

**SCHOOL BASED PRACTICES INFLUENCING TEACHER
TURNOVER IN PRIVATE SECONDARY SCHOOLS IN
EMBAKASI SUB-COUNTY, NAIROBI COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been presented for award of a degree in any other university.

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DEDICATION

This project is dedicated to my family, my loving parents Mr. and Mrs. Obiri, my dearest siblings Violet, Victor and Japheth and all my friends.

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
ETFO	Elementary Teachers Federation of Ontario
ICT	Information Communication Technology
ILO	International Labour Organization
IOL	Independent Online
KNUT	Kenya National Union of Teachers
KPSA	Kenya Private Schools Association
MDG	Millennium Development Goals
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
NCTAF	National Commission on Teaching and America's future
SRC	Salaries and Remuneration Commission
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UK	United Kingdom
UNESCO	United Nations Scientific and Cultural Organization

ABSTRACT

A lot of resources have been put in place by the government to ensure that all Kenyans have access to education. The government of Kenya through the public education sector is the main provider of education services. Due to the high education demand the private sector has chipped in to play a pivotal role in education provision. The purpose of this study was to investigate how labour policies and practices on remuneration, workload and work conditions influence teacher turnover in private secondary schools in Embakasi Sub-County, Kenya. This study adopted the descriptive survey design. According to the district education office, Embakasi sub-county has around 410 private school teachers, a number which was estimated because of the rampant teacher turnover in the sub-county. The study targeted 100 teachers who were randomly selected from 15 private secondary schools in Embakasi sub-county. The study also targeted the principals of all the 35 registered private schools in Embakasi Sub-county. The main types of instruments employed in this study were a questionnaire and an interview schedule. The data was analyzed using descriptive statistics more so the measures of central tendency and with the help of the statistical package for social sciences (SPSS). Qualitative data were analyzed thematically through content analysis technique. The study found that the level of remunerations has to a large extent influenced teacher turnover. Majority of the respondents (56.8 percent) were not satisfied at all with their current remuneration rates and would quit their current jobs if a better opportunity presented itself. The study also revealed that work conditions and workload are among the key policies that influence teacher turnover in most schools in Embakasi District. Remuneration was found to be the biggest contributor to teacher turnover in Embakasi sub-county as compared to work conditions and workload. The study revealed that most employers in private schools in Embakasi have not been guided by these labour policies in their engagements with their employees resulting in high teacher turnover. Understanding the problem of employee turnover and putting in place effective and efficient mitigating factors in place would benefit private education sector and the government at large in its bid to provide quality education to the citizens. This study recommends total adherence by employers to the existing labour policies, guidelines and documents in order to curb rampant turnover. Further research studies can be done on the role of salaries and reward schemes in relation to the teachers' workload and how they affect turnover.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The genesis of labour law and practice can be traced to the 19th century when need arose for the colonial government to pass legislation to ensure adequate supply of cheap labour in the emerging enterprises in agriculture, industry and in the service sector, by this time the terms and conditions of employee engagement were regulated by the statutes and the common law (Blanpain, 2009). In this era of globalization, turnover is a persistent problem in organizations and it is common in every type and size of organization and at every organizational level. Staff turnover is a serious issue especially in the field of human resources management. It is very costly for an organization and the cost is due to termination, advertising, recruitment, selection, and hiring (Abbasi, Hollman and Hayes, 2008).

Study after study has confirmed the notion that many employees would have left their employers months/years ago if they had found better opportunities. The economic downturn, combined with the mortgage crisis, has forced many frustrated, disappointed, and unmotivated employees to stay put (Handlesman, 2009) Many organizations force-rank satisfaction with human resource deliverables, retention often ranks high in importance but extremely low in execution. This has made employee retention the most poorly managed goal in human resource practice.

In the ILO's Declaration of Philadelphia of 1944, the international community recognized that "labour is not a commodity". Indeed, labour is not like an

apple or a television set, an inanimate product that can be negotiated for the highest profit or the lowest price. Work is part of everyone's daily life and is crucial to a person's dignity, well-being and development as a human being. Economic development should include the creation of jobs and working conditions in which people can work in freedom, safety and dignity (ILO, 1998)The organization further adds that failure to observe stipulated labour practices by employers makes employees less satisfied. Employees who are satisfied are more likely to be committed to their organizations and have a decreased intention of quitting from a job. Employees often get dissatisfied when they perceive an imbalance between their work demands and their capability and resources to meet these demands.

According to the National Business Research Institute (2015) the average annual turnover rate of employees across industries in the United States in 2011-2012 was 15 percent. Research by NBRI also revealed that organizations with low turnover rates may have more problems than are first apparent, filled with employees who really want to leave but are unable to due to the economy, or employees who want to leave but are too lazy to look for another job. Of course, there are always employees who are satisfied with their jobs and do not want to leave, which is a good thing.

A research by WantChinaTimes (2014) revealed that 35 percent of staff workers in China have changed jobs in the past two to four years, while 14.5 percent have changed jobs in the past two years and 10.4 percent in the past one year. The research also found that over 40 percent of polled employees

stayed at their previous companies for just one to two years. Around 39 percent worked for around two to four years and less than 20 percent had held their previous jobs for five years. The root cause of these rates of turnover was found to be the inability of employers to fully adhere to the Chinese labour relations stipulations.

The president of Gambian Teachers' Union reported a massive exit of teachers from the profession due to among other reasons a lack of adequate salaries (Kamara, 2002). The Cape Professional Teachers Association which is an employee body that looks after the conditions of service of educators argued that up to twenty thousand teachers leave the profession every year (IOL News, 2008). A major source of teacher dissatisfaction arises from disparities between the teaching profession and other professions with respect to the time, mode of payment of salaries, fringe benefits, promotion prospects and working conditions (Hall, 2001). This dissatisfaction invariably results in brain drain, which is a form of turnover.

South Africa continues to experience a situation where teachers are resigning from the profession large numbers. The following factors although not exhaustive are amongst some of the fundamental reasons behind the high turnover rate of teachers from the profession. Educator workload is one of the main challenges facing the teaching fraternity today. Teachers are now burdened with additional administrative responsibilities that in the past were the preserve of clerks employed by schools. These responsibilities amongst others include the capturing of learner marks (Continuous Assessment Tests), filling of learner portfolios without the attendant provision of office space, preparing learner reports, compiling data on learners progress on a quarterly

basis which form the basis of the progress reports, pastoral duties, professional duties like meetings, workshops, seminars, conferences, extra curricula activities and countless other responsibilities as enshrined in Chapter 3 3.1 (b) of the Employment of Educators Act (Act 76 of 1998) in the Republic of south Africa. Other factors noted to influence teacher turnover in South Africa included workload, lost prestige and inadequate remuneration (Mampane, 2012)

The Kenyan constitution is one of the policy documents in labour relations. In chapter six it lays down the principle of equality, the freedom from discrimination and the freedom from slavery, section 59 on labour relations determines the rights of workers, employers and trade unions in particular the right to fair remuneration and the right to reasonable working conditions. Failure to adhere to this guidelines leads to high turnover which is costly in terms of recruiting, orienting, developing, maintaining and retaining employees.

