

FACTORS CONTRIBUTING TO LABOUR TURNOVER AMONG PUBLIC SECONDARY SCHOOL TEACHERS IN KENYA: A CASE OF EMBU COUNTY

Esther Wandai Mugo 

Jomo Kenyatta University of Agriculture and Technology, Kenya

esthermwaura14@gmail.com

Wario Guyo

Jomo Kenyatta University of Agriculture and Technology, Kenya

warioguyo@gmail.com

Abstract

The study sought to investigate factors that contribute to labour turnover among secondary school teachers in Embu County. To achieve this objective, the study employed a descriptive survey design and carried out the research in public secondary schools. Cluster sampling was used and Kieni education zone was randomly selected which gave a sample size of 120 teachers. Both primary and secondary data were gathered for the study. Primary data was gathered by use of a questionnaire while secondary data was gathered by a review of the existing literature on factors affecting teachers' turnover. Data were analysed using both quantitative and qualitative techniques and reported using frequency distribution tables, pie charts and bar graphs. The study established that there was a high labour turnover of public secondary school teachers in Embu County. The factors that contributed to high turnover recognition and involvement during decision making, low payments, high work load, lack of time for self-development, lack of an effective reward system, lack of further professional development for teachers and to some extent lack of conducive working conditions. The study therefore concludes that unless measures are taken, teacher turnover in Embu County will continue to rise.

Keywords: Job Satisfaction, Reward System, Working Conditions, Professional Development, Labour Turnover

INTRODUCTION

Labour turnover can hurt the overall productivity of an organisation and is often a symptom of other difficulties (Frincke, 2006). High turnover may be harmful to a company's productivity if skilled workers are often leaving. Labour turnover has proven to be one of the most costly and seemingly intractable human resource challenges confronting organisation (Robinsons and Coulter, 1996). In recent years, in many developing countries, high levels of teacher turnover have indeed become entrenched with 25% of secondary school teachers leaving classrooms in a span of five years (Ingersoll, 2011).

High Rates in labour turnover provide a graphic illustration of the turbulence within an organization (Ingersoll, 2001). High rates of attrition can destabilize a business and demotivate those who attempt to maintain levels of service and output against a background of vacant posts, inexperienced staff and general discontent (Armstrong, 2006). It adds to high cost and low productivity. It should therefore be kept at as minimum level as possible by analyzing the causes and initiating remedial measures to control it.

Labour turnover may be a function of negative job attitudes, low job satisfaction, combined with an ability to secure employment elsewhere. Turnover is a normal part of organizational functioning, and while excessively high turnover may be dysfunctional, a certain level of turnover is to be expected and can be beneficial to an organization Armstrong (2006). More importantly, however the analysis of the numbers of leavers and the reasons why they leave provides information that will indicate whether any action is required to improve retention rates Armstrong (2006). Whatever may be the case, there is little doubt that a high turnover rate is an expensive affair for an organization (Waweru, 1984).

Contemporary educational theory holds that one of the pivotal causes of inadequate school performance is the inability of schools to adequately staff classrooms with qualified teachers. Contemporary theory also holds that these staffing problems are primarily due to shortage of teachers, which, in turn, are due to teacher turnover (Ingersoll, 2001). Ingersoll goes further to note that low salaries, inadequate support from the school administration, student discipline problems and limited faculty input into school decision-making all contribute to higher rates of teacher turnover.

Education can be looked at as an investment in human skills. Investment in human skills, thus investment in education, can help to foster economic growth, enhance productivity, contribute to national and social development and reduce social inequalities (Education International, 2007). Since 2002 heavy investments have been made in the education sector in Kenya (Hussein 2010). In 2003, the government enacted a Free Primary Education (FPE) policy that enabled millions of children attend school. In a follow-up to the FPE programme the

government implemented a Free Day Secondary Education (FDSE) in a bid to ensure that those who graduate at class eight can get access and be retained in secondary schools (Irimia, 2009). However, despite the heavy investment in this sector, and the resultant expansion of education the country suffers education wastage due to teacher turnover (Eshiwani, 1990).

The teaching profession was one of the few respected jobs open to Africans, before Kenya attained independence and thus it was considered to be a noble profession (<http://www.tsc.go.ke.2012>). When the umbrella body of teachers, Kenya National Union of Teachers (KNUT), was established in 1957, it found it unnecessary to have the centralised system of handling teachers affairs. It therefore made it its priority to press for the employment of teachers by a central body which led to the establishment of the Teachers Service Commission (TSC) under an Act of Parliament (CAP212) of the laws of Kenya in 1967 (<http://www.tsc.go.ke.2021>). After independence, the teaching profession, which was considered noble, degenerated to such low levels that it was no longer attractive to the most gifted people.

Within the education sector in Kenya, teacher turnover in public secondary schools has become a rising problem, creating a shortage of qualified teachers, which should be addressed if quality education is to be provided for all children (UNESCO 2003). Excellence in education requires that qualified teachers be recruited and retained. According to a report by the World Bank (2002), at least one teacher per day is driven out of classroom by low salary. Despite efforts by the Kenya government to train more teachers, the shortage of teachers remains a problem (Eshiwani, 1990). Teachers are leaving the profession to take up non-teaching employment. Oyaro (2008), quoting data from Kenya National Union of KNUT, reported that between January and June 2008, six hundred teachers had left classrooms in Kenyan schools for better paying jobs elsewhere. That is about three teachers leaving the service every day. Analyses of the costs associated with employees' turnover are quite high and the process for replacement is time consuming. This in turn affects the overall productivity. Trevor (2001) states that the cost of employee turnover to organizations has been estimated to be up to 150% of the employee remuneration package.

According to Ingersoll (2011) no teacher supply strategy will ever keep schools staffed with quality teachers unless we reverse the debilitating turnover rates. To do this, it is important to determine the factors associated with teacher turnover in order to inform the decision makers.

Most of the secondary schools are found in rural areas in Kenya and majority of these schools are not well endowed in infrastructure. The working conditions and environment are relatively poor and not conducive for the best performance of teachers who happen to have trained in decent public universities where they were used to pleasant living conditions as most

of these universities are located in urban areas, with good infrastructure (Irimia 2009). The search for better working conditions is one of the reasons of labour turnover (Armstrong, 2006).

Embu has had many cases of teacher turnover that calls for research on causes of labour turnover. Hussein (2010), indicate that in the period between 2002 and 2009 a total of 160 teachers left the district either through resignation or transfer to other districts. This translates to turnover of twenty teachers from the district annually. It is therefore on the basis of this challenge in the teaching profession that the study sought to examine the factors that contributed to labour turnover among public secondary school TSC teachers in Embu County.

Thus this study sought to investigate factors contributing to labour turnover among public secondary schools teachers in Kenya: A case study of Embu County. More specifically, the study sought to find out whether job satisfaction determine labour turnover among public secondary school teachers; establish whether Reward System contribute to turnover of public secondary school teachers; find out working conditions that cause labour turnover of public secondary school teachers; and establish Professional Development related factors that contribute to labour turnover of public secondary school teachers.

