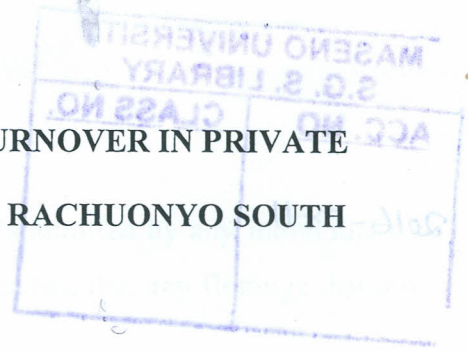


**EFFECTS OF MANAGEMENT ON TEACHERS TURNOVER IN PRIVATE  
SECONDARY SCHOOLS IN OYUGIS TOWNSHIP, RACHUONYO SOUTH  
DISTRICT, KENYA**



**BY**

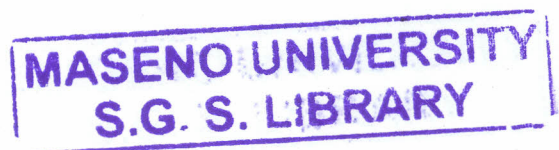
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**A PROJECT RESEARCH PROPOSAL SUBMITTED IN PARTIAL FULFILMENT  
OF THE REQUIREMENT FOR THE AWARD OF MASTER OF ARTS IN  
MONITORING AND EVALUATION**

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## ABSTRACT

Management is an important phenomenon that defines the success or failure of a school as an institution. Poor management in private secondary schools accelerates teacher turnover and therefore reduces the quality of service delivery or learning. However, no adequate research or documentation has been done on management and how it affects teacher turnover in private secondary schools. The main purpose of this study was to investigate the effects of management on teacher turnover in private secondary schools in Oyugis Township, Rachuonyo South District. The specific objectives will be to analyse management practices in private secondary schools; determine the factors which make teachers remain in service and factors that make them leave service in private secondary schools. The study was conducted through survey design and included all the eight private secondary schools in Oyugis Township. The study population was 98 teachers, 8 principals and 8 chairpersons of Boards of Governors. A sample size of 66 teachers was randomly selected among the teachers while all the head teachers, officials from the Ministry of Education and chairpersons of Board of Governors were purposively selected. Primary data was collected through questionnaires, observation and interviews. Quantitative data was analyzed using descriptive Statistics and results presented in form of charts, tables and graphs. Qualitative data were summarized into relevant themes and presented in a narrative form. The study established that 27% of the respondents cited poor management as the major cause of high teacher turnover because of top-down management strategy. It was also established that 26% of teachers leave service in private secondary schools because of the need to get better paying job with security as in public schools. Some teachers leave service in order to go for further studies. The study further established that the private schools employ even old and retired teachers and form four graduates which are 2% and 81% respectively of the teaching force. The overall effect is poor performance and lack of morale among teachers and students. The study recommends that school management should introduce a system of rewarding teachers for better performance. It is also recommended that the government should assist teachers in employing qualified teachers in private secondary schools and develop policy framework for private secondary school management. The management should also encourage participatory management. Areas for further study are recommended and they include; impacts of national education policies in the management of private secondary schools and causes of poor management in private secondary schools

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

Management is an important phenomenon that defines the success or failure of a school as an institution. Taylor (1911) defines management as an art of knowing what to do, when to do and see that it is done in the best and cheapest way. He also states that management is getting things done effectively through people. Rukungu (2000) also says management is about planning, directing and controlling available resources: human and material, to meet the desired results in an economic way. Ingram (2009) also states that Managers can be collaborative, working alongside subordinates to accomplish tasks.

Managers can be facilitative, stepping aside and making sure that employees always have the tools, materials and information they need to do their jobs. Managers can also be coercive and overbearing, micromanaging employees every move. Even in a school situation, the principal or head teacher is the manager and leader of the school, with appropriate management responsibilities. Therefore management and leadership are widely recognized as the most important factor in school effectiveness and capable for retaining teachers in school.

Good management practice is critical in employee retention hence reduces employee's turnover in any given institution. Turnover is defined by Gerald (2002) as the ratio of leavers to the average numbers employed during the course of the year. However, there are various reasons that have been put forth on the causes of employee turnover. Dolton (1999) points out that employee turnover are caused by poor relationship with the management which jeopardizes security of jobs; or lack of proper training and development. Ingersoll (2007) adds that turnover is also caused by other factors such as attraction by new jobs; dissatisfaction in current

workplace; relocation of employees with their spouses or partners. Losing a single key worker can decrease the likelihood of a project's success.

The phenomenon of teacher turnover is a function of management and theorists hold that it is costly and often leads to extremely devastating situations for any learning institution. It makes it difficult for the employers to maintain a steady and successful operation of learning institutions. Nevertheless, turnover of employees/teachers attracts such setbacks as disrupting teams, raising costs, reducing production and loss of productivity resulting in lost knowledge (Murnane, 2009). Further, mistakes flourish as overloaded employees try to fill in until replacements are hired and trained which in turn may negatively affect their attitude and morale (Podgursky, 2003).

Quantitative and qualitative surveys have been conducted in various parts of the world regarding teacher turnover. A study by Ingersoll (2007) indicates that in Ontario up to 20% of first and second-year teachers indicated they would no longer be teaching within five years. He further points out that turnover is even graver in the United States where up to 40% of new teachers leave the profession during their first two years of teaching. It was observed that beginning teachers are often given little professional support or mentorship opportunities to help them develop the necessary pedagogical knowledge, attributes and dispositions needed to help this population succeed, which unfortunately contributes to high level of teacher turnover.

Another study in some African countries such as Uganda by Madrian (1994) reported that the status of the teaching profession is low; and that recruitment of the teachers has been haphazard and deployment has been mismanaged while their training has been inadequate. The Monitor Newspaper (28th March 2003) wrote an article "who will wipe away the tears of teachers?" in which poor pay was pointed out as one of the major factors affecting teacher turnover. Gustman

(1994) supports the view by noting that the problem of teacher turnover is exacerbated by poor pay among other factors and that it is the well trained and more experienced teachers who leave schools for better employment opportunities. This leaves a vacuum to be occupied by the less experienced teachers and hence poor performance.

Similarly, in Kenya teacher turnover is high either because teachers are moving among schools or in and out of the teaching profession. It may also be the case that young teachers start out in the private sector and, when able to, move to the public sector, where job security and benefits are greater Osorio (2010). This has led to understaffing in especially in the private schools. The adequacy of staffing in Kenya is worked on the number of subjects offered in a school which give the total number of lessons/periods taught per week divided by the number of lessons taught per week by a teacher which is twenty seven (27). In a school where teachers teach more than 27 lessons per week is a sign of under-staffing. This is what Marcous *et al* (1999) calls ineffective human resource management strategy.

The scenario is even worse in many private secondary schools. This study will therefore evaluate the effects of management on teacher turnover in private secondary schools in Oyugis Township which apparently loses many teachers yearly.

## **1.2 Statement of the Problem**

Teacher turnover in private secondary schools have got significant negative impacts because it attracts certain costs that the school community cannot effectively cope up with. Murnane (2009) explains that turnover of employees/teachers attracts such setbacks as disrupting teams, raising costs, reducing production and loss of productivity resulting in lost knowledge. Podgursky (2003) adds that further, mistakes may flourish as overloaded employees try to fill in until replacements are hired and trained which in turn may negatively affect their attitude and morale.

There have been complaints from local residents of Oyugis Township that teacher turnover in private secondary schools in the area is high and negatively affecting the performance of their children. Some of the locals have alleged that poor management have accelerated teacher turnover and therefore reduces the quality of teachers available within the schools. This is because the vacuum they leave is occupied by the less experienced teachers. It is further alleged that high turnover resulting from poor management has led to poor academic performance among students.

However, no adequate research or documentation has been done on management and how it affects teacher turnover in private secondary schools. This study investigated management and its effects on teacher turnover in Oyugis Township.

### **1.3 Research Objectives**

The main purpose of the study was to investigate the effects of management on teacher turnover in private secondary schools in Oyugis Township, Rachuonyo South district

#### **1.3.1 Specific objectives**

1. To examine management practices in private secondary schools
2. To determine the factors which make teachers leave service in private secondary schools
3. To determine the factors which make teachers remain in private secondary schools

#### **1.3.2 Research Questions**

The study attempts to answer the following research questions

1. What are the management practices in private secondary schools?
2. What are the factors that make teachers leave service in private secondary schools?
3. What are the factors that make teachers remain in private secondary schools?

#### 1.4 Justification of the Study

A review of existing literature on teacher turnover indicates that there are numerous management factors influencing the decision by teachers to leave or stay in service in private secondary schools. Literature also reveals that there is no comprehensive study on the management factors that promote teacher turnover in private secondary schools.

It is important to point out that there are no studies addressing issues of methodologies and theories specific to private school management and teacher turnover. This study is therefore significant in contributing to knowledge on management practices in private secondary schools. Indeed, as pointed out by Dolton (1999), employee turnover are caused by poor relationship with the management which jeopardizes security of jobs.

It is expected that education officials, policy makers and other stakeholders will be able to formulate policies that are more responsive to addressing teacher turnover in private secondary schools and the impacts associated with it. The recommendations will also be beneficial to the school management in identifying the best management practices to curb the problem of teacher turnover especially those who have not reached the retirement age. Nevertheless, the study findings are expected to contribute to the body of knowledge which may be vital to other researchers and scholars as a source of reference

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter reviews the existing literature acknowledging the effects of management on teachers' turnover in private secondary schools. The main sources of literature included published books, journals, periodicals and electronic media such as the internet. The aspects which were reviewed included the effects of management on teacher turnover in private secondary schools, factors which make teachers leave service in private secondary schools and the factors which make teachers remain in private secondary schools.

#### 2.2 School Management Practices in Private Secondary Schools

The nature of institutional management is important in determining its success or failure. Taylor (1911) defines management as an art of knowing what to do, when to do and see that it is done in the best and cheapest way. He states that management is getting things done effectively through people. Turnover is described as the movement of employees out of the organization or any permanent departure beyond organizational boundaries (Croasmun *et al*, 2002). Heyns (1998) on the other hand defines teacher turnover as the departure of teachers from their teaching jobs. Teacher turnover is measured by determining the ratio at which teachers leave in a given period of time (Gerald 2002):

$$\text{Labour turnover} = \frac{\text{Number of staff leaving per year}}{\text{Average numbers employed during a year}} \times 100$$



Education is the backbone for a stronger economic prosperity and hence the international commitment is to achieve universal basic education. Mpokosa (2008) notes that in order to achieve the Education For All (EFA) as was coined in Jomtien, Thailand in 1990 and the United Nations Millennium Development Goals (MDGs), one of the critical inputs to the education system is the school teacher. Effective teachers are keys to delivering the education noted in MDGs but good teaching is only able to thrive within a favourable environment.

