

Determinants of Teacher Turnover in Private Schools: A Case of Kisii County, Kenya

Nickson Moseti Ongaki

EMAIL: nickson.moseti@gmail.com

MOBILE: +254723944535/ +254202180624

Personal Biography

My name is Nickson Moseti Ongaki. I am a Kenyan young academician who has made significant contributions to the studies of human resource management and business administration. I was born in Kisii highlands in 1982. I remained there as I grew up and was educated in public schools. In high school I made several outstanding innovations and inventions that I managed to present during Science Congress to national level. I decided to seek academic careers, against my family's wishes. Both went on to attend Moi University, pursued a career in academics, ultimately becoming a banker, and teacher. I initially sought a bachelor's degree in education. Later, I decided to become an entrepreneur. After graduation in 2005, I attended summer school and took a masters course in Business Administration. I enrolled at the Jomo Kenyatta University of science, Agriculture and technology as a PHD student. I became a part time lecturer at Mount Kenya University after receiving my master degree. I described myself as being self-conscious, inarticulate, and innovative in my classes. I'm proud to say this new role suits me. I'm driven, not to do great things for myself, but to spur my society on to even greater ones. I am married to Faith Wavinya; we have 2 children, Linnah and Amma.

ABSTRACT

Private schools experience high turnover of teachers, weakening its capacity to access efficient service and achieve good performance. Arising thereof, the private schools' management incur huge expenditures in progressively frequent recruitment of its staff. This study sought to establish the factors that influenced high turnover of private school teachers. A descriptive research approach was adopted for the study which covered simple random sampling of 154 respondents out of a population of 870. A survey questionnaire was used to collect data, and analysis was through descriptive statistics. The results indicated high turnover of teachers with poor remuneration, industry dynamics, competition and poaching, a non-responsive management and poor leadership being the main causes of high turnover; with no immediate

remedial plans. Though issues of high labour turnover had been raised with management, no action had been taken on them; instead the private schools' management had opted for untrained teachers to provide it with teaching services. The study concluded that high turnover of teachers, was a major problem with private schools that needed immediate actions to reverse the trend. Further, labour turnover was factor of internal organizational issues of remuneration, working conditions and leadership. There were no immediate plans to address the problem as manifested by the management's continued reliance on untrained teachers and frequent recruitments with associated high costs than if done professionally. The study recommended improvement of terms and conditions of service in line with the dictates of the industry (benchmarked to those of leading competitors); regular consultations with and improvement in

communication with teachers; acquisition of modern well trained teachers among others to help reverse the trend. The ultimate focus should be to build its own internal capacity to hire qualified teachers as the savings from doing so are enormous.

KEY WORDS:

Employee turnover, Retention strategies, Exit interviews, Work environment, Involuntary turnover, Compensation, Undesirable turnover, Desirable turnover, Voluntary turnover

Introduction

Labor turnover is a measure of movement of employees in and out of employment within a particular firm (Owen, 2007). An annual turnover of 25% is considered to be normal. However a turnover rate of 100% would be considered as a major problem (Cole, 2002) and excessive labor turnover in an organization is a sign of existence of internal problems (Armstrong, 2001). Certain professional skills take a long time to build with enormous organizational resources and loss of such professionals have profound negative impact on the organization (Cole, 2001). Apparently labor turnover is a global phenomenon and studies by Gonzaga (2003) revealed that labor turnover in Brazil is one of the highest in the world. An average of 3.4% of the formally employed are admitted and separated from their jobs every month, posing an annual turnover of 40.8. Studies carried out in USA (Owen, 2007) indicate a substantial decline arising from improved labour relations between employers and employees.

Why is it that private schools experience high levels of teacher turnover? This question has become a central focus to many of those involved with management of private schools in the field of education in Kenya. Kenyan private schools directors experience increasing pressures to address issues of high teacher turnover, and are often faced with the task of providing for the academic needs of diverse student populations in an ever-changing society. The directors are expected to demonstrate extreme flexibility and

an ability to adapt to rapidly changing environments. Many of these directors have been asked to align their management and leadership methodologies to support teacher retention and to enforce increased accountability through student performance in national examinations. Working in conjunction with issues of student academic accountability, directors are also responsible for supporting the creation of a shared vision for their schools' growth which includes input from teachers, parents and community members.

It has become quite evident in recent years that private school directors must be adept at incorporating both self identified and social emotional conception into a plan for school success. Research has demonstrated that such understandings can be directly linked to a leader's Emotional Intelligence (EI). EI is defined as a person's skill and ability to access intrapersonal understandings, interpersonal skills, adapt to complex situations, to deal with stress, as well as a measure of overall general mood (Bar On, 1997).

Some leadership styles may be more appropriate than others in any given school environment. However, the skill to respond to rapid shifts in learning environments and the ability to effectively access emotional intelligence skills transcends the spectrum of leadership. directors who are able to respond quickly and effectively to dynamic environments and who are able to implement the necessary changes have been most successful in the retention of teachers, development of sustained and long-term growth in student performance which is measured by achievement in national examinations (Fullan, 2002). It is hoped that the findings of this study have provided insights into the degree of management of teacher turnover and school performance.

Statement of the Problem

The problem addressed by this study was to establish the determinants of teacher turnover in private schools. School leadership increasingly calls for directors who are adept at managing emotional influences from both internal and



external points of view. Traditional leadership programs often focus on the delivery of a cognitively based set of skills which have been determined to be of operational value within an organizational environment (Heifetz & Laurie, 2001). In today's world however, traditional leadership and management training programs may not afford a leader all tools needed to guide a school through performance improvement process. A leader's ability to interact with others using a skill-set based within the underpinnings of EI may greatly impact the overall learning environment.

According to estimations, 20-30% of organizational performance improvement can be linked directly to employee retention. The organization in this study refers to the school. Research indicates that the leader's actions may account for as high as 70% of employee turnover of the organizations' wellness (Goleman, Boyatzis, & McKee, 2002). The findings from studies such as this demonstrate the incredible influence of an employee turnover impact, not simply on employee retention, but on overall organizational performance derived from such retentions. Leadership research has recently begun to consider the importance of a leader's ability to understand and work with emotion. It has become necessary to examine the degree of employee turnover, private schools directors ability to manage teacher turnover, and how these understandings interplay on various organizational levels to impact school performance.

In Kenya, very little had been documented on labour turnover index rate and mobility rate within the education sector, particularly in private schools. According to the recent education report, teachers in Kenya had 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 was not clear whether these were

the issues that influenced labour turnover among private school teachers in Kenya. Based on the above, the study therefore aimed to explore the factors affecting teacher turnover of private schools in Kisii County.

Purpose of the Study

The purpose of this study was to establish the determinants of teacher turnover rate in Kenyan Private Schools and their schools' performance as measured by the ability to meet success not only in examination but with regard to social cohesion and co-curricular activities. This study attempted to determine if there was a relationship between specific aspects of teacher administration and management which may be associated to high teacher turnover.. The need for building the Human Resource capacity of the education managers will also come to the fore in this study.