LITERATURE REVIEW

Theories of Labour Turnover

Theories are perspectives within which people make sense of their world experiences (Stoner 2003). Employee motivation theories attempt to create models to understand what motivates people to push their performance at work. Effective employee motivation can increase employees' productivity and loyalty. Failing to put these theories into place can lead to increased labour turnover (David, 2009).

Human Capital Theory

The Human Capital Theory of Occupational choice by Becker and Smith (1997) provides a framework for an understanding of some underlying factors that may contribute to an individual's decision to become a teacher, and subsequently, to remain in or leave teaching. This theory basically illustrates the relationships among education and training, migration and the search for a new job in terms of investment and its returns (Ehrenberg and Smith, 2003). The basic implication of the human capital theory is that in an efficient allocation of resources, public and private expenditure on education should be expanded to the point where the present value of the stream of returns to marginal investments is equal to the cost. The stream of returns includes both increased earnings and the non-pecuniary benefits of individuals (Maglen, 2005). The theory perceives education as an investment that should produce benefits in future

(Weiss, 2000). These benefits include, among others, monetary benefits, from the teaching profession which can be viewed as returns on investment in education and training. Generally speaking, if teachers feel that their return is being lowered as they work, they will be less likely to invest in teaching and thus leave. In other words, teachers who have perceived that they have put too much into teaching but have not gotten enough in return decide to leave (Becker & Smith 1997).

Instrumental Theory

Instrumentality is the belief that if we do one thing it will lead to another (Armstrong, 2009). Instrumental theory has its roots in the scientific management methods of Taylor. Taylor said that it is impossible, through any long period of time, to get workmen to work much harder than the average men around them unless they are assured a large and permanent increase in their pay. The theory emerged in the second half of the 19th century with its emphasis on the need to rationalise on economic outcomes. It argues that people will be motivated to work if rewards and penalties are directly attached to their performance. If workers are not well paid, they are likely to seek better paying jobs elsewhere leading to turnover.

Process Theory

In process theory, the emphasis is on the psychological processes or forces that affect motivation (Armstrong 2006). The process theory according to (Gay, 1992) is concerned about peoples' perceptions of their working conditions and how they interpret and understand it. If the environment is not conducive, employees will seek better working conditions which will lead to labour turn over.

Content (Needs) Theory

According to Armstrong (2006) the basis of this theory is the belief that the content of motivation consists of needs. An unsatisfied need creates tension and a state of disequilibrium. To restore the balance, a goal that will satisfy the need is identified, and a behaviour pathway that will lead to the achievement of the goal is selected. All behaviour is therefore motivated by unsatisfied needs.

Needs theory was developed originally by Maslow (1954) as quoted by Armstrong (2006), who postulated the concept of hierarchy of needs which he believed were fundamental to the personality. Herzberg et al (1957) as quoted in Armstrong (2006) developed a two- factor model that did identify a number of fundamental needs like achievement, recognition,

advancement, autonomy and the work itself and grouped them into intrinsic and extrinsic motivators. Employees will seek employment where these needs are met.

Employee Job Satisfaction and Turnover

Job satisfaction refers to the attitudes and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006). Research on job satisfaction has focused on certain factors thought to be related to feelings of satisfaction or dissatisfaction at work, and furthermore how job satisfaction influences job commitment and turnover decision suggesting that dissatisfied teachers are more likely to change schools (Ingersoll, 2001). This is also confirmed from studies in other disciplines, like organizational behaviour and management and internal marketing research; that is, job satisfaction is the primary predictor of employees' commitment to their work and intention of switching jobs (Knight, Durham, and Locke, 2001). Job satisfaction has been considered one of the main determinants of voluntary turnover among employees (Chapman 1994).

Leadership and administrative support is the most often cited component of influencing teacher job satisfaction (Ingersoll, 2001). Aspects of leadership and administrative support in the literature usually include clearly defined expectations and vision, behaviour toward staff that is supportive and encouraging in school rules, teacher learning, instructional practices, recognition and rewards for a job well done, and fair distribution of teaching assignments. The quality and type of these school leadership and administrative support correlates highly with a teacher's perception of job satisfaction and the school culture itself (Darling-Hammond and Sclan, 1996). In addition, student behaviours including school safety issues, willingness of students to learn, and the degree to which tardiness, class cutting, and misbehaviour interfere with teaching are related to satisfaction (Perie and Baker, 1997). Career opportunities, job influence, teamwork and job challenge have also been cited as factors affecting job satisfaction.

2.3 Reward System and Turnover

Veum, (1997) describes reward as what employees receive in exchange for their contribution to the organisation. This reward could come in form of salary, promotion, bonuses or other incentives. Crant, (2000) recognised reward as an important factor that influences productivity and can make employees stick to their jobs. Organisational rewards are powerful incentives for improving employee and work group performance (Cummings and Worley 2005). For most people, it is undeniable that monetary compensation is a major rationale for working, no matter what other motivations or passions co-exist for the job. Earnings is the way by which workers get to know how much they are gaining by dedicating their time, effort and skills in a

job. Organisations that have high levels of compensation have lower turnover rates and larger numbers of individuals applying to work for them (Trevor, 2001).

According to Trevor, (2001), the primary goal of compensation or pay is to recruit and retain workers. Earlier literature has shown more or less consistent views about the impact of compensation or an increase in salary on decision to stay in teaching (Ingersoll, 2001). High pay influences employees' decision in employment acceptance and intention to leave (Armstrong, 2006). Overall, higher salary is associated with lower teacher attrition, but the effect of salary is small and varies within characteristics of subpopulations. For example, using several logistic regression equation models, Hanushek, Kain, and Rivkin (2004) found that salary increases reduced the likelihood that teachers in Texas would leave their district, yet teacher mobility was much more strongly related to characteristics of the students than to salary. In addition, Ingersoll, (2001) found a positive association between teacher salary and the retention rates of female teachers in New York between 1975 and 1990.

A series of studies conducted by Murnane and Olsen (1990), employing data from Michigan and North Carolina, demonstrated that teacher salary is an important determinant of the length of time that teachers stay in teaching. The results indicate that teachers who are paid more stay longer in teaching and teachers with higher opportunity costs, as measured by test scores or degree subject, stay in teaching less time than other teachers. During the last three decades, teachers' salaries have been regularly declining throughout most low income countries, and particularly so in Africa. This decline is seen to result from budget constraints in these countries. For instance, UNESCO (2003) suggests, based on an averaging of the characteristics of the education systems of various countries that seem to be under way to reach the EFA targets, that a reasonable level for an average teachers' salary would be about 3.5 units of per capita GDP. If this level was to be aimed at, most African countries would indeed have to carry on decreasing the salaries paid to their teachers (UNESCO, 2003).