However, UNESCO, (2007) asserts that whilst there is evidence of increased education financing in terms of both aid and national spending on education, these increases have not been accompanied by improvements in education management systems. According to Bennell and Akyeampong (2007) teacher management at school level is crucial for teacher motivation and morale. Management of the whole education system affects teacher morale in that most decisions that affect teachers are made outside the school with minimal involvement of direct teacher managers. Poor management is therefore directly responsible for teacher turnover in secondary schools.

In Britain educator turnover/attrition is reported as a national crisis (BBC News Online, 2001; BBC News, 2001 cited in Xaba (2003). It is also pointed out by Santiago (2001) that the situation is worsening in Sweden, Germany and New Zealand. It is surprising that the problem of turnover affects both the developed and developing nations alike. In some African countries such as Uganda it was reported that the status of the teaching profession is low; and that recruitment of the teachers has been haphazard and deployment has been mismanaged while their training has been inadequate (Madrian 1994).

Similarly, in Kenya teacher turnover is high either because teachers are moving among schools or in and out of the teaching profession. It may also be the case that young teachers start out in the private sector and, when able to, move to the public sector, where job security and benefits are greater Osorio (2010). A study conducted by Simatwa (2011) in Homa Bay County, Suba District indicates that most teachers ask for transfer or change profession due to their head teachers' management styles. The report shows that teachers were very categorical in their responses by saying that they requested for transfers due to the head teachers' management styles. Another staffing officer supported this fact by reiterating that:

*“The powers to teacher retention are within the grasp of the head teacher. The head teacher is the manager and all the school resources are within his/her reaching. As a human resource manager, his/her management style influences all structures and procedures that contributed to a high sense of efficacy that could impact on teachers' desire to request for transfer or not, albeit the unfavorable school, teacher and student factors” (Ariko & Simatwa, 2011).*

The government of Kenya is however making necessary efforts to reduce some of these management challenges by reducing teacher transfers or offering enhanced salaries and allowances. A bonding policy which restricts newly recruited teachers from transferring before the end of five years has also been put in place since 2001 (Simatwa, 2011). These policies are however found in public schools thus leaving the private schools to operate on a free style basis which in turn leads to poor working environment.

### **2.3 Factors which make teachers leave service in private secondary schools**

It is surprising that teacher turnover is a problem that both the developed and the developing nations are still grappling to contain it. This is an indication that the profession is no longer

attracting more individuals. It is important that the education system takes cognizance of this and takes steps to address this situation proactively before it reaches critical proportions (Xaba, 2003). Some theories have been developed to explain teacher turnover. Khatri *et al* (1999) developed a model that explains three factors as the major causes of turnover and they include demographic, uncontrollable and controllable factors. Demographic factors include age, gender, education, tenure, income level, managerial and non-managerial positions. Uncontrollable factors are the perceived alternative employment opportunity and job-hopping. Controllable factors include pay, nature of work, supervision, organizational commitment, distributive justice and procedural justice.

Ruhland (2003) as cited in Ariko and Simatwa (2011) mentions two theories that determine teacher turnover. Chapman's theory explains that vocational satisfaction, stability and achievement depend on the congruence between one's personality and work environment. Krumbolt's social learning theory of career selection, propounds that factors like genetic endowment and special abilities, environmental conditions and events, learning experiences and task approach skills explain why individuals change occupations throughout their lives. According to the model, teacher retention is a function of teachers' personal characteristics, educational preparation, and initial commitment to teaching, and quality of first teaching experience, social and professional integration into teaching and external influences.

However, cross-country analysis reveals that there are other several causes of teacher turnover. A study in South Carolina indicated that teacher turnover was high because they were given no support, no mentors and no meaningful professional development. Administrators were more concerned with growing bigger, moving to new buildings, giving themselves allowances at the expense of teachers, who did the donkey work (Candle, 2004). Gustman (1994) adds that teacher

turnover is exacerbated by poor pay and that why the well trained and more experienced teachers leave schools for better employment opportunities. Armstrong (2000) concurs with the foregoing arguments that organizations that do not pay equitably compared to others may lose their employees because of the non-competitive compensation package.

In some African countries, the phenomenon of teacher turnover is associated mainly with the HIV/AIDS epidemic, especially in Sub-Saharan countries like Zambia, Kenya, Nigeria, the Central African Republic and South Africa. HIV/AIDS debilitates the teachers and weakens them while some suffer from stigma thus making them to exit teaching. Santiago (2001) cites an ageing teaching workforce and the possible retirement thereof, low salaries and demands for even more complex teaching.

A study in private secondary schools in Wakiso District, Uganda shows how serious the rate of teacher turnover is in some regions. Wakiso District Private Schools Association Report indicates that in 2004 alone, out of 368 new teachers, who were hired 253 left their schools in the 162 registered private secondary schools in the District (Candle, 2004). It is evident from this finding that the teaching profession is in real danger due to loss of professionals to other organizations or schools that provide favorable job environment.

According to Education International (2007) Kenya does not have sufficient number of teachers in the classroom yet there is an abundance of qualified teachers who are unemployed or employed outside the public education sector. This could also be attributed to some of the aforementioned global factors that create hostile environment for the teachers in the schools.

Teacher turnover has several negative impacts. Jason and Grissom (2010) for instance explains that replacement of a fifth-year teacher with a teacher just coming out of a teacher training

program may represent a sizable loss of teaching capital and the student achievement that comes with it. Apart from the teachers' experience, students also find it difficult to get used to the new teachers and their new ways of teaching thus eroding their morale. Xaba (2003) is also of the view that teacher turnover results in teacher shortage and hence poor performance in learners because of the disruption it brings about especially in terms of planning in schools.

#### **2.4 Factors that make teachers remain in private secondary schools**

The hope for the future of education still remains with one essential human resource: the teachers themselves. Saker *et al* (2003) argues that the satisfied worker/teacher will be more productive and stay with the institution longer, while a dissatisfied one will be less productive and will have more tendency to quit the work in between. Continued departure of teachers from the profession will undermine the gains that have been made in the past. The problem is likely to be more pronounced in private schools which are not governed by some of the national policies and regulations such as the labour laws. According to Murnane (2009) turnover makes it difficult for the employers to maintain a steady and successful operation of learning institutions. Nevertheless, turnover of employees attracts such setbacks as disrupting teams, raising costs and loss of productivity (Podgursky, 2003).

Good management aimed at preventing mass turnover requires a joint support especially in the developing and underdeveloped countries. In view of this, Mpokosa (2008) notes that under good management, and where necessary, with assistance from donors, there is the potential for teachers' terms and conditions to be improved dramatically, which would lead to positive changes in teacher motivation, morale and teacher retention, and ultimately in the quality of education they are able to provide. He further points out that at the national level, systems should

be in place for the effective monitoring of inflation and its effect on teachers' and other public sector workers' salaries in relation to the cost of living.

In addition to this, UIS (2006) points out that the biggest investment of funds and human resources has always been and should always be in teachers. With 18million new teachers needed by 2015, it is vital that governments and donors prioritize teacher management. The role of head teachers is crucial for improving teacher management and motivation and ultimately for improving learning outcomes for girls and boys. The introduction of management training for school leaders would reap countless rewards, and should be prioritized (Ndaruhutse, 2006).

There are other suggestions that have been put forth by researchers and scholars in tackling teacher turnover. Adelabu (2006) observes management reforms related to teachers' salaries and working conditions as being central in addressing turnover. Ndaruhutse (2006) supports the development and use effective Education Management Information Systems (EMIS) at central, local and school levels to enable better planning and management in the training and recruitment. Another suggestion by Voluntary Services Overseas (VSO) in Nigeria singles out the teachers' voice in school management Voluntary Services Overseas, (2006). The school teachers should be given an opportunity to air their grievances and participate in decision making.

In Kenya, the Teacher Service Commission (TSC) is mandated to recruit, deploy and remunerate teachers (Revised TSC Act 2012). The teachers are deployed in public schools in accordance with government employment terms and conditions of service. But teachers in private secondary are not subjected to TSC provisions. They are at the employer's terms and conditions. It should be noted that such a loophole could lead to poor working environment in private secondary schools as the employer is left to dictate the terms and conditions of employment.

Mbiti (1977) concludes that a man works well if he is happy within the environment of his work. This means that the physical facilities in which the person works must be both comfortable and secure. Job security of an employee in the organization is certain if the employee is honest, resourceful, diligent in his work and firm in his official dealings with his subordinates. He merits his present position as well as any future promotions which may arise. This however can only be achieved if good organizational and institutional management practices are put in place.