Objectives of the study

General of Objective

The general objective of the study was to investigate factors contributing to the teacher turnover with reference to private schools in Kisii County.

Specific objectives

The specific objectives of the study were:

- i. To investigate poor employee remuneration as a factor contributing to teacher turnover in Private schools in Kisii County.
- ii. To determine whether leadership style affected teacher turnover in Private schools in Kisii County.
- iii. To examine the competitiveness of reward program as a factor contributing to teacher turnover in Private schools in Kisii County.
- iv. To establish how overworking affected teacher turnover in Private in Kisii County.

Research Questions

The study seeks answers for the following questions:

- i. What is the effect of poor remuneration on teacher turnover in Private schools in Kisii County?
- ii. Does leadership style affect teacher turnover in Private schools in Kisii County?
- iii. How significant is competitiveness of reward program as in relation to teacher turnover in Private schools in Kisii County?
- iv. How does overworking affect teacher turnover in Private schools in Kisii County?

Significance of the study

1. It will enable the human resource planners within the private school industry to gain a better understanding of employees leaving employment hence enabling them plan for the human resources requirement in their schools.
2. It will also be of great value to school management who would wish to use the findings to retain their teachers thus improving efficiency and performance. Education management should find the findings valuable in streamlining teacher turnover. It would provide management a better and in-depth understanding on the demographic characteristics of the employees likely to quit employment hence helping in planning for demand and supply of labour in the organization.
3. It will also add knowledge to the academic community and stimulate further research in the field of labour turnover in other sectors of the economy. The findings of this study shall complement future reference by academicians and practitioners in

academics and research. The findings will be of great significance to the existing body of knowledge related to the field of study.

Scope of the study

The research was carried out in private schools in Kisii County. This is more convenient because the researcher works there. The number of schools in the County provides an ideal scope for the study. Also a researcher will be able to get more information from employees more conveniently. This study participants are the teachers in the private schools focused only on retention action employed by the organization, exit interviews, competitiveness of reward program and status of workplace environment as factors influencing the teacher turnover investigated. The study is to be carried out in the 35 private schools in Kisii county. A sample size of 54 teachers out of the total 270 teachers of the study population is used.

Limitation of the Study

Given that the study will be carried out at the private schools in Kisii County, generalizations will only apply to the said schools. Generalizations based on this study to the other schools outside Kisii County shall be done consciously. Secondly, the study will be constraint by the use of current employees as opposed to those who had left, as they would have given the real factors that influenced them to quit.

Sample

Stratified random sampling was used to select a sample of 20 schools from a population of which is the target population regarded as the larger population on 35 schools. According to Tromp (2006) a population is divided into subgroups called strata and a sample is selected from each strata. The target population was in strata consisting Boys' schools, Girls' schools and mixed schools. The teachers were classified into four categories, that was: Language teachers, science teachers, technical subject teachers and



humanities teachers. Purposeful sampling was used to determine the number of participants at each cluster forming 30% of their population in Kisii County. The sample was within the 10% minimum sample (Gay, 2006) for statistical analysis. The sample should be small enough to be economical and ensure representation of all in the population proportionately (Mugenda and Mugenda, 2003).

The study employed descriptive survey design. This involved using a survey design as a strategy for collecting and analyzing data that answers research questions, to gather information, summarize, present and interpret data for the purpose of classification. According to Bryman (2008), a research design provides a framework for collecting and analyzing data. According to Ordho (2003), descriptive survey research is intended to produce statistical information about aspects of population that interest policy makers without manipulating any data. The method collected information by interviewing or administering a questionnaire to a sample of individuals

The study focused on private schools in Kenya. The target population is 35 private schools in Kisii County with a total population of 270 teachers. The study employed teachers as the key informants as well as the school principals.

The demographic variables are shown in Table 1.

Informing literature

Several studies have been done on labour turnover especially in the western countries such as the United Kingdom. However, there have been conflicting results as to what these issues are and how much each contributes to the turnover incident. For example, Harris and Adams (2007), argues in their findings that there is a significant inverse relationship between wages and turnover, while other researchers argue otherwise. (Bennet 2007). In the current dynamic labour market and competitive business environment, there is need for a strategic human resource planning which enables an organization adopt various flexible patterns of employment,

within the context of an organization politics in terms of recruitment, retention, motivation, and training, in order to effect an efficient movement and distribution of employees.

The concept of manpower planning has become of necessity to many organizations, given the fact that organizations are becoming larger with each day, and thus planning for their labour force has become more complicated. There is need for careful forecasting of manpower, by knowing the right number of employees that will be required in the future and the likely numbers that will leave the organization. All these are only possible if the organization carries proper manpower planning. Human resources are considered the most valuable and potentially unpredictable resources which an organization utilizes (Mungumi 2000). If an organization fails to place and direct human resources in the right areas of the business at the right time and the right cost serious inefficiencies are likely to arise creating considerable operational difficulties and likely failure. (Hammond, 2005). (Dolton & Klaauw 2007) argue that, there are two major reasons for analyzing labour turnover, the first being manpower control. The organization must know current levels of turnover before it can decide whether steps need to be taken to reduce this rate. Objective measurement is essential if the cost of labour turnover is to be calculated accurately. Secondly, is the forecasting of the human resources in the organization? If future staffing and recruitment needs are to be estimated reliably, account will need to be taken of past levels of labour turnover.

Theoretical Orientation

A theory represents the coherent set of hypothetical, conceptual, and pragmatic principles forming the general frame for reference for a field of enquiry. Different writer's views, training, and development to include programs designed to help new employees adjust to the workplace successfully. They also include the formal ongoing efforts organization should improve to the performance and self-fulfillment of their employees through a variety of methods and programs in the modern workplace, these

efforts have taken a broad range of applications, from training in highly specific job. Skills to long-term professional developments, and are applicable to all sorts of employees ranging from line workers to the chief executive, (Barmby, 2008).

Organization development emphasizes the involvement and support of top management, those who control the organization must be committed to the goals and values underlying organization development. It has an action orientation because change is not viewed as a passive, classroom kind of activity, but rather as experience based learning, requiring the participation of all affected organization members. In contrast to many training programs, organization development and change is usually a long term process, with the period between the diagnostic and the evaluation phases lasting from two to three years. Conducted professionally it is an in-depth, broad gauged attack on the behavioral problems of organizational change and improvement. Organization development illustrates how concepts and information can be translated into practical terms and made relevant to administrators, supervisors, and workers. In its many applications, organization theory obviously contributes greatly to the ability of government to serve the interests of the public, (Ingersoll, 2004).