2.4 Working Conditions and Turnover

In deciding whether to remain or leave teaching, teachers make ongoing assessments of the attractiveness of teaching relative to alternative occupations or activities that they might pursue. Attractiveness of the teaching profession and satisfaction in the workplace is closely associated with working conditions. Researchers have explored the relationship between workplace conditions and teacher turnover (Baker and Smith, 1997; Ingersoll, 2001). Labour turnover levels can be very high in organizations with poor working conditions, undesirable jobs, pay inequalities and limited opportunities for growth (Nzuve, 2007). In general, these studies found that teachers who felt that the working conditions were unfavourable were more likely to leave the teaching profession. In addition, previous research revealed that teachers are prone to

leave schools serving high proportions of low-achieving, low-income, and minority students for more economically and educationally advantaged schools (Loeb, Darling-Hammond, and Luczak, 2005).

Ingersoll (2001) investigated the effects of organizational conditions of the schools on teacher turnover, using data from 1993-1994 School and Staffing Survey. He extracted four factors representing working conditions through exploratory factor analysis: advanced salary, administrative support, student discipline problems, and faculty influence. He found that, in particular, low salary, inadequate support from the school administration, student discipline problems, and limited faculty influence into school decision-making all contribute to higher rates of turnover, after controlling for the characteristics of both teachers and schools. In the similar context, Ingersoll (1997) found that self-reported commitment to the teaching profession among working teachers was lower for teachers in secondary schools than for those in combined schools and higher for teachers in urban and suburban schools than for those in rural schools.

2.5 Professional Development and Turnover

Teacher professional development is a means for increasing teacher professionalism. Studies have revealed that teachers' learning opportunities have a direct relationship with teachers' self reported commitment to the profession (Guskey2003). (Knight, 2001) argues that continuing professional development is needed because most teachers have limited preparation in the academic content that students are required to learn and schools are being asked to educate a more diverse and disadvantaged student population to higher academic standards than ever in complex ever-changing societies.

According to Kirkpatrick and Jim (2008), Organisations that invest in the development of their employees more than recover the costs over time. By retaining employees, the value of their development increases. They will increase productivity and contribute to the overall success of the organisation. Their expanded knowledge makes them valuable assets for the company.

According to Donald (1999), existence of career development opportunities like staff training in organisations, for professional growth, helps to minimise employee turnover. Odhiambo, (2007), states that an organisation that is not committed to employees' skills development discourages exposure of employees to career development programs and this contributes to realisation of increased staff turnover. An Organisation that does not undertake employees mentoring and coaching lowers the level of skills development amongst employees and this limits employees from developing their career (Moureen, 2004). Crant (2000) states that career development systems should fit the needs of the individuals within the organisation.

Research Gaps

This chapter has reviewed literature on factors influencing turnover of teachers. A study in Chicago by Becker and Smith, (1999) on Human Capital established that the factors that could influence turnover of teachers include job related factors such as job satisfaction, salary, working conditions and professional development. The researcher did not come across studies that have looked into factors contributing to turnover of teachers in Embu County. Most of the studies conducted in Kenya have concentrated on other job related variables like performance management and motivation. This means that there is lack of empirical data on turnover of teachers and factors that contribute to this. To fill this literature gap, the study set out to establish the factors that contribute to labour turnover among public secondary school teachers in Embu County.

RESEARCH METHODOLOGY

The study employed a descriptive research design to answer the research questions that were used to analyse the factors that contribute to labour turnover among secondary school teachers in Kenya. Mugenda and Mugenda (2003) give the purpose of descriptive research as determining and reporting the way things are.

Every teacher teaching in a secondary school had the characteristic of interest for this study. The teachers were spread in the 47 counties in Kenya. According to Hussein (2010) Embu County has depicted the highest turnover rate of teachers in the last 8 years. In the period between 2002 and 2009 160 teachers left the district. This translates to turnover of 20 teachers from the district annually. Target population was all the public secondary school teachers totalling to 1200 in the 80 secondary schools in Embu County. This target population enabled the study to obtain valuable information that would inform other organisations. The data on the number of zones, schools and teachers was obtained from records maintained by the Education County Office.

The study adopted cluster sampling technique to select the respondents. Cluster sampling is sampling in which groups, not individuals, are randomly selected. There are 80 secondary schools in Embu County spread across a wide geographical area. The schools have been grouped into 10 educational zones. The researcher employed cluster sampling and randomly selected Kieni Education Zone. A census of all teachers in Kieni educational zone was undertaken. This gave a sample size of 120 teachers.

The study collected both primary and secondary data. Secondary data was collected from the past documented literature and research work, relevant journals and internet. The primary data was collected by use of questionnaires. The questionnaire was used for data

collection because it offers considerable advantages in the administration: it presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data and is cost effective as well. The questionnaire had both open ended and closed ended questions.

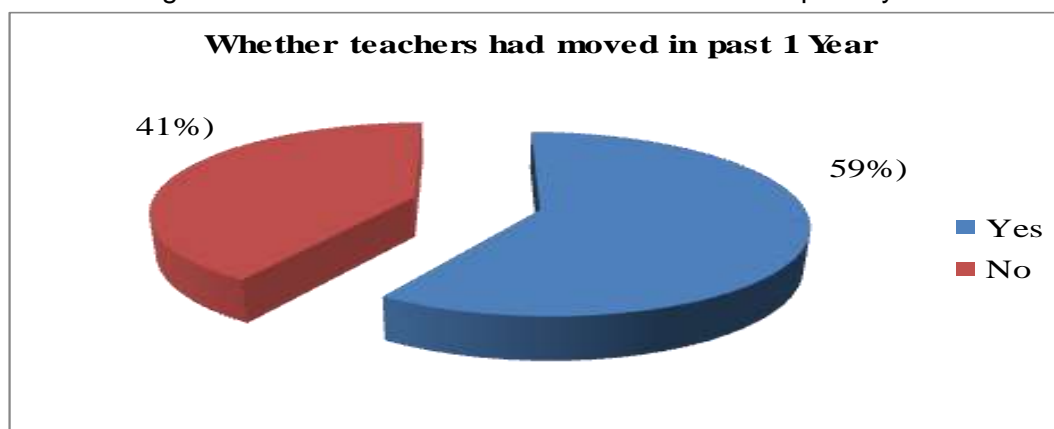
Data from the questionnaires were classified and coded for ease of analysis. This research yielded data that required both qualitative and quantitative analysis. Quantitative analysis entails analyzing numbers about a situation by choosing specific aspects of that situation. Descriptive statistics was used to analyze the quantitative data obtained. The qualitative data obtained in this study was analyzed by organizing them into similar themes and tallying the number of similar responses. Correlation analysis was performed to show the level and state of relationship between the variables.

ANALYSIS AND FINDINGS

Teachers' Labour Turnover

The study sought to find out whether there had been any teacher who had left their institutions within one year. The results show that 59% of the respondents indicated that teachers had left their schools while 41% indicated that no teacher had left their schools within one year. Ingersoll, (2001) indicated that high rates in labour turnover provide a graphic illustration of the turbulence within an organization. High rates of attrition can destabilize a business and demotivate those who attempt to maintain levels of service and output against a background of vacant posts, inexperienced staff and general discontent .