Turnover adversely affects production rates of organizations (Hatch & Dye, 2004) in their study that aimed to investigate the causes of extensive and persistent differences in performances of organizations concluded that the performance of an organization with high rates of turnover is lower than its competitors with low turnover rates. To provide quality services and remain competent organizations need to retain their workers (Mampane, 2012)

One of the pillars of the Kenyan economy is the education sector. This forms part of the reason as to why there is an enormous demand for education in

Kenya. Every Kenyan is entitled to access quality education (constitution of Kenya, 2010). The public sector alone cannot cater for the demand of education in Kenya given the ever-growing population although many people believe that the private sector has little to offer in terms of reaching the United Nations Millennium development goals (MDG's) of "education for all" by 2015 (Tooley & Dixon, 2005). The education private sector in partnership with the government chips in to fill this void. Private schools in Kenya are registered by the ministry of education (MOE) and placed under the Kenya Private Schools Association (KPSA) which is registered under the societies Act.

Some of the general causes of employee turnover in the global, regional and local context include the following general unhappiness from the job place by an individual employee, the economy, the characteristics of the job, the demographics of the workers, a bad match between the employee's skills and the job, substandard equipments and facilities, lack of opportunity for advancement or growth, feeling unappreciated at the work place, poor remuneration and workload policies among many more (Lockwood, 2007)

Some of these causes of turnover may be due to the fact that the education private sector has not fully embraced the guidelines of the labour relations Act in their engagement with their employees. Some of these labour policies touch on remuneration, the conditions of work and workload.

1.2 Statement of the Problem

A lot of resources have been put in place by the government to ensure that all Kenyans have access to education. Embakasi district is made up of 80 percent

private secondary schools and 20 percent public secondary schools unlike other Districts like Makadara which is made up of 70 percent public schools and 30 percent private schools. There are only 7 public schools in Embakasi District.

Over the past two decades there has been substantial empirical research focused on determining which kinds of teachers are more prone to leave teaching and why. (Nyakundi, 2011) did a study on factors influencing teacher turnover in private secondary schools in Getembe and Mosochi Divisions in Kisii County, focusing on how motivation, stress, administration and environment influence teacher turnover in private schools..

Most studies have highlighted the causes of this turnover but none has deeply dealt into existing labour policies and guidelines and the extent to which they contribute. Only a few studies have also covered the larger Nairobi County where the number of private schools by far surpasses that of public schools. Therefore, this study sought to establish the extent to which labour policies guidelines on remuneration, conditions of work and workload influence teacher turnover in private secondary schools in Embakasi Sub-County, Nairobi County, Kenya.

1.3 Purpose of the Study

The main purpose of this study was to investigate labour practices influencing teacher turnover in private secondary schools in Embakasi Sub-County, Kenya.

1.4 Objectives of the Study

The objectives of this study were:

- i. To establish the extent to which school based practices on remuneration influence teacher turnover in private secondary schools in Embakasi Sub-County, Kenya
- ii. To determine the extent to which school based practices on working conditions influence teacher turnover in private secondary schools in Embakasi Sub-County, Kenya
- iii. To determine the extent to which school based practices on workload influence teacher turnover in private secondary schools in Embakasi Sub-County, Kenya
- iv. To identify some solutions to teacher turnover in private schools in Embakasi Sub-County, Kenya

1.5 Research Questions

- i. To What extent do school based practices on remuneration influence teacher turnover in private secondary schools in Embakasi Sub-County?
- ii. To what extent do school based practices on working conditions influence teacher turnover in private secondary schools in Embakasi Sub-County?
- iii. To what extent do school based practices on workload influence teacher turnover in private secondary schools in Embakasi Sub-County?
- iv. What are some of the possible solutions to teacher turnover in private secondary schools in Embakasi Sub-County?

1.6 Significance of the study

The findings of this study once completed may be useful to the heads of private schools in Kenya as well as the education ministry in that it will

provide information on the current status of employee turnover. This study may yield valuable information on the extent to which remuneration, workload and work conditions cause satisfaction or dissatisfaction to employee's hence influencing turnover. The study findings will also go a long way in providing a stepping stone upon which other scholars and researchers can stand on and conduct further studies on the dynamics of turnover in the education sector and other related sectors.

1.7 Limitations of the Study

The main limitation of this study was the fact that there are unregistered private schools that operate deep inside the MukuruKwaNjenga, Sinai and Soweto slums. The researcher found some of these institutions completely inaccessible. This could have led to the researcher losing out on some valuable information to this study.

1.8 Delimitation of the Study

The study was only delimited to private secondary schools teachers who are still in the workforce as opposed to those who had already left as they would have given a better insight on the influence of the three practicesvariables on their decision to quit their jobs.

1.9 Basic Assumption of the Study

This study took an assumption that all respondents to this study were qualified teachers to teach in Kenyan secondary schools

1.10 Definition of Significant Terms

Employee refers to any person who has been employed for wages or a salary.

Labour relations refer to the management of employment situations.

Labour policy refers to guidelines concerned with relations between employers and employees and other stakeholders in the labour market.

Remuneration refers to the compensation that one receives in the exchange for the work or services performed; typically this consists of a wage or salary and a number of other complimentary benefits.

Turnover refers to the rate at which employees rotate around the labour market, between jobs and occupations and between the states of employment and unemployment.

Work conditions refers to the environment in which the teacher's work including but not limited to such things as amenities, physical environment, working hours, rest hours stress (mental demands of the work place) and noise levels without forgetting degree of safety or danger.

Workload refers to the amount of work assigned to or expected from a worker in a specified time period. In this study we will consider both the quantitative (amount of work) and the qualitative (the difficulty of the work) aspects of the concept of workload.

1.11 Organization of the Study

This study was organized into five chapters as follows.

Chapter 1 presents a synopsis of the situation of education in Kenya, introduce the statement of the problem under study and describe the specific problem that will be addressed as well as other design components such as; the purpose of the study, the research objectives, the limitations and delimitations of the study as well as the definition of all significant terms in the study. Chapter 2 presents a review of literature and relevant research that is associated with the problem under study; both primary and secondary data will be used in this

review. This chapter will also capture the theoretical and conceptual frameworks that will guide this study.

