AN EXAMINATION OF FACTORS INFLUENCING EMPLOYEE TURNOVER: A CASE OF TSC TEACHERS IN PUBLIC SECONDARY SCHOOLS IN KIRINYAGA DISTRICT, KENYA

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D53/CE/13261/05

THIS PROJECT IS PRESENTED TO THE SCHOOL OF BUSINESS IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE MASTERS DEGREE IN BUSINESS ADMINISTRATION, KENYATTA UNIVERSITY

MAY, 2009
DECLARATION

This research project is my original work and has not been presented for a 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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Chairman
Department of Business Administration, Kenyatta University
DEDICATION

To my parents Gilbert Githinji and Mary Njoki,
You always believed that I could achieve success with my studies,
Your unselfishness and unconditional love provided me with much of the motivation necessary to meet this goal.

To my husband James Mugo,
Who has been a pillar of strength, always encouraging me to cruise on.

To our children Emma, Dennis, and Allan,
Your immeasurable patience, love and support made me press on.
You were the lights burning bright at the end of this long tunnel.
ACKNOWLEDGEMENTS

I owe a special indebtedness to my supervisor M/S Lucy Kavinda for her tutelage, guidance and service throughout the project report period. Her professional suggestions and comments assisted me to the next level. She is a positive motivator who supplied me with encouragement and constructive input. In addition, I must extend my gratitude to all the lecturers who taught me coursework. Collectively, your efforts and expertise have given me a basic look into your world.

I sincerely thank and appreciate my respondents for providing me with the required information. These were the DEO's office and the public secondary school TSC teachers all of Kirinyaga District, the locality in which I carried out my research.

I owe many thanks to my husband for his financial support. It was a great boost to the successful completion of this study. You stood by me and showed valuable support when I needed it most. To our children Emma, Dennis and Allan, you withstood my long time absence when you needed me most.

I am indebted to our MBA class (2006) and friends for their ideas and criticisms that characterized our discussions with their moral support that gave shape and magnitude to this study. Deep appreciation also goes to my close friends, and relatives who in many ways were supportive during the entire period of the study, notably Cyrus Ndogo. He was always there when I needed him most.

I acknowledge the moral support and comfort given to me by my colleagues especially Mr. John Murage at Mutitu Secondary School who assumed all my duties when I was away from school during the entire period of this project writing.

Finally, I thank all those who have contributed to this work, in ways both great and small, I extend my thanks. I owe its completion to each and everyone of you.
ABSTRACT

Teachers in Kenya have always portrayed lack of devotion at their places of work. This is evident in their instability in the teaching profession and low morale in performing their teaching tasks and consequently unsatisfactory performance in the daily school duties and responsibilities. Poor remuneration has often been given as a cause of low morale among teachers, but literature shows that salary is not a sufficient condition for job satisfaction. It is not clear whether these are the factors that influence labour turnover among public secondary school TSC teachers in Kenya. This study therefore sought to find out the factors that influenced labour turnover among public secondary schools TSC teachers in Kirinyaga District of Kenya. The study employed a descriptive survey design and carried out in public secondary schools in Kirinyaga District. Stratified random sampling was used to select 30 schools, from which 120 teachers (4 per school) were randomly selected to participate in the study. A questionnaire was utilized to collect data for the study. Through piloting of the questionnaire, the researcher enhanced validity and reliability of the questionnaire. Data were analyzed using both quantitative and qualitative techniques, and reported using frequency distribution tables, pie charts and bar graphs. The researcher established that most of the teachers in Kirinyaga District expressed intentions to quit the teaching career. The factors that contributed to high turnover intentions included job related factors, lack of further training opportunities for teachers and to some extent the workload associated with teaching; teacher-characteristic factors; and school-characteristic factors. The study therefore concludes that unless measures are taken, teacher turnover in Kirinyaga District will continue to rise. There is need therefore for concerted efforts by the Government, the TSC, and school management (principals and BoGs) to promote working conditions for teachers to be retained in schools. Therefore, the researcher recommends that secondary school
principals should be encouraged to use participative leadership styles in school management; the Government through the TSC should device appropriate professional induction seminars and workshops for new teachers to extend their professional knowledge and skills acquired during training; the BoG and school administrators should make deliberate efforts to involve all teachers in decision making process to make them have a service of ownership of schools; the Government should make sure schools have adequate facilities in order for the teachers to offer their services without strain. This could be done through CDF and LATF funds which would be channeled to new schools to and development projects.
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<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All</td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immuno-deficiency Virus</td>
</tr>
<tr>
<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
</tr>
<tr>
<td>SMASSE</td>
<td>Strengthening of Mathematics and Sciences in Secondary Education</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>TSC</td>
<td>Teacher Service Commission</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
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Definition of Terms

Career: Refers an individual's course or progress through life (or a distinct portion of life). It usually is considered to pertain to remunerative work (and sometimes also formal education).

Career commitment: Refers to identification with, and involvement in, one's occupation.

Commitment: The process through which individual interests become attached to the carrying out of socially organized patterns of behaviour.

Job satisfaction: The degree to which an individual feels positively about the various factors of the job tasks that when provided makes the employee feel that he is getting what he values in the work and makes him/her more willing to work diligently. It is a combination of psychological, physiological and environment circumstances that cause a person to be happy in his/her job.

Labour Turnover: Refers to the rate of change of labour force in organization during a specified period.

Management: Refers to the term used to describe the process of development objectives and striving to achieve them.

Motivation: Refers to the needs, urges, wishes, forces and influences that make somebody behave in certain ways in an institution.

Organizational commitment: The degree to which an employee identifies with the goals and values of the organization and is willing to exert effort to help it succeed. It is a subset of employee commitment, which is comprised of work commitment, career commitment and organizational commitment.

Turnover Intention: Refers to the extent to which an employee in a given organization expresses a desire to quit working for the organization.
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Labour turnover is defined as the rate of change of labour force in an organization during a specified period. Change in labour force takes place due to separation and new appointments, and therefore, cannot be avoided totally. However, a high labour turnover ratio adds to high cost and low productivity. It should therefore be kept at as minimum level as possible by analyzing the causes and initiating remedial measures to control it. The labour turnover rate depends upon many factors, such as, nature of the industry size and location of the unit, proportion of male or female in labour composition, and so on. Labour turnover is an issue that requires attention by human resource managers in all organizations, education institutions included.

Before Kenya attained her independence, the teaching profession was one of the few respected jobs open to Africans; and thus it was considered to be a noble profession. In many respects, the teacher was regarded as a leader to be consulted on many issues as he was seen as a source of knowledge; thus a teacher was viewed as a dependable member of society and consequently commanded respect from students and the public. After independence, the teaching profession, which was considered noble, degenerated to such low levels that it was no longer attractive to the most gifted people. According to Thion’o (1987, pg 3), “the teacher has become a caricature, the object of constant ridicule and ribald jokes by both the pupils and the public.”

Researchers have indicated that the low status, poor remuneration, constant ridicule in public and the mass media, the lack of fringe benefits, overwork, and deplorable working conditions has created a lot of despair amongst teachers. According to
Ondara (2004) many qualified teachers from developing countries were recruited to fill positions in USA and European schools. In 2001, teachers from countries such as Barbados and Jamaica were recruited in New York City public schools to address an 8,000 persons teacher shortage. Salaries lure these teachers up to four times higher than in their home countries, Kenya included. These teachers are often some of the most educated and fluent English speakers in their fields. Migration to developed countries such as United States constitutes labour turnover.

According to Omamo (1971), a majority of the teachers work in the rural areas in Kenya because 80% of the country’s population lives there. For this reason, most secondary schools are found in rural areas in Kenya. Unfortunately, the working conditions and environment of the rural secondary school teachers, such as those in Kirinyaga District, is relatively poor and not conducive for the best performance of teachers who happen to have trained in decent public universities where they were used to pleasant living conditions as most of these universities are located in urban areas, with good infrastructure.

In fact, most teachers working in rural areas find themselves disadvantaged compared to their urban area counterparts. Teachers in rural areas do not access facilities such as libraries, good housing, banking, clean tap water, telephone, internet services and electricity. Lack of these basic amenities have made most rural secondary school graduate teachers frustrated and are now concentrating more in improving their living conditions in the rural areas at the expense of diligently discharging their duties thus lowering their performance in school. Perhaps this is why most teachers have resorted to venturing in business, farming, and further studies while others leave teaching for greener pastures elsewhere. It is no secret that most teachers in Kenya are fighting to move and work in urban areas and a majority of teachers who go for further studies do
not opt to go back to rural areas to teach. Others do not wish even to get back to the

"Workers are concerned with their work environment for their personal comfort as well as facilitating efficiency at work. The working environment should have clean, modern and adequate tools and equipment (pg 76)."

Eshiwani (1990), on the other hand, notes that despite efforts by the Kenya government to train more teachers, the shortage of teachers remains a problem. He adds that this is aggravated by another problem - teacher wastage, especially of secondary school teachers who move from teaching to join other sectors of the economy (mainly private) for better remunerative offers. As a result one still finds a large number of untrained teachers in Kenya’s schools.

There is need therefore for school headteachers and the Teachers Service Commission to seek for ways and modalities of attracting and maintaining teachers in their teaching profession especially in rural areas. Shiundu (1984) argues that one clear way to attract the best brains into the teaching profession is by offering better terms of service especially remuneration; better working conditions and remove any element that would harm the status and lower the morale of teachers. Underpaid and poorly housed teachers are unlikely to improve learning; instead, they will concentrate on nursing their grudges or acquiring material supplements. Okumbe (1998) further recommends that there should be a clear scheme of service and promotion procedures and that, measures should be taken to achieve greater commitment to teaching through changes in the teaching environment. The government should seriously consider improving training, working and living conditions for teachers.