Figure 1: Whether teachers had left schools in the past1 year



The study also sought to establish the number of teachers who had left their schools within one year. The results show that 59% of the respondents indicated that there were no teachers who

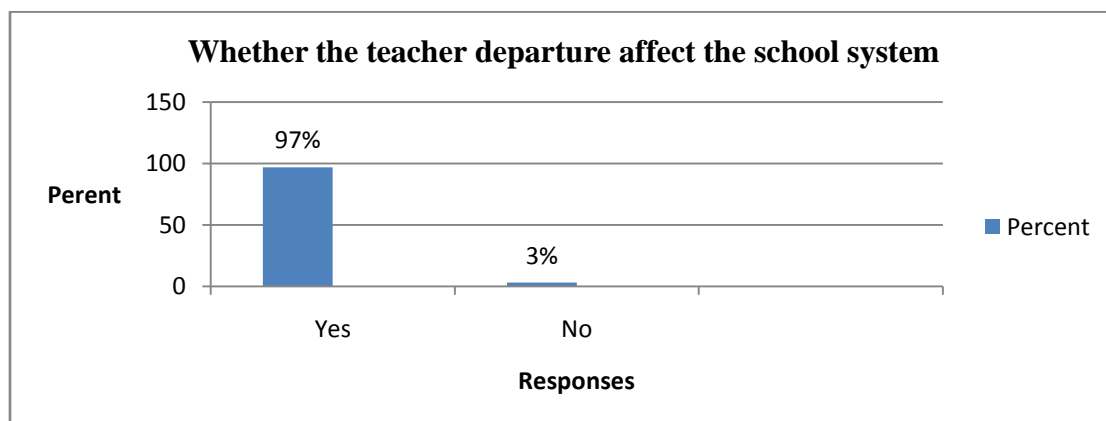
had left from their schools in the past one year prior to the study; 24% indicated that one teacher had left; 11% indicated that 2 teachers had left while 6% indicated that 3 teachers had left their respective schools in the span of 1 year. This is a notable rate of labour turnover and as Armstrong (2006) argues, high rates of labour turnover adds to high cost and low productivity and should therefore be kept at as minimal level as possible by analysing the causes and initiating remedial measures to control it. The responses are shown in table 1.

Table 1: Number of Teachers who left within 1 year

Number of teachers who moved	Distribution	
	Frequency	Percentage
0	58	59
1	23	24
2	11	11
3	6	6
	98	100

The respondents were requested to indicate whether the teachers' departure from the schools affected the school system in any way. From the findings, 97% indicated that the departure of teachers affected the school system while 3% indicated that the school system was not affected by the departure of the teachers. This is in line with the study of Torrington, Hall & Taylor (2002) that concluded that it is very easy for an organization to get itself into a vicious circle of turnover if it does not act to stem a retention problem. It also agrees with the findings of Ingersoll (2001) that labour turnover takes away knowledgeable and experienced employees. Figure 2 illustrates the results.

Figure 2: Whether the teachers' departure affected the school system



Job Satisfaction

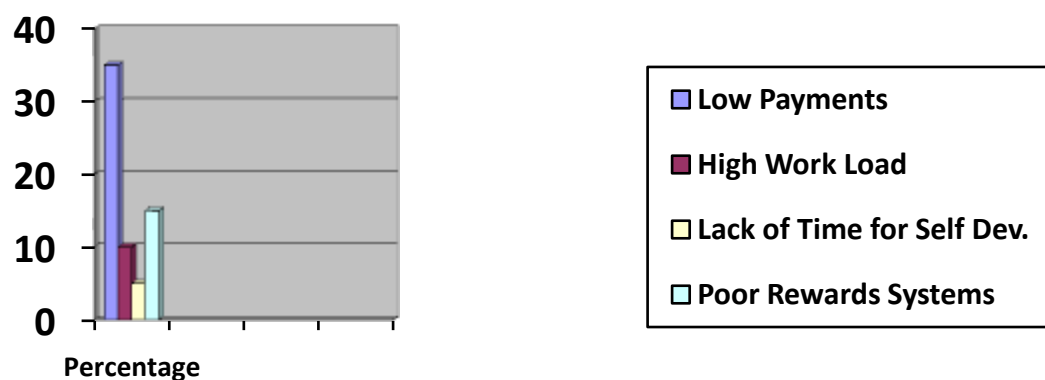
The study intended to find out whether the respondents got job satisfaction from the responsibilities they held as teachers. From the findings, majority 72% of the respondents indicated that they were not satisfied while 28% indicated that they were satisfied. Research on job satisfaction has focused on certain factors thought to be related to feelings of satisfaction or dissatisfaction at work and furthermore how responsibilities influence job satisfaction and hence job commitment, (Ingersoll, 2001). If employees cannot get satisfaction from the responsibilities they hold, chances are that they are searching for a better place (Chapman, 1994)

Table 2: Whether Respondents got job satisfaction from the responsibilities they held as teachers

Response	Frequency	Percentages
Yes	28	28
No	70	72
Total	98	100

The question intended to find out the reasons why teachers would not get job satisfaction. 35% of the respondents cited low payments, 10% cited high work load, 5% cited lack of time for personal development, 10% cited ineffective motivation programs 30% cited lack of equal opportunity for promotion and 15% cited poor rewards systems as issues that denied them job satisfaction and therefore were seeking ways they could leave the teaching profession This clearly indicated that teachers were not feeling satisfied with their teaching profession and were seeking opportunities to leave the teaching profession hence the high labour turnover. The finding were similar to Ingersoll, (2001) who found that negative and unfavorable attitudes towards the job indicate job dissatisfaction and that job satisfaction influences job commitment and turnover decision suggesting that dissatisfied teachers are more likely to leave.