Chapter 3 presents the methodology and procedures that will be used for data collection and analysis; this will entail the research design, the target population, the sample size and sampling technique, instrumentation, data collection procedures as well as data analysis techniques. Chapter 4 presents an analysis of the data and the presentation of the results; it will entail a report on the instruments return rate as well as evaluate their adequacy in terms of validity and reliability. In this chapter both quantitative and qualitative data will be analyzed and presented using graphical aids like table, charts and figures. This will be done with the help of the Statistical Package for social sciences (SPSS). Lastly chapter 5 offers a summary and discussion of the findings, conclusions as well as recommendations for future research. Possible solutions to the problem under study will also be presented in this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter the study takes a deep look into the literature review regarding labour practices in Kenya and how they influence teacher turnover in private secondary schools in Embakasi sub-county. The policies that will be focused on include remuneration, workload and the work conditions and their effect on employee turnover.

2.2 The Concept of Employee Turnover

The term employee turnover is defined by Price (2001) as the ratio of the number of members who have left an organization during the period being considered divided by the average number of people in that organization during the period. Most organizations perceive turnover as the entire process associated with filling a vacancy. Each time a position is vacated, either voluntarily or involuntarily, the organization in question through its staffing department will have to go back to the drawing board and find a replacement.

Goling (2015) observed that employees form the most important asset to any organization interested in building strong culture for success and therefore must be nurtured through use of human capital management best practices. He noted that these projects had the lowest employee turnover due to availability of attractive pay packages, conducive working environment characterized by spacious working offices, handsome rewards for work done over time and development of effective working teams steered by considerate leadership.

Employee turnover entails the ratio of the employees that leave a company through attrition, dismissal, or resignation during a period to the

number of employees on payroll during the same period. Labour turnover affects both workers and firms. Workers experience disruption, they need to learn new job-specific skills and find different career prospects. Firms suffer the loss of job-specific skills, disruption in production and incur the costs of hiring and training new workers on the other hand incoming workers may be better educated, more skilled and have greater initiative and enthusiasm than those who leave (Garcia-Serrano, 1998).

Waweru (1984) argues that high turnover is an indication of low morale and dissatisfaction amongst the employees. This view is consistent with Armstrong (2001) who contends that high turnover in an organization is an indication of a problem in that organization. High rate of labor turnover brings about negative publicity to an organization and causes dissatisfaction amongst employees resulting to negative production. The major asset of any organization and indeed a country is its human capital.

Woods (1995) observed that the basic principles driving the supply and retention of employees are the following: Individuals will become or remain in their workplaces if that represents the most attractive activity to pursue among all activities available to them. By attractive, they meant desirable in terms of ease of entry and overall compensation (salary, benefits, working conditions, and personal satisfaction). Turnover is among the most important employment relations outcome for both employers and organizations. Employees exiting an organization face the uncertainties of job search and potential unemployment whereas organizations confront uncertain costs and benefits; this involves the cost of operational disruption and replacement of human capital versus the

benefits of lower-cost labour or fresh skills which will cope well with innovation (Batt, Keefe & Colvin, 2002)

Cole (2002) noted that an annual turnover of 25 percent can be considered normal in any organization but a turnover rate of 100 percent will be a clear indication of existence of internal problems therefore it is the role of the organization's management to ensure that best practices are employed to minimize on turnover. The knowledge and skills a worker has which comes from education and training, including that acquired through experience generates a stock of productive human capital which organizations should maintain at all costs.

Parting between organizations and employees consist of retirements, deaths, interagency transfers, and resignations. Kimosop(2007) quotes (Bramhan (1990) who argued that If an organization fails to place and direct human resources in the right areas of the business at the right time and the right cost serious inefficiencies are likely to arise creating considerable operational difficulties and likely failure. (ILO/UNESCO, 1996) Recommendations affirms a basic teacher recruitment and retention axiom: that improvements in the social and economic status of teachers, their living and working conditions, their terms of employment and their career prospects are the best means of overcoming any existing shortage of competent and experienced teachers, and of attracting to and retaining in the teaching profession substantial numbers of fully qualified persons

According to Schlesinger, Goldstein & Smith (1995) organizations that choose to compete on service quality or customer loyalty may seek to keep turnover low because studies on turnover trends have suggested that quality is higher where turnover is lower. Many researchers have to understand the major determinants of turnover intention and develop some managerial implications to deal with the problem of high turnover rate (Tuzun, 2007) Previous studies on turnover indicate that jobstress and job satisfaction is significantly correlated with continuous commitment and will affect the decision of employees on whether to continue or quit from a job.

Labour turnover is a global phenomenon. Cole (2002) revealed that labor turnover in Brazil is one of the highest in the world. An average of 3.4 percent of the formally employed are admitted and separated from their jobs every month, posing an annual turnover of 40.8 percent. In the USA there was a substantial decline arising from improved labour relations between employers and employees. Cole (2002) further states that the current labor market situation is that of a buyer's market, with the advantage firmly in the hands of employers.

According to the United States labour department there a total of 4.8 million total separations in the United States in the year 2014 only, 2.8 million people quit their jobs in the same year and there were 1.7 million layoffs in January 2014. The figures indicate varying trends in labour turnover hence making turnover a very important aspect of an organization's progress. In the education sector in America the overall teacher turnover has been increasing. In 2004-2005, the last year for which data are available, 270,050, or 8.4 percent of public school teachers left the teaching profession, and 260,400, or 8.1 percent moved to a different school, 8 percent of teachers changed

professions during the 2003-04 school year and another 8 percent transferred to a different school National Center for Education Statistics, (2007). Teacher turnover costs over 7 billion dollars each year in America's public school NCTAF (2007).

In China the staff turnover rates have been very high bringing a negative impact to business, a survey carried out by WantChina times (2014) indicated that only 38 percent of the firms in China have plans in place to retain their staff, the studies also indicated that 35 percent of workers in China have changed jobs in the past two to four years while 14.5 percent have changed jobs in the past two years while 10.4 in the past one year, this statistics raise the question, which are the underlying factors influencing this turnover rates? In this study the researcher will seek to establish the contribution of remuneration, working conditions and workload to teacher turnover, the main focus being Embakasi District, Nairobi County, Kenya.