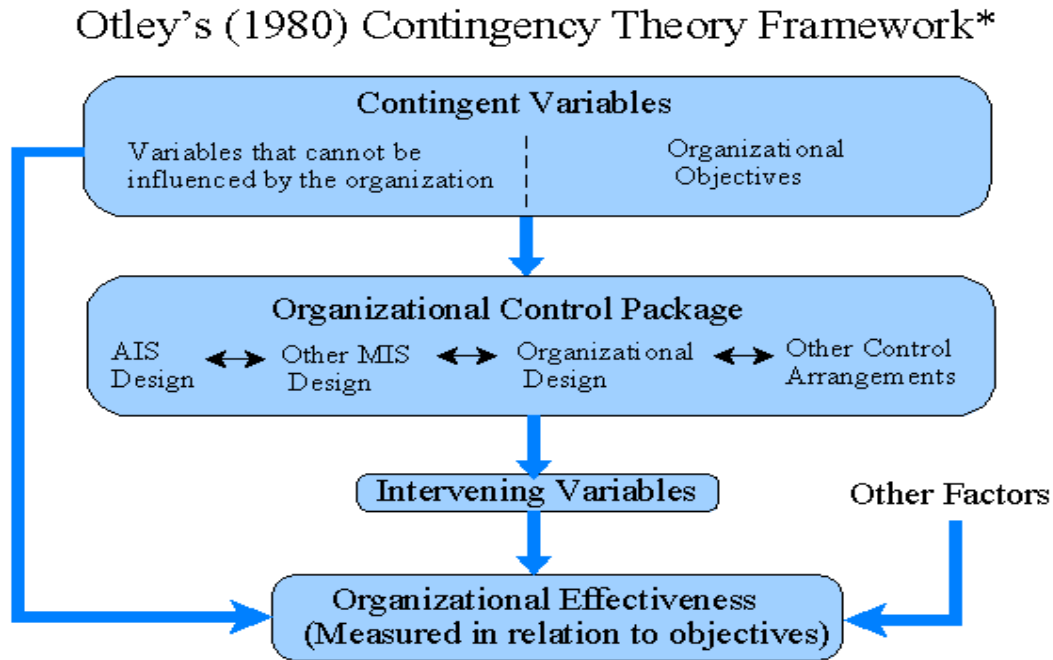
The distinctive characteristic of the present era, however, is that many organizations are

constantly dealing with the unpredictable and the non-routine. The environment is often turbulent and uncontrollable and traditional bureaucratic arrangements are not designed to respond quickly and innovatively to the problems created by these highly unstable conditions. Organizations therefore must employ specialists who are competent in many new technologies, making for a much more complex administrative structure, which in turn makes larger work units necessary. Individual direction of the enterprise is no longer possible, because one person knows enough about a problem or technology. Proper functioning depends upon the co-ordinated efforts of numerous managers and specialists, and team based planning and direction is becoming a common feature of administration, (Barmby, 2008).

Contingency Theory

The model states that there is no one best style of leadership. Instead, a leader's effectiveness is based on the situation. This is the result of two factors – "leadership style" and "situational favorableness" Contingency theory suggests that previous theories such as Weber's Bureaucracy and Taylor's scientific management had failed because they neglected the management style and organization structure was influenced by various aspects of the environment, which are the contingency factors. There could not be one best way for leadership or organization.

Figure 1: Contingency Theory Framework



* Adapted from Ittner and Larcker's Figure 3, p. 355.

An expanded view of contingency theory is that the structure of an organization depends on the company's technology and environment and the effectiveness of the management accounting system is contingent on the organization's structure. The location of information in relation to technology and environment has an important influence on organization structure. In uncertain environments with non-routine technology, information is frequently internal. Where environments are certain, or where technology is routine, information is external. The dimensions of structure and control include authority structure and activities structure, i.e., rules and procedures that determine the discretion of individuals. Authority relates to social power. In the contingency model, decentralized authority is more appropriate where uncertain environments or non-routine.

McClelland's Theory of Needs

This theory was developed by McClelland and it focuses on three needs: achievement, power, and affiliation. The achievement need is the drive to excel, to achieve in relation to a set of

standards, to strive to succeed. The need for power is the need to make others behave in a way that they would not have behaved otherwise and the need for affiliation is the desire to do for friendly and close interpersonal relationships. According to Benson, (2011), high achievers differentiate themselves from others by their desires to do things better. They seek situations in which they can attain personal responsibility for finding solutions to problems, in which they can receive rapid feedback on their performance so they can tell easily whether they are improving or not and in which they can set moderately challenging goals. They also avoid what they perceive to be very easy or very difficult tasks. They want to overcome obstacles, but they want to feel that their success (or failure) is due to their own actions. This means that they like tasks of intermediate difficulty. The need for power is to desire to have impact, to be influential and to control others. Individuals highly in need for power enjoy being "in charge" strive for influence over others, prefer to be placed into competitive and status oriented situations, and

tend to be more concerned with prestige and gaining influence over others than with effective performance,(Armstrong,2004).

Maslow's hierarchy is commonly displayed in a pyramid fashion, with the basic needs at the

bottom and the higher needs at the top. The needs were depicted in this way to show the significance of each need on the others, with the most important and broadest category being the physiological needs at the base (Redmond, 2010).

Figure 2: McClelland's Theory of Needs Model



Achievement

People motivated by achievement need challenging, but not impossible, projects. They thrive on overcoming difficult problems or situations, so make sure you keep them engaged this way. People motivated by achievement work very effectively either alone or with other high achievers. When providing feedback, give achievers a fair and balanced appraisal. They want to know what they're doing right – and wrong – so that they can improve.

Affiliation

People motivated by affiliation work best in a group environment, so try to integrate them with a team (versus working alone) whenever possible. They also don't like uncertainty and risk. Therefore, when assigning projects or tasks, save the risky ones for other people. When providing feedback to these people, be personal. It's still important to give balanced feedback, but if you

start your appraisal by emphasizing their good working relationship and your trust in them, they'll likely be more open to what you say. Remember that these people often don't want to stand out, so it might be best to praise them in private rather than in front of others.

Power

Those with a high need for power work best when they're in charge. Because they enjoy competition, they do well with goal-oriented projects or tasks. They may also be very effective in negotiations or in situations in which another party must be convinced of an idea or goal. When providing feedback, be direct with these team members. And keep them motivated by helping them further their career goals. McClelland's Need Theory, created by psychologist David McClelland, is a motivational model that attempts to explain how the needs for achievement, power, and affiliation affect the actions of people from a managerial context. It is often taught in classes

concerning management or organizational behavior.

People who are achievement-motivated typically prefer to master a task or situation. They prefer working on tasks of moderate difficulty, in which the results are based on their effort rather than on luck, and to receive feedback on their work. Those who desire affiliation, however, prefer to spend time creating and maintaining social relationships, enjoy being a part of groups and have a desire to feel loved and accepted. People in this group may not make effective managers because they may worry too much about how others will feel about them.

In his theory, people are not placed into categories but rather have degrees of these needs:

- No one is only in 'one group' of these needs.
- The balance of needs brings out a profile.
- Needs do not explain competencies in any area. One can have high needs in one area and still be effective in an area where these needs are not necessarily fulfilled.