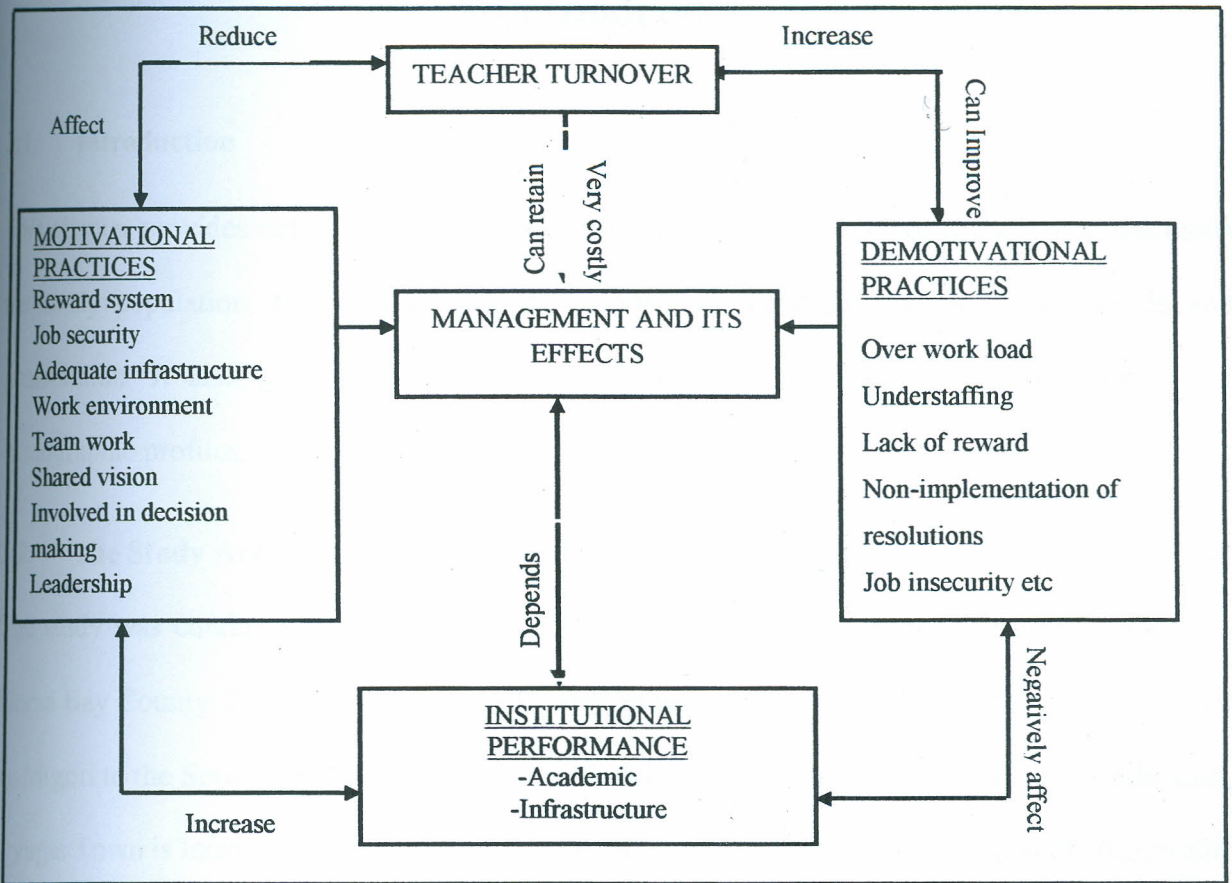
## **2.5 Study gaps**

There is a lot of literature that exist on teacher turnover and its consequences. However, a lot of discussions dwell on public schools. The existing government policies are to a large extent geared towards the management of public schools thus giving the private schools' management a loophole for mismanagement. Most of the documents reviewed indicate that there is no specific discussion based on how teacher turnover in private schools but the issue has been generalized or skewed towards public schools. It is for this reason that this study will attempt to investigate how management affects teacher turnover in private secondary schools with specific reference to Oyugis Township in Homa Bay County.

## **2.6 The Conceptual Framework**

On the basis of the above literature review, the conceptual framework considers the following dimensions of Human Resource Management such as reward systems, job security, career growth, training and development, management style, motivation, and working environment as practices vital on teachers/employees' retention within the schools/organizations. The efficiency and effectiveness of the above mentioned resources are determined by the prevailing management styles and techniques.

Figure 2.1: The Conceptual framework



Source: Adopted from Leisenring (2005)

The figure 2.4 above shows one of the managerial practices that enhance employees' performance in any organization or institution is motivation. Motivational practices such as reward system, job security, training, teamwork and involvement in decision making can improve the retention of employees. Lack of such motivational practices may lead increased turnover of employees. High turnover may turn to be too costly for an institution especially when new recruitment is to be conducted. This would mean more resources for training and time to adjust to the new environment. Institutional performance therefore depends on the retention capacity of employees.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter provides details on the methods that were used to carry out the study. It discusses the study population, the sample size, data collection techniques as well as analysis and presentation. It also gives description of the study area such as the socio-economic and demographic profiles.

#### **3.2 The Study Area**

The study was conducted in Oyugis Township which located in Rachuonyo South district in, Homa Bay County. Homa-Bay County is located in western Kenya and neighbors Counties such as Migori to the South west, Kisumu to the north, Kisii to the South East and Kericho to the East. Oyugis Town is located within three locations of Kowidi, Kamagak west and Kokech. It is within these locations where the 8 private secondary schools under study are found. The maps below show the location of the study areas at the national and local context. Oyugis is located at latitude -0.50898 and longitude 34.7358. The average elevation of Oyugis, Kenya is 1420 meters.

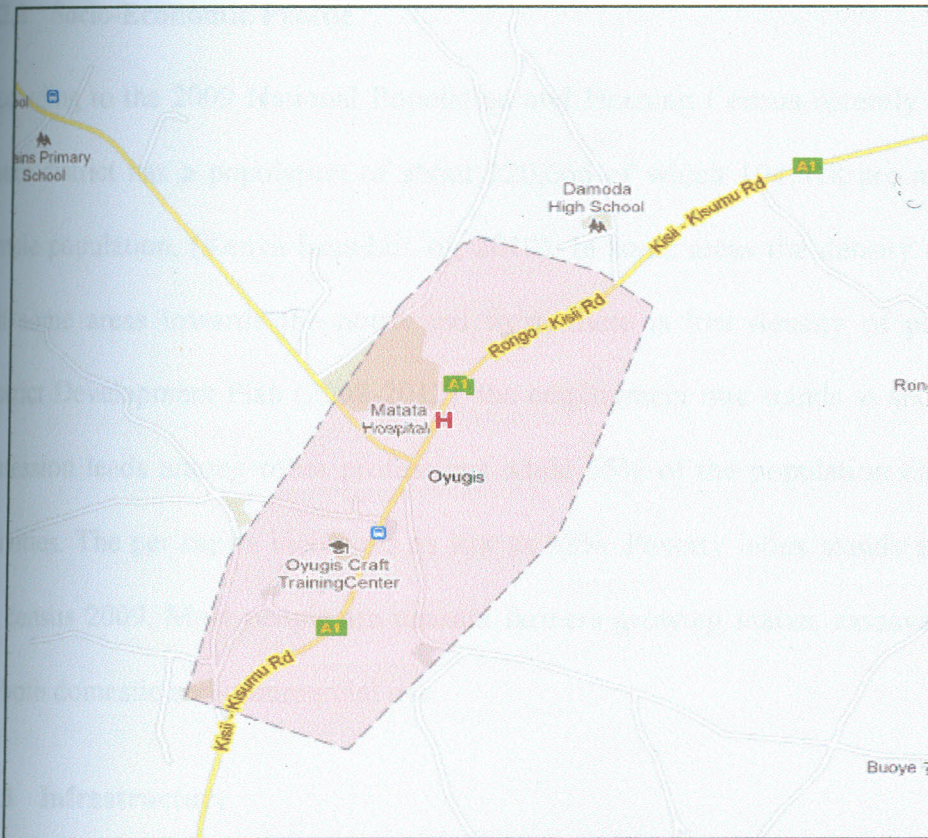
Figure 3.1: Homa Bay County in the National



Source: Google Maps, 2013

Locally, the study area is located in Oyugis Township which is the second largest town in Homa Bay County after Homa-Bay town. It is also the administrative headquarter for Kasipul division and other district ministry headquarters are located in the town. The map below shows Oyugis Township in the local context.

**Figure 3.2: Oyugis Township in the local**



*Source: Google maps, 2013*

### 3.2.1 Climatic Condition

The study area experiences the general climate of the county which is modified equatorial climate of the lake region. The area experiences adequate rainfall, making both crop farming and livestock keeping the main economic activities carried out in the area. It has cold and warm climate. It experiences high rainfall of convectional type. Rainfall distribution is bimodal with long rainy season comes in late February to late June with rainfall ranging between 500mm and 1000mm and short rainy season which occurs between September to early December with rainfall ranging between 250mm and 700mm. Local temperatures are relatively high ranging between 14 degree centigrade and 20degree centigrade, Rachuonyo District Development Plan (2008-2012).

### **3.2.2 Socio-Economic Profile**

According to the 2009 National Population and Housing Census recently released, Rachuonyo South district has a population of about 220,666 of which 104,918 are male and 115,747 are female population, (Kenya Republic of, 2010). In some areas the density of population is high and some areas towards the north and west, there is low density of population. According District Development Plan (2008-2012), the employment rate stands at about 36% and teaching profession leads among other professions while 65% of the population engages in agricultural activities. The per capita income is as low as 42%. Poverty index stands at 56% as reflected in the census 2009. Most people are peasant farmers growing maize, cassava, potatoes and millet for both domestic and commercial use.

### **3.2.3 Infrastructure**

Oyugis town is located along Kisumu-Kisii Road where Kendu Bay-Oyugis junction branches off. The distribution of transport and communication system in the district is not bad and most of the private secondary schools in the study area are easily accessible. In terms of water supply Oyugis town is connected with piped water by the Ministry of water and surrounded by two rivers from the south and east.

### **3.2.4 Education Institutions**

According to the records obtained from the Ministry of Education, Rachuonyo South district has a total of 62 public secondary schools with a population of about 11098 boys and 7990 girls totaling to about 19080 students. Whereas, the 8 private secondary schools in Oyugis Township have a population of 1406 students which includes 710 male and 696 female students. The total population of schools and students is 70 and 20486 respectively.

### 3.2.5 Demographic profiles

According to the 2009 population census, Rachuonyo South district has a total population of 220,666 persons (Kenya Republic of, 2009). The 2009 population census indicated that the male and female populations were 104,919 and 115,747 respectively. The males tend to migrate to other regions of the country in search of employment.

**Table 3.1 Secondary school Going Age (14-17 years)**

Census	Male	Female	Total
1999	17,840	16,572	34,412
2009	21,551	20,020	41,571

Source: District Statistics Office - Kosele - 2009

Going by the table above, the total number of students in secondary schools should be 41,571 and actually there are 20,486 students which include 1406 in private and 19,080 in public leaves a deficit of 21,085 unaccounted for. This confirms why the government encourages establishment of private secondary schools to subsidize provision of education to meet the objective of EFA and MDG goals and also, to increase the rate of access, retention, transition and completion.

### 3.3 Research Design

The study was conducted through a survey design which was considered appropriate due to its advantages over case study. According to Kothari (2004) survey design enables the researcher to gather data from a relatively large population. The study employed the used of mixed approach method. This is because, as pointed out by Stake (1995) that although qualitative and quantitative approaches work differently, they reinforce each other, when planned carefully. In the process

Stake (1995) adds that qualitative surveys or methods work with episodes of unique relationships to tell a story or give a unique description of a case. It is also clear that the more quantitative the approach, the more inclusive it is of repeated observations to get a representative coverage of the relationships, while a qualitative approach means finding good moments to reveal the unique complexity of the case. In this study attempts were made to ensure a middle ground so that it could use the best of the quantitative and qualitative methods.

### **3.4 Selection of the Study Area and the Units of Analysis**

The selection of the study area involved screening in relation to selection criteria, which were based on the theoretical propositions and on the prevalence of the study phenomenon within Oyugis Township. The selection criteria was based on Patton's (1990) advice for selection of information/rich cases where the phenomena being studied has been experienced or was taken into account. The survey study and the selection study process required a review of reports, literature and discussions with experts on the level of teacher turnover in both private and public secondary schools. Private secondary schools were selected after realizing that they experience high teacher turnover.

A visit to the selected private secondary schools was used to select the teachers, head teachers and chairpersons of BOG as well as other officials from the Ministry of Education for interviews and discussions. A discussion of this nature requires evidence from different sources in order to provide concrete generalizations about the study findings.

### **3.5 The Target Population**

The target population is private secondary schools in Oyugis Township in Rachuonyo South district. The numbers of private secondary schools are eight (8) with a student population of

about 1406 and a work-force of approximately 96 teachers, eight school principals and 104 BOG members. The private schools in the township are St Georges, St Vincent, Oyugis Mixed, Nyabola Girls, G.E.B Girls, Dan Hill, Agape and Lady Sharon.