In the above cases of China, United States of America and South Africa failure to adhere to the labour laws that are outlined in the respective constitutions contributed a great deal to the turnover rates observed. In some cases the employees were being denied their right to a fair remuneration, favorable working conditions and a bearable workload and this translated to increased employee

2.3 Employee Remuneration and Turnover

The concept of remuneration or compensation can be traced back to the early 19th century when Frederick Winslow Taylor an American mechanical engineer who is also the man behind the scientific management system highlighted the idea that employees should always receive a fair daily wage that is reflective to their daily contribution to an organization (Gupta, 2006) Employee remuneration can defined as, "the reward" or compensation given to employees for their work performances," It can also be termed as method of promoting morale, increasing motivation and foster team cohesion. There two main types of employee remuneration one is the piece rate method and the other one is the time rate method. Some of the benefits of adequate remuneration include team cohesion, higher performance as well as morale among the employees.

If employees feel they are inequitably or unfairly rewarded, they may show signs of dissonance and this leads to absence, turnover, on job shirking and low trust employee relations which may make the workers to either reduce quantity or quality of output,ask for greater reward or pay or leave the organization. If they feel that the reward is equitable, they will be satisfied and may continue at the same level of output. If they feel the rewards are greater than what is considered equitable or are over – rewarded, they may work harder and it is possible some may discount the reward. (Koontz &Wehrich, 1990).

Remuneration is a fundamental aspect of work but there are many other issues, other than pay, that effect intention to turnover. In any formal organization, employees can compare their pay with individuals or groups internal and external to the organization. Both internal and external inequity can have dire consequences for the organization; however the results of external equity (e.g. turnover) are the most threatening according to Lawler (1981). Depending on the life experiences of different people, we get a range of definitions of the word compensation. The combination of all cash incentives and the fringe benefit mix that an employee receives from a company constitutes an individual's total compensation according to Lawler (1981). Even though compensation is not a reliable motivator, it acts as an indicator of the organization's appreciation of the employees' contribution and abilities.

Employee rewards can lead to better performance and employee satisfaction: When the staff views them as fair, when they are related to efficiency, and chosen according to an individual's needs (Robbins, 1992). After conducting a meta-analysis with respect to motivational interventions. Locke, Feren, McCaleb, Shaw, and Denny (1980) concluded that "Money" is the most crucial incentive and no other incentive or motivational technique comes even close to money with respect to its instrumental "value" Subsequent research has continued to support their conclusion. Robbins (2004) found out that employees work for money and pay is important for its purchasing power. According to Gupta (1990) for employees in developing countries, pay is more than a means of satisfying employees needs. It provides a sense of recognition

and determines their social status. Robbins (2004) further asserts that although there are other expectations, most of us work for money.

Basic salary is a fixed periodical payment for non-manual employees usually expressed in annual terms, paid per month with generally no additions for productivity. Wage refers to payment to manual workers, always calculated on hourly or piece rates (Braton & Gold, 2003). Employees will definitely leave their current workstations if they feel that they are not well remunerated. This is by being paid an adequate salary and availing to them other benefits such as house allowance, commuter allowance and insurance services. Starters will only stay in organizations that pay them a low salary because they are desperate to get a job to enable them cater for their most basic needs. After a little while, they will be on the lookout for greener pastures in other organizations and this will result to increased turnover (Fisher, Schoenfeldt and Shaw 2009).

The Employment Act (2007) states that every worker is entitled to receive full payment for work done. Full pay includes wages, which are payments made on an hourly, daily, weekly or piecemeal basis. Full pay may also be in the form of a salary, which is a fixed payment made on a monthly basis for professional or office work. Although there is no standard framework that has been established for understanding the concept of employee turnover as a whole, a number of factors have been found useful in interpreting employee turnover, one of this factors is the level of remuneration that employees in an organization draw. Flippo (1991) argues that the movement of staff into and out of an organization is an index of the stability of the workforce.

All employees have basic needs that they have to attain, the degree to which they attain this needs will highly depend on the level of remuneration that they draw from their employers. According to the Kenyan labour laws all employees are entitled to a fair pay based on the services they offer to their employees. If an employer willfully fails to make payment of or to tender the wages earned by or payable to an employee in accordance with their duly signed contract, he/she shall be guilty of an offence and it is also important to note that according to the Kenyan Labour laws the amount of full pay given to an employee cannot be less than the standard minimum rate which is set forth in the Employment Act.

A large number of studies have examined the relationship between pay and retention and have found a consistent association between larger teacher salaries and lower rates of attrition (Kelly, 2004). Organizations with low abilities to pay their employees are likely to lose them to their competitors (Tretty, 2006). To organizations whose reward schemes do not live up to the job evaluation, staff turnover is an inevitable result (Stephan, 2000). Consistent with psychological theories that separate motivational factors from hygiene or contextual factors non-financial rewards are more likely to lead to higher satisfaction, but problems with low pay may become a source of irritation and dissatisfaction.

Remuneration has an effect on staff turnover especially if other organizations within the same industry are able to offer better reward schemes. Okumbe (2011) postulates that an effective remuneration system should be able to do

the following, it should be able to attract the crème of potential employees who are available in the job market, it should give the organization an ability to retain the hired employees and also be able to give maximum motivation to the employees.

Motivated employees are likely to ensure that the organization that has employed them gets maximum returns. Torrington (2008) further argues that most employees work because by so doing they are able to meet their daily needs; he also says that an employee will be more interested in extending their stay in organizations that pay well otherwise the temptation of sourcing for a better paying job will be an inevitable reality. This might not be because money is a motivator to them but because they have needs in life that they have to meet.

In a school setting when teachers are motivated the mean grade of the school in national examination is bound to rise and also the discipline of the students will improve. The form four leavers joining colleges, universities and job market will be reliable and dependable which is important because every nation needs this for its social-economic development consequently there will be low staff turnover hence consistency and stability of school's operations (Debbie, 2007) Teachers salary should reflect their importance to society of the teaching function and hence the importance of teachers as well as the responsibilities of all kinds which fall upon them from the time of their entry into the service; should compare favorably with salaries paid in other occupations requiring similar or equivalent qualifications. Simply, salaries

should provide teachers with the means to ensure a reasonable standard of living for themselves and their families as well as to invest in further education or in the pursuit of cultural activities, thus enhancing their professional qualification. A salary should take account of the fact that certain posts require higher qualification and experience to carry greater responsibilities (ILO/UNESCO, 1966).

In the United Kingdom, the department for education has given freedom to schools to develop pay policies that are tailored to their needs and circumstances and those which can enable them to attract and retain those teachers that have the greatest impact on their students. Schools decide how much they pay their teachers and how quickly the pay progresses enabling the most successful teachers to progress faster on the basis of annual appraisals (U.K, Department of Education.) A teacher who has completed Initial Teacher Training (ITT) and achieved Qualified Teacher status (QTS) in England and Wales draws a minimum of £22,023 a year and a maximum of £27,543. The United Kingdom is among the highest paying nations for a teacher which makes the rate of teacher turnover in the United Kingdom lower as compared to the United States of America.