Kirinyaga District has had many cases of teacher turnover that calls for research on causes of labour turnover. For example, data from the DEO’s office indicate that in the period between 2001 and 2008, a total of 141 teachers left the district either
through resignation or transfer to other districts. This translates to turnover of eighteen teachers from the district annually. It is therefore on the basis of the challenges of the teaching profession that the researcher sought to examine the factors that influenced labour turnover among public secondary school TSC teachers in Kirinyaga District.

1.2 Statement of the Problem

Not only is there a shortage of qualified teachers in Kenyan secondary schools, but also teachers are leaving the profession to take up non-teaching employment. This loss of qualified teachers from the profession affects Kenya's economic development, particularly in the scientific, technological, and professional sectors. Reports from the Kenya National Union of Teachers (KNUT) indicate that there is a high rate of teacher turnover in the country. For example, Oyaro (2008), quoting data from KNUT, reported that between January and June 2008, six hundred teachers had left classrooms in Kenyan schools for better paying jobs elsewhere. That is about three teachers leaving the service every day. Oyaro (2008) notes that teachers leave the classroom to work in a variety of fields - in the media, financial institutions, private academies, non-governmental organizations and insurance companies. Many are also leaving the teaching frontline for jobs with the Ministry of Education as Quality Assurance and Standards Officers, where terms of service are more lucrative than the TSC offers. According to Hussein (2006), the TSC chairman, this situation is compounded by the fact that the 235,000 establishment for teachers is still inadequate. Hussein noted that there is a significant shortage of teachers especially because of increase in school enrolment associated with the Free Primary Education programme that was started in 2003. It is however not clear the factors that influence teacher turnover in the country. Although poor remuneration has often been given as a cause
of low morale and turnover among teachers, literature shows that salary is not a sufficient condition for job retention. The study therefore examined the factors which influenced labour turnover among public secondary school teachers in Kirinyaga District.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to find out the factors that influenced labour turnover among public secondary school TSC teachers in Kirinyaga District.

1.3.2 Specific Objectives

1. To find out the job-related factors that cause labour turnover among public secondary school TSC teachers in Kirinyaga District.

2. To find out the teacher characteristic factors that cause labour turnover of public secondary school TSC teachers in the district.

3. To find out school-characteristic factors that cause labour turnover of public secondary school TSC teachers in the district.


1.4 Research Questions

1. What are the job-related factors that cause labour turnover among public secondary school TSC teachers in Kirinyaga District?

2. What are the teacher characteristic factors that cause labour turnover of public secondary school TSC teachers in the district?

3. What are the school-characteristic factors that cause labour turnover of public secondary school TSC teachers in the district?
4. What strategies could be employed to minimize labour turnover intentions among public secondary school TSC teachers in Kenya?

1.5 Significance of the Study

The study on the factors that influenced labour turnover among public secondary school teachers would be significant for several reasons:

- A teacher leaving the teaching profession is a loss in terms of resources spent on hiring, inducting, and mentoring that individual. Therefore, findings of the study could be used by the TSC and the Ministry of Education in making policies that make the teaching profession, especially in rural areas, more attractive. Human resource managers in the education sector will find the study useful as the findings will point to the specific factors that influence turnover intention among teachers in rural areas of Kenya.

- Teacher turnover in schools constitutes a loss of continuity of instruction in the schools. Continuity of instruction contributes to student performance. The findings of the study will therefore be of value to school administrators in relation to what they can do to influence the retention rate of teachers, and thus benefit the student, the teacher, and the entire school system.

1.6 Scope and Limitations

The study confined itself to public secondary schools in Kirinyaga District. From this district, only a few schools were selected, due to financial constraints and limited time for the study. This meant that the findings of the study were not generalized to the whole country. The study sought to find out the factors that influenced labour turnover among secondary school teachers. To do this, the turnover intentions of the
teachers working in Kirinyaga District were studied. It was not possible to include those who had left the teaching profession in the study, because it was difficult to identify and reach them. This was despite the fact that their input in the study would be of great importance. The study had a number of limitations, including:

1. Financial constraints hence the researcher was not able to visit all the secondary schools in the district.

2. Logistical problems like inaccessibility especially to schools situated in the interior where there are poor road networks.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study on factors that influence labour turnover among secondary school teachers in Kirinyaga District. The chapter covers the theoretical framework; the conceptual framework; the main review of major issues; and the critical review of major issues which gives the factors related to teacher turnover. Finally, the summary and research gaps are given at the end of the chapter.

2.2 Theoretical Framework

The study was based on the Human Capital Theory of Occupational Choice by Becker (1993). This theory provides a framework for an understanding of some underlying factors that may contribute to an individual’s decision to become a teacher, and subsequently, to remain in or leave teaching. This theory basically illustrates the relationships among education and training, migration and the search for a new job in terms of investment and its returns (Becker, 1993; Ehrenberg & Smith, 2003). One of the major principles of human capital theory is that the greater the amount of knowledge and skills accumulated in a job over time from investments in education and job training, the lower one’s probability of turnover from that occupation (Ehrenberg & Smith, 2003).

Expected utilities from turnover decisions are influenced by entry requirements to the profession, and future benefits such as better salary (monetary rewards), working conditions (non-pecuniary attribute), and professional training benefits. If the present value of the benefits associated with turnover exceeds the costs, individuals are more
likely to make a decision to change jobs. The present value of the net benefits of turnover (that is, the benefits minus the costs) will be larger under the following conditions: 1) greater is utility derived from the new job; 2) less happiness derived from the job of origin; and 3) smaller immediate costs associated with change (Ehrenberg & Smith, 2003).

From the perspective of human capital theory, monetary benefits (such as health insurance, pensions) from the teaching profession can be viewed as returns on investment in education and training. Such training may make individuals more productive, resulting in higher wages and the trade-offs associated with the costs (Becker, 1993). Generally speaking, if teachers feel that their return is being lowered as they work, they will be less likely to invest in training and thus leave. In other words, teachers who have perceived that they have put too much into teaching but have not gotten enough in return decide to leave (Becker, 1993).

Along with monetary benefits, teachers consider non-monetary benefits as one of the most important factors affecting their career decisions. In general, non-monetary benefits may include support from fellow teachers and administrators, the quality of school facilities and resources available, autonomy in classroom, participation in school decision-making, student learning attitudes, and assigned teaching hours. Most of the literature refers to these non-monetary benefits as working conditions; working conditions vary by school type, location, and demographics of students, teachers and parents.

Individuals increase their store of human capital through formal schooling and on-the-job training which includes induction programs and professional development programs. Training as investment in human capital can be labelled as general or specific. General training that accumulates generic human capital can be defined as
any training that can be easily transferred to other professions and can increase an individual’s future wages or benefits (Kirby & Grissmer, 1993). In contrast, specific training that builds up firm-specific human capital can be defined as training which is specific to the school in which a teacher teaches or another school (Kirby & Grissmer, 1993).

A firm may not be alarmed when employees quit who have only general training, meaning those who have a university degree unrelated to education and no experience. Firms have little incentive to offer them more wages because firms have not yet invested in them with specific training. In a similar vein, employees with specific training have less incentive to quit and firms have less incentive to fire them, implying that quit rates are inversely related to the amount of specific training received by an employee. This implies that teachers with specific training are less likely to leave teaching than those with general training.

2.3 Main Review of Major Issues

In this section of the review, general literature related to labour turnover is provided, together with literature review on causes of labour turnover.

2.3.1 Definition of Labour Turnover

According to Cole (1997) labour turnover is the ratio of leavers to the average number of workers employed during the course of a year. Newman and Logan (1976) say it is the rate of loss from discharge, wastage and layoff of labour in a firm. Armstrong (1999) on the other hand says it is the outflow of workers from an organization as a result of distress, fatigue or death in their job. Therefore, in summary, labour turnover is the situation that is occasioned by workers leaving their jobs at will or being forced to leave their employment by their employer, or through death. It does not matter the
cause but so long as a worker has left the job that counts in labour turnover in that organization.

Marchington and Wilkinson (1997) provided a formula for use to calculate what they termed Labour Turnover Index. This index is obtained as illustrated below.

\[
\text{Labour Turnover Index} = \frac{\text{Number of employee leaving in the year}}{\text{Number employed during the year}} \times 100
\]

In this formula labour turn-over is given as a percentage. Organizations on human resource managers prefer to use this method because it is easy to calculate. Human resource managers categorize labour turnover rate using this formula as:

<table>
<thead>
<tr>
<th>Table 2.1</th>
<th>Labour turnover in percentage</th>
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<tbody>
<tr>
<td>0.25</td>
<td>26-50%</td>
</tr>
<tr>
<td>Normal</td>
<td>Moderate</td>
</tr>
<tr>
<td>51-79%</td>
<td>Serious</td>
</tr>
<tr>
<td>80-100%</td>
<td>Problematic</td>
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</table>

2.3.2 Causes of Labour Turnover

Previous studies indicate that there are a number of factors that appear to be consistently linked to turnover. An early review article of studies on turnover by Mobley et al (1979) revealed that age, tenure, overall satisfaction, job content, intentions to remain on the job, and commitment were all negatively related to turnover (i.e. the higher the variable, the lower the turnover). In 2000, a meta-analysis of some 800 turnover studies was conducted by Griffeth et al (2000). Their analysis confirmed some well-established findings on the causes of turnover. These include: job satisfaction, organisational commitment, comparison of alternatives and intention
to quit. These variables are examined in more detail below, as are a number of other factors where the evidence on the link to turnover is less conclusive.