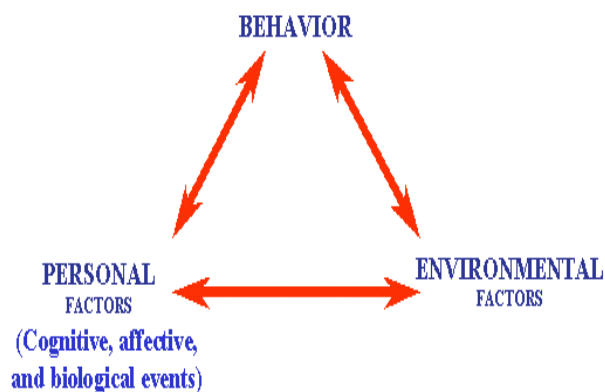
This motivational need stems from a person's desire to influence, teach, or encourage others. People in this category enjoy work and place a high value on discipline. The downside to this motivational type is that group goals can become zero-sum in nature. For one person to win, another must lose. However, this can be positively applied to help accomplish group goals and to help others in the group feel competent about their work. McClelland proposes that those in top management positions should have a high need for power and a low need for affiliation. He also believes that although individuals with a need for achievement can make good managers, they are not suited to being in top management positions.

Cognitive Evaluation Theory

Cognitive evaluation theory contends that allocating rewards for behavior that had been previously intrinsically rewarding tends to

decrease the overall level of motivation. Historically, motivation theories have generally assumed that intrinsic motivations such as achievement, responsibility, and competence are independent of extrinsic motivators such as high pay, promotions, good supervisor relations, and pleasant working conditions. But the cognitive evaluation theory argues that when extrinsic rewards are used by organizations as payoffs for superior performance, the intrinsic rewards, which are derived from individuals doing what they like are reduced when extrinsic rewards are given to someone for performing an interesting task, it causes intrinsic interest in the task itself to decline. This is because the individual experiences a loss of control over his or her own behavior so that the previous intrinsic motivation diminishes, (Barmby, 2008). cognition plays a critical role in people's capability to construct reality, self-regulate, encode information, and perform behaviors.

Figure 3: Cognitive Evaluation Theory Model



The reciprocal nature of the determinants of human functioning in social cognitive theory makes it possible for therapeutic and counseling efforts to be directed at personal, environmental or behavioral factors. Strategies for increasing well-being can be aimed at improving emotional, cognitive, or motivational processes, increasing behavioral competencies, or altering the social conditions under which people live and work. In school, for example, teachers have the challenge of improving the academic learning and confidence of the students in their charge. Using social cognitive theory as a framework, teachers

can work to improve their students' emotional states and to correct their faulty self-beliefs and habits of thinking (personal factors), improve their academic skills and self-regulatory practices (behavior), and alter the school and classroom structures that may work to undermine student success (environmental factors).

2.3 Empirical Review

According to Gates et.al., (2006) urges that management of internal operations, professional proficiency, objectivity and review significantly influences the monitoring aspect of the internal operations of organizations systems; scope of work and performance of audit work influences the information and communication aspect of internal control systems while performance of audit work professional proficiency and objectivity significant influences the control environment aspect of internal control system. He further argues that management of the internal audit department performance of audit work, audit program and audit reporting significantly influences the risk assessment aspect of internal control systems.

In improving the management and efficiency of organizations operations, the state corporation's structures should adopt the following ownership structure, leadership and human resource management. Organization is also an important component including the number of executives and whether it's ill balanced. Another aspect is the qualification of the finance team. They could seek to know the institutions financial performance and whether the budgets/Forecasts and targets are to be achieved with a set of time. They will be interested about the controls in place to reduce the internal fraud causes and the policies in place to curb fraud laundering internally and how the assets are protected among others, (Bennet, 2007).

The objective of organization development in relation to service is to create an organizational capacity to solve problems on an ongoing basis. Self-renewal and addictiveness are stressed. As an approach to organization, organization development favors collaboration over competition, the management of conflicts, and authority based on expertise or knowledge rather than on formal position. It concentrates on

changing attitudes and or behavior. It differs from operations research or in that operations research practitioners tend to select economic or engineering variables, certainly variables which are quantitative and measurable and which appear to be linked directly to the profit and efficiency of the system, (Bennet, 2007). Several studies have reported negative relationship between teacher turnover and three demographic factors, age, tenure, and income level (Murname & Olsen, 2000). Amount of education, on the other hand, is found to be positively associated with turnover suggesting that the more educated employees quit more often (Watson, 2004).

Finally, Gilpin (2011) and Murname and Olsen, (2000) found that non-managerial employees are more likely to quit than managerial employees. Findings of the studies on the relationship between gender and turnover are mixed, however. While Harris and Adams (2007) found females more likely to leave than males, Benson (2011), Bennet (2007), and Mungumi (2000) reported no relationship between gender and turnover. Recently, Boyd et. al, (2008) and Dolton and Klaauw (2007) found males more likely to quit than females. In Kenya, I expect males to quit more likely than females. This is because, despite the increasing participation rates of females in workforce, females work basically to supplement the family income. Males are the breadwinner for the family and have greater achievement-orientation than females (Ingersoll, 2004). Consequently, males may leave the current job in favor of a more attractive job if their expectations are not met.

Controllable Factors

Job satisfaction (satisfaction with pay, satisfaction with nature of work, and satisfaction with supervision), organizational commitment, and organizational justice (distributive and procedural) are controllable factors. I term them controllable factors in that organizations have control over them. The relationship between job satisfaction and turnover is one of the most thoroughly investigated topics in the turnover literature. Many studies report a consistent and negative relationship between job satisfaction and turnover (e.g., Harris & Adams, 2007; Dolton &

Newson, 2003; Watson, 2004; Gilpin, 2011; Armstrong, 2004, and many others), as dissatisfied employees are more likely to leave an organization than satisfied ones. Turnover studies in Kenya that supported the negative relationship between job satisfaction and turnover include Lam et al. (1995), Graham and Bennet, 2004.

Although past research suggests a stable negative relationship between job satisfaction and turnover, job satisfaction alone has been found to account for small percentage of the total variance in a turnover model – less than 15% (Dolton & Newson, 2003). The fact that the relationship (between job satisfaction and turnover) is not stronger does not suggest that satisfaction should not be measured. It does suggest that measures of satisfaction must be combined with other measures to effectively predict and understand turnover (Armstrong, 2004).

A scrutiny of past research on job satisfaction suggests that most of the studies have examined the effect of overall satisfaction on turnover with only a few investigating the relationship between turnover and the specific aspects of job satisfaction such as pay, supervision, and nature of work. Graham and Bennet, (2004.) noted that the use of overall satisfaction conceals the vital effects of different job facets on turnover. Graham and Bennet, (2004.) study is the only one in Kenya that investigated the effects of various types of job satisfaction on turnover intention. They classified job satisfaction into eight categories: supervision, company identity, kind of work, amount of work, physical working conditions, co-workers, financial rewards, and career future. There are three major limitations of their study, however. First, they subsumed organizational commitment (company identity) within job satisfaction. Thus, their findings have confounded the effects of job satisfaction and organization commitment.

The second major problem of their study is that some of their measures had reliabilities as low as 0.43. Low reliabilities of scales make their findings suspect. The last major limitation of their study concerns generalizability of their findings. The authors examined non-managerial clerical employees in the banking industry which is a highly selected group of employees.