In South Africa a fully qualified high school teacher earns a salary of R158,474 per year which translates to R13,206 per month. This amount of pay is hardly enough for an average South African to meet all their basic needs as well as fend for their families. Armstrong, (2009) in her study on attractive is the teaching profession in South Africa compared remuneration drawn by

teaching staff and their no-teaching counterparts in the same job. She found out that the teaching profession is relatively unattractive to individuals at the top end of the skills distribution in the South African job market.

The recruitment, performance and retention of teachers is dependable on the “opportunity cost” of being a teacher and the stand out aspect of this opportunity cost being the remuneration drawn by teachers as compared to other professions (Limarino, 2005). Therefore the pressing question in economics of education is whether the remuneration offered to teachers is sufficient enough to guarantee acceptable teacher quality by attracting, recruiting, and retaining the most attractive employees in terms of productive characteristics.

In Kenya, consistent strikes highlight the challenges facing our education system. In the beginning of this year over 200,000 primary and secondary school teachers went on strike demanding a 300 percent pay increase. That was enough prove that the struggle for decent pay for teachers in Kenya continues. In the recent stand off the parties involved were, the Kenya National Union of teachers (KNUT), the Kenya Union of Post Primary Teachers (KUPPET), the Salaries and Remuneration Commission (SRC) and the Teachers Service Commission (TSC). The minimum monthly wage for state school teachers currently is 16,692 Kenyan shillings a figure that the unions were agitating for it to be raised to 50,076 Kenyan shillings (TSC, 2014). The education cabinet secretary Professor Jacob Kaimenyi together with the salaries and remuneration commission insist that teachers’ salaries can

only be adjusted after an 8 month job evaluation process. The national treasury on its hand argued that if it honored the teachers demands that would imbalance the economy.

According to the Employment Act(2007) Cap 226 all employers are required to pay the entire amount of the wages earned by or payable to an employee in respect to work done by the employee, this should be done either in cash, into an account at a bank or by cheque, postal order or money order in favor of the employee. It also stipulates that an employer shall pay wages to an employee on a working day, during working hours at or near the place of employment or at such other places that as may be agreed between the employer and the employee.

The same Employment Act (2007) Cap 226 further states that when an employee is summarily dismissed for a lawful cause, then the employees shall be paid all moneys, allowances and benefits due to him up to the date of dismissal. Are these provisions of the employment Act being adhered to in our private schools, if not, then what is the contribution of that to teacher turnover? The same Act in Article 41, the labour relations provide that every employee has a right to fair labour practices which include the right to fair remuneration, the right to reasonable working conditions and also the right to participate in activities and programs of trade unions (Republic of Kenya, 2007)

2.4 Conditions of Work and Employee Turnover

Sommers (1995) terms working condition as the general working environment and all existing circumstances affecting labor in the work place, including job hours, physical aspects, legal rights and responsibility organizational climate and workload. A formal work environment is made up of a range of factors, including the organization culture, management styles, hierarchies and human resources policies. The work conditions are as a result of an interaction between the employee and the organizational climate and it entails both psychological and physical aspects. The environment at the workplace greatly influences employee satisfaction, which in turn directly affects employee turnover rates. Knowing how to use a positive work environment helps increase employee satisfaction and reduce turnover is a key to developing a high-performance workforce(Chandrasekhar, 2011)

Any employee would desire to work in comfortable, serene and friendly work places where there are adequate facilities such as buildings, furniture, work instruments and also where health and safety measures are well taken care of. Employees in any organization would like to be respected and have their input recognized; provision of growth opportunities to employees is another factor that can help create a satisfactory working environment, good management styles enable employees to get comfortable and give their all. Above all it's the organization culture that plays a key role, organizational culture includes elements such as the way in which conflicts are handled, the freedom to try new things and fail without consequences, dress code policies, predominate communication styles and other intangible details all this must fit with the

employees to increase their job satisfaction, failure to which the employees may look elsewhere to find a workplace better suited to their personalities (Milman, 2002)

Adverse work conditions will lead to dissatisfaction and eventual quitting of employees (Handelsman, 2009). Some of the geographical locations of organizations are very harsh for the employees. Such locations include semi-arid areas, areas with poor infrastructure and areas prone to floods and diseases. Employees will only work in such places because they are in desperation but once they are a bit stable financially, they will move to other organizations in areas of their choice thus increasing the turnover rate (MacDonald, 2012).

The working conditions are core to any formal organization. If the employees have a negative perception of the conditions of their workplace, they are likely to be absent, have stress-related illness, and their productivity and commitment tend to be low. On the other hand, organizations that have a friendly, trusting, and safe environment, experience greater productivity, communication, creativity, and financial health (Mampane, 2012).

In 2008, an organization known as the Center for Quality Education did a survey on the conditions of work in American schools, this survey revealed that teachers who leave schools cite lack of favorable teaching room, dissatisfaction with support from administrators, and dissatisfaction with other minor aspects of conditions as the main reasons they seek other positions. A majority of the teachers indicated that a positive, collaborative school climate

and support from colleagues and administrators are the most important factors influencing whether they stay in a school or not. Additionally, the most recent survey of 2,000 teachers from California state found that 28 percent of teachers who left the profession before retirement indicated that they would come back if improvements were made to teaching and learning conditions. Monetary incentives were found to be less effective in luring them back.

In the teaching profession, the general working conditions can be quite ideal. The working conditions of teachers entail working hours, leaves, physical infrastructure and even the geographical positions of the work places. According to the Kenyan Employment Act, 2007 the normal working hours shall be forty eight hours during a six-day work week (8 hours per day.) For any overtime an employer must give the worker 24 hours' notice for overtime requests. A worker cannot be forced to work overtime and should be adequately compensated for any overtime work. Bishay (1996) notes that working conditions (physical and psychological) have an impact on employee turnover.

Working conditions of teachers like convenient school hours and having summers off have always contributed to the appeal of the teaching profession; however there is a downside to this which prospective teachers must consider. It is also evident that these conditions do not only impact job satisfaction but also job performance. According to the National Center for Education Statistics (NCES, 1996) to deliver high quality education, schools must attract, develop and retain effective teachers, working conditions play an important role in a

school's ability to do so. Schools that are able to offer their teachers a safe, pleasant and supportive working environment aired with adequate compensation are able to attract and retain good teachers and motivate them to do their best (Choy, 2002)

Some aspects of teacher working conditions like school safety may vary from school to school. Neither students nor their teachers can perform at their best if they do not feel safe. Schools where teachers do not feel safe are likely to experience high turnover rates (NCES, 1996). For example currently in Kenya, the North Eastern area is experiencing an educational crisis on grounds of not being a safe place to work in.