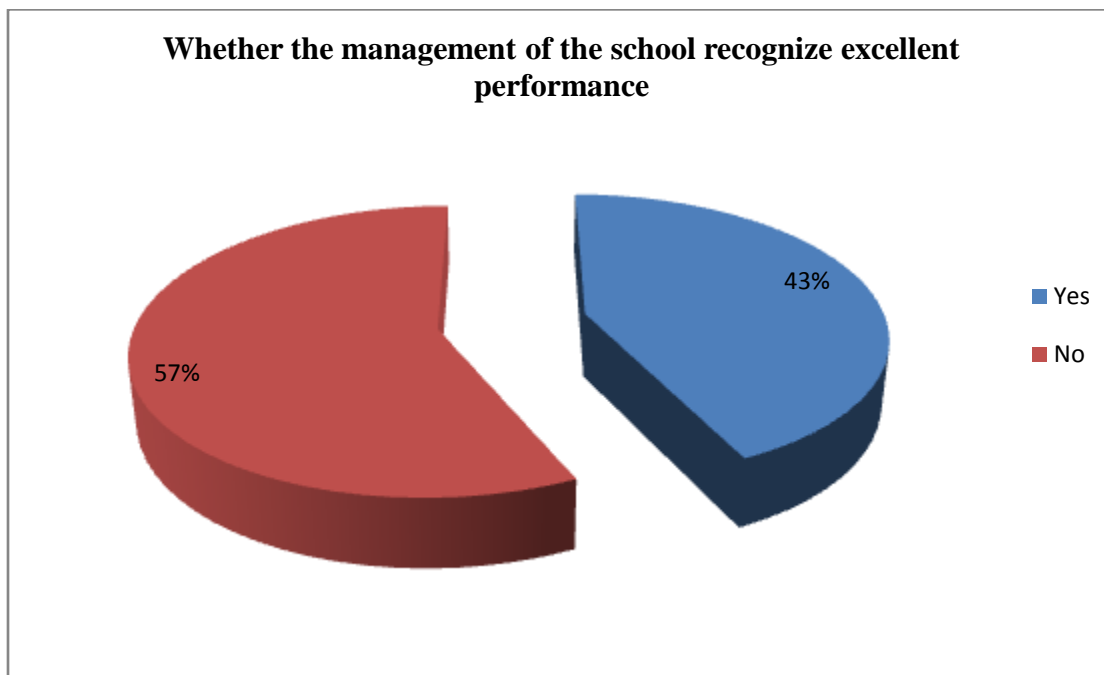
Figure 3: Reasons for lack of Job Satisfaction



Reward System

The respondents were requested to indicate whether the management of the school recognized excellent performance. From the findings most respondents, 57%, indicated that the management of the school did not recognize excellent performance while 43% indicated that the management of the school recognized excellent performance. Recognition of excellent performance is an intrinsic factor of motivation and according to empirical studies by Kirby et al (1999), intrinsic factors such as recognition influence employees' retention in an organization.

Figure 4: Whether the management of the school recognize excellent performance



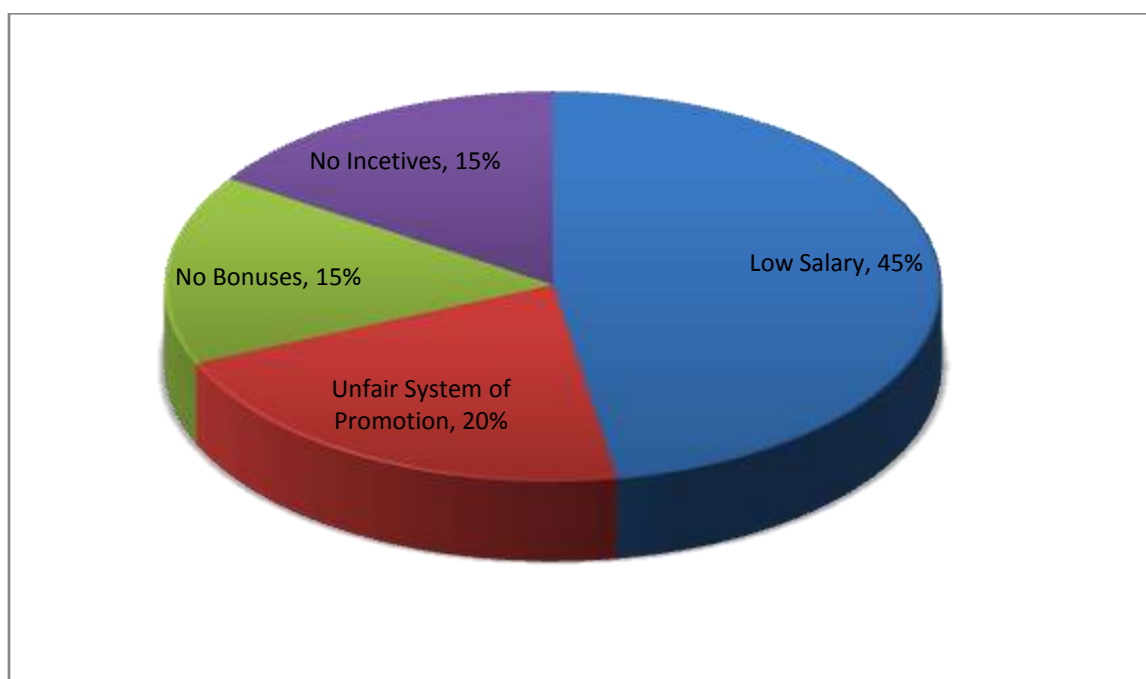
The respondents were requested to indicate whether the existing reward system contributed to teachers' turnover. From the findings, majority 89% of the respondents indicated that existing reward system contributed to teachers' turnover while 11% indicated that existing reward system did not contribute to teachers' turnover. For most people it is undeniable that reward is a major rationale for working, no matter what other motivations or passions co-exist for the job. This agrees with Crant, (2000) who recognized reward as an important factor that influences productivity and can make employees stick to their jobs. Organizations that have high levels of compensation have lower turnover rates and larger numbers of individuals applying to work for them (Trevor, 2001).

Table 3: Whether existing reward system contribute to teachers' turnover

Response	Frequency	Percentages
Yes	88	89
No	10	11
Total	98	100

The question sought to find out how the existing reward system contributed to teachers' turnover. 45% of the respondents explained that the low salary they receive make teachers look for jobs with better salaries; 20% indicated that the existing reward system failed to promote a fair system of promoting teachers; 15% indicated that the system did not provide for payments of bonuses and 20% indicated that the systems lacked other incentives that would ensure retention of teachers.

Figure 5: Reward System and turnover



Working Conditions

The question sought to find out whether the schools had adequate teaching/learning resources. From the findings, majority 65% indicated that schools had inadequate teaching/learning resources while 35% indicated that schools had adequate teaching/learning resources. Adequate teaching and learning resources are necessary to enable teachers work with ease and forms part of the working conditions. Teaching and learning resources have been stretched

by increased enrolment as a result of the recently introduced free secondary education (Irimia, 2009). Lack of these may lead to turnover and the findings agree with Hedges (2002) who indicated that inadequate working tools and inadequate infrastructure all seem to add to the woes of unmotivated teachers and one of the most serious consequences is the dropout of teachers.

Table 4: Whether schools had adequate teaching/learning resources

Response	Frequency	Percentages
Yes	63	65
No	35	35
Total	98	100

The respondents were requested to indicate whether lack of good infrastructure in the schools neighborhood could make them leave their schools. From the findings 78% indicated that lack of good infrastructure in the school neighborhood would not contribute to teacher turnover while 22% of the respondents indicated that lack of such amenities would contribute to labour turnover. The findings disagree with Weiss (2000) who found out that teachers who worked in schools whose neighborhood was not served with good infrastructure had very low morale and would opt to leave.