In my study, I included three facets of job satisfaction – pay, nature of work, and supervision – that I consider relevant in the Kenya context. First, based on personal experiences and innumerable anecdotes, I find that pay is considered one of the most important factors influencing teacher turnover in Kenya. Kenyans, especially the younger generation, are thought to be very materialistic, and as a result they are believed to hop from one job to the other for a few extra dollars (Harris & Adams, 2007). Second, the nature of work is becoming an important consideration because of greater affluence as well as higher education levels of Kenyans. The previous generation did not pay much attention to the kind of work they were doing. Graham and Bennet, (2004) found that satisfaction with the nature of work was negatively associated with teacher turnover in their sample of clerical employees in the banking industry. I believe that the relationship will hold for other jobs and industries too. Third, Bennet (2007) noted that a supervisor with poor interpersonal skills and who is also inflexible very quickly drives employees away. The author emphasized the critical role of supervision in retaining employees in Kenya companies. Before Hanushek et al's (2004) study, scholars focused on job satisfaction as the major cause of turnover. However, Porter et al's study highlighted the importance of organizational commitment in explaining turnover. In their study, they demonstrated that organizational commitment was a better predictor of turnover than job satisfaction. Since then organizational commitment has been frequently explored in the turnover literature, and like job satisfaction, has been shown to be negatively related to turnover (e.g., Graham & Bennet, 2004; Yoder & Staudorhar, 1999; Gilpin, 2011; Hanushek et. al, 2004, and many others). Boe et al.'s (2008) study in Kenya on professional accountants also showed a negative relationship between organizational commitment and turnover intention. Similarly, Gates et al. (2006) in their longitudinal study of 485 graduate students in Hong Kong found organizational commitment a strong predictor of turnover. Several other scholars have also found organizational commitment an important predictor of turnover.

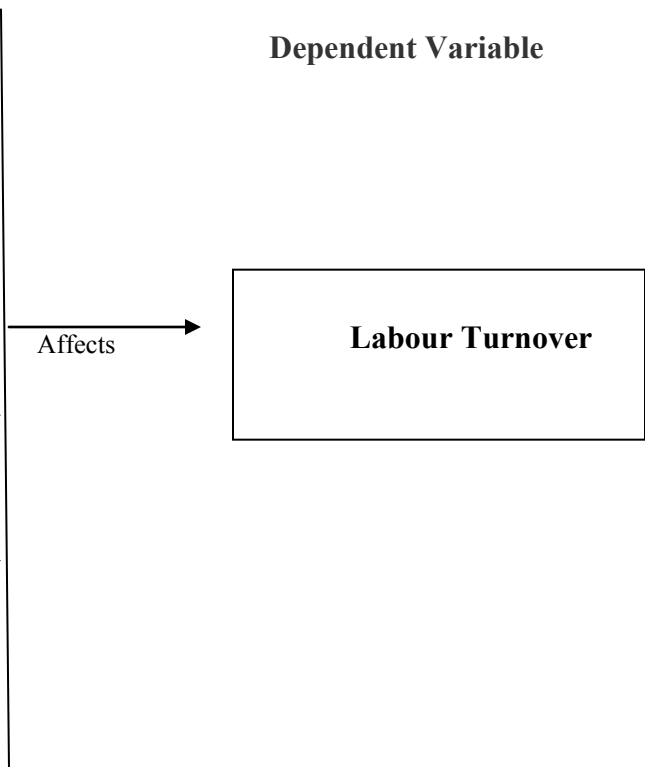
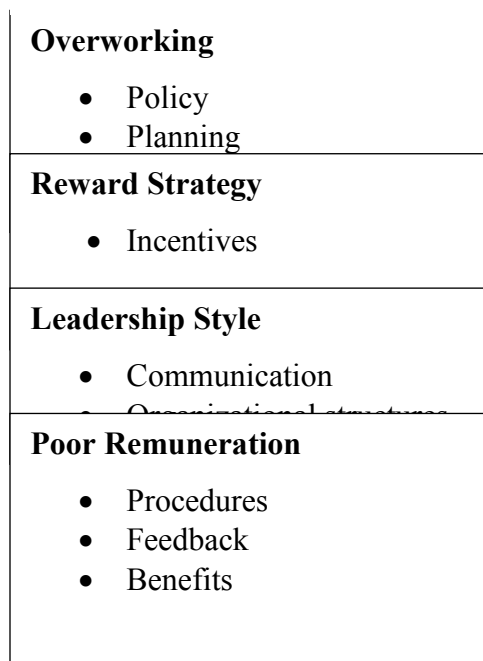
In the past two decades, there has been an increasing amount of research on organizational justice. Organizational justice is a term used to describe fairness in the workplace. It is concerned with the ways in which employees determine if they have been treated fairly in their jobs and the ways in which this determination influences other work-related variables (Gates et. al., 2006). There are two forms of organizational justice: distributive justice, which describes the fairness

of the outcomes an employee receives; and procedural justice, which describes the fairness of the procedures used to determine those outcomes (Harris & Adams, 2007). Previous research mostly on American samples has shown that organizational justice affects teacher turnover negatively (Yoder & Staudorhar, 1999). I think that the justice issues are important for employees in Kenya too.

Conceptualization

Figure 4: Conceptual Framework

Independent Variables



Source: Author, 2014

The framework for the study is presented in Figure 1. There are four independent variables. These are: overworking, reward strategy, low salaries and green pastures. The research is intended to establish the relationship that exists between these independent variables and the dependent variable in private schools.

Managers who have greater understanding on causes of employee turnover are likely to employ effective employee retention strategies in order to retain competent and most skilled employee. Organization that overworks her employees faces cases of high employee turnover rates that contributes to loss of the most skilled and competent employee. A low standard deviation would indicate that there is negligible error during the analysis and the variance results demonstrates that respondents gives similar

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answers as the answers variation is close to each other and hence giving a clear indication that the answers given are reliable.

Leadership Style

A structured system of exit surveys can play an integral role in a well-planned program of employee satisfaction and work climate research. Some useful principles for planning an exit survey system include being:

- Universal – interviewing all voluntary departures provides a more complete understanding of turnover.
- Standardized – using a core set of consistent questions ensures comparability throughout the organization and across time.
- Comprehensive – including feedback on the work environment in addition to reasons for leaving increases usefulness in determining strategies to reduce turnover.
- Independent – minimizing the discomfort in revealing the true reasons for leaving improves the reliability of the results.
- Available – encouraging centralized access to the findings increases the likelihood of taking action.
- Monitored – setting targets for reduction in turnover through planned strategies helps to ensure that the investment made in exit surveys is put to its maximum use.

In order to collect the most effective information from departing employees, employers need to recognize the need to provide departing employees with a forum that makes them comfortable revealing the full range of factors that led to their resignation and encourages them to give an honest critique of the expectations, conditions and requirements of their jobs. With the use of an exit survey system that effectively canvasses the opinions and attitudes

of departing employees, a wide range of operational, organizational and personal variables affecting the decision to leave are likely to be uncovered. It is this information that is essential to highlighting the areas of perceived deficiency in the organization's working environment and can then be used to plan effective retention strategies and actions.