The Occupational Safety and Health Act(2007)stipulate that the employer must provide a clean and safe working environment for the workers. Every factory worker is entitled to the following working conditions: Access to an adequate supply of clean water, sufficient fresh air and adequate ventilation,Sufficient and suitable lighting, suitable sanitary facilities and access to first aid materials (Republic of Kenya, 2007)When people are working in a good, safe environment, they feel that they can make a difference. There are fewer staff absences, less staff turnover and an improved quality of work.A safe work environment can boost employee morale which in turn, increases productivity, efficiency and the general profitability of an organization.

Apart from the safety issues there are other underlying factors that related to working conditions that equally influence the rates of turnover in schools, they

include; the school's ability to offer support for teachers professional development, the school decision making and the teacher's involvement in the whole process, student readiness to learn and the student's respect for their teachers. Benner(2000) in his study on teacher turnover found out that those schools whose working conditions do not present many opportunities for personal growth face high teacher turnover.

Hargreaves (1994) concurs with this by stating that schools with supportive policies on career growth and professional development experience low teacher turnover. It is the mandate of human resource leaders as well as managers to build and sustain a workplace environment that fosters engagement and one that is also attractive to potential employees (Lockwood, 2007) Among the other factors that contribute to teacher turnover like administrative problems, student discipline, classroom control and job satisfaction it is the working conditions that have been found to influence high turnover (Goldhaber, Gross and Player, 2007)

(Carroll, Fulton, Abercrombie, and Yoon, 2004) in a survey of teacher working conditions reported that teachers who planned to leave high-risk schools cited non-retirement reasons such as salary, lack of school leadership, class size, lack of supplies and materials, or bad school facilities.

Schneider(2003) agrees by stating that in two large Urban cities in the United States 40 percent of teachers who graded their facilities as below average indicated they had considered changing jobs because of poor conditions.(NCES, 1996) sums up by recommending that if all other teacher

and school characteristics are equal, teachers might be expected to receive additional compensation for working in more difficult environments. Alternatively, schools providing more desirable working environments, on average, would be able to recruit teachers more easily and would be able to pay less than their less desirable counterparts to attract comparably qualified teachers.

2.5 Influence of Workload on Employee Turnover

Workload refers to the amount of work that is allocated to an employee to do. A number of researchers have supported a positive relationship between workload, stress and turnover intention (Beehr, 1992). Glaser, Tatum, Nebeker, Sorenson and Aiello (1999) found that there was a significant relationship between workload and turnover. Workload can also be defined as the extent of the processing capacity that is expended during the performance of a task and thus involves the interaction between resource supply and task demand. It is determined by the relationship between task demands, the circumstances under which that task is to be carried out and the perceptions, actions, skills and knowledge of the individual performing the task. The task demands may include physical actions, cognitive tasks and or a variety of other factors (Chandrasekhar, 2011). It is the amount of work in the working environment exceeding personal capabilities and further resulting in threats and the reactions of nervousness, anxiety, frustration, pressing, or annoyance. Such reactions would change the physical and mental conditions of employees hence affecting their turnover intentions.

Workload often results to burnout which in return causes dissatisfaction among employees. Bartlett (2004) defined burnout as the physical, emotional, and psychological exhaustion, which appears as physical exhaustion and long-term fatigue, a sense of helplessness and not developing, and negative concepts and attitudes toward work, life, or other people. Typically Employees wish to have less work with them while managers try to take optimal production from existing workers by overloading them. Similarly, employees desire to earn more by fewer efforts while managers try to pay less to the workers to keep the costs low. Nowadays each employee seems to be exposing the workload problem. Each individual is under a range of stress variables both at work and in their personal lives, which ultimately affect their health and performance. Hence, workload and burnout issues have been found to have a big influence on turnover intentions (Eugenia, Fuenzalida, Cheryl and Laura, 2006).

Candle(2010) argues that in some cases workload pressure can be regarded as a positive thing leading to increased productivity. Under utilization of human skills or failing to reach the full potential of the employees is also one cause to increase stress whereby the employees will be thinking that they are not being stretched as much as they would like. Employees who possess the capabilities to perform a job enjoy workload. However, when this pressure becomes excessive it has negative impact. In this stage, the individuals perceive that they don't possess necessary skills and abilities, required to affray with the stress. However, occupational stress is discomfort at a personal level unless it exceeds a person's coping capabilities and resources to handle them

adequately. Mukuni(2013) further adds that if employees are not interested with their jobs or they are not satisfied with the job field that they are in, they tend to take extra work as fatigue which subsequently contributes to job stress.

It is the job of the leader to create culture in the organization, where optimum workload-productivity correlation exists. If an individual has low workload in relation to his abilities, he is under utilization and his workload must be raised to an appropriate level. It will give satisfaction to the employee and the organization will also gain by getting optimum production. Conversely if workload is high, it is the leader's job to reduce this workload level (Hostager, 1998).

Workload in the teaching profession has several dimensions including the amount of time spent working, the number of classes taught, the number of students in each class (Choy, 2002). The amount of time a teacher devotes to his or her job is partly self-determined, reflecting not only what the school requires or expects but also the teacher's efficiency, enthusiasm and commitment. According to the National Center for Education Statistics (NCES, 1996) full time public teachers in the United States are required to be in school 33 hours a week to conduct classes, prepare lessons , attend staff meetings, and fulfill a variety of other school related responsibilities. In addition a full-time public school teacher is required to work an additional 12 hours a week, time which is scheduled to be before and after schools and on weekends.

Public school teachers New York City cited lack of basic resources in schools as a contributing factor to their workload. Tapper (1995) observes that some teachers have to use their own money to equip their classrooms, important machines like photocopiers in most schools are broken down and teachers have to rely on other means for them to avail materials that they need in their classes. A study conducted by Andrew, Michael, Tony, and Ronald, (2008) revealed that different factors in different schools made a difference to teachers' perceptions of workload. These were: levels of personal commitment to teaching and students, support for and management of student behavior/pastoral care, adequacy of resources and support, leadership and shared vision, development of best practice through professional communities and professional learning, effective use of ICT, amount of non-contact time; the number of support staff as well as the teacher student ratio.

The Elementary Teachers' Federation of Ontario (ETFO, 2014) conducted a study on teacher workload and professionalism where they highlighted that There is a sense among teachers that parents and the public only see the teacher's work as what happens with students in the classroom, and don't fully appreciate what it takes to make it all come together there. When teachers were asked about the primary factors in their workload 75 percent of them mentioned teaching, planning, assessing, communication with parents and participation in extracurricular programs.