2.3.2.1 Intentions to Quit

Much of the empirical research on turnover is based on actual turnover, although some studies are based on intentions to quit. Apart from the practical difficulty in conducting turnover research among people who have left an organisation, some researchers suggest that there is a strong link between intentions to quit and actual turnover. Mobley et al (1979) noted that the relationship between intentions and turnover is consistent and generally stronger than the satisfaction-turnover relationship, although it still accounted for less than a quarter of the variability in turnover. Much of the research on perceived opportunities has been found to be associated with intentions to leave but not actual turnover (Kirschenbaum & ManoNegrin, 1999). One of the possible reasons is that intentions do not account for impulsive behaviour and also that turnover intentions are not necessarily followed through to lead to actual turnover.

2.3.2.2 Organisational Commitment

Many studies have reported a significant association between organisational commitment and turnover intentions (Lum et al, 1998). Tang et al’s (2000) study confirmed the link between commitment and actual turnover and Griffeth et al’s (2000) analysis showed that organisational commitment was a better predictor of turnover than overall job satisfaction.

Researchers have established that there are different types of organisational commitment. Allen and Meyer (1990) investigated the nature of the link between turnover and the three components of attitudinal commitment: affective commitment
refers to employees’ emotional attachment to, identification with and involvement in the organisation; *continuance* commitment refers to commitment base on costs that employees associate with leaving the organisation; and *normative* commitment refers to employees’ feelings of obligation to remain with the organisation. Put simply, employees with strong affective commitment stay with an organisation because they want, those with strong continuance commitment stay because they need to, and those with strong normative commitment stay because they feel they ought to. Allen and Meyer’s study indicated that all three components of commitment were a negative indicator of turnover. In general, most research has found affective commitment to be the most decisive variable linked to turnover.

### 2.3.2.3 Job Satisfaction

The relationship between satisfaction and turnover has been consistently found in many turnover studies (Lum et al, 1998). Mobley et al 1979 indicated that overall job satisfaction is negatively linked to turnover but explained little of the variability in turnover. Griffeth et al (2000) found that overall job satisfaction modestly predicted turnover. In a New Zealand study, Boxall et al (2003) found the main reason by far for people leaving their employer was for more interesting work elsewhere. It is generally accepted that the effect of job satisfaction on turnover is less than that of organisational commitment.

Some researchers have established a relationship between satisfaction, organisational commitment and turnover. Lum et al’s (1998) study of paediatric nurses suggested that organisational commitment has the strongest and most direct impact on the intention to quit whereas job satisfaction has only an indirect influence. They suggested that satisfaction indirectly influences turnover in that it influences commitment and hence turnover intentions (Mueller & Price, 1990 cited in Lum).
Elangovan (2001) noted that the notion of job satisfaction and organisational commitment being causally related has not been incorporated in most turnover models. His study indicated there were strong causal links between stress and satisfaction (higher stress leads to lower satisfaction) and between satisfaction and commitment (lower satisfaction leads to lower commitment). He further noted a reciprocal relationship between commitment and turnover intentions (lower commitment leads to greater intentions to quit, which in turn further lowers commitment). In summary, only commitment directly affected turnover intentions.

2.3.2.4 Characteristics of Employees

Despite a wealth of research, there appear to be few personal characteristics that meaningfully predict turnover, the exceptions being age and tenure. Age is found to be negatively related to turnover (i.e. the older a person, the less likely they are to leave an organisation). However, age alone explains little of the variability in turnover and as age is linked to many other factors, alone it contributes little to the understanding of turnover behaviour.

Tenure is also negatively related to turnover (the longer a person is with an organisation, the more likely they are to stay). Mobley et al. (1979) concluded that length of service is one of the best single predictors of turnover. Griffeth et al.'s (2000) also found that age and tenure have a negative relationship to turnover. There is little evidence of a person's sex being linked to turnover. Griffeth et al.'s 2000 meta-analysis re-examined various personal characteristics that may be linked to turnover. They concluded that there were no differences between the quit rates of men and women. They also cited evidence that gender moderates the age-turnover relationship (i.e. women are more likely to remain in their job the older they get, than do men).
They also found no link between intelligence and turnover, and none between race and turnover.

2.3.2.5 Wages and Conditions

The research conducted on the link between dissatisfaction with pay and voluntary turnover appears to be inconclusive. Mobley et al (1979) concluded that results from studies on the role of pay in turnover were mixed but that often there was no relationship between pay and turnover. Other studies found no significant relationship.

On the other hand, Campion (1991) cited in Tang et al (2000) suggests that the most important reason for voluntary turnover is higher wages/career opportunity. Martin (2003) investigates the determinants of labour turnover using establishment-level survey data for the UK. Martin indicated that there is an inverse relationship between relative wages and turnover (that is, establishments with higher relative pay had lower turnover).

2.3.2.6 Pay and Performance

Griffeth et al (2000) noted pay and pay-related variables have a modest effect on turnover. Their analysis also included studies that examined the relationship between pay, a person’s performance and turnover. They concluded that when high performers are insufficiently rewarded, they leave. They cite findings from Milkovich and Newman (1999) that where collective reward programs replace individual incentives, their introduction may lead to higher turnover among high performers.
2.3.2.7 Training and Career Development

Martin (2003) detected a complex relationship between turnover and training. He suggested that establishments that enhance the skills of existing workers have lower turnover rates. However, turnover is higher when workers are trained to be multi-skilled, which may imply that this type of training enhances the prospects of workers to find work elsewhere. The literature on the link between lower turnover and training has found that off-the-job training is associated with higher turnover presumably because this type of training imparts more general skills (Martin, 2003).

2.3.2.8 Career Commitment

Chang (1999) examined the relationship between career commitment, organisational commitment and turnover intention among Korean researchers and found that the role of career commitment was stronger in predicting turnover intentions. When individuals are committed to the organisation they are less willing to leave the company. This was found to be stronger for those highly committed to their careers. The author also found that employees with low career and organisational commitment had the highest turnover intentions because they did not care either about the company or their current careers.

Individuals with high career commitment and low organisational commitment also tend to leave because they do not believe that the organisation can satisfy their career needs or goals. This is consistent with previous research that high career committers consider leaving the company if development opportunities are not provided by the organisation. However, this group is not apt to leave and is likely to contribute to the company if their organisational commitment is increased. Chang found that individuals become affectively committed to the organisation when they perceive that
the organisation is pursuing internal promotion opportunities, providing proper training and that supervisors do a good job in providing information and advice about careers.

2.3.2.9 Rural or Remote Areas and Lifestyle Factors

A 2001 study of the factors influencing the recruitment and retention of nurses in rural and remote areas in Queensland found that overall work-related factors were considered to be more important in decisions by nurses to leave rural and remote nursing practice. The five major factors influencing decisions to leave rural or remote area nursing practice were management practices, emotional demands of work, workable communication, management recognition of work and family responsibilities.

The findings regarding lifestyle factors appear to be mixed. On the one hand, 'rural lifestyle' was ranked as the third most important factor for staying in rural and remote practice and, similarly, 'sense of belonging to the community' was ranked fifth. However, when respondents were asked to identify the most important factors that influenced them to leave rural and remote health services, just under 40 per cent of respondents cited issues related to the isolation caused by distance from basic amenities as one inducement for them to resign. These issues included travelling long distances to basic social and commercial activities, distance from family, friends and medical specialists, the comparatively high cost of living and a lack of communication facilities such as the Internet, which would mitigate personnel and professional isolation.

The employment difficulties of non-metropolitan life were also a contributing reason for nurses' decisions to leave practice. For example, unavailability of suitable
employment or career development opportunities for their spouse was cited by 21 per cent of respondents. Some respondents with children (16 per cent) also identified access to suitable education, childcare facilities and specialist medical expertise, which are not usually available outside densely populated areas, as factors influencing leaving decisions.

2.4 Critical Review of Major Issues: Factors Related to Teacher Turnover

A number of factors related to teacher turnover have been identified. However, as shown below, much of the studies were carried out in developed countries such as the United States of America and Britain. The factors addressed here include salary, working conditions, professional training and development, teacher characteristics, school characteristics and job satisfaction.

2.4.1 Salary

For most people, it is undeniable that monetary compensation is a major rationale for working, no matter what other motivations or passions co-exist for the job. Earlier literature has shown more or less consistent views about the impact of salary or an increase in salary on decision to stay in teaching (Brewer, 1996; Ingersoll, 2001; Stinebrickner, 1998). Overall, higher salary is associated with lower teacher attrition, but the effect of salary is small and varies within characteristics of subpopulations. For example, using several logistic regression equation models, Hanushek, Kain, and Rivkin (1999) found that salary increases reduced the likelihood that teachers in Texas would leave their district, yet teacher mobility was much more strongly related to characteristics of the students than to salary. In addition, Brewer (1996) found a positive association between teacher salary and the retention rates of female teachers in New York between 1975 and 1990.
A series of studies conducted by Murnane and Olsen (1990), employing data from Michigan and North Carolina, demonstrated that teacher salary is an important determinant of the length of time that teachers stay in teaching. The results indicate that teachers who are paid more stay longer in teaching and teachers with higher opportunity costs, as measured by test scores or degree subject, stay in teaching less time than other teachers. During the last three decades, teachers’ salaries have been regularly declining throughout most low income countries, and particularly so in Africa. This decline is seen to result from budget constraints in these countries. For instance, UNESCO (2003) suggests, based on an averaging of the characteristics of the education systems of various countries that seem to be under way to reach the EFA targets, that a reasonable level for an average teachers’ salary would be about 3.5 units of per capita GDP. If this level was to be aimed at, most African countries would indeed have to carry on decreasing the salaries paid to their teachers (UNESCO, 2003).