The presence of exit interviews in organization assists human resource management to establish the core causes of high employee turnover. Organization that lacks effective exit interview program is unable in capturing the organization problems influencing high employee turnover. Exit interviews are conducted where the management is conscious on the reasons contributing to high employee turnover rates. According to Nelly (2002) human resource managers who are not mindful about employees' turnover do not carry out exit interviews and instead concentrates on employing new employees. Conducting exit interviews could help human resource management in pharmaceutical to effectively manage high employee turnover rates.

Reward Program

The absence of competitive rewards in the organization lead to low level of employee motivation that influences most employees to leave the organization hence increasing the rate of employee turnover. Organization which lack competitive reward programs and absence of competitive reward programs therefore, contributes to high employee turnover rates.

Poor Remuneration

Low salaries contributes directly to employee turnover to a large extent. A low variance and a low standard deviation is a likely indication that the answers given by the respondents are accurate. Teacher turnover is the dependent variable in the study. Teacher turnover has been used very often in past research. Shore and Harris and Adams (2007) noted that teacher turnover is an appropriate dependent variable because it is linked with actual turnover. In an era of increasing competition, the significance of effectively utilizing all available resources, including human resources, is critical for any organization. The

motivation of employees is one of the fundamental issues that companies must address in the current marketplace, as it is one of the variables that affect employee productivity. Fundamental to Herzberg's position is the notion that motivation is a result of personal growth and is based on an innate need to grow. Moreover, the requirement to successfully meet hygiene issues exists as a symbiotic relational parameter of an organization's attempt to maintain an accelerated level of employee intensity and productivity. As private schools continue to develop organizational initiatives, the application of Herzberg's two-factor theory can contribute to an environment that is conducive to excellence and enhanced performance.

Data Analysis and Presentation

The results of the research were analyzed using qualitative and quantitative methods. Quantitative data was subjected to the descriptive statistics. The data was also analyzed using the techniques of rank correlation coefficient and multiple regression analysis. SPSS was used to aid the analysis. Data was presented using frequent distribution and measures of central tendency such as mean, mode, median as well as measures of dispersion such as percentages, range, standard deviation, mean deviation and quartile range was calculated. Data was also presented using tables, pie charts, and graphs. Qualitative data was coded and themes that relate to the research questions in the study identified. The qualitative data was interpreted by attaching significant to the themes and the patterns observed. Alternative explanations were considered by looking at the differences in responses recorded in data collection.

Results and analysis of research findings

A total of 54 questionnaires were circulated with 100% response rate. The research sought to find out the relationship between gender and labour turnover in private schools. 95% of the respondents were male while 5% were female, an indication that there were more male teachers than were female. 67% of the respondents were

teachers, also referred to as the technical part of the organization and 33% were private schools principals. According to the results, 70% of the respondent felt that the rate of turnover of teachers at private schools was generally high, with the situation not likely to slow down as there were no immediate remedial plans.

In a span of 5 years (2002 – 2006), turnover showed an increasing trend (Figure 1). The year 2006 witnessed the highest incidence of turnover at 41%. It was 28% in 2005, 13% in 2004, 11% in 2003 and 7% in 2002. The results do reveal an increasing trend in turnover of teachers at private schools over the years. With this growing trend, private schools are likely to experience a serious lack of teachers in the next few years if the trend is not checked and contained.

Analysis of Response Rate and Descriptive Statistics

Low salary was the main cause of high turnover of teachers at private schools (Table 1). 65% of the respondents indicated that the salaries paid to teachers was not attractive, and was generally low to those paid other public schools. Other causes were overworking (11%), lack of training opportunities (9%), lack of motivation and career advancement opportunities with 4%, lack of adequate recognition and rewards (7%) and pursuit of greener pastures (4%) of the respondents. The respondents felt that even though there were other benefits in addition to basic salary, salary was the main consideration to attract and retain teachers. The main explanation to this was that salary formed the basis for position setting and basis for retirement benefits.

Inferential Analysis

Towards generating appropriate recommendations to address the problem of high labour

turnover of teachers, the study sought respondents' views on possible actions to address the problem and their responses were varied (Table 2): 61% of the respondents felt that increase in salaries of teachers could address the problem as it was the main cause.

Table 2: Causes of high turnover of private schools teachers

| Response | Frequency | Percentage% |
|------------------------------|-----------|-------------|
| Lack of reward & recognition | 4 | 7 |
| Lack of motivation | 2 | 4 |
| Overworked | 6 | 11 |
| Low salaries | 35 | 65 |
| Lack of training | 5 | 9 |
| Greener pastures | 2 | 4 |
| Total | 54 | 100 |

Source: Survey data (2014)

18% suggested improvement in communication between management and teachers to ensure that even in cases where demands could not be met, there was clear understanding among the parties affected. 15% of the respondents felt the need to implement proposals from teachers and meeting agreements, while 6% suggested the marching of experience, performance and qualifications with salary scales.

Table 3: Respondents' views on actions to address labour turnover in private schools

| Action | Frequency | Percentage% |
|---|-----------|-------------|
| Increase on salary | 33 | 61 |
| Improve communication among management staff | 10 | 18 |
| Implementation on agreements and proposals from teachers | 8 | 15 |
| March experience, performance & qualification with salary | 3 | 6 |
| Total | 54 | 100 |

Source: Survey data (2013)

The results revealed an inadequate reward system for teachers and pointed to the need to improve their terms and conditions of service and ultimate retention. On the rating of rewards for teachers (Table 3), 11% of the respondents felt it was good, 35% felt it was fair with 28% feeling it was poor and 25% of the respondents describing it as very poor. Interestingly, none of the respondents felt that the prevailing rewards for teachers were very good.

Table 4: Views on reward system for teachers in private schools

| Response | Frequency | Percentage% |
|-----------|-----------|-------------|
| Very Good | 0 | 0 |
| Good | 6 | 11 |
| Fair | 19 | 35 |
| Poor | 15 | 28 |
| Very poor | 14 | 26 |
| Total | 54 | 100 |

Source: Survey data (2014)

The study also sought the opinion of respondents on how they viewed the prevailing management and leadership style in private schools and its effect on the high turnover of teachers (Table 4). 7% of the respondents were of the opinion that it was very good, 19% felt it was good and 44% felt it was fair. 30% of the respondents felt it was poor. This finding does indicate dissatisfaction with the management style prevailing and possibly a cause for high turnover; a confirmation that the prevailing management style was a factor in labour turnover. In particular, the respondents pointed to the non-responsiveness and non-attention to the issues affecting the teachers and lack of participation and involvement in decision making processes.