Students in various schools have different needs and it is difficult for a teacher to meet them all effectively without his/her institution's support. The number

of students in a class, the range of learning needs within the class, and the number of identified special education students in the class are all additional factors perceived to affect teacher workload. According to (ETFO, 2014) the school principals interviewed identified the following issues in teacher workload; class size and the range of learning needs within the classroom, teachers high expectations of themselves, curriculum related expectations, parent engagement and communication, extracurricular activities and insufficient number of educational assistants.

(Ingvarson ,Kleinhenz, Beavis , Barwick , Carthy, and Wilkinson, 2005) in their study on secondary teacher workload revealed that 48 percent of teachers felt their workload was unmanageable, 58 percent did not have a good balance between home and work, 71 percent felt that their workload was affecting the quality of their teaching, 21 percent were thinking of leaving their schools because of workload and 43 percent felt that their workload was adversely affecting their health. This survey was carried out on 1150 teachers and 235 principals in New Zealand.

In Kenya the Employment Act (2007)the Regulation of Wages and Conditions of Employment Act, Cap 229,The Factories and Other Places of Work Act, Cap 514, The Workmen’s Compensation Act, Cap 236, The Labour Relations Act, 2007, The Occupational Safety and Health Act, 2007 , The Work Injury Benefits Act, 2007 and The Labour Institutions Act, 2007 all provide adequate guidelines that if adhered to by employers in the education private sector can significantly reduce teacher turnover in our schools. Poor

remuneration for service offered, unfavorable working conditions are all unfair labour practices which contribute to turnover. High rates of teacher turnover have a significant negative effect on school health and climate, complicating the ability of schools to plan and implement new programs, conduct professional development and provide support systems for schools. Schools with chronic staff turnover tend to score lower standardized tests as compared to schools with low turnover (Ingersoll, (2011).

2.6 Theoretical Framework

This study was be guided by Frederick Herzberg's motivation hygiene theory which is also commonly referred to as the two factor theory. In the 1950's Frederick Herzberg and his colleagues studied factors that affected job attitudes. From their research they concluded that there were two different sets of factors that affected positive or negative attitudes. When the conditions of hygiene factors deteriorate to a level where employees perceive it to be unacceptable it causes job dissatisfaction which in return cause turnover (Herzberg, 1966) as revealed by (Odinga, 2015)

Environmental factors such as poor lighting, poor ventilation, poor working conditions, poor remuneration and large workload are among the factors that can cause dissatisfaction in the teaching profession. According to Herzberg, the work that one considers significant is the one that leads to satisfaction. If it does not lead to satisfaction then the employee might think of leaving the organization. The hygiene factors also referred to as the maintenance factors in the education sector may comprise of the following; school policy and

administration, interpersonal relationship with the school management, salary, job security, personal life and the conditions of work.

These conditions are not direct motivators but play a role in preventing dissatisfaction which will in return reduce teacher turnover since teachers are likely to stay in jobs that are satisfying (Huling, (2003)). Motivator factors which according to Herzberg include achievement, recognition, advancement, the work itself, the possibility of personal growth and responsibility are intrinsic in nature when present cause strong levels of motivation and result in low employee turnover.

Wangari (2012) in her study titled factors affecting job satisfaction among secondary school teachers of Mwatate District and (Kimosop , 2007) are among the researchers who have employed Herzberg's two factor theory in their studies and they both seem to agree that if the hygiene and motivation needs of employees are not met there is bound to be high turnover rates. Levels of remuneration, workload and working conditions all feature prominently in Frederick Herzberg's two factor theory, depending on how these three factors are managed they contribute greatly to employee satisfaction or dissatisfaction which in return influences the rates of employee turnover. Therefore, this proposed study will be guided by this theory in finding out the influence these labour policies (levels of remuneration, conditions of work and workload) on teacher turnover in Embakasi District, Nairobi County, Kenya.

2.7 Conceptual Framework

Teacher turnover to a great extent depends on the degree of perception of the following institutional factors (levels of remuneration, conditions of work and workload). The extent to which the motivational and hygiene needs are met influences the level of teacher turnover. The conceptual model below has the dependent variable, teacher turnover and independent variables namely; levels of remuneration, conditions of work and workload. This research will aim to find out the level of influence the independent variables have on the dependent variable in Embakasi District, Nairobi County, Kenya.

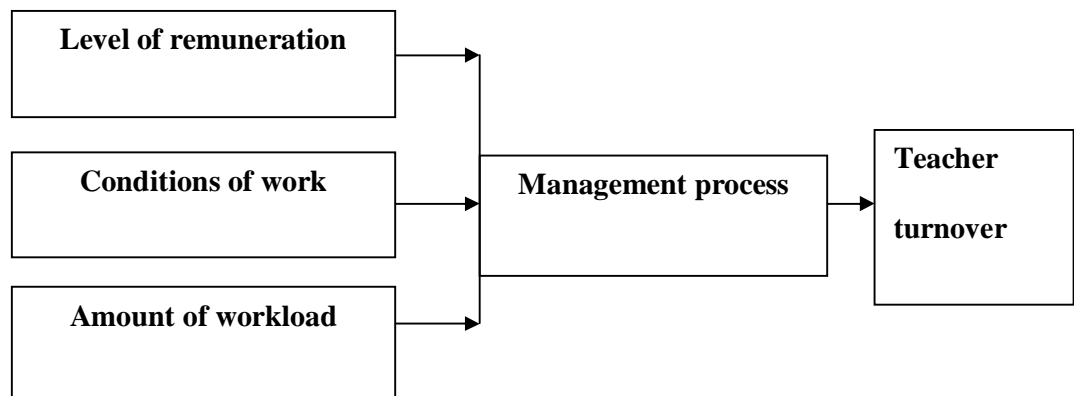


Figure 2.1: Conceptual framework of study variables.

From the illustration above teacher turnover will be influenced by the three independent variables depending on how they are handled by the management. This study will perceive that when there is a good salary and remuneration package the level of turnover will be low whereas a poor pay package might result in high employee turnover. Favorable conditions of work will motivate employees and hence lower the turnover rate but poor working conditions will result in high turnover. Similarly an unbearable

workload might cause high turnover while a bearable one will reduce the employee turnover rates. This study will seek to decipher the influence of the three independent variables on turnover.

Most studies that have been highlighted in the review above seem to agree that remuneration, conditions of work and workload are among the contributors of turnover. Although money is not a motivator, it plays a role in causing dissatisfaction among employees something which (Wambui, 2012) asserts that it can be a major cause of mass employee turnover, nevertheless none of the studies has really had an in-depth look at the influence of those three variables on teacher turnover therefore this study will seek to establish the influence of remuneration, conditions of work and workload on teacher turnover in Embakasi District, Nairobi County, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that the researcher used to collect data for the study. It entailed the research design, the target population, data collection instruments that was used to conduct the study, the data collection procedures and data analysis.

