta University. In partial fulfilment of the course requirements, I am expected to undertake a field research study. I have chosen to undertake an analysis of causes of teacher turnover in Makuyu division. Kindly spare some time and respond to the questionnaire items accurately and honestly to enable me objectively make recommendations on how this problem can be solved in the division. Your response will be treated confidentially and used only for the purpose intended.

Thank you in advance for your cooperation

ROSEMARY NDUTA GAKURU
D53/CE/22099/2010
APPENDIX B

TEACHER QUESTIONNAIRE

PART A: BACKGROUND INFORMATION

Tick where appropriate

1 Gender
   Male ( )     Female ( )

2 Age
   Below 25 ( )
   25-35 ( )
   36-45 ( )
   46-55 ( )
   56 and above ( )

3 Marital status
   Single ( )     married ( )

4 Academic qualification
   Postgraduate [ ]
   Graduate [ ]
   Diploma [ ]

4 Teaching subjects
   Sciences [ ]
   Mathematics [ ]
   Languages [ ]
   Humanities [ ]
6) How long have you been in the teaching profession?

<table>
<thead>
<tr>
<th>Duration</th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>[ ]</td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>[ ]</td>
</tr>
<tr>
<td>11 - 20 years</td>
<td>[ ]</td>
</tr>
<tr>
<td>21 - 30 years</td>
<td>[ ]</td>
</tr>
<tr>
<td>Above 30 years</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

7) How long have you been teaching in your current school?

<table>
<thead>
<tr>
<th>Duration</th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>[ ]</td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>[ ]</td>
</tr>
<tr>
<td>11 - 21 years</td>
<td>[ ]</td>
</tr>
<tr>
<td>21 - 30 years</td>
<td>[ ]</td>
</tr>
<tr>
<td>Over 30 years</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

8) Is the school you are teaching located in rural area?

<table>
<thead>
<tr>
<th>Response</th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>[ ]</td>
</tr>
<tr>
<td>No</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
PART B

Indicate the extent to which you agree or disagree with each statement by ticking on the appropriate column.

**B1. Turnover intentions:**

<table>
<thead>
<tr>
<th>Turnover intentions</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Sometimes I feel I would change my career</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 I would like to continue teaching until retirement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 I plan to quit teaching in the near future</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B2: Working conditions.**

<table>
<thead>
<tr>
<th>Working conditions</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I am satisfied with the salary I get</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 School where I teach has good working condition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 School administration exercises good leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Students teachers ratio is too large for proper classroom management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 I am uncomfortable with the number of lessons I teach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 The salary I get is much lower compared to my peers with same level of educating but working in other sectors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## B3: Teacher career development

<table>
<thead>
<tr>
<th>Career development</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There are few opportunities for upward mobility through merit promotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Non-professionalism is evident when recommending candidates for promotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Study leaves are granted without restrictions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Given chance, I would further studies in education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## B4: School demographic

<table>
<thead>
<tr>
<th>School demographic</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I don’t prefer teaching in private schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I prefer teaching in a small school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I prefer teaching in urban settings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OPEN ENDED QUESTIONS

Fill in the required information on the space provided.

1. Do you know of a teacher who has quit teaching?
   Yes [ ]
   No [ ]

2. If yes, approximately how many teachers have left since you joined your current school?

3. What reasons made them to quit teaching?

4. At least how many teachers leave your school in a year?

5. In your own view, what do you think are the main causes of teacher turnover in Makuyu division?

6. Do you think the same causes could possibly explain teacher turnover in your school?
7. Are there specific factors that have led to continued teacher outflow in your school?

8. Do you think it is important to retain a stable staff?

   (i) (a) Yes (b) No

   (ii) If yes, what measures would you propose the following to take in order to reduce the number of teachers who quit teaching?

   a) Government

   b) T.S.C

   c) Administrators' / B.O.G

9. State 3 causes in your opinion that would make you quit teaching.
## APPENDIX C

### BUDGET

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>QUALITY</th>
<th>RATE</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td><strong>PROPOSAL WRITING</strong></td>
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<tr>
<td>Stationary-Book notes/Pens</td>
<td>1 realm, 1 dozen</td>
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<td>3000.00</td>
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<td>Spring files</td>
<td>2</td>
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<td>Typesetting and printing</td>
<td>120</td>
<td>30.00</td>
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<tr>
<td>Photocopying/Binding</td>
<td>400</td>
<td>3.00</td>
<td>1200.00</td>
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<tr>
<td>Transport/Subsistence</td>
<td>5 days (Makuyu)</td>
<td>400.00</td>
<td>2000.00</td>
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<td>Literature Review- Transport/</td>
<td>5 days (Nairobi)</td>
<td>1500.00</td>
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<td>Subsistence</td>
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<tr>
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<td>CONTIGENCIES (10%)</td>
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<td><strong>GRAND TOTAL</strong></td>
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### WORK PLAN: June 2012-OCT 2013

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<th>OCT-NOV</th>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR-MAY</th>
<th>JULY-OCT</th>
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