Table 5: Views on prevailing leadership style in private schools

| Response | Frequency | Percentage% |
|-----------|-----------|-------------|
| Very Good | 4 | 7 |
| Good | 10 | 19 |
| Fair | 24 | 44 |
| Poor | 16 | 30 |
| Total | 54 | 100 |

Source: Survey data (2014)

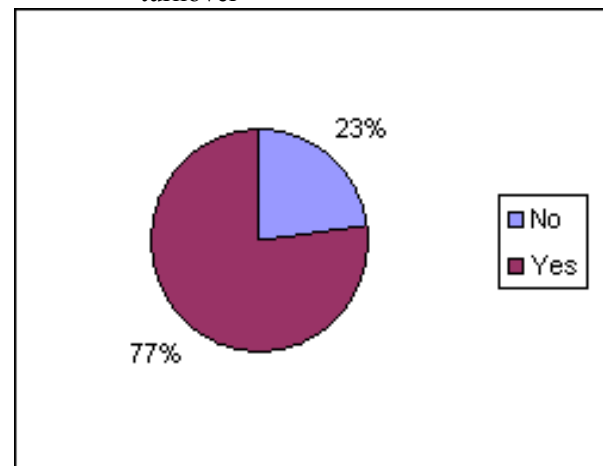
There was a strong indication that the leadership style was not in consonance with the prevailing conditions in private schools and an appreciation that certain public schools could be having better styles that were more responsive, enabling and facilitative as was not the case with private schools. The results made it clear that private schools operated in a competitive environment and therefore, needed to benchmark its practices with major public schools which were destinations for its teachers.

On the prevailing working conditions and its influence on high labour turnover of teachers, 5% of the respondents described the conditions as being very good, 41% felt the conditions were good with 52% feeling that the conditions were fair. The remaining 2% of the respondents described the conditions as being poor. This finding does indicate that the working conditions in private schools are generally to acceptable standards to the teachers. It can be deduced thereof, the high labour turnover of teachers may not be attributed to the prevailing working conditions.

The study also revealed that the prevailing industry dynamics was a factor in high turnover of teachers. 44% of the respondents were of the opinion that private schools was a good trainer but a poor retainer since a high number of its teachers ended up with other competitor organizations. Specific aspects of industry dynamics which influenced high turnover of teachers were training opportunities, advances in technology and existence of better pay with competitor organizations. Further, the study revealed that competition and poaching (77%) were also factors that influenced high turnover of teachers (Figure 2). The key argument was that competition gave rise to poaching of teachers as the organizations sought to outdo each other with manpower being the tool to gain a competitive edge. However, 23% of the respondents were of the opinion that competition and poaching did not have much influence on high turnover of teachers. The major argument advanced to support this

viewpoint was that the private school industry is of global nature and competition is not new or unique to private schools as all schools operate in a competitive environment. To this view, the causes of high turnover of teachers were purely internal.

Figure 6: Views on influence of competition and poaching on private school teacher turnover



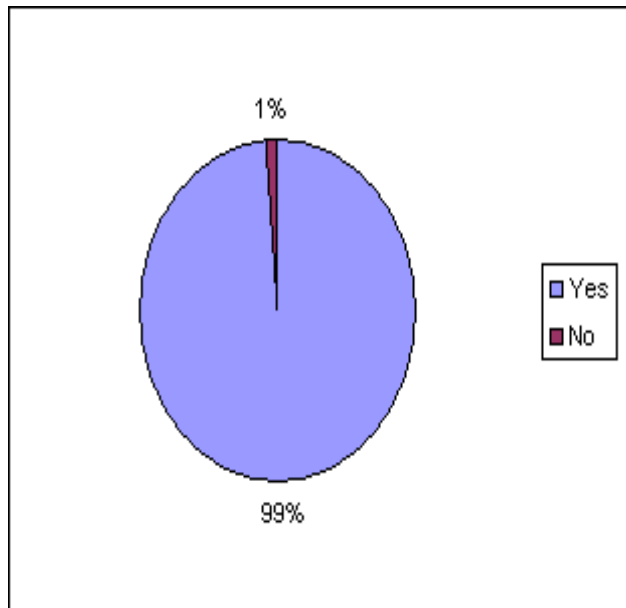
Source: Survey data (2014)

As part of the study, the respondents made a number of suggestions to help address issues of industry dynamics and thus reduce its impact on labour turnover. The suggestions were improvement of staff welfare (37%), improvement on training and retaining (24%), appreciation and adoption of new technologies (21%) and consultation with other organizations with 18% of the respondents. As was the case with the management style, the respondents were of the view that private schools should consult other schools in the industry to gain insights and get ideas on how to manage such issues, indicative of the need to share best practices and benchmark its practices. This is against the traditional view where companies in

the same industry regarded each other as adversaries and rivals; instead they need to complement each other and therefore, should be willing to share their experiences and best practices for mutual benefit.

Another factor that was significant in high turnover of teachers was the reward system (Figure 3). Majority of the respondents (99%) were of the opinion that rewards, both monetary and non-monetary issues had very strong influence on labour turnover. As justification to this opinion, 22% of the respondents felt that rewards influenced private school teacher turnover to a very great extent with 61% being of the opinion that the influence was of a great extent. The remaining 17% opined that the influence of rewards on private schools teacher turnover was moderate.

Figure 7: Influence of reward system on private school teacher turnover



Source: Survey data (2014)

The study sought to determine the influence of both monetary and non-monetary issues on labour turnover of teachers in private schools as distinct from each other. The results indicated that monetary issues had a greater influence (54%) on labour turnover than nonmonetary issues (46%). However, the closeness in percentage response is clear indication that both monetary and non-monetary rewards were equally important in addressing labour turnover issues. According to research results, there were two major issues relating to rewards which were considered important in addressing the issue high turnover of

teachers. They were low salaries for qualified and experienced teachers (59%) and the existence of better pay packages in competitor organizations (41%).

The above finding brings into discussion the major considerations and bases for reward systems in private schools. In a competitive industry environment, one of the major considerations in setting up an effective reward system is a check on what the other players in the same industry give as rewards. Hence, in the event that teachers were leaving private schools because rewards were better in competitor organizations, it shows a weakness in the way in which rewards for teachers were determined.

The study also did reveal that on a number of occasions, the teachers had raised issues which affected them with the management, but no action had been taken to address them

(80%). Instead of addressing the issues raised, the organization opted to externally source for the services which teachers performed internally, with associated high costs. With these results, it is clear that private schools had not addressed the issues raised on high turnover of teachers. Private schools opting for external services to maintain and service its student affairs, is clear indication that it did not bother to address the issues in an effort to build and strengthen its own internal capacity to maintain and service its teachers. This practice is contrary to normal business practices in the 21st century where businesses engage in cost-cutting measures and one way to achieve this is outsourcing of non-core functions such as teaching, guidance and counseling among others. It is not common for companies to outsource core functions such as teaching as is the practice with private schools, considering that the cost of outsourcing such a function is far much higher than if done internally. Financial report for the six months ended 30th May 2013 indicated a decline of pre-tax profit by 18.8 %, with high cost of private schools maintenance being a major factor. It is therefore, implicit that internal servicing and maintenance of private schools could save and provide the much-needed funds for private schools' expansion and improvements, and reinvestments, thus improving the Kenyan economy, through additional jobs and shareholder value.