Faced with the necessity to reduce the wage bill in the education sector in order to accommodate the tight budget constraint, a number of African countries (including Kenya recently) have used the strategy of hiring teachers who are not given full civil servant status. Often called “contract teachers”, those teachers are hired for a short term contract and offered a lower wage than the contractual one for those entering the civil service. Furthermore, they are generally not entitled to any of the numerous benefits that often constitute a large part of the total compensation of teachers in the civil service. This strategy is coherent with the World Bank recommendation (World Bank, 2002) that hiring should be made at a lower cost than is currently the case, while recognizing the difficulty to reduce salaries of the existing teaching force. This situation lowers the level of commitment of teachers, increasing turnover intention.
In deciding whether to remain or leave teaching, teachers make ongoing assessments of the attractiveness of teaching relative to alternative occupations or activities that they might pursue. Attractiveness of the teaching profession and satisfaction in the workplace is closely associated with working conditions. Researchers have explored the relationship between workplace conditions and teacher turnover (Baker & Smith, 1997; Ingersoll, 2003). In general, these studies found that teachers who felt dissatisfaction over working conditions were more likely to leave the teaching profession. In addition, previous research revealed that teachers are prone to leave schools serving high proportions of low-achieving, low-income, and minority students for more economically and educationally advantaged schools (Loeb, Darling-Hammond, & Luczak, 2005).

Ingersoll (2001) investigated the effects of organizational conditions of the schools on teacher turnover, using data from 1993-1994 School and Staffing Survey. He extracted four factors representing working conditions through exploratory factor analysis: advanced salary, administrative support, student discipline problems, and faculty influence. He found that, in particular, low salary, inadequate support from the school administration, student discipline problems, and limited faculty influence into school decision-making all contribute to higher rates of turnover, after controlling for the characteristics of both teachers and schools. In the similar context, Ingersoll et al. (1997) found that self-reported commitment to the teaching profession among working teachers was lower for teachers in secondary schools than for those in combined schools and higher for teachers in urban and suburban schools than for those in rural schools.
Lankford, Loeb, and Wyckoff (2002) analyzed the trends in teacher career paths, choices, and inequities among schools in a descriptive analysis of personnel data on all new public school teachers in New York State who began teaching in 1993. They found that more qualified teachers have higher rates of turnover, both in terms of attrition (leaving the system altogether) and migration (switching schools and districts). There were significant differences in turnover rates depending on the type of school. Teacher turnover rates tend to be higher in urban schools, particularly those in large urban areas. Teachers generally left schools in which the proportion of non-white and poor students was about 75 to 100 percent greater than in the schools to which they transferred. These findings are very similar with Hanushek, Kain, and Rivkin (1999), that is, the pattern of teacher transitions provides strong evidence that teachers prefer particular student characteristics and somewhat weaker evidence that salary affect transitions. Schools serving academically disadvantaged students and greater proportions of minority students had greater difficulty retaining teachers than high-achieving, low-minority schools.

Osei (2006), notes that broadly, teachers in most countries in sub-Saharan Africa work in multi-grade, overcrowded classrooms (40-80 pupils in a class), mainly due to a considerable increase in student enrolment to primary and secondary education. Poor school facilities (such as lack of basic teaching materials, and an absence of sufficient equipment for laboratories) and inadequate infrastructure (such as little lighting, drab walls) also seem to add to the woes of the unmotivated teachers. This also has some negative implications for the teaching-learning processes and students’ achievements (Raina and Dhand, 2000). According to Hedges (2002), the poor working conditions of teachers seem to stem also from their low remuneration and limited incentives. This is related to the low attractiveness of teaching as an
occupation and its low professional status in many developing countries. When the working conditions and the status of teachers are constantly deteriorating, one of the most serious consequences is the dropout of trained and qualified teachers. Working conditions in Kenyan secondary schools is likely to be affected by increased enrolments as a result of the recently introduced free secondary education.

2.4.3 Professional Training and Development

Continuing professional development is needed because most teachers have limited preparation in the academic content that students are required to learn and schools are being asked to educate a more diverse and disadvantaged student population to higher academic standards than ever in complex, ever-changing societies (Guskey, 2003; Knight, 2002). Increasing the content knowledge of the current teacher workforce will require an unprecedented level of on-the-job training. In general, these activities include graduate studies, participation in workshops or conferences, and in-service training.

Professional development can provide opportunities for teachers to grow personally and professionally and increases their capacity for effectiveness. In addition, such experiences increase the opportunity to interact with colleagues, to get a fresh vision for teaching, to learn or develop a new method of teaching or a new way to assess student learning or another way to manage a classroom or how to introduce technology into the current curriculum. Participation in professional development activities signals teachers' level of commitment to their school and profession; that is, they would be less likely to invest their time, and in some cases their own money, if they plan to depart. At the same time, participation in professional development activities can serve to enhance commitment by helping teachers increase their skills and core content knowledge (that is, their human capital).
Teacher professional development is a means for increasing teacher professionalism, which could have a positive influence on their commitment to, and retention in, their school and their profession. Few studies have examined the relationship between participation in professional development programs and teacher retention or how this relationship is affected by organizational characteristics. Some studies revealed that teachers' learning opportunities have a direct relationship with teachers' self-reported commitment to the profession (Louis, 1998; Rosenholtz, 1989) or indirect effect mediated by the level of collaboration and input into decision making (Rutter & Jacobson, 1986). Although these studies suggest that participation in professional development activities could reduce teacher turnover by increasing commitment, they did not test this outcome directly.

Research into the effect of on-the-job training on turnover in other employment situations has suggested that workplace training can make employees more valuable to their present firm and at the same time make them more valuable in the external labour markets. Some studies argued that on-the-job training is more likely to influence turnover intention of employees (Parent, 1999; Veum, 1997), while other studies found that it has a positive impact on intention of retention in current profession (Feldman, 1996; Trevor, 2001). In relation to job satisfaction, several studies in other employment situations support a positive relationship between satisfaction with workplace training and overall job satisfaction (Schmidt, 2004; Tansky & Cohen, 2001). For example, Tansky and Cohen (2001) analyzed the data collected from managers and supervisors in a hospital, using correlation analysis and hierarchical multiple regression analysis. They found that satisfaction with career development positively correlated with organizational commitment, which was a significant predictor as well.
2.4.4 Teacher Characteristics

Research on teacher turnover has tended to focus on teachers’ characteristics, such as demographics, qualifications, and subject specialty, to determine those most likely to leave the profession (Ingersoll & Bobbitt, 1995). Despite a wealth of research, there appear to be few demographic characteristics that meaningfully predict turnover, except for age. Some studies have determined that a teacher’s age is highly influential, indicating that younger teachers and older teachers leave at much higher rates than middle-aged teachers (Grissmer & Kirby, 1997; Ingersoll, 2001; Kirby, Berends, & Naftel, 1999).

In the United States, Ingersoll (2001) observes that though there is little explanation of the connection between race and turnover, some studies have suggested that race is associated with attrition, with white teachers being more likely to leave than black teachers. In addition, teachers’ gender is associated with teacher turnover, whereby female teachers are more likely to leave schools (Gritz & Theobald, 1996; Stinebrickner, 2001; Weiss, 1999). Teachers in particular academic fields, most notably mathematics and science, are also seen as being the most difficult to retain, due to the availability of well-paying career alternatives (Ingersoll, 1999; Weiss, 1999). Ingersoll (1999), however, found that math and science teachers were no more likely to depart than other teachers, once he controlled for the effects of school and organizational characteristics. Studies have also identified special education teachers as having particularly high attrition rates (Boe, et. al., 1997).

A study conducted by Education International (2007) in 6 Anglophone Sub-Saharan African Countries’ (Gambia, Kenya, Lesotho, Tanzania, Uganda and Zambia) in September 2007 revealed that the average rate of teacher attrition in the six countries is 4%. Another report by the World Bank indicated that one of the main challenges
facing schools in sub-Saharan Africa was lack of teachers in specific subject areas like mathematics and science. Lack of adequate teachers in these subjects has hampered efforts to improve the performance of students in science and mathematics. Efforts to retrain teachers in the affected subjects, for example through Strengthening of Mathematics and Sciences in Secondary Education (SMASSE) project, are hoped to improve teacher retention and quality of instruction in these subjects.

2.4.5 School Characteristics

Turnover studies in education have linked teacher turnover to school characteristics such as school level, sector, region, size and student poverty level, although the relationships tend to vary somewhat from study to study. In developed countries, the highest teacher attrition rates have been seen at urban schools in high poverty areas (Smith & Ingersoll, 2004). Similarly, Ingersoll (2001) found that teacher turnover in developed countries is least likely in rural public schools. In addition, some studies found that schools with higher proportions of minority students and low-performing students tend to have higher attrition rates (Hanushek, Kain, & Rivkin, 1999; Lankford, Loeb, & Wyckoff, 2002).

Some studies suggest that there is an inverse relationship between the size of a school and the degree of teacher turnover (Ingersoll, 2001; Ingersoll & Rossi, 1995). Studies have also shown that private school teachers, while more satisfied than their public school counterparts, exhibit higher attrition rates than do public school teachers (Ingersoll, 2001; Ingersoll & Rossi, 1995). This finding may be related to the fact that private schools tend to be smaller than public schools, plus the fact that private school teachers are more likely to be employed on contract basis.
Others have maintained that there is a relationship between a school's level (elementary, middle or high school) and teacher attrition (Murnane et al., 1991; Shin, 1995; Weiss, 1999). Weiss (1999) found that while middle school teachers had lower morale than teachers in elementary or high schools, high school teachers were more likely than their middle or elementary school counterparts to say that they planned to leave the profession. Moreover, high school teachers report lower levels of satisfaction than do elementary school teachers (Perie & Baker, 1997).