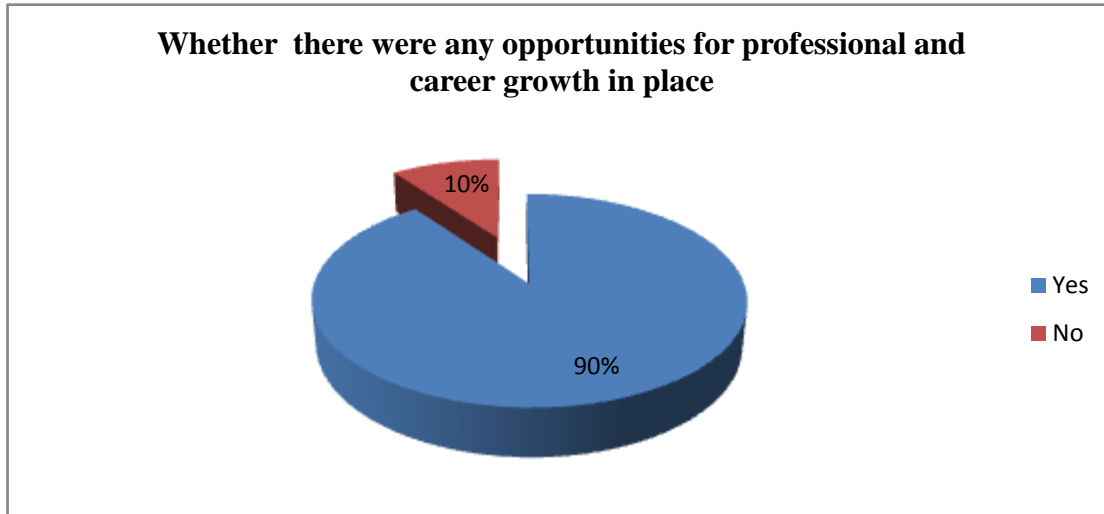
Table 5: Whether lack of good infrastructure in the schools neighbourhood can contribute to labour turnover

Response	Frequency	Percentages
Yes	69	78
No	29	22
Total	98	100

Professional Development

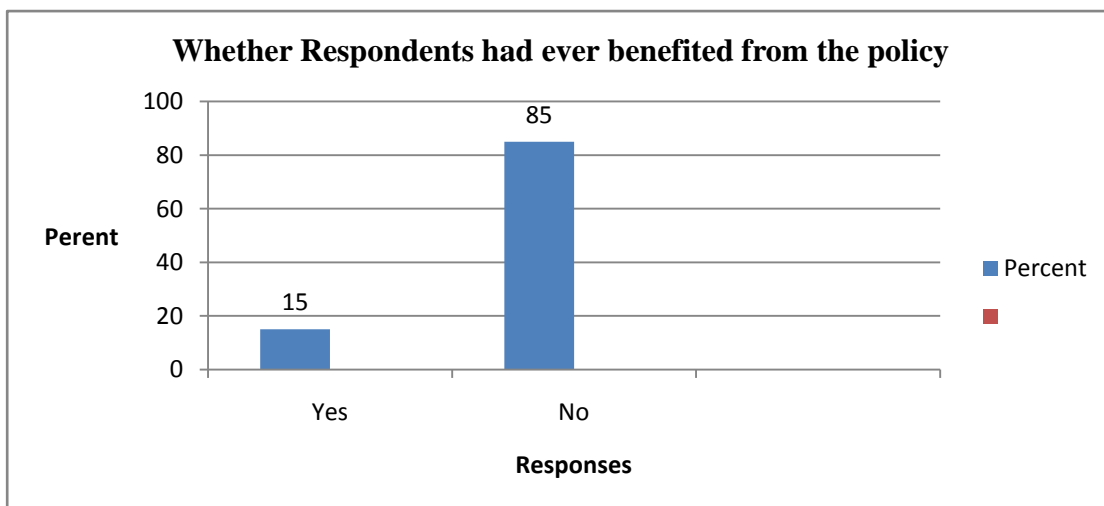
The respondents were requested to indicate whether they were aware of any policy for professional and career growth in place. From the findings, majority 90% of the respondents indicated that they were aware of a policy for professional and career growth while 10% indicated that they were not aware of any policy for professional and career growth in. This implied that there was a policy in place and most teachers were aware of its existence. According to Donald (1999), existence of career development opportunities like staff training in organizations, for professional growth helps to minimize employee turnover.

Figure 6: Whether there any opportunities for professional and career growth in place



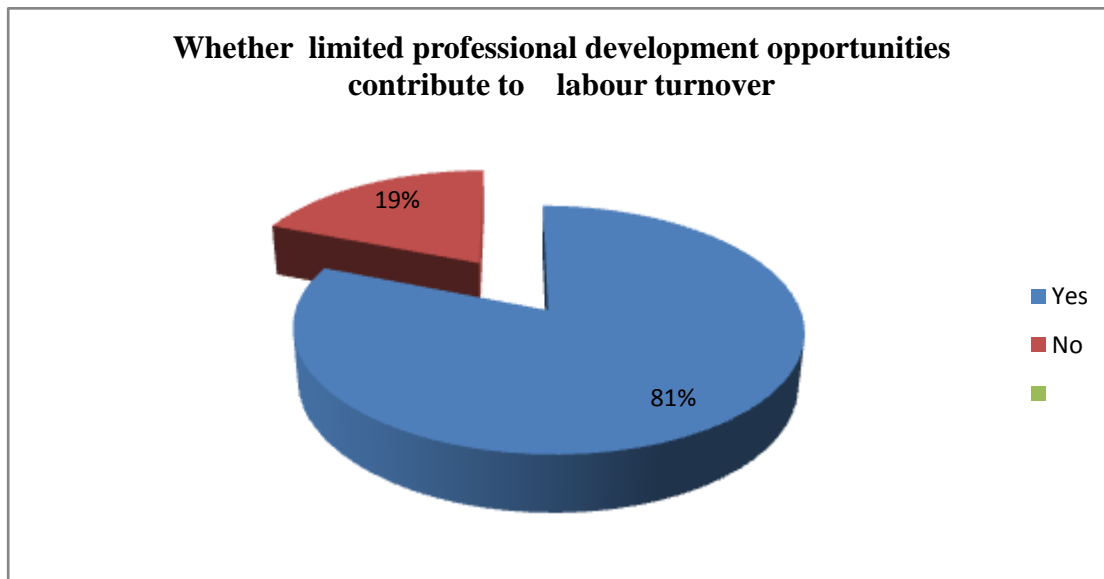
The respondents were requested to indicate whether they had ever benefited from the professional and career growth policy in place. From the findings, majority 85% of the respondents indicated that they had not benefitted from the career development policy while 15% indicated that they had benefited from the career development policy. Lack of availing opportunities for professional and career growth increases chances of labour turnover. These findings agree with Martin (2003) who detected a complex relationship between turnover and professional development and established that organizations that enhance the skills of existing workers have lower turnover rates.