### 3.6 Sampling Procedure and techniques

The study employed multistage sampling. The first stage involved the identification of the relevant respondents based on their responsibilities in the school set up. The second stage involved stratified sampling technique which was used in identifying the population sub-groups (subsets) such as school principals, BOG chairpersons, the teachers and officials from the ministry of education. According to Sekram (2003) and Gay (1987) stratified sampling groups a population into homogenous subsets which have similar traits. It aims at a representation which is proportionate of the population with a view of explaining the difference in sub-group characteristics. Purposive sampling was used to collect data from the key informants who included school principals, BOG chairpersons and officials from the ministry of education. Simple random sampling was used to collect data from the teachers.

### 3.7 Sample Size

The sample size was composed of eight school principals, District Education Officer (D.E.O), eight BOG chairpersons and seventy seven (77) teachers.

The sample size for teachers was determined using the formula below (Yamen, 1967):

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

Where small 'n' is the sample size

N is the total population

E= 0.05 is the level of precision (+ or- error)

The sampled number 77 was worked out of the target population of 96 as shown below:

$$n = \frac{96}{1 + 96(0.05)^2}$$

$$n = \frac{96}{1 + 96 \times 0.0025} = .2400$$

$$n = \frac{96}{1 + 0.2400}$$

$$n = \frac{96}{1.2400} = 77.41935 \sim 77 \text{ teachers}$$

### 3.8 Data collection methods

#### 3.8.1 Secondary Sources

Secondary data are those which have already been collected by someone else and which have already been passed through the statistical process. According to Good (1963) and Mouly (1970) secondary source contains an intermediate person's (not the actual witnesses') reporting of the event or phenomenon under study.

Secondary data was used as a baseline to ascertain the findings from primary data. They included journals, published books, periodicals, school records, government statistics, conference papers and electronic sources such as the internet. Secondary data was critical in identifying the effects of management on teacher's turnover, the causes of turnover and the effects of turnover on service delivery and overall performance of the affected schools

#### 3.8.2 Primary Sources

The primary data are those which are collected afresh and for the first time, and thus happen to be original in character. Primary data was derived from the principals, chairpersons of BOG, teachers' representatives and education officers. The main tools for collecting data were questionnaires and interview guides as well as observation checklist.



### **(i) Interviews**

Key informant interviews were chosen as a suitable approach for obtaining detailed information. An open-ended but semi-structured interview tool and the conversational approach were used to obtain information from the Ministry of Education, head teachers, and BOG Chairpersons. Interviews allow for collection of information that is difficult to put down in writing such as views, opinions, perceptions, feelings and attitudes. According to Oso and Onen, (2005) interviews ensure that the researcher gains control over line of questioning and provide information that cannot be directly observed and gives historical information. Interviews also facilitated probing into perceptions (opinions) of individuals on management, aspects of resource allocation and the future of private secondary schools.

Mugenda & Mugenda (1999) say interviews make it possible to obtain data required to meet specific objectives of the study. It guards against confusion the questions since the researcher/interviewer can clarify the questions thereby assisting the responded give relevant information. It furthers can clarify and elaborate the purpose of the study and effectively convince respondents about the importance of the research and give honest and complete information. Inclusion of key informants in the interviews helps to triangulate and clarify certain policy dimensions in education in relation to teacher turnover.

### **(ii) Questionnaire**

The questionnaires are best suited for quantitative data as pointed out by (Mugenda and Mugenda 1999 and Touliatos & Compton, 1988). Both structured and non-structured questionnaires were used to collect data randomly from the school teachers. Therefore in such situation, information can best be got through questionnaires. More so the target population is also literate and is likely to have easy time to respond to questionnaires. The structured

questionnaires were used because of time and money saving where as unstructured ones gave respondents opportunity to freely give deeper and hidden personal opinion on the topic of discussion. These methods enabled the researcher to have a balance between the quality and quantity of data. This balance between quality and quantity of information is useful for a deeper explanation of the circumstances why there is teacher turnover in private secondary schools (Oso and Onen, 2005).

### **(iii) Observation**

The observer uses observation checklist to record what he or she observes during data collection (Mugenda And Mugenda, 1999). Observation was important in identifying the physical characteristics of the school environment. The use of observation therefore enabled the researcher to become aware of the situations related to the issues under study. According to Oso and Onen (2005) observation creates room for seeing what actually people do rather than what they say they do which are connected to matter being researched. The advantage is that it enables the researcher to gain first-hand experience without informants and also to record information as it occurs.

## **3.9 Data Analysis, Interpretation and Presentation**

This study generated mainly qualitative and quantitative data. The data was analyzed on a case by case basis before a cross-analysis was undertaken. Data analysis was systematic and the process involved ordering and coding the data before entry and analysis using SPSS software for responses captured through semi structured questionnaires that were administered to the teachers.

The key informants interviews, Focus Group Discussions and workshop results were manually analyzed due to their qualitative nature. The data collected was enormous, thus as Green (2004)

notes, there is need for systematic data analysis to abstract relevant details that could be applied in data analysis in an orderly manner. Thus each phase of the analysis involved data reduction into manageable chunks and interpretation as new meanings and insights emerged. The reduction of data into manageable volumes reduced the complexity and irrelevance that is often associated with qualitative data analysis. The results from quantitative analysis were presented in form of charts, graphs and tables while qualitative data were presented in narrative form.

### **3.10 Limitations of the Study**

The study faced some challenges which the researcher and the assistants had to try and overcome in order to collect the needed information. The study was undertaken during the school music festivals and most of the teaching staffs were away. Their absence was anticipated to affect the data needs and hence it forced the researcher to postpone the interviews to a later date after the music festivals were concluded.

Secondly, survey on the school management elicited debates on the motives of the research because the school management thought the researcher was spying on them. This challenge was overcome by producing the letters of Authority from the Ministry of Education and Maseno University in order to avoid further doubts by the management.

Most of the owners of these schools were not ready to give accurate information on the academic and professional qualifications of teachers. In most cases they exaggerated their teachers' qualifications. For example, trained primary (PI) teachers were regarded as Diplomas whereas diplomas were counted as Bachelors holder.

It was also difficult to reach all the targeted BOG chairpersons because some of them stay far away from the Oyugis Town. Under such circumstances, the researcher had to make the

interviews through phone calls. This approach however, led to further challenges since some treated the research topic as being sensitive and could not be discussed through phone conversation. I had to interview some of the BOG members after seeking for permission from the head teachers and the BOG chairpersons.

### **3.11 Ethical Considerations**

Given the sensitive nature of the study on school management and the aspects of teacher turnover, it was anticipated that some respondents might refuse to give information or even to respond to some of the questions. In this respect and in accordance with the ethical research practices I had to ensure that the explanations on the motives of the research to the respondents were clear, transparent and honest. The need to explain my academic background and the need for the research gave the respondents the opportunity to either grant or refuse an interview based on my academic needs. I realized during initial visits that some of the respondents were very cautious and therefore held back some information due to fear of the school management. I therefore had to seek intervention from the school management and the Ministry of Education in order to legalize the research.

In order to ensure that a large number of respondents did not decline to respond to the interviews, the tools were designed to ensure that sensitive questions were avoided. Different approaches such as review of secondary data, key informant interviews, individual interviews and focus group discussions were used to triangulate and counter check the field survey results. It was also necessary to avoid the sensitivities during key informant interviews and focus group discussions, issues of concern such as protecting the interviewees' identities as discussed and agreed upon. This was necessary because the study touched on issues such as poor management, corruption and rates of salary.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

This study was an attempt to find out the causes of high teacher turnover in private secondary schools in Oyugis Township. The chapter begins by discussing the characteristics of the study population while the other sections and sub-sections are discussed according to the objectives.

#### **4.2 Characteristics of the Respondents.**

The study was conducted in Oyugis Township with specific focus on eight private secondary schools. The study was informed by allegations that teacher turnover in private secondary schools in the area is high leading to teacher shortages, poor academic performance and low enrollment was noticed. An understanding of the population characteristics was undertaken in order to underpin the claims on high teacher turnover against the prevailing circumstances in the schools under discussion.

##### **4.2.1 The Level of Education**

The level of education was examined in order to find out the level of professional qualification of teachers. The level of education is important in determining teacher turnover or retention because some teachers are likely to leave to get better payment or the management may retain qualified teachers due to good service delivery. According to the findings, 81% of the teachers interviewed were untrained form four leavers fresh from secondary schools that had level of mobility as they leave for training institutions, while those with diploma were 11% that are qualified and have better bargaining powers for better terms of employment. Further investigation on the diploma revealed that half of them were not qualified teachers. The 8% of teachers that are under

graduates hardly staying for more than three months before going back to continue with their learning. A summary of the above findings are shown in table4-1 below.

**Table 4-1: Respondents' Level of Education**

Level of Education	Percentage
University (undergraduate)	8%
Diploma	11%
Untrained	81%
<b>Total</b>	<b>100%</b>

Source: Field Data

The untrained as well as trained teachers often leave service for further education and greener pasture respectively, while some may leave to join other professions depending on the suitability of the job environment as discussed in section4.4. This is a big percentage that confirms the high teachers' turnover. It was also noted by the researchers that of the 11% diploma teachers 50% of them were not trained as teachers who were not supposed to teach in a secondary school.

#### **4.2.2 Gender and age of respondents characteristics**

##### **(i) Gender**

However across analysis of the individual schools showed that there is a wide disparity between the number of males and female teachers in private secondary schools. In Agape, Oyugis and St. Georges Secondary 66%, 83% and 55% respectively are male teachers while in G.E.B 100% of the teachers are females.

The level of disparity was noted in mixed secondary schools but it could not be clearly explained even though some teachers explained that in some schools, the management prefers male teachers due to the belief that they give better academic results than their female counterparts.

They also advance the maternity leave issue among female teachers which has cost implication that may force them to hire teachers to teach when on leave.

**Table4- 2: School and Gender Distribution**

Name of School	Gender of respondent		Total
	Male	Female	
Agape	66.7%	33.3%	100.0%
Don Hill	77.8%	22.2%	100.0%
G.E.B Secondary	.0%	100.0%	100.0%
Lady Sharon	25.0%	75.0%	100.0%
Nyabola Girls	28.6%	71.4%	100.0%
Oyugis	83.3%	16.7%	100.0%
St. George's	55.6%	44.4%	100.0%
St. Vincent	42.9%	57.1%	100.0%
<b>Total</b>	<b>53%</b>	<b>47%</b>	<b>100.0%</b>

Source: Field Data

The Table 4.2(1) above summarizes the findings of the respondents' gender. The respondents' gender and age were considered important in the study since they determine the level of retention or turnover in the work environment. According to the findings, 53% of the respondents were males while 47% were females. Analysis of gender was important due to the arguments from literature which shows that gender discrimination is still a common practice among the employees.