2.4.6 Job Satisfaction

Research on job satisfaction has focused on certain factors thought to be related to feelings of satisfaction or dissatisfaction at work, and furthermore how job satisfaction influences job commitment and turnover decision. With regard to factors affecting job satisfaction, the literature referred to such factors that are very similar with those of teacher turnover presented above, suggesting that dissatisfied teachers are more likely to change schools (Ingersoll, 2001). These are also confirmed from studies in other disciplines, like organizational behaviour and management and internal marketing research; that is, job satisfaction is the primary predictor of employees' commitment to their work and intention of switching jobs (Knight, Durham, & Locke, 2001).

Leadership and administrative support is the most often cited component of working conditions influencing teacher job satisfaction (Ingersoll, 1999; Perie & Baker, 1997). Aspects of leadership and administrative support in the literature usually include clearly defined expectations and vision, behaviour toward staff that is supportive and encouraging in school rules, teacher learning, instructional practices, recognition and rewards for a job well done, and fair distribution of teaching assignments (Taylor & Tashakkori, 1994). The quality and type of these school leadership and administrative
support correlates highly with a teacher's perception of job satisfaction and the school culture itself (Darling-Hammond & Sclan, 1996). In addition, student behaviours including school safety issues, willingness of students to learn, and the degree to which tardiness, class cutting, and misbehaviour interfere with teaching are related to satisfaction (Perie & Baker, 1997).

2.5 Summary and Gaps to be Filled by the Study

This chapter has reviewed literature on factors influencing turnover of teachers. A study in Chicago by Becker (1993) on Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education, established that the factors that could influence turnover of teachers include job related factors such as salary, working conditions and professional development; teacher characteristics such as gender, professional qualifications, and teaching experience; school characteristic factors like school location (urban/rural), student-teacher ratio and students' academic performance; and intrinsic rewards such as self-respect, responsibility and personal growth associated with the teaching profession. The researcher did not come across studies that have looked into factors influencing turnover of teachers in Kirinyaga District. Most of the studies conducted in Kenya have concentrated on other job related variables like job satisfaction and motivation. This means that there is lack of empirical data on turnover of teachers and factors that influence this. To fill this literature gap, the study sets out to establish the factors that influence labour turnover among public secondary school TSC teachers in Kirinyaga District.

2.6 Conceptual Framework

The study aimed at finding out the factors that influenced labour turnover among secondary school teachers in Kirinyaga District. Borrowing from the human capital
theory of occupational choice presented above, the study argued that there were job related factors, teacher characteristics factors, school characteristics factors, and intrinsic rewards factors that influence decision of teachers on whether to quit teaching or not. The conceptual framework for the study is presented in Figure 2.1.

Figure 2.1: Conceptual Framework on Employee Turnover in Education Sector

<table>
<thead>
<tr>
<th>Job related factors</th>
<th>Teacher Characteristics</th>
<th>School characteristics</th>
<th>Intrinsic rewards</th>
<th>TSC policy on transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Salary</td>
<td>• Gender</td>
<td>• School location</td>
<td>• Self-respect</td>
<td>• Promotions</td>
</tr>
<tr>
<td>• Working conditions</td>
<td>• Professional qualifications</td>
<td>• Student-teacher ratio</td>
<td>• Responsibility</td>
<td>• Balancing</td>
</tr>
<tr>
<td>• Professional training</td>
<td>• Teaching experience</td>
<td>• Academic performance</td>
<td>• Personal growth</td>
<td>• Secondment</td>
</tr>
</tbody>
</table>

Dependent variables

Turnover intention → Actual turnover

Independent variables

Source: Adapted from Human capital theory of occupational choice by Becker (1993)
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used to conduct the study. It focuses on study locale, research design, target population, sample and sampling procedures, research instruments, and data collection and analysis.

3.2 Study Design

The study employed a descriptive survey design to determine the factors that influenced labour turnover among secondary school teachers in Kirinyaga District. Descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). Mugenda and Mugenda (1999) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg and Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators.

3.3 Target Population

The study was carried out in public secondary schools in Kirinyaga District. Singleton (1993) advises that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. This locale was chosen because it is within reach by the researcher. Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg and
The target population for this study consisted of all the 110 principals and 1,190 teachers from the 97 public secondary schools in Kirinyaga District (DEO's office).

3.4 Sampling Design

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). It is however, agreed that the larger the sample the smaller the sampling error. The researcher used stratified random sampling to select 30 schools from the 97 public secondary schools in Kirinyaga District to participate in the study. This was equivalent to 30.9% of the target population, which is higher than the 10% minimum sample size recommended for social sciences research (Gay, 1992). The schools were first stratified according to type (boys boarding, girls boarding, mixed day, and mixed day and boarding), and then 30.9% of the schools under each category was randomly selected.

There are 1,190 TSC teachers in Kirinyaga District. Out of this, the researcher selected 120 teachers for the study using stratified random sampling. Table 3.1 presents the sampling matrix.

Table 3.1: Sampling Matrix

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No. of schools</th>
<th>No. of teachers</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed day</td>
<td>59</td>
<td>599</td>
<td>60</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>19</td>
<td>342</td>
<td>34</td>
</tr>
<tr>
<td>Boys boarding</td>
<td>10</td>
<td>157</td>
<td>16</td>
</tr>
<tr>
<td>Mixed day/boarding</td>
<td>9</td>
<td>92</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>1,190</td>
<td>120</td>
</tr>
</tbody>
</table>
The 120 teachers came from 30 schools selected as stated above. Four teachers were selected from each of the 30 schools to get a total of 120 teachers (60 male and 60 female).

3.5 Data Collection Procedures

The main tool of data collection for this study was the questionnaires. The questionnaire was used for data collection because it offers considerable advantages in the administration: it presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. It is also anonymous. Anonymity helps to produce more candid answers than is possible in an interview. The questionnaire was designed to collect data from teachers on the factors that influenced their turnover intentions.

After preparation of the questionnaire, a pilot study was conducted prior to data collection, in order to enhance validity and reliability of the instrument. The pilot study enabled the researcher to assess the clarity of the questionnaire items so that those items found to be inadequate or vague were either discarded or modified to improve the quality of the research instrument thus increasing its validity and reliability.

During data collection phase, the researcher personally administered the questionnaire to the teachers. A research permit was obtained from the Ministry of Education. Thereafter, the office of the District Education Officers for Kirinyaga District was contacted before the start of the study. The selected schools were visited and the questionnaires administered to the respondents. The respondents were assured that
strict confidentiality would be maintained in dealing with the responses. The filled-in questionnaires were collected the same day.

3.6 Data Analysis

Data collected from the field were coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). This research yielded data that required both qualitative and quantitative analysis. Quantitative analysis entailed analyzing numbers about a situation by choosing specific aspects of that situation. Descriptive statistics were used to analyze the quantitative data obtained. The statistics to be used include frequency counts, means and percentages. On the other hand, qualitative analysis entailed analyzing in words by collecting data, recording peoples' experiences not selecting any pre-chosen aspect. The qualitative data obtained in this study were analyzed by organizing them into similar themes and tallying the number of similar responses. The results of data analysis were presented in frequency tables, bar graphs and pie charts.

3.7 Expected Output

It was expected that teachers with high turnover intentions were those who felt that salary was inadequate to meet their needs, working conditions are poor, and who had not received opportunities for professional development. Such teachers could come from schools with high student-teacher ratios, from rural schools, and in schools where students perform poorly in national examinations. On the other hand, teachers who come from schools in urban areas, with good working conditions, and in schools where students perform well, are expected to show high intentions to continue working as teachers.
CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter presents the results of the study whose purpose was to find out the factors that influenced labour turnover among public secondary school TSC teachers in Kirinyaga District. The chapter is organized into five sections, one covering the background data of the respondents, and the other four addressing the four research objectives, which were:

1. To find out the job-related factors that cause labour turnover among public secondary school TSC teachers in Kirinyaga District.

2. To find out the teacher characteristic factors that cause labour turnover of public secondary school TSC teachers in the district.

3. To find out school-characteristic factors that cause labour turnover of public secondary school TSC teachers in the district.


4.2 Background Data of Study Participants

Data for the study were collected from 120 teachers selected from 30 public secondary schools in Kirinyaga District. Of the respondents, 60 (50%) were male while the other 60 (50%) were female.

Of the 120 teachers who took part in the study, 52 (43.3%) were in the age bracket of 36-40 years, 19 (15.8%) were below the age thirty, while 21 (17.5%) were over 45 years of age (Table 4.1).
Regarding marital status, 86 (71.7%) of the teachers were married while 23 (19.2%) were single. Age of an employee has been found to be negatively related to turnover, whereby the older a person, the less likely they are to leave an organisation (Griffeth et al, 2000). It may be expected that those over 45 years of age have low turnover intentions than younger teachers. Studies by Grissmer and Kirby (1997) and Ingersoll (2001) indicated that younger teachers and older teachers leave at much higher rates than middle-aged teachers.