It is the view of this study that if private schools focused on building its internal capacity to service and maintain teachers internally, the savings could be enormous. Further, going by the private schools' Authority (2011) requirement that organizations like



private schools' should maintain an adequate number of qualified teachers as appropriate to its teacher-student ratings, failure to which private schools risk being closed down, this effort would save private schools eminent closure and save the country lose of jobs and associated revenues

Summary

The study established that given another job, 98% of the main respondents would leave private schools. According to these respondents, the reasons why they wish to leave are: better salary, better fringe benefits and lack of opportunities for upward growth. The findings reveal that at Private schools, there is overcrowding in the offices, few welfare services and inadequate remuneration. The study further established that teachers would quit their jobs due to poor working conditions, harassment by private school managers and the fact that they are overworked. According to the study, private school managers understood labour turnover as workers leaving the company for greener pastures. 100% of the managers would leave the present station and take up a new jobs if the job offers better salary and benefits than the current one. If it also provides training opportunities. Private school manager noted that some teachers have left their jobs to advance their studies. Others quit due to the desire for training opportunities.

The study revealed that Private schools has been experiencing mainly voluntary form of teacher turnover, 98% of the respondents noted most teachers left due to resignation. Only 2% of the respondents reported that teachers left as a result of compulsory retirement. Where an instance of turnover is genuinely voluntary, this instance represents the exercise of choice and is the result of a decision process. Voluntary turnover also represent a purer social phenomenon, as they catalogue where individuals have chosen to terminate a significant relationship. The study revealed that voluntary teacher turnover was the one experienced because teachers who left private schools did so on their own volition. They were not sacked or pushed out. The study has established that currently Private schools are reducing teacher turnover through: involvement of teachers in decision making, private school management working closely with the teachers' trade union and finding out why teachers are leaving the organization. Out of sampled teachers 94% maintains that the private school management is not doing enough to reduce the teacher turnover patterns

being experienced while 6% applauds the efforts of the management. To reduce the teacher turnover patters being experienced by the private schools, the study revealed the following to be done: adjust salaries of the staff upwards, provide training and development opportunities, invite workers in making of the decisions, address causes of the teachers resignations and streamline promotion procedures.

The study established that teacher turnover has both positive and negative effects. To the main respondents the positive effects included, new ideas will be injected into private schools by the new teacher employees, a chance for the organization to reorganize its human resource on the basis of gender and a chance to reduce tribalism. The private school managers who were interviewed on the other side identified the following as the positive effects of labour turnover: it gives a chance to bring in new blood, reduces fighting in departments, it's a chance to reduce tribalism and to change workers composition in terms of gender. Even under the conditions of careful recruitment and selection procedures, some matches turn out to be better than others. This holds especially when productivity and performance do not so much depend on leadership as well as on social relations and professional skills

On the hand the study established the following as the negative effects teacher turnover as stated by the main respondents: it's hard to replace experienced teachers, there is low morale of the teachers left private schools, its costly to employ and train, the school performance goes down, overworking of those left behind, its difficulty to maintain the organizations culture and history, causes fights between old and new teacher employees and encourages others to want to leave. In fact 99% of the respondents said that they were affected by teacher turnover. Only one respondent said he was not affected. The study also indicated that those who remained became lonely, was difficult to deal with new teacher employees and that they were constantly harassed for not completing their assignments.

The study established that Private schools was affected by teacher turnover in form of poor performance, poor school image, low motivation for the teachers and causes private schools to change policies. The study further revealed that 99% of the respondents felt the company is not doing enough to remedies to the effect of teacher turnover: private



schools need to increase salaries of its staff, they need to employ immediately a vacancy is created, it should introduce over time payment that is attractive, encourage teachers to take up overtime, change the leadership styles and let teachers sign employment contracts. 100% of the private school managers interviewed said that the private school management is not doing enough either to reduce the effects of teacher turnover but they noted that the management was doing the following: increasing the workload for the remaining teachers, offering overtime payment to the teachers. On their part the private school managers recommended the following as the remedy: involve teachers in decision making and implement the finding on the causes of labour turnover.

Conclusions

Based on the findings of the study, it can be concluded that low salaries was a major factor that greatly contributed to high teacher employee turnover rates in the private schools. The study also found out that one of the critical parameter of collecting data from the exiting employees, exit interviews were not regularly conducted whenever employees left the organization. And this hampered the private schools human resource management to identify the core reasons that influenced employees to leave the organization. Lack of reward and recognition program greatly contributed to high employee turnover rates in the private schools since the organization's reward package was not competitive and also lacks the elements of totality in its reward system. Finally it can be concluded that the organization working environment was not conducive to most of the employees due to overworking and this contributed to high employee turnover. From the analysis of the results, the study concluded that high turnover of teachers, was a major problem with private schools and there was no indication of the trend reversing in the immediate future, as the organization had resorted to external services for the class teaching. High turnover of teachers was a result of internal factors which included inadequate remuneration, a non-responsive management, poor working conditions, industry dynamics, competition and poaching and insensitivity of the management to address the issues of concern which were often raised by teachers. Further, the private schools management did not have any immediate plans to address the problem of high turnover of teachers.

Recommendations

Based on the analysis of the study results, the study made a number of recommendations, which is carefully considered and implemented, would help reduce turnover teachers in private schools.

- a) The private schools management should introduce better overtime pay and teachers encouraged to take up the opportunity.
- b) The private schools management should streamline the promotion procedures and should be followed strictly.
- c) Private schools should take immediate action to improve terms and conditions of service of its teachers in line with the prevailing economic and industry dictates, since it was evident that private schools acted as a stepping stone to many individuals who found their future careers in competing organizations. Specifically, the salary issue seems to have been a major factor causing high teacher turnover for the basic reason that all other allowances such as housing and transport and other benefits were based on the salary scales.
- d) The management of Private schools should review its pay package, fringe benefits and opportunities for growth in order to retain its workforce.
- e) Private schools should benchmark its terms and conditions of service with other leading players in the industry to avoid its teachers being tempted to join them. The flight of teachers to its competitors is an indication that the terms and conditions of employment in those organizations were better than private schools.
- f) Private schools' management should as a matter of urgency hold a consultative meeting with its teachers to bring out issues of concern, with a commitment to addressing them. This session would give private schools an opportunity to determine an agenda for immediate action and this is likely to avoid further departure of its teachers to other competitor organizations.



- g) Private schools' management should review its current management and leadership style with a view to making it facilitative and enabling, improve communication with teachers and accept constructive suggestions from its teachers, and provide training opportunities. Worker friendly leadership styles be used by all private school managers in private schools for instance democratic and laissez faire
- h) The private schools managers should involve teachers in decision making
- i) Ultimately, private schools should focus on building its own internal capacity to service and maintain its employee teachers due to the enormous savings resulting thereof which could be used to business expansion, improvement and reinvestments for job creation and increase in shareholder value.

It is a view of this study that private schools operate in a highly competitive environment with many players, and therefore, benchmarking its operations and practices to those of leading players will be a major step in reducing turnover of teachers. It is also the view of this study that whereas a number of factors were identified as influencing and causing high turnover of teachers in private schools, remuneration of teachers was outstanding. The implication here is that the management should take immediate attention to the remuneration package ranging from basic salary to allowances and other benefits associated with the teaching jobs in an effort to make them acceptable and attractive to teachers.

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