## **(II): Age**

The study further investigated the age of teachers in the school in order to underpin arguments from literature which stated that turnover is very high among young teachers.

**Table 4-3: Age of respondents**

	<b>Years</b>	<b>Percent</b>
<b>Age of respondent</b>	18-25yrs	22.0%
	26-32yrs	65.0%
	33-49yrs	11.0%
	>49yrs	2.0%
	<b>Total</b>	<b>100.0</b>

Source: Field Data

It was found that most of the teachers aged between 18-25yrs were untrained and it is this group that is likely to leave service as they join college or other institutions for further education.

Khatri *et al* (1999) developed a model that explains three factors as the major causes of turnover and they include demographic, uncontrollable and controllable factors. Demographic factors include age, gender, education, tenure, income level, managerial and non-managerial positions.

Santiago (2001) also cites an ageing teaching workforce and the possible retirement as a cause of high turnover.

#### **4.3 Management Practices in Private Secondary Schools**

The first objective of the study involved investigation of management practices in private secondary schools. To achieve this objective, the respondents were asked to mention various issues which they think were part of management practices to be considered by the school management bodies. According to the findings, most of the teachers accounting for 38% pointed out regular and timely decision making as a key management practice that determines teacher turnover in private secondary schools. A summary of the findings are given in the table below.



**Table4- 4: Management Practices**

	<b>Percentage</b>
Responsive to employees social needs	18%
Involvement in decision making	14%
Regular & Timely salary payment	38%
Team work	16%
Shared Vision	14%
<b>Total</b>	<b>100%</b>

*Source: Field Data*

Detailed discussions of the findings in the above table are discussed in the following subsections:

#### **4.3.1 Responsive to Employees Social Needs**

It came very clearly from the respondents that most of the managers were not bothered to responds to teachers' social requests and needs. About 18% of the respondents a firmly asserted that the managers were only concerned with performance to work as well as being at the station whether you have a lesson or not. Many requests for offs to attend to family problems were not permitted. The worst hits were female teachers who were not given adequate holiday time incases of maternity. These made employees to seek alternative work elsewhere. These findings concur with Ingram (2009), who pointed out that the more personal respect employees are given at work, the more satisfied they will be at their jobs. A lack of respect can cause employees to quit.

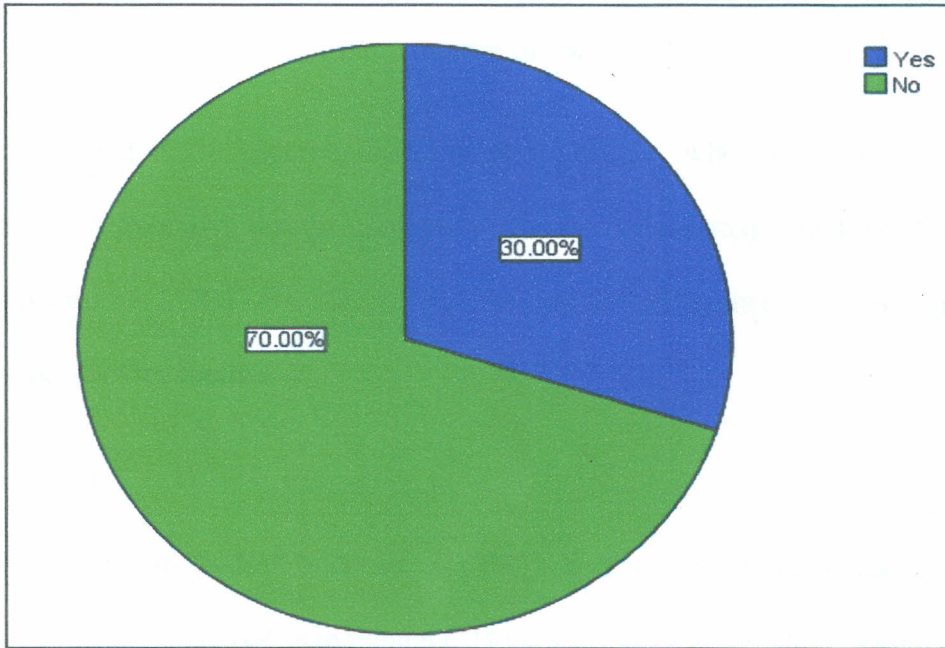
#### **4.3.2 Involvement in Decision Making Process**

Head of an organization is expected to have all inclusive and participatory management system in place. According to interview conducted by the researchers, 14% of the respondents pointed out that an inclusive decision making platform which is important for effective school management, was found lacking among the managers/principals. Good management provides absolute conducive working environment for employees in any organization and promotes

employee confidence thus creates a sense of belonging through participatory approach in decision making processes.

Further interviews conducted with the key informants revealed that schools which have embraced inclusive and participatory decision making forums were well managed and experienced low turnover. The BOG chairman, Nyabola Girls secondary schools explained that the school management embraces open discussion forums during meetings more especially staff meetings. He categorically pointed out that the approach has helped their management to make tremendous improvement in the relationship between the teaching staff and the management. The figure below shows that a larger percentage of the respondents (70%) observed that they are not involved in decision making.

**Figure4- 1: Perception on Decision Making**



*Source: Field Data*

However, some of the teachers especially at Lady Sharon and Dan Hill confided that decision making is largely vested with the top management and the teachers were rarely involved. It is indeed evident that the rates of turnover in Lady Sharon are generally high.

Dolton (1999) explains that employee turnover is caused by poor relationship with the management which jeopardizes security of jobs; or lack of proper training and development. The school teachers should be given an opportunity to air their grievances and participate in decision making.

#### **4.3.3 Regular and Timely Salary Payment**

Management should have regular and timely salary payment. But there was strong evidence contrary to that; teachers interviewed complained about irregular and late salary payment. There was documentary proof at the DEO's office where some teachers from Lady Sharon secondary school visited the DEO's office to register their complaints and to seek intervention. According to data collected 38% of the respondents interviewed cited that their pays were not given regularly and timely as expected. The principals sometime gave them accumulative salary for two months; it could be either half or three quarter of the total.

The Monitor Newspaper (28<sup>th</sup> March, 2003) wrote an article "who will wipe away the tears of teachers?" in which poor pay was pointed out as the one of the major factors affecting teacher turnover. Even Gasman (1994) emphasized that the problem of teacher turnover is mainly caused by poor pay among other factors.

#### **4.3.4 Team Work**

Management structure in figure4.1 shows that the school management practices delegation of duties as part of efficient school management. However, some respondents pointed out that the chain of command is sometimes disregarded. This is because the schools belong to individuals who often make own decision without any consultation with the responsible persons in the line

of management. This culminates into management conflicts when the employees' suggestions are not taken into account.

According to an excerpt by Forbes in the Daily Nation Newspaper (June, 2013), leaving the door open to employee concerns and suggestions makes them feel that they have a stake in the organization. The school managers should therefore create an environment that allows both horizontal and vertical communication in addressing school concerns instead of making decisions at will. Collective and participatory decision making is a team spirit.

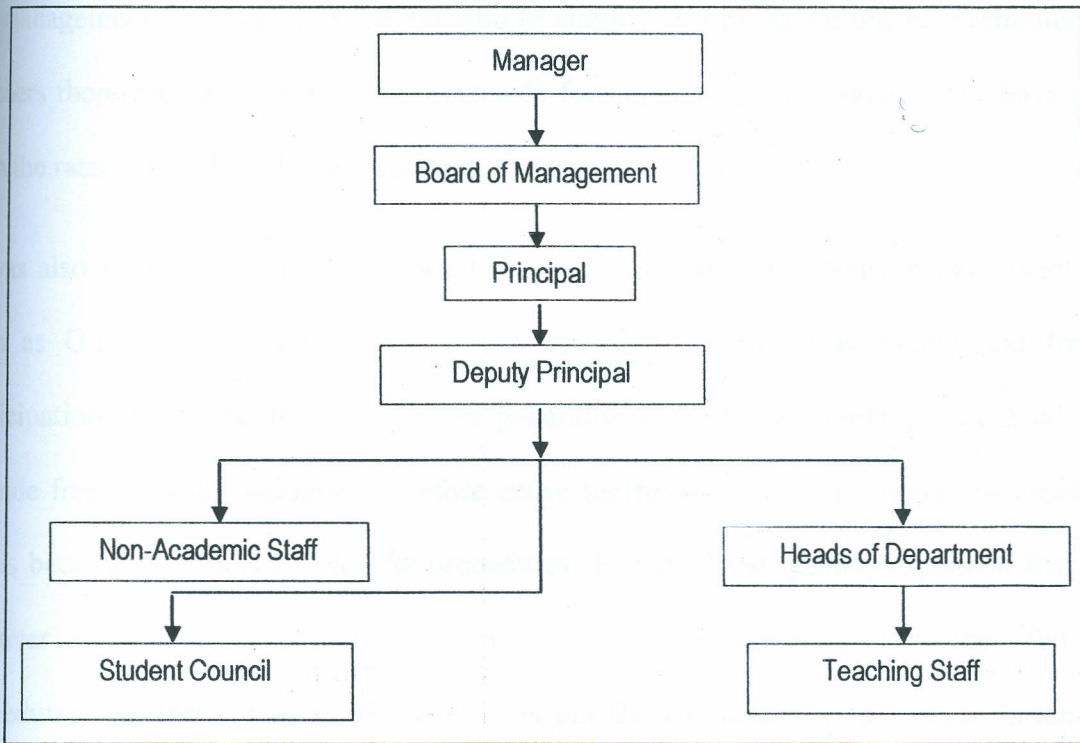
#### **4.3.5 Shared Vision**

Among the respondents studied, 14% agreed that there was lack of shared vision. Even in some schools there were no prescribed institutional visions which should reflect the direction the institutions should take. It was also found that the manager and the employees had different view on the existing visions. In other words there was lack of common bonding in the institution. Therefore, lack of shared vision can harm an organization in a way that it cannot compete with others. It becomes unable to adapt to changes.

#### **4.3.6 Top-Bottom Management Structure Practice**

Management practices in private secondary schools were observed to be slightly different from public schools. Private secondary schools have got a management chain in which all the employees are answerable to the school manager. Figure4.1 below shows the management structure as defined by the school management during the interviews.

**Figure4- 2: Management structure of private secondary schools**



Source: Field Document

The management structure defines the management practices. It was realized that the schools are managed bottom up approach in which teachers are engaged and consulted in the decision making processes. Personal interviews with the school head teachers pointed out that the schools management structures are strictly based on top-down approach as opposed to what exist in public schools.