Academic qualifications can also predict turnover, mainly because employees who have spent a lot of time and finances pursuing qualifications for a given career may be more committed to that career than those who have spent less time and finances. Figure 4.1 presents data about the academic qualifications of the teachers.
Table 4.1  Age Distribution of the Teachers

<table>
<thead>
<tr>
<th>Age</th>
<th>Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 30 years</td>
<td>19</td>
<td>15.8</td>
</tr>
<tr>
<td>Between 31-35 years</td>
<td>15</td>
<td>12.5</td>
</tr>
<tr>
<td>Between 36-40 years</td>
<td>52</td>
<td>43.3</td>
</tr>
<tr>
<td>Between 41-45 years</td>
<td>13</td>
<td>10.8</td>
</tr>
<tr>
<td>Over 45 years</td>
<td>21</td>
<td>17.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Regarding marital status, 86 (71.7%) of the teachers were married while 23 (19.2%) were single. Age of an employee has been found to be negatively related to turnover, whereby the older a person, the less likely they are to leave an organisation (Griffeth et al, 2000). It may be expected that those over 45 years of age have low turnover intentions than younger teachers. Studies by Grissmer and Kirby (1997) and Ingersoll (2001) indicated that younger teachers and older teachers leave at much higher rates than middle-aged teachers.

Academic qualifications can also predict turnover, mainly because employees who have spent a lot of time and finances pursuing qualifications for a given career may be more committed to that career than those who have spent less time and finances. Figure 4.1 presents data about the academic qualifications of the teachers.
Figure 4.1 shows that 77 (64.2%) teachers were Bachelors degree holders, 20 (16.7%) had Diploma qualifications, 15 (12.5%) had ATS while 8 (6.7%) had masters degrees. Among those who had masters degrees, 3 (2.5%) had non-education degrees such as MBAs and Master of Science degrees, meaning that they could have been intending to change careers sometimes in the future.

Table 4.2 shows the period teachers who took part in the study have been in the teaching profession.

Table 4.2  Number of years served in the teaching profession

<table>
<thead>
<tr>
<th>Work experience</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>21</td>
<td>17.5</td>
</tr>
<tr>
<td>Between 6-10 years</td>
<td>19</td>
<td>15.8</td>
</tr>
<tr>
<td>Between 11-20 years</td>
<td>63</td>
<td>52.5</td>
</tr>
<tr>
<td>Between 21-30 years</td>
<td>14</td>
<td>11.7</td>
</tr>
<tr>
<td>Over 30 years</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 4.2 above indicates that 63 (52.5%) teachers had been in the teaching profession for between 11-20 years, 21 (17.5%) for less than five years, while 19 (15.8%) for between 6-10 years. Three (2.5%) teachers had a teaching experience of over 30 years. Teachers with considerable years of work experience could be expected to stay long in the teaching profession than those with less years of experience. On the other hand, if such teachers feel that they have stayed too long in the teaching profession without promotion opportunities, they may seek for employment in other sectors.

In Table 4.3, data regarding the location of the school where teachers were working is presented. The table shows the proportion of teachers working in their home provinces and districts and those working away from home provinces/districts.

<table>
<thead>
<tr>
<th>Location</th>
<th>Home</th>
<th>Away</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Responses</td>
<td>Percent</td>
</tr>
<tr>
<td>Province</td>
<td>86</td>
<td>71.7</td>
</tr>
<tr>
<td>District</td>
<td>76</td>
<td>63.3</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in the table, 86 (71.7%) of the teachers were working in their home provinces, while 76 (63.3%) were working in their home districts. On the other hand, 34 (28.3%) of the teachers were working outside their home provinces, while 44 (36.7%) were working outside their home districts. Majority of teachers would wish to work in their home districts, or at least home provinces for various reasons. First, teachers, like any other employee, prefer working in locations near their family members. Therefore, separation with family members can lead to employee turnover.
For example, Ahuja, Chudoda, et al. (2007) argue that, with family being a principal factor in turnover decisions, actions taken by an employer to mitigate an employee’s perceived work-family conflict can facilitate retention. Secondly, in Kenya, in the wake of the post-election violence of 2007/2008, many teachers would not wish to work in provinces where they are considered “outsiders”, mainly due to the tribal animosity that is politically instigated.

4.3 Job-Related Factors Related to Labour Turnover

The first study objective was to find out the job-related factors that cause labour turnover among public secondary school TSC teachers in Kirinyaga District.

To address this objective, a turnover intentions scale was used to measure teachers’ turnover intentions. The scale consisted of ten items on a Likert scale with responses ranging from strongly agree (awarded a score of one) to strongly disagree (awarded a score of four). The range of possible scores was 10 (indicating high turnover intentions) to 40 (indicating low turnover intentions).

Based on the responses, the teachers were subdivided into four groups: those who obtained scores between 10-17 had very high turnover intentions, those who scored between 18-25 had high turnover intentions, those scoring between 26-33 had low turnover intentions, while those scoring 34-40 had very low turnover intentions. Figure 4.2 shows the resultant turnover intentions of the teachers.
As shown in Figure 4.2, 16 (13.3%) of the teachers had very high turnover intentions, meaning they were seriously considering quitting the teaching profession, 47 (39.2%) had high turnover intentions, suggesting that if better opportunities arose they could leave the teaching profession; 43 (35.8%) had low turnover intentions, which indicated that they were committed to the teaching profession, while 14 (11.7%) had very low turnover intentions, indicating that they were fully committed to the teaching profession and did not intend to quit until retirement.

In general therefore, the study established that 52.5% of teachers had high turnover intentions, while 47.5% of the teachers had low turnover intentions. This shows that most of the teachers in Kirinyaga District expressed intentions to quit the teaching career. This finding is consistent with reports from the Kenya National Union of Teachers (KNUT), which indicate that there is a high rate of teacher turnover in the country. According to Oyaro (2008), between January and June 2008, six hundred
teachers had left classrooms in Kenyan schools for better paying jobs elsewhere, which is about three teachers leaving the service every day.

All the 120 (100%) teachers reported that they knew of teachers who had quit teaching. When asked why those teachers quit their job, they responded as shown in Table 4.4.

Table 4.4 Reasons why teachers quit their jobs

<table>
<thead>
<tr>
<th>Reasons why colleagues quit teaching</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>For greener pastures</td>
<td>113</td>
<td>94.2</td>
</tr>
<tr>
<td>Conflicts with the administration</td>
<td>78</td>
<td>65.0</td>
</tr>
<tr>
<td>Career immobility</td>
<td>54</td>
<td>45.0</td>
</tr>
<tr>
<td>Better opportunities outside teaching profession</td>
<td>103</td>
<td>85.8</td>
</tr>
<tr>
<td>Job dissatisfaction</td>
<td>106</td>
<td>88.3</td>
</tr>
<tr>
<td>Pursuing studies in different sectors</td>
<td>90</td>
<td>75.0</td>
</tr>
<tr>
<td>Too much work yet low pay</td>
<td>101</td>
<td>84.2</td>
</tr>
<tr>
<td>Self employment</td>
<td>99</td>
<td>82.5</td>
</tr>
<tr>
<td>To seek elective posts (political interests)</td>
<td>83</td>
<td>69.2</td>
</tr>
<tr>
<td>Executive appointments</td>
<td>39</td>
<td>32.5</td>
</tr>
<tr>
<td>Further studies</td>
<td>30</td>
<td>25.0</td>
</tr>
<tr>
<td>Few chances and slow promotion rate</td>
<td>82</td>
<td>68.3</td>
</tr>
</tbody>
</table>

As shown in Table 4.4, the major reasons why teachers quit their job was to look for greener pastures (94.2%), to pursue studies in different sectors (75%), too much work with low pay (84.2%), self employment (82.5%), better opportunities outside teaching profession (85.8%) and job dissatisfaction (88.3%) among others. The above views of the teachers on reasons why teachers quit the job are supported by Becker (1993), who showed that the factors that could influence turnover of teachers include job-related factors, school-related factors, and teacher-related factors.
The teachers were presented with six items to measure their feelings about the teaching job, measured on a four-point scale (from strongly agree to strongly disagree). Table 4.5 shows their responses on these items.

Table 4.5: Job-related factors that could lead to turnover

<table>
<thead>
<tr>
<th>Teaching Profession</th>
<th>SA</th>
<th></th>
<th>A</th>
<th></th>
<th>D</th>
<th></th>
<th>SD</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am satisfied with the salary that I receive for my teaching job</td>
<td>12</td>
<td>10.0</td>
<td>0</td>
<td>0.0</td>
<td>28</td>
<td>23.3</td>
<td>80</td>
<td>66.7</td>
</tr>
<tr>
<td>2. There are adequate opportunities to pursue further training through scholarships</td>
<td>12</td>
<td>10.0</td>
<td>34</td>
<td>28.3</td>
<td>35</td>
<td>29.2</td>
<td>39</td>
<td>32.5</td>
</tr>
<tr>
<td>3. The school is too far from universities for me to undertake further training</td>
<td>25</td>
<td>20.8</td>
<td>49</td>
<td>40.8</td>
<td>32</td>
<td>26.7</td>
<td>14</td>
<td>11.7</td>
</tr>
<tr>
<td>4. I am comfortable with the number of lessons I teach per week</td>
<td>14</td>
<td>11.7</td>
<td>45</td>
<td>37.5</td>
<td>18</td>
<td>15.0</td>
<td>43</td>
<td>35.8</td>
</tr>
<tr>
<td>5. The principal adequately involves me in decision-making</td>
<td>6</td>
<td>5.0</td>
<td>73</td>
<td>60.8</td>
<td>18</td>
<td>15.0</td>
<td>23</td>
<td>19.2</td>
</tr>
<tr>
<td>6. The teaching job provides me with opportunities for professional growth</td>
<td>40</td>
<td>33.3</td>
<td>58</td>
<td>48.3</td>
<td>10</td>
<td>8.3</td>
<td>12</td>
<td>10.0</td>
</tr>
</tbody>
</table>

SA: Strongly Agree  A: Agree  D: Disagree  SD: Strongly Disagree

As shown in Table 4.5, majority (66.7%) of the teachers were highly dissatisfied with the salary received; 29.2% disagreed while 32.5% strongly disagreed that there were adequate opportunities to pursue further training; and 20.8% strongly agreed while 40.8% agreed that their schools were far from universities/colleges. Another 60.8% of the teachers agreed that their principals adequately involved them in decision making; while 33.3% agreed and 48.3% strongly agreed that the teaching job provided them with opportunities for professional growth.