Figure 7: Whether Respondents had ever benefited from the policy



The respondents were requested to indicate whether limited professional development opportunities contributed to labour turnover. From the findings, majority 81% of the respondents indicated that limited professional development opportunities contributed to labour turnover while 19% indicated that it did not. This implied that limited professional development opportunities for teachers contribute to labour turnover. These findings agree with the study of Guskey (2003) which established that an organization that wants to strengthen its bond with its employees must invest in their development because organizations need talented employees for maintaining the sustainable competitive advantage and individuals require career opportunities to develop their competencies. He concludes by stating that any organization that fails to do this risk high turnover rates

Figure 8: Whether limited professional development opportunities contribute to labour turnover



Regression Analysis

A regression analysis was also conducted to find out the correlation between the three independent variables and the dependent variable.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig
1	0.595(a)	0.354	0.371	0.172	0.02

a Predictors: (Constant), Job Satisfaction, Reward System, Working Conditions and Professional Development Factors

R^2 is called the coefficient of determination and indicated how teachers' turnover varied with variation in job satisfaction, reward system, working conditions and professional development factors. From the table above, the value of R^2 is 0.354. This implies that, there was a combined variation of 35.4% of the factors causing labour turnover. This implied that there were other factors that were contributing to labour turnover among public secondary school teachers in Embu County, Kenya

Table 7: Significance of the Relationship

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.901	4	.475	3.428	.046(a)
	Residual	3.466	25	.139		
	Total	5.367	29			

a Predictors: (Constant), Job Satisfaction, Reward System, Working Conditions and Professional Development Factors b Dependent Variable: Teachers' Turnover

The study used ANOVA to establish the significance of the regression model from which an f-significance value of $p=0.046$ was established. This implied that the relationship of the variables was significant.

Table 8: Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	7.246	0.592		-0.753	0.002
Job Satisfaction	0.757	0.703	0.363	2.094	0.001
Reward System	0.891	0.768	0.621	2.869	0.003
Working Conditions	0.381	0.102	0.330	1.775	0.100
Professional Development Factors	0.182	0.102	0.330	1.775	0.004

a Predictors: (Constant) Job Satisfaction, Reward System , Working Conditions and Professional Development Dependent: Labour Turn over

The following regression analysis was obtained:

$$Y = 0.246 - 0.757X_1 - 0.891X_2 - 0.381X_3 - 0.181X_4 + e$$

Whereby Y is teachers turnover, X_1 is job satisfaction, X_2 is reward system X_3 is working conditions and X_4 represents professional development factors.

The model illustrates that when all variables are held at zero (constant), the value of teachers' turnover in public secondary school would be at 7.246. The study found that lack of job satisfaction would lead to labour turnover among teachers by a factor of 0.757 and failure to improve rewards systems would contribute to labour turnover among teachers by a factor of 0.891. The study further found that poor working conditions would contribute to labour turnover among teachers by a factor of 0.381. The findings also indicated low professional development would contribute to labour turnover by a factor of 0.181.

From the regression model

$$Y = 0.246 - 0.757X_1 - 0.891X_2 - 0.381X_3 - 0.181X_4$$

The study establish that ineffective reward systems greatly contributed to teachers turnover with a factor of 0.891 with a P value of 0.003 implying the finding were statistically significant. Low job satisfaction was also found to contribute to teacher's turnover with a factor of 0.757. Lack of opportunities for professional development and career growth contributed to teachers' turnover with a factor of 0.181. The study also found that working conditions contributed to teacher turnover but the effects was not statistically significant as the P value was greater than 0.05.

CONCLUSION

The study established that there was a high labour turnover of public secondary school teachers in Embu County. The factors that contributed to high turnover included job dissatisfaction characterized by lack of recognition and involvement of teachers in decision making, low payments, high work load, lack of time for self development and poor reward system.

Lack of an effective reward system characterized by lack of provision for payment of bonuses, lack other incentives to attract and retain teachers, low salary, failure to provide a fair system of promoting teachers contributed to labour turnover among public secondary school teachers in Embu County.

Lack of further professional development for teachers and to some extent lack of promotions also contributed to labour turnover. Teachers valued teaching/learning resources for effective teaching and lack of these contributes to labour turnover. The study therefore concludes that unless measures are taken, teacher turnover in Embu County will continue to rise.

RECOMMENDATIONS OF THE STUDY

From the findings the study recommends that School management should adopt effective job satisfaction strategies to enhance teacher's commitment and reduce teacher turnover in public secondary schools.

The school management should encourage participative leadership style in the running and management of schools.. This is because teachers who are involved in decision making demonstrate career commitment and thus lower turnover rates. The study also recommends that School management and the government should develop an attractive reward system to minimise teachers' turnover as well as improve on their performance.

The study also recommends that the school management as well as the government should improve working conditions by providing adequate teaching/learning resources. The study further found that teachers should be offered opportunities for profession development and career growth. The policy on training and development should be implemented fairly and equitably to prevent turnover among the teachers.

LIMITATIONS OF THE CURRENT STUDY

The major limitation in the present study was generalizability of findings, since sampling was employed, which may not be representative of the actual scenario on the ground for entire target population. To counter this, conclusions and recommendations herein made have been done with reference to the study area, and similar institutions.

REFERENCES

- Armstrong, M. (1999). A handbook of human resource management - Lillon Education Publishing.
- Armstrong M. (2006), A handbook of Human Resource Management Practice (10th edition) London and Philadelphia Kogan Page.
- Armstrong M. (2009) Human Resource Management Practice (11th edition), London and
- Becker, D. P., & Smith, T. (1997), Teacher turnover and teacher quality: Refocusing the issue. Teachers College Record, Vol. 99, 29-35.
- Synar, E., (2011) "Why Great Teachers Quit: And How We Might Stop the Exodus", Journal of Educational Administration, Vol. 49 (4), pp.461 - 465
- Boe, E. E., Bobbitt, S. A., Cook, L. H., Whitener, S.D., & Weber, A. L. (1997). Why didst thou go? Predictors of retention, transfer, and attrition of special and general education teachers from a national perspective. The Journal of Special Education, 30 (4), 390-411.
- Borg, W. R. & Gall, M. D. (1999). Education Research: An Introduction, 4th Edition. Longman, New York.
- Boxall, P., Macky, K. & Rasmussen, E. (2003). 'Labour turnover and retention in New Zealand; the causes and consequences of leaving and staying with employers', Asia Pacific Journal of Human Resources, 41 (2), 196-214.
- Cedoline, A. J. (1982). Job Burnout in Public Education: Symptoms, Causes, and Survival Skills. New York: Teachers College Press.
- Chang, E. (1999). 'Career commitment as a complex moderator of organizational commitment and turnover intention', Human Relations, 52 (10), 1257-1278.
- Chapman, D. W. (1994). Teacher Retention. The Test of a Model. American Educational Research Journal. 21 (3), 645-658.
- Cole, G. A. (1997). Personnel Management: Theory and Practice (4th ed). Continuum USA.