Further findings showed that 62% of the respondents pointed out top-down management as a common practice in private secondary school while 29% observed that the management practices are horizontal. In the latter findings the respondents explained that there is effective delegation of duties depending on the area of specialization or the decision of the management. A dismal 9% of the respondents were not sure of the type of management that exists in their school and this they explained is caused by the failure to institute a proper management structure.

Some of the head teachers for example continued to point out that it is the sole responsibility of the management to make decisions on who to employ as well as the teachers remuneration. The teachers therefore have limited or no grounds for negotiating their salaries but have to contend with the rates defined by the management.

It was also evident through observation that schools which had better management structures such as G.E.B and Nyabola secondary schools had good infrastructure and the teachers participation during the interviews were generally good. Management practices which do not provide free space to dialogue, therefore cause inefficiencies and are bound to create faults or errors because of failures to follow procedures. Fogarty *et al.* (2004) explained that employee turnover increases due to individuals in offices making errors because they fail to follow procedures and ineffectual supervision. This put the employees of the organization in such a pressure created by poor planning and results in increased teacher turnover.

#### 4.3.7 Motivational Practices

Employee motivation is an important tool employed by management to improve the overall performance of an organization by boosting the morale of employees. Management of the whole education system affects teacher morale in that most decisions that affect teachers are made outside the school with minimal involvement of direct teacher and managers/principals.

**Table4- 5: Provision of Incentive/Motivation**

Reaction	Percentage
Agreed	17%
Disagreed	75%
Undecided	8%
<b>Total</b>	<b>100%</b>

Source: Field Data

The respondents were asked whether the schools management have motivational practices. 75% of the respondents disagreed with the question that they had no such practices, 17% said that the schools provided teacher motivation and only 8% of the respondents were undecided. Some of the motivational practices identified by teachers interviewed included regular salary payment and tours for good academic performance, free housing and water supply, increasing salary for teachers who have served for long and payment for overtime or remedial classes. This why Akyeampong (2007) explains that teacher management at school level is crucial and should provide for teacher motivation and morale. Therefore, the management should have motivational mechanism in place.

#### 4.4 Factors which make Teachers Leave Service in Private Secondary Schools

The second objective of the study was to determine factors which make teachers leave service in private secondary schools. The study started by examining the level of turnover in the private schools under consideration. It was discovered that that rate of teacher retention and turnover were almost equal as shown in the table below.

**Table4- 6: Rate of retention and turnover in private secondary schools in Oyugis Township**

<b>Rate</b>	<b>Percent</b>
Retention	48.0%
Turnover	52.0%
<b>Total</b>	<b>100.0</b>

Source: Field Data

The rate of turnover (52%) experienced in the private secondary schools is higher than the rate of retention (48%) as show as in the table 4.5 above. This indicates that there are challenges that are worth being investigated. An investigation of factors which make teachers leave service in

private secondary schools was therefore conducted and the study exposed management as one of the major causes. According to the respondents, high handedness in school management creates unfavorable work environment for employees.

#### **4.4.1 Poor Management**

According to the findings in figure 4.5 below, 27% of the respondents pointed out poor management as the major cause of teacher turnover in private secondary schools. Some respondents gave reasons such as harassment and intimidation by the management as well as failure to consult the teachers in decision making as some of the areas of weakness by the schools management. Poor management featured prominently as the driving factor for high teacher turnover in private secondary schools due to top down management approach. Poor management manifests itself in various ways as discussed in the following sub-sections:

##### **4.4.1.1 Provision of Substandard Infrastructures**

It came out direct from the respondents during interviews that poor state of infrastructures caused by purchasing of substandard equipments and tools as well as poor maintenance of facilities contributed to teachers' turnover. The respondents interviewed as well as observation by the researchers confirmed that the provision of substandard infrastructures was a reflection of bad management. The management was not concerned with the improvement of the same. Picture 4.4(i) shows the state of classrooms at Dan Hill secondary school at the time of collecting data. Classrooms were not maintained the standard expected. Whereas picture 4.4(ii) which is Oyugis secondary school, the picture of the building captured housed the Principal's office as well as his deputy, staffroom and science room.

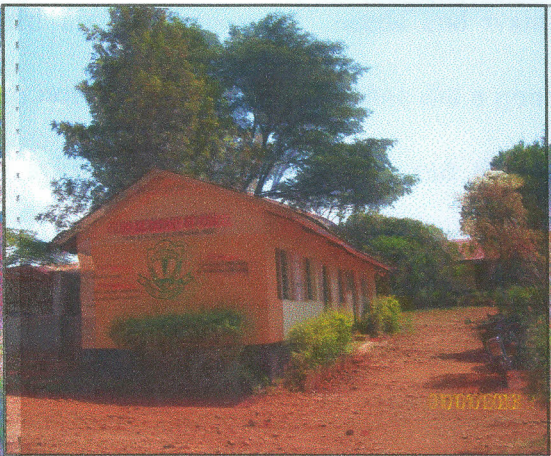


The building extremely, a head of the classroom block was the Principal residence. Imagine the proximity to the tuition block. There is haphazard planning which is not conducive to teacher's security as was mentioned by the respondents.

**Figure 4- 3: Pictures of poorly managed Schools**



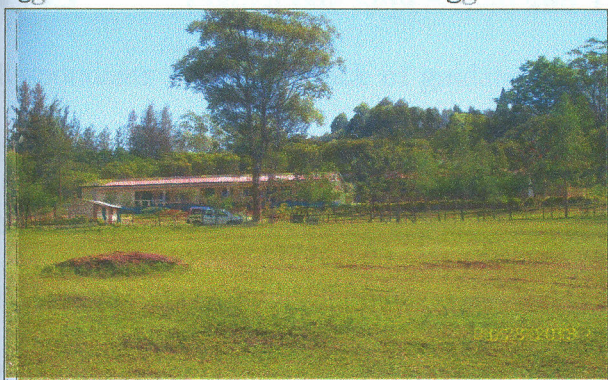
Picture 4.3(i) Dan Hill Secondary



Picture 4.3(ii) Oyugis Secondary

However in Picture 4.3(iii) St Georges and picture 4.3(iv) G.E.B secondary schools the managements of the two schools were found providing appropriate infrastructures and the rate of teacher's turnover was low as compared to the other two above. Therefore teachers would leave for better institutions with appropriate facilities.

**Figure 4- 4: Pictures of well managed Schools**



Picture 4.3(iii) St Georges Secondary



Picture 4.3 (iv) G.E.B Secondary

Shamsuzzoh (2010) confirms in his research article that if working conditions are substandard for the work place lacks important facilities such as proper lighting, furniture restroom or staffroom

and other health and safety provisions, employees/teachers will not be willing to put up with inconvenience for long time.

**4.4.1.2 Lack of Recognition /Appreciation.**

Effective manager is expected to understand his/her employees' needs and wants. The respondents cited that their plights as teachers were not looked into. Even if one did a good work nobody in the management cycle bothered to acknowledge that. It came out that lack of appreciation and recognition of employees' good work, stimulates teachers turnover.

This finding concurs with Shamsuzzoha (2010) who points out that since employees generally want to do good job, it follows that they also want to be appreciated and recognized for their works. Even the most seasoned employee needs to be told he/she is doing once in a while. This is a clear evidence of bad management that cannot appreciate workers contributions to the performance of the Institution. Also Michael et al (2000) cited in their research paper that recognition/reward for good performance significantly influenced retention in the private sector. In other words it reduces high turnover of employees.

**4.4.1.3 Inadequate Supervision and Training**

Respondents mentioned lack of guidance and direction from the principals. New teachers were not assisted on how to conduct themselves. Furthermore, there was also lack of training program to help teachers improve their abilities. Reinchheld (1999) points out that the productivity results in looking on how teachers/workers work hard when they find their jobs interesting and meaningful. He states that employees work smart when they are adequately trained and have been on the job long enough to reap the benefits from their training. It is in the poor management system where there is absence of a training and supervision program in the manager's diary.

Lack of supervision and training may cause employees/teachers to fall behind their level of performance and feel that their abilities are lacking. Therefore, the only option left is to look for a better place.

#### **4.4.1.4 Unequal or Low Wage Structure**

It was uncalled for to get from respondents that there was unequal wage structures among teachers. The findings from the respondents were that a diploma holder was getting higher salary than a degree holder. Even among those with the same professional qualifications there existed disparity or imbalance or unequal in pay. This imbalanced or low wage structures greatly caused dissatisfaction and drove teachers to quit. Armstrong (2000) also points out that organizations which do not pay equitably compared to others may lose their employees/teachers because of the non-competitive compensation package.

#### **4.4.2 Low and Delay Payment**

In figure 4.2 below, about 26% of the respondents cited low payment as another cause but this is also determined by the school management. The finding also noted that pay was also low compared to the education levels of the teachers while reflecting on government provision. It was noted that they were earning almost an equivalent to what a PI teacher in primary school gets. Some respondents said that payment is often delayed even for two or three months and is paid by installments especially when it accumulates. It was discovered by the researchers that some teachers from Lady Sharon secondary school had even called for the intervention of the District Education Officer (D.E.O) in order to be paid.

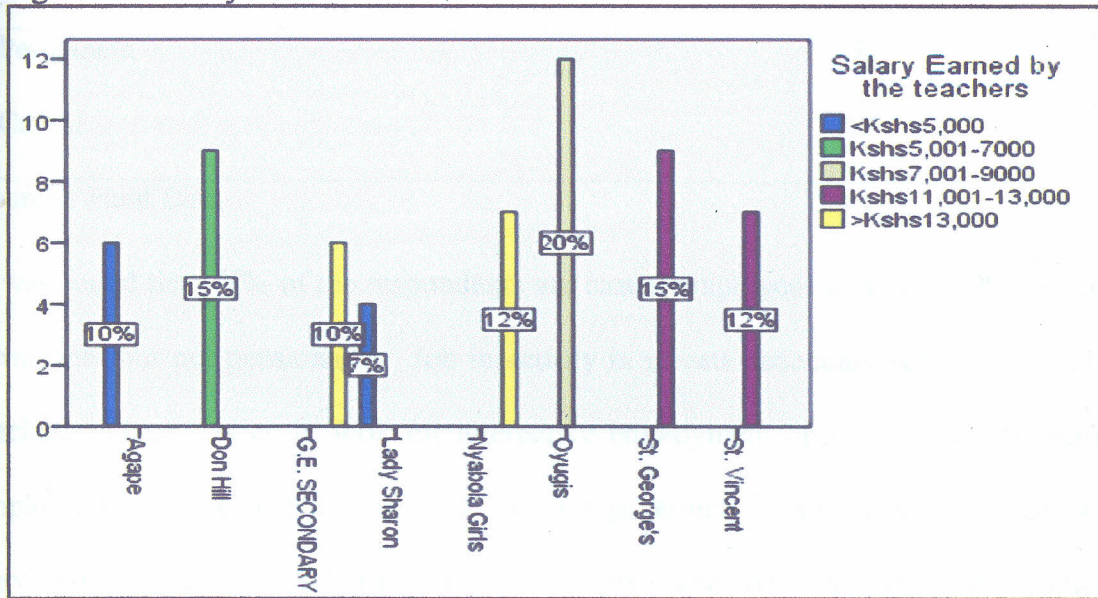
**Table4- 7: Salary comparison between Public and private**