It therefore emerges from the responses that the job related factors that could lead to turnover were the amount of salary received by teachers, lack of further training opportunities for teachers and to some extent the workload associated with teaching. On the other hand, teachers were satisfied with the level of involvement in decision-making and the professional growth presented through the teaching career. These
findings are in line with findings by Becker (1993), who showed that the job related factors that could lead to turnover include salary, working conditions and professional development.

Previous studies by Louis (1998) and Rutter & Jacobson (1986) have revealed that teachers' learning opportunities have a direct relationship with teachers' self-reported commitment to the profession; or indirect effect mediated by the level of collaboration and input into decision making. These studies suggest that investing in continuing professional development for teachers would improve their career commitment.

4.4 Teacher Characteristic Factors that Cause Labour Turnover

The second study objective was to find out the teacher characteristic factors that cause labour turnover of public secondary school TSC teachers in the district.

The teachers were presented with five items to measure the teacher characteristic factors that could influence their turnover intentions. Their responses were measured on a four-point scale (from strongly agree to strongly disagree). Table 4.6 shows their responses on these items.

<table>
<thead>
<tr>
<th>Teacher characteristic factors</th>
<th>F</th>
<th>%</th>
<th>F</th>
<th>%</th>
<th>F</th>
<th>%</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers are well respected by the society</td>
<td>20</td>
<td>16.7</td>
<td>27</td>
<td>22.5</td>
<td>42</td>
<td>35.0</td>
<td>31</td>
<td>25.8</td>
</tr>
<tr>
<td>2. I feel proud of the role I play as a teacher</td>
<td>50</td>
<td>41.7</td>
<td>44</td>
<td>36.7</td>
<td>8</td>
<td>6.7</td>
<td>18</td>
<td>15.0</td>
</tr>
<tr>
<td>3. I get satisfaction from the responsibilities I hold as a teacher in this school</td>
<td>26</td>
<td>21.7</td>
<td>66</td>
<td>55.0</td>
<td>8</td>
<td>6.7</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td>4. The salary I get is far much lower compared to my peers with same level of education but working in other sectors</td>
<td>76</td>
<td>63.3</td>
<td>18</td>
<td>15.0</td>
<td>20</td>
<td>16.7</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td>5. I foresee opportunities for promotion from my current level to a higher one (e.g. to a HoD, deputy or principal)</td>
<td>40</td>
<td>40.0</td>
<td>34</td>
<td>28.3</td>
<td>20</td>
<td>16.7</td>
<td>18</td>
<td>15.0</td>
</tr>
</tbody>
</table>

SA: Strongly Agree  A: Agree  D: Disagree  SD: Strongly Disagree
As shown in Table 4.6, majority of the teachers disagreed (35%) or strongly disagreed (25.8%) that teachers are respected in the society; majority felt proud of the role they play as teachers as indicated by 41.7% who strongly agreed and 36.7% who agreed with the second statement; majority (76.7%) agreed that they obtained satisfaction from the responsibilities they hold in school; majority (88.3%) felt that the salary they get is much lower compared to their peers with same level of education but working in different sectors; and majority (68.3%) could foresee opportunities for promotion.

This shows that the teacher-characteristic factors that predicted turnover included their views that the teaching job does not receive adequate respect from society, and their views about the salary they receive as compared to their peers working in other sectors of the economy. On the other hand, the teacher characteristic factors that could lead teachers to remain on the job included the pride they held about their job as teachers, the level of satisfaction obtained from the responsibilities held at school, and their believes about opportunities for promotion. The findings concur with previous study findings. For example, Becker (1993) established that the teacher characteristics factors that cause turnover include gender, professional qualifications, and teaching experience.

4.5 School-Characteristic Factors that Cause Labour Turnover

The third objective of the study was to find out school-characteristic factors that cause labour turnover of public secondary school TSC teachers in the district.

The teachers were presented with seven items to measure the school characteristic factors that could influence their turnover intentions. Their responses were measured on a four-point scale (from strongly agree to strongly disagree). Table 4.7 shows their responses on these items.
Table 4.7: School-related factors that could lead to turnover

<table>
<thead>
<tr>
<th>School-related factors</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The school location is suitable for my personal development needs</td>
<td>17</td>
<td>14.2</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td>71</td>
<td>59.2</td>
<td>22</td>
<td>18.3</td>
</tr>
<tr>
<td>2. The school is situated in a safe and friendly neighbourhood</td>
<td>16</td>
<td>13.3</td>
<td>88</td>
<td>73.3</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>13.3</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>3. The school neighbourhood is served with good infrastructure like roads, water,</td>
<td>48</td>
<td>40.0</td>
<td>36</td>
<td>30.0</td>
</tr>
<tr>
<td>electricity and other social amenities</td>
<td>16</td>
<td>13.3</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>6.7</td>
<td>59</td>
<td>49.2</td>
</tr>
<tr>
<td>4. The student-teacher ratio is too large for proper classroom management.</td>
<td>24</td>
<td>20.0</td>
<td>65</td>
<td>54.2</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>25.8</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>5. The school where I teach has good working conditions (e.g. adequate teaching</td>
<td>8</td>
<td>6.7</td>
<td>59</td>
<td>49.2</td>
</tr>
<tr>
<td>resources, staff houses, etc)</td>
<td>20</td>
<td>16.7</td>
<td>33</td>
<td>27.5</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0.0</td>
<td>24</td>
<td>20.0</td>
</tr>
<tr>
<td>6. I am happy with the academic performance of the students I teach</td>
<td>31</td>
<td>25.8</td>
<td>50</td>
<td>41.7</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>20.8</td>
<td>14</td>
<td>11.7</td>
</tr>
<tr>
<td>7. I wish I was teaching in a school that performs better than my current school</td>
<td>31</td>
<td>25.8</td>
<td>50</td>
<td>41.7</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>20.8</td>
<td>14</td>
<td>11.7</td>
</tr>
</tbody>
</table>

SA: Strongly Agree  A: Agree  D: Disagree  SD: Strongly Disagree

As shown in Table 4.7, most (77.5%) of the teachers disagreed that their schools were in suitable locations for their personal development needs. On the other hand most (86.6%) of the teachers felt that their schools were situated in a safe and friendly neighbourhood while 70% indicated that the school neighbourhood was served with good infrastructure. Most (74.2%) of the teachers felt that the student-teacher ratio was too large for proper classroom management; while 55.9% agreed that they teach in schools with good working conditions. Most of the teachers (80%) were not happy with the academic performance of their students, and 67.5% wished they were teaching in schools that performed better than their current schools.

From these findings, it emerges that the school-characteristic factors that could contribute to teachers' turnover included location of the schools not being suitable for personal development needs of teachers, large students-teacher ratios, and poor academic performance of the students. On the other hand, teachers were attracted to the schools due to good infrastructure and security within the neighbourhood of their
schools. In a previous study, Becker (1993) established that school characteristic factors leading to teacher turnover include factors like school location (urban/rural), student-teacher ratio and students' academic performance; and intrinsic rewards such as self-respect, responsibility and personal growth associated with the teaching profession.

In another previous study, Ingersoll (2003) found that teachers who felt dissatisfaction over working conditions were more likely to leave the teaching profession. In addition, Loeb et al. (2005) revealed that teachers are prone to leave schools serving high proportions of low-achieving, low-income, and minority students for more economically and educationally advantaged schools.

4.6 Possible Strategies for Minimising Labour Turnover among Teachers

The fourth objective of the study was to come up with strategies for minimising labour turnover among public secondary school TSC teachers in Kenya.

The teachers were asked to propose measures that could be taken by the government, TSC and school principals/BoGs to reduce the number of teachers who quit their job. They gave the following proposals:

**Government**

- Offer better terms on salaries, allowances and other benefits
- Revise some policies concerning the curriculum
- Build more schools to cater for teacher-student ratio
- Pay teachers as their counterparts in other sectors with the same qualifications
- Provide good working conditions
- Employ more teachers to lessen their workload
- Increase the teacher training opportunities
- Stop politicizing the education sector
Teachers Service Commission

- Good working condition
- Be more friendly
- Improve on their services to teachers
- Be prompt in handling teachers problems and complaints
- Promotion should be based on merit
- Recruit and employ more teachers to balance teachers’ workload and the teacher-student ratio
- Pay teachers promptly including their pensions
- Should consider transferring teachers to there area of choice
- In-service teachers more often
- Should conduct workshops and seminars for the teachers

School principals and Board of Governors

- Motivate teachers by rewarding good performers
- Principals and the board should be good role models
- Board members should be educated
- Should avoid personal gains
- Involve teachers in decisions making
- Create team work amongst teachers
- Appreciate good work done by teachers
- Provide or improve the existing physical facilities to enable effective teaching/learning process
- Introduce incentives e.g. housing
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, conclusions and recommendations arrived at. The chapter also presents suggestions for related studies that could be carried out in the future.

The purpose of the study was to find out the factors that influenced labour turnover among public secondary school TSC teachers in Kirinyaga District. Data for the study were collected from 120 teachers selected from 30 public secondary schools in the district. Given below are the key study findings.