- Cooper, R.D. & Schindler, P. (2003). *Business research methods*. Third edition. New York. McGraw_Hill.
- Crant, J. M., (2000), *Proactive Behaviour in Organisations*, Journal of management.
- David, I., (2009) *Motivation Theories & Employee Turnover*, Longman New York
- Education International (2007). *Teacher Supply, Recruitment and Retention in 6 Anglophone Sub-Saharan African Countries*, <http://www.ei-ie.org/africa>
- Ehrenberg, R. G., & Smith, R. S. (2003). *Modern labour economics: Theory and public policy*, 8th edition, New York: Addison Wesley Longman, Inc.
- Elangovan, A. R. (2001). 'Causal ordering of stress, satisfaction and commitment, and intention to quit: a structural equations analysis', *Leadership & Organization Development Journal*, 22 (4), 159-165.
- Eshiwani G. S. (1990). *Implementing Educational Policies in Kenya*, World Bank Discussion Paper No 85, World Bank, Washington DC
- Feldman, D. C. (1996). *Managing careers in downsizing firms*. *Human Resource Management*, 35 (2), 145-161.
- Firestone, W. A. and Pennell, J. R. (1993). *Teacher Commitment, Working Conditions and Differential Incentive Policies*. *Review of Educational Research* 63, 489-525.
- Frincke, J. (2006) *Job retention: Poll Findings*. John Wiley & Sons, UK
- Gareth, J. (2008). *Human Resources Management*. Ninth Edition. Sultan Chand and Sons.
- George, I. (2004). *Human Resource Planning*, First Edition; New Jersey Press
- Guskey, T. R. (2003). *What makes professional development effective?* *Phi Delta Kappa*, 84 (10), 748-750.
- Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2004). *Why public schools lose teachers*. *Journal of Human Resources*, 39(2), 326-354.
- Harris, D., & Associates (2004). *Is Teacher Turnover High or Just Different? A Comparison with Other Professionals*. Paper presented at the 2004 annual conference of the American Education Finance Association, Salt Lake City, Utah.
- Hedges, J. (2002), "The importance of posting and interaction with the education bureaucracy in becoming a teacher in Ghana", *International Journal of Educational Development*. 22, 353-66.
- Hussein, I. (2010). *Supporting Teachers Living with HIV in Eastern and Southern Africa: Closing Speech by the TSC Chairman: UNESCO Technical Consultation, The Panafric Hotel, Nairobi*.
[http:// www.tsc.go.ke](http://www.tsc.go.ke) Accessed on 23-28 June 2012
- Ingersoll, R. M. (2001), *Teacher turnover, teacher shortages, and the organization of schools*, University of Washington: Center for the Study of Teaching and Policy, Washington, DC.
- Ingersoll, R. (2003), *Is There Really a Teacher Shortage?*, University of Washington: Center for the Study of Teaching and Policy, Washington, DC.
- Ingersoll, R. M., & Alsalam, N. (1997), *Teacher professionalization and teacher commitment: A multi-level analysis*. Washington, D.C.: National Centre for Education Statistics. NCES 97-069.
- Knight, D., Durham, C. D., & Locke, E. A. (2001). *The relationship of team goals, incentives, and efficacy to strategic risk, tactical implementation, and performance*. *Academy of Management Journal*, Vol. 44 (2), 326-338.
- Kothari, C.R. (2004) *Research methodology methods and techniques*. First edition; New age international publishers. New Delhi
- Lankford, H., Loeb, S., & Wyckoff, J. (2002). *Teacher sorting and the plight of urban schools: A descriptive analysis*. *Educational Evaluation and Policy Analysis*, 24 (1), 37-62.
- Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). *How Teaching Conditions Predict Teacher Turnover in California Schools*. *Peabody Journal of Education*, 80 (3), 44-70.

- Maglen, L.R. (2005). Education expansion and the private returns to a university degree. *Economic Papers* Vol.13 pg57-71.
- Martin, C. (2003), 'Explaining labour turnover: Empirical evidence from UK establishments', *Labour*, Vol. 17 (3), 391-412.
- Nicholas, O.O. (2010), Factors contributing to labour turnover in the banking industry. Unpublished Research Project
- Nzuve S.N.M. (2007), *Management of Human Resource; A Kenyan Perspective*, Nairobi : tech and Pro Associates Publishers.
- Odhiambo, G. O. (2005). Teacher Appraisal: the Experiences of Kenyan Secondary School Teachers; *Journal of Educational Administration* Vol. 43 No. 4, pp. 402-416.
- Ondara, O. K. (2004). An investigation into job satisfaction among secondary school teachers: A case study of Borabu Division in Nyamira District, Kenya. Unpublished MEd Thesis, Kenyatta University.
- Organisation for Economic Corporation (1999). Report on Economic outlook
- Orodho, J. A. (2002). *Techniques of Writing Research Proposals and Reports in Education and Social Sciences*. Nairobi: Masola Publishers.
- Osei, G. M. (2006). Teachers in Ghana: Issues of training, remuneration and effectiveness", *International Journal of Educational Development*, 26, 38-51.
- Oyaro, K. (2008). Education-Kenya: Students Pour In, Teachers Drain Away; Inter Press Service News Agency, <http://ipsnews.net/africa/nota.asp?idnews=42667>
- Perie, M., & Baker, D. P. (1997). Job satisfaction among America's teachers: Effects of workplace conditions, background characteristics, and teacher compensation (Statistical Analysis Report No. NCES 97-471). Washington, DC: National Centre for Education Statistics.
- Shiundu, J. (1984). *The Growth of Teaching Profession in independent Kenya prospects and challenges*. Kenyatta University College: Nairobi Bureau of Education Research.
- Stoner, A. F.(2003)*Management Sixth Edition*, New Delhi: Prentice-Hall India
- Tang, T. L. P., Kim, J. W. & Tang, D. S. H (2000). 'Does attitude toward money moderate the relationship between intrinsic job satisfaction and voluntary turnover?' *Human Relations*, 53 (2), 213-245.
- Tansky, J. W., & Cohen, D. J. (2001). The relationship between organizational support, employee development, and organizational commitment: An empirical study. *Human Resource Development Quarterly*, 12(3), 285-300.
- Torrington, D. Hall, L. & Taylor S.(2002). *Human Resource Management*. Fifth Edition. New York; Pearson education
- Trevor, C. O. (2001). Interactive effects among actual ease of movement determinants and job satisfaction in the prediction of voluntary turnover. *Academy of Management Journal*, 44, 621-638.
- UNESCO (2003). Enhancing learning opportunities for young people in Latin America; IIEP Newsletter 21, 1.
- Veum, J. R. (1997). Training and job mobility among young workers in the United States. *Journal of Population Economics*, 10 (2), 219-233.
- Waweru E.M. (1984). *Management of Human Resources in Kenya*, Nairobi: Kenya Literature Bureau.
- Weiss, E. M. (2000). Perceived workplace conditions and first-year teachers' morale, career choice commitment, and planned retention: A secondary analysis. *Teaching and Teacher Education*, 15 (8), 861-879.
- World Bank (May 2002). *World Bank Development Indicators*, CD-ROM.
- Zingerg, M (2005), *Research Methods*, Second Edition: Pearson Publishers