Grade/professional/Academic qualification	Public-TSC scale	Average salary Private
O levels/Undergraduate	-----	Shs. 4500
P1	Shs 15,430	Shs 4500
Diploma/ SI Holder	Shs 20,735	Shs 6000
Graduate Teacher I	Shs 27,495	Shs 7,000

Source: TSC Circular (2007) and Field Data

An in-depth interview with the staff members across the private secondary schools exposed that most teachers earn less than Kshs10, 000. Table 4.6 above was developed after analyzing and averaging data on salary of teachers confirmed that teachers in private secondary schools earn low salary. It was noted that the salary paid in Nyabola and G.E.B secondary schools is higher than other schools. Nyabola secondary has a scheme through which fund drives was organized to assist in management. The school for example had managed to collect over Kshs2.2 million in the last fund drive in 2011. However, G.E.B secondary receives funding from volunteers in Germany. The figure below shows the salary scale distribution of private secondary schools in Oyugis

**Figure4- 5: Salary Scale Distribution**



Source: Field Data

It was observed that schools with low salary offer such as Agape and Lady Sharon had high rates of turnover as compared to other schools such as G.E.B and Nyabola secondary which provide better salary

The above findings are supported by Gustman (1994) who explains that teacher turnover is exacerbated by poor pay and that it is why the well trained and more experienced teachers leave schools for better employment opportunities. Armstrong (2000) also points out that organizations which do not pay equitably compared to others may lose their employees/teachers because of the non-competitive compensation package.

#### 4.4.3 Job insecurity and dissatisfaction

Figure 4.5 shows a summary of the findings, Job insecurity also featured prominently as pointed out by 16% of the respondents. In order to ascertain the claim on job security the study investigated the terms of employment.

**Table4- 8: Terms of Employment in private secondary schools**

Terms of employment	% of respondents
Permanent	22
Causal	78

Source : Field Data

It was found that 78% of the respondents are casual employees and only 22% are employed on permanent but not pensionable. Job insecurity in private secondary schools is what pushes the teachers out of service to look for alternative employment opportunities with better terms of employment. Some teachers pointed out that government employment through the Teachers Service Commission (TSC) has better job security and the salary is regular compared to the

private schools. Mbiti (1977) also states that a man works well if he is happy within the environment of his work. He emphasizes that the physical facilities in which the person works must be both comfortable and secure.

#### **4.4.4 Heavy Work Load**

Heavy workload was reported by some of the teachers as one of the causes for high teacher turnover. It was discovered that the private secondary schools had a compact time schedule whereby the teachers are required to report as early as 7.00am and leave school after 6.00pm. An in-depth interview with the teachers revealed that they were overworked and had limited time to attend to their personal problems. One of the teachers at Nyabola secondary remarked;

*“I report to school very early in the morning and leave very late when am exhausted and cannot attend to other family issues. The time we work is not even commensurate with the salary I earn and I should get extra time after school to do other businesses. Our counterparts in public schools report at 8.00am and leave school at 5pm to attend to other duties”.*

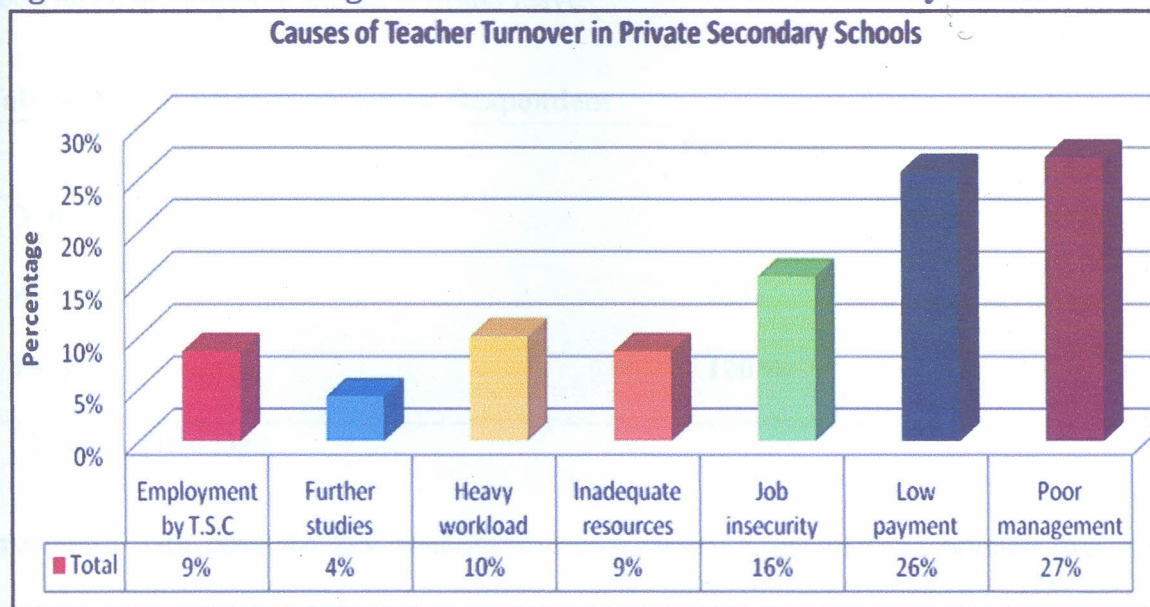
Some teachers also have to bear the burden of teaching extra subjects in order to fill the gap left by other teachers or the inability of the management to employ more teachers.

#### **4.4.5 Further studies/Professional Advancement**

From the initial findings on the level of education, it was found that the majority (81%) of the teachers is untrained in table 4.1 above; hence the rate of turnover is high due to the need to get better employment opportunities and some for career advancement. Gustman (1994) reveals that it is the well trained and more experienced teachers who leave schools for better employment

opportunities. This confirms why untrained teachers leave for advancing their career to prepare for getting better employment.

**Figure4- 6: Causes of High Teacher Turnover in Private Secondary schools**



*Source: Field data*

Some respondents also complained of lack of policy guidelines in managing the schools and even where the policies exist, the management largely ignores them. Inadequate resources and lack of school equipment or facilities such as laboratory or books make it difficult for the teachers to cope up and keep pace with the educational requirements.

#### 4.5 Factors which make Teachers remain in Private Secondary Schools

The study investigated some of the factors that make teachers remain in service in private secondary schools and the teachers were asked whether the management is making efforts to ensure high teacher retention. About 93% of the respondents accepted while 7% pointed out lack of such efforts. However, the teachers pointed out that even though such measures are being undertaken, the implementation rate by the management is slow while some of the efforts such as salary increment are still below the expectation of the teachers.

#### 4.5.1 Salary and Reliable Payment

Among the respondents studied, it revealed that 78% cannot leave the service if the salary is good and paid in time while 22% would leave.

**Table4- 9: Influence of Salary on Respondent**

	Percentage %
Don't leave	78%
Wouldn't leave	22%
<b>Total</b>	<b>100%</b>

Source: Field Data

Interviews with both the key informants and teachers suggested and pointed out increase in salary and reliable payments as a factor that can make teachers to become more dedicated and comfortable with teaching in private secondary schools. Initial findings on the causes of turnover showed that 26% of the respondents concurred that low payment is a major cause of high turnover after poor management. Teachers in private schools therefore leave service in search for better paying jobs either in government institutions or other organizations while some opt for further studies with a dream of securing well-paying jobs.

The satisfied Worker will be more productive and stay with the institution longer, while a dissatisfied one will be less productive and will have more tendency to quit work in between (saker *el al*, 2003). Improved teacher remuneration is therefore core in containing teacher turnover in private secondary schools. According to the findings of this study, some teachers suggested that policy guidelines on salary should be made available and the rate should be similar to that of T.S.C



#### 4.5.2 Job Security

Teachers interviewed mentioned pension, statutory deductions and provision of houses as components of job security. 20% of the respondents mentioned welfare scheme and 48% felt statutory deduction while 32% wanted provision of housing.

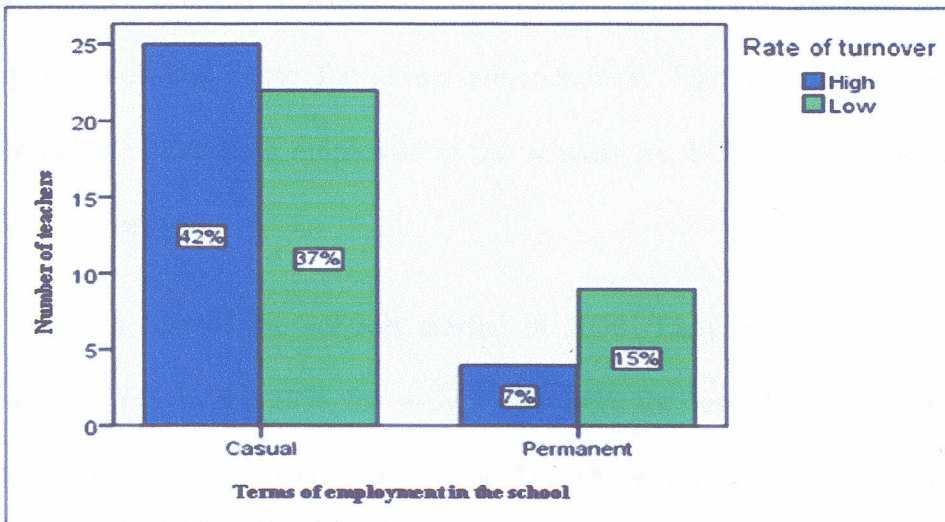
**Table4- 10: Perceptions of Respondents on Job Security**

	Percentage %
Welfare scheme	20
Statutory deductions (N.S.S.F)	48
Provision of house	32
<b>Total</b>	<b>100</b>

Source: Field Data

Job security is also a determinant factor of the level of teacher retention in private secondary schools. Some of the respondents explained that job insecurity is lacking in private secondary schools since most of them are employed on casual terms. Figure 4.7 shows a cross tabulation of turnover and nature of employment. It is revealed that there is high number of casual employees but with high turnover as compared to permanent employment.

**Figure4- 7: Terms of employment versus rate of turnover**



Source: Field Data

The revelation from the figure shows that permanent employment provides adequate security and therefore reduces turnover. The respondents further noted that permanent employment includes pension schemes and statutory deductions to their employees.

Turnover is reportedly low in private secondary schools where teachers are not given incentives such as free housing and rewarded for good performance. According to Ingersol (2001) it is very much essential for the management authorities of any organization to provide security of the job of their employees to reduce turnover rate.