5.2 Summary of the Study Findings

The study established that 52.5% of teachers had high turnover intentions, while 47.5% of the teachers had low turnover intentions, which shows that most of the teachers in Kirinyaga District expressed intentions to quit the teaching career. All the 120 (100%) teachers knew of teachers who had quit teaching. According to the teachers, the major reasons why their colleagues quit the teaching job was to look for greener pastures (94.2%), to pursue studies in different sectors (75%), too much work with low pay (84.2%), self employment (82.5%), better opportunities outside teaching profession (85.8%) and job dissatisfaction (88.3%) among others.

The job related factors that could lead to turnover of teachers in Kirinyaga District were the amount of salary received by teachers, lack of further training opportunities for teachers and to some extent the workload associated with teaching. On the other
hand, teachers were satisfied with the level of involvement in decision-making and the professional growth presented through the teaching career.

The teacher-characteristic factors that predicted turnover among teachers in Kirinyaga District included their views that the teaching job does not receive adequate respect from society, and their views about the salary they receive as compared to their peers working in other sectors of the economy. On the other hand, the teacher characteristic factors that could lead teachers to remain on the job included the pride they held about their job as teachers, the level of satisfaction obtained from the responsibilities held at school, and their believes about opportunities for promotion.

The school-characteristic factors that could contribute to teacher turnover in Kirinyaga District included location of the schools not being suitable for personal development needs of teachers, large students-teacher ratios, and poor academic performance of the students. On the other hand, teachers were attracted to the schools due to good infrastructure and security within the neighbourhood of their schools.

The teachers suggested various measures that could be taken by the government, the TSC, and the school principals and BoG members to reduce cases of teacher turnover. For the government the recommendations included offering better terms on salaries, allowances and other benefits; revising some policies concerning the curriculum; building more schools to cater for teacher-student ratio; paying teachers as their counterparts in other sectors with the same qualifications; and increase the teacher training opportunities. For the TSC the teachers recommended that officers be more friendly; improve on their services to teachers; be prompt in handling teachers’ problems and complaints; base promotion on merit; and offer in-service courses for teachers more frequently. To the principals and Board of Governors, teachers recommended that they should motivate teachers by rewarding good performers; act
as good role models; involve teachers in decisions making; create team work amongst teachers; and improve the existing physical facilities to enable effective teaching/learning process.

5.3 Conclusion of the Study

This study established that most of the teachers in Kirinyaga District expressed intentions to quit the teaching career. The factors that contributed to high turnover intentions included job related factors like the amount of salary received by teachers, lack of further training opportunities for teachers and to some extent the workload associated with teaching; teacher-characteristic factors like teachers' views that the teaching job does not receive adequate respect from society, and their views about the salary they receive as compared to their peers working in other sectors of the economy; and school-characteristic factors like location of the schools not being suitable for personal development needs of teachers, large students-teacher ratios, and poor academic performance of the students. The study therefore concludes that unless measures are taken, teacher turnover in Kirinyaga district will continue to rise. There is need therefore for concerted efforts by the government, the TSC, and school management (principals and BoGs) to promote working conditions for teachers to be retained in schools.

5.4 Recommendations

Based on the study findings, the researcher recommends the following:

1. Secondary school principals should be encouraged to use participative leadership styles in school management. This is because teachers who are involved in decision making have been shown to have high levels of career commitment and thus lower turnover intentions.
2. The Government through the TSC should device appropriate professional induction seminars and workshops for new teachers to extend their professional knowledge and skills acquired during training. The headteachers should also demonstrate a commitment to continuing professional development of teachers in their schools in order to reduce turnover intentions.

3. The BoG and school administrators should make deliberate efforts to involve all teachers in decision making process to make them have a sense of ownership of schools.

4. The Government should make sure schools have adequate facilities in order for the teachers to offer their services without strain. This could be done through CDF and LATF funds which would be channeled to new schools to aid development projects.

5.5 Suggestions for Further Studies

1. The study was carried out in one district only - Kirinyaga District. A similar study could be carried out in other districts or the entire province i.e. Central Province to find out whether similar results are obtainable.

2. The study was in public secondary schools only where teachers are employed by the TSC. A similar study should be carried out in private schools to see whether the findings tally.

3. Another study needs to be carried out on those who have left the teaching profession to establish the actual reason for their leaving.
REFERENCES


51


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World Bank (May 2002). World Bank Development Indicators, CD-ROM.
APPENDIX A

TEACHERS' QUESTIONNAIRE

This research is meant for academic purpose. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please tick [✓] where appropriate or fill in the required information on the spaces provided. Please answer all the questions as complete as possible by ticking or writing appropriately. Do not write your name anywhere on this questionnaire.

Background Information

1. Gender
   a. Male [   ]
   b. Female [   ]

2. Age (yrs).................................

3. Marital status
   a. Single [   ]
   b. Married [   ]
   c. Divorced [   ]
   d. Separated [   ]
   e. Widowed [   ]

4. Academic qualifications
   a. Bachelors degree [   ]
   b. Masters degree [   ]
   c. Diploma [   ]
   d. ATS [   ]
   e. SI [   ]

5. Which are your teaching subjects
   a. Sciences [   ]
   b. Mathematics [   ]
   c. Languages [   ]
   d. Humanities [   ]
   e. Applied [   ]
   f. Technical [   ]
6. For how long have you been in the teaching profession?
   a. Less than five years [ ]
   b. Between 6-10 years [ ]
   c. Between 11-20 years [ ]
   d. Between 21-30 years [ ]
   e. Over 30 years [ ]

7. For how long have you been teaching in your current school?
   a. Less than five years [ ]
   b. Between 6-10 years [ ]
   c. Between 11-20 years [ ]
   d. Between 21-30 years [ ]
   e. Over 30 years [ ]

8. Is the school you are teaching in located in:
   i. Your home province
      a. Yes [ ]
      b. No [ ]
   ii. Your home district
       a. Yes [ ]
       b. No [ ]

**Turnover Intentions**

Presented below is a series of items related to your feelings about your teaching job. Indicate the extent to which you agree or disagree with each statement using the scale below:

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

1. Sometimes I feel I would wish to change my career  
   SA A D SD
2. I would wish to continue teaching until retirement  
   SA A D SD
3. I would wish to move from this school to teach in a different school  
   SA A D SD
4. I prefer teaching in schools in an urban setting  
   SA A D SD
5. If given a chance, I would take up another job not related to teaching  
   SA A D SD
6. I plan to quit teaching sometimes in the near future  
   SA A D SD
7. I have never seriously considered switching careers  
   SA A D SD
8. I joined the teaching profession by choice, so I have to continue working as a 
teacher
   SA  A  D  SD

9. I report to work just because of the money I get, otherwise, I don’t enjoy 
teaching
   SA  A  D  SD

10. I would advise a close relative/friend to join the teaching profession.
   SA  A  D  SD

Views about Teaching Profession

Presented below is a series of statements prompting you to rate your views on your 
job as a teacher. Respond to each statement by indicating the extent to which you 
agree or disagree with each statement, using the scale below:

   SA: Strongly Agree  A: Agree
   D: Disagree         SD: Strongly Disagree

1. I am satisfied with the salary that I receive for my teaching job
   SA  A  D  SD

2. The school where I teach has good working conditions (e.g. adequate teaching 
   resources, staff houses, etc)
   SA  A  D  SD

3. The school principal exercises good leadership
   SA  A  D  SD

4. There are adequate opportunities for me to pursue further training through in-
   service training, through sponsorship and scholarships
   SA  A  D  SD

5. The principal encourages teachers to seek further training
   SA  A  D  SD

6. The school is too far from universities/colleges for me to undertake further 
   training
   SA  A  D  SD

7. The school location is suitable for my personnel development needs
   SA  A  D  SD

8. The school is situated in a safe and friendly neighbourhood
   SA  A  D  SD

9. The school neighbourhood is served with good infrastructure like roads, water, 
   electricity and other social amenities
   SA  A  D  SD

10. The student-teacher ratio is too large for proper classroom management.
    SA  A  D  SD

11. I am comfortable with the number of lessons I teach per week
    SA  A  D  SD
12. The principal adequately involves me in decision-making  
   SA  A  D  SD

13. I am happy with the academic performance of the students I teach  
   SA  A  D  SD

14. I wish I was teaching in a school that performs better than my current school  
   SA  A  D  SD

15. Teachers are well respected by the society  
   SA  A  D  SD

16. I feel proud of the role I play as a teacher  
   SA  A  D  SD

17. I get satisfaction from the responsibilities I hold as a teacher in this school  
   SA  A  D  SD

18. The teaching job provides me with opportunities for professional growth  
   SA  A  D  SD

19. The salary I get is far much lower compared to my peers with same level of education but working in other sectors  
   SA  A  D  SD

20. I foresee opportunities for promotion from my current level to a higher one (e.g. to a HoD, deputy or principal)  
   SA  A  D  SD

Open-Ended Items

21. (i) Do you know of any teachers who have quit teaching?
   a. Yes [ ]
   b. No [ ]

(ii) If yes, what reasons made them to quit teaching?

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22. What measures would you propose the following to take in order to reduce the number of teachers who quit teaching?
   a. Government

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.........................................................................................................................

59
b. TSC

Thank You for Your Participation
APPENDIX B

RESEARCH BUDGET

<table>
<thead>
<tr>
<th>Cost of Proposal</th>
<th>Kshs</th>
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## WORK PLAN

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<td>January 2009</td>
</tr>
<tr>
<td>2. Proposal submission</td>
<td>January 2009</td>
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<tr>
<td>3. Proposal corrections</td>
<td>February 2009</td>
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<tr>
<td>4. Pilot study/Adjustments to the questionnaire</td>
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<tr>
<td>5. Data collection/Coding</td>
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<td>6. Data analysis/Compilation</td>
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<td>7. Report submission</td>
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