#### **4.6 Effects of High Turnover in Private Secondary Schools**

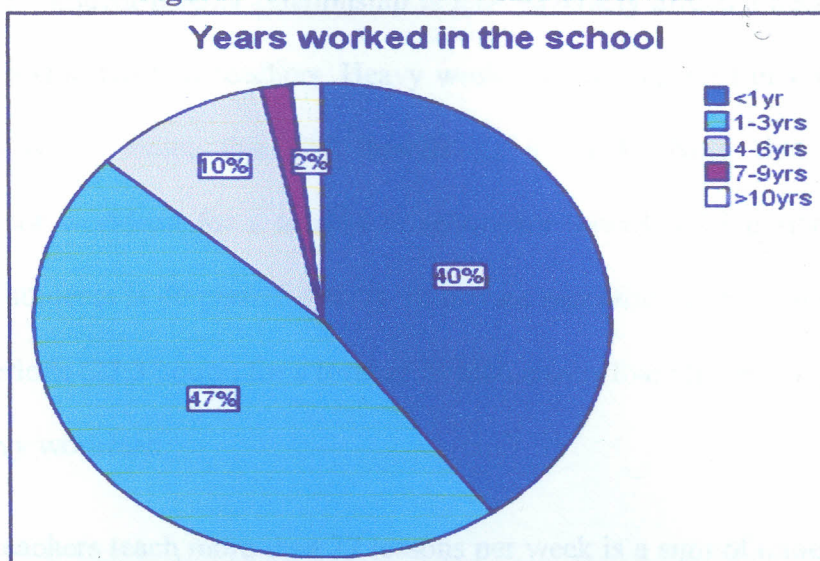
The study started by investigating finding out the number of years that the respondents have worked in the schools. This was done to ascertain the claims that turnover is increasing more often than ever and therefore leads to loss of experienced man power. Gustman (1994) reveals that it is the well trained and more experienced teachers who leave schools for better employment opportunities.

From the initial findings on the level of education, it was found that the majority (81%) of the teachers is untrained but the rate of turnover is high due to the need to get better employment opportunities and some for career advancement. The figure below shows that 47% of the respondents have been employed in the schools for 1-3ys while 40% have been employed for less than one year.

A study in one of the schools started in 2000 (Lady Sharon) showed that 57% have been employed for 1-3yr, 29% for 4-6yrs and 14% for less than one year. However, only three teachers are on permanent employment. This shows that the rate of turnover in the school is high since there is no teacher who has been in the school for more than 10 years despite the fact that it

is more than 13 years old. Contract is renewed after every three years and evaluation for renewal is based on relationship with colleagues and academic performance.

Figure4- 8: Numbers of Years of Service



Source: Field data

Poor academic performance was singled out as the most negatively affected. An in-depth study of one of the schools which was established more than 13 years ago revealed high turnover and poor academic performance. This means that teachers never get to acquaint themselves adequately with the school environment and experienced teachers are continuously replaced by the inexperienced. It was also revealed that some schools even employ the retired teachers or even Primary one (P1) teachers waiting to be employed to fill the gaps left. P1 are teachers trained to teach in primary schools.

The findings compare favorably with those of Ingersoll (2007) which indicates that turnover is even graver among new teachers who leave the profession during their first two years of teaching. This is because the beginning teachers are often given little professional support or mentorship opportunities to help them develop the necessary pedagogical knowledge, attributes and dispositions needed to help them population succeed.

Poor performance is caused by the inability of the inexperienced teachers to cover the syllabus competently. Old and retired teachers are also not able to keep pace or cope up with the rigorous teaching programs. Student-teacher relationship is also adversely affected because they have to take time to get used to the new teachers. Heavy workload was reported in some instance since some teachers covered more than 27 lessons in a week. Note that the government recommendation for workload for a teacher in secondary school is 27 periods (18 hours) per week and that of students is 40 periods (26.7). In private secondary schools the average periods per week is 35 periods (23.3 hours) for a teacher. Which means that teachers in private secondary schools have heavy workload.

A school where teachers teach more than 27 lessons per week is a sign of under-staffing. This is a poor human resource management strategy as pointed out by Marcous *et al* (1999). Increased transfers of students are reportedly high under such circumstances due to increased disruption of learning caused by the exodus of teachers. According to Murnane (2009) turnover makes it difficult for the employers to maintain a steady and successful operation in learning institutions.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The study has been evaluating management and its effects on teacher turnover in private secondary schools in Oyugis Township, Homa Bay County. This chapter therefore provides a summary of the findings as well as conclusion and recommendations of the foregoing findings. Areas for further study which emerged during the study are also provided.

#### **5.2 Summary**

##### **5.2.1 Management Practices in Private Secondary Schools**

The study found out that management practices in private secondary schools are largely based on top down approach. The teachers have very little bargaining power and it is the sole responsibility of the management to make decision on employment and remuneration. However, research shows that teachers' voice/views are very important in school management and it is important that teachers are given the opportunity to air their grievances and participate in decision making. The study further revealed that disregard of the chain of command in private secondary schools often lead to management conflicts especially when the door is closed for employees' suggestions.

##### **5.2.2 Factors which make Teachers Leave Service in Private Secondary Schools**

An examination of the rate of turnover and retention revealed that the rate of teacher turnover (48%) was almost the same as the retention rate (52%). An investigation of factors which make teachers leave service in private secondary schools showed that management which is poor is

one of the major causes. The respondents pointed out high handedness in school management which creates unfavorable work environment for the teachers. Some respondents gave reasons such as harassment and intimidation by the management as well as failure to consult the teachers in decision making. The respondents pointed out that their salary is 33% of what their counterparts in public schools were getting. Therefore, Low salary payment featured prominently as another cause for turnover. Respondents said that payment is often delayed even for two or three months and is paid by installments especially when it accumulates.

Other researchers have found that organizations that do not pay equitably compared to others may lose their employees because of the non-competitive compensation package. This is the reason why most teachers in private secondary schools opt to join government employment under T.S.C. Job insecurity in private secondary schools also pushes the teachers out of service to look for alternative employment opportunities. Lack of policy guidelines on recruitment and inadequate resources also cause high turnover as they make it difficult for the teachers to cope with the educational requirements.

Teacher turnover affects academic performance because of loss of trained and experienced teachers and difficulties in finding replacements. Student-teacher relationship is also adversely affected because they have to take time to get used to the new teachers. The remaining teachers on the other hand experience heavy workload as the management strives to fill the gap left since some teachers covered more than 27 lessons in a week. High turnover therefore makes it difficult for the employers and the employees to maintain a steady and successful operation of learning institutions.

### **5.2 3 Factors which make Teachers remain in Private Secondary Schools**

The study found that factors that make teachers remain in service in private secondary schools depend on the management style and terms of employment. An increase in salary and reliable payments make teachers more dedicated and comfortable with teaching and reduces turnover. About 26% of the respondents concurred that low payment is a major cause of high turnover after poor management. Improved teacher remuneration is therefore core in containing teacher turnover in private secondary schools. Teachers are also not likely to leave service if their job security is assured. The findings showed that turnover is high among teachers employed on casual basis (42%) compared to permanent employment with about 7%. The respondents noted that permanent employment should be promoted under pensionable schemes.

Good management which promotes employee confidence and creates a sense of belonging through participatory approach in decision making also plays a big role in promoting retention of teachers. Poor relationship with the management jeopardizes security of jobs. Incentives and motivational practices such as free housing and reward for good performance increase teachers' morale in service.

### **5.3 Conclusion**

The study findings show that there is high turnover of teachers in private secondary schools in Oyugis Township. Most of the teachers have served for less than five years even in well and long established schools. Some of the schools employ retired teachers, P1 teachers as well as form four graduates to fill the gaps left by other teachers. This results into handling affairs of schools by less experienced and incompetent teachers leading to poor service delivery.

The study has revealed that teacher turnover or retention in private secondary schools is a direct function of management style. Most of the schools investigated showed that decision making is a sole responsibility of management and sometimes the chain of command is ignored and decisions imposed on teacher against their will. The teachers have no option but to comply with the management's decision. Private secondary schools characterized by participatory approach in decision making helps in increasing teachers' participation in management by creating a sense of belonging and hence improved performance.

High teacher turnover in private secondary schools leads to loss of competent and experienced teachers, poor syllabus coverage, poor academic performance and poor relationship between teachers and students, poor class room staffing and too much work load. Motivational practices are crucial in boosting teachers' morale, overall school performance and reduced turnover. Provision of incentives such as free housing, academic tours and rewarding teachers for good academic performance in their subject areas help in instilling the spirit of hard work and competition among teachers. Prompt payment and improved job security through well defined employment terms are also important in reducing teacher turnover.

#### **5.4 Recommendations**

It is evident from the study findings that management has got direct effects on teacher turnover or retention in private secondary schools. Failure by the school management to provide good management practices creates unfavourable work environment for the well qualified teachers. The following recommendations have been made in accordance with the findings in order to address teacher turnover through good management.



### *Develop Policy Framework for Private School Management*

Private schools are owned by individuals or organizations that make decisions on how the schools are managed. There are no adequate legal policy guidelines for private secondary school as compared to government owned schools. Even where the policies exist, the management does not adhere to them but rely on their own decision based on their interest. Legal policy frameworks should be introduced to address issues such as salary and terms of employment. The students are not private but public citizen who are later intended to contribute to national development.

### *Encourage Participatory Management*

The study found that decision making in private secondary schools are vested with the management and the teachers are often excluded in matters affecting the schools. It is recommended that the schools' management should have a management structure that delegates responsibilities to teachers. The management should embrace participatory management by adhering to the chain of command through consultation with the responsible heads of departments.

### *Government Assistance in Employing Teachers*

The study has revealed that employment of teachers in private secondary schools is the responsibility of the school management. This practices compromises competence in service delivery as revealed by the study findings. It was revealed that employment of untrained and retired teachers is common across all the schools studied. It is recommended that the government should oversee the employment process of teachers to ensure that the quality of service delivery is not compromised by retired and untrained individuals. Further, the government should provide

salary top up grant to teachers employed in private secondary schools because these schools are subsidizing the provision of quality education to meet goals of EFA and MDG as well as meeting government policy of increasing access, retention, transition and completion rates from primary to secondary schools.

### *Rewarding Teachers for Better Performance*

Management practices which recognize reward for better performance has been known to increase the overall performance of employees in an organization. Similarly, in schools where the management uses reward, teachers' motivation and overall school performance can be increased. It is therefore recommended that the management of private secondary schools should introduce a system of rewarding and encouraging teachers to ensure improved performance and reduced rates of turnover.

### **5.5 Areas for Further Research**

Further research will be necessary in the following areas:-

1. Impacts of education policies in the management of private secondary schools
2. Causes of poor management in private secondary schools

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