3.2 Research Design

This study adopted the descriptive survey design. With top notch clarity of questions, honesty of respondents and good return rates this design yielded a lot of information. Scheduled interviews and questionnaires will be used in data collection. Questionnaires helped in collecting both qualitative and quantitative data (Kerlinger & Lee, 2000) Descriptive survey design was appropriate for the study because it will capture the major stakeholders' opinions, beliefs and causes of teacher turnover in Embakasi Sub-County. Finally this design enabled the researcher collect information, assess it, analyze it and describe it appropriately.

3.3 Target Population

Target population is the group of individuals, events, or objects from which a researcher wants to generalize the results of a study (Mugenda & Mugenda, 1999). In this study the target population was all duly registered private secondary schools in Embakasi District. Approximately 100 teachers targeted from all the 35 schools, 35 school principals, and an official from KPSA.

Private schools were chosen because they have shown too much inconsistency in human capital handling resulting in high teacher turnover. The teachers, principals, education quality assurance officers and officials from the Kenya Private Schools Association (KPSA) were key respondents in this study.

Table 3.1: Respondents to the Study

Respondents	Number
Teachers	100
Principals	35
QASO Officials	1
KPSA Officials	1
TOTAL	137

3.4 Sample Size and Sampling Procedure

A sample is a portion, piece or segment that is representative of a whole. It is part of the target population that has procedurally been selected to represent it. Sampling is a statistical method of obtaining representative data or observations from a group or population. Babbie(1995) defines sampling a systematic selection of representative cases from the larger population.

In the 35 private secondary schools in Embakasi stratified random sampling was used to select four teachers from each school. In girls' schools where all the teachers are female, the full representative sample comprised of four female teachers. According to the Embakasi Sub-County Education Office, each private school in the District has approximately 10 teachers. A 30 percent sample was appropriate for this study. Gay(1976) states that a sample size of 10 percent or 20 percent is adequate, though the bigger the sample size (probably 30 percent) the more accurate the findings are bound to be. The sample size for the principals was 100 percent. Their input was vital since they

are involved in the day to day administrative functions in the school, and they also play a part in the human capital management function in the school.

3.5 Research Instruments

The main type of instruments that were used to collect data from respondents in this study were a questionnaire and an interview schedule. Bryman (2008) notes that questionnaires enable the researcher to gather data (qualitative and quantitative) from many respondents simultaneously thereby saving time and cost of data gathering. Questionnaires also give respondents freedom to express their views or opinion and also make suggestions in that they are structured with both open-ended and closed questions. Interview schedule enabled the researcher to get more responses which are accurate and free of bias as well as enabling personal contact between the researcher and the respondent.

The researcher designed two questionnaires, one for the teachers and the other one for the school principals. Each questionnaire contained both closed ended questions and open ended questions. In the closed ended questions the respondents were required to give their opinions in the spaces provided whereas in the open ended the respondents will be required to use a tick in marking the preferred response among the ones provided. The questionnaires had several sections. The first section sought to capture demographic data like age, gender and subject combinations of the teachers. The rest of the sections concentrated on establishing the influence of remuneration, working conditions and workload to teacher turnover.

Interviews with officials from the Kenya private schools association officials was the other method the researcher employed in the collection of information. Officials from the Kenya private schools association could be sources of viable information on policies and strategies that have been put in place to curb massive teacher turnover in the District.

3.6 Instrument Validity

According to Orodho (2009) validity shows the accuracy and meaningfulness of inferences which are based on the research results. In this case content validity is established by correlating the scores with a similar instrument. Determining instrument validity can be viewed as constructing an evidence based argument regarding how well a tool measures what it is supposed to do. To establish the questionnaire's content validity it was first appraised by the researcher's two supervisors. The ratings of the supervisors allowed the researcher to make the necessary adjustments. Piloting of the instrument will then be conducted in four randomly selected schools within the area of study. The administered questionnaire were then be analyzed. Areas of inadequacy in the instrument were improved, irrelevant ones were discarded. This greatly improved the validity of the instrument.

3.7 Instrument Reliability

Instrument reliability refers to the extent to which an instrument consistently measures what it is supposed to. It can also be said to be the stability and consistency of a measuring instrument. An instrument can be reliable without being valid but it can now be valid without being reliable. To ensure

reliability of the instrument the researcher conducted a test-retest reliability test on the piloted questionnaires. This entailed doing a repeated test on the chosen instrument to determine its ability to yield consistent results. This greatly helped in determining its reliability.

3.8 Data Collection procedures

The questionnaires were administered through the drop and pick method. After obtaining an introductory letter from the university and consequently getting a research permit from NACOSTI the researcher personally administered the questionnaires in the various schools and to the respective respondents and then picked them later at an agreed time so as to give the respondents ample time to respond to the questions in the best way possible. For the scheduled interview a letter was sent early in advance by the researcher to book an appointment with the interviewee. Throughout the process the researcher assured the respondents of confidentiality and anonymity where necessary.

3.9 Data Analysis.

Data analysis took place after the collection of the questionnaires and the completion of the interviews. Quantitative data was analyzed using descriptive and inferential statistics. The use of the Statistic Package for Social Sciences (SPSS) software came in handy in the analysis of the findings of this study. Tables coupled up with explanations were used to present the data. Conclusions were drawn based on the properly analyzed findings of this study.

3.10 Ethical Consideration

The respondents were assured that all information that they were going to disclose was only for purpose of this study and it would not be used for any other purpose. Those who sought anonymity were assured that their identity will not be disclosed at any cost. Upholding these considerations would help curb cases of employee victimization.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter discusses the interpretation and presentation of the findings obtained from the field. The chapter presents the background information of the respondents and the findings of the analysis based on the objectives of the study. Descriptive statistics coupled with explanations have been used to discuss the findings of the study.

4.2 Questionnaire return rate

The researcher targeted 135 respondents out of which 119 responses were obtained from the samples of teachers, principals. Out of the 100 questionnaires administered to 100 teachers from 35 schools 89 questionnaires were returned. 35 questionnaires were administered to 35 principals, 30 of them were returned. This represented an 89 percent return rate for the teachers and an 85.71 percent return rate for the principals. According to Babbie (2002) any response rate above 50 percent is enough for analysis hence 86.86 was sufficient for this study.

4.3 Research Findings.

4.3.1 Demographic Information

The researcher in his bid to fully understand the demographics of his respondents requested them to indicate their age brackets and the findings were as illustrated in figure 4.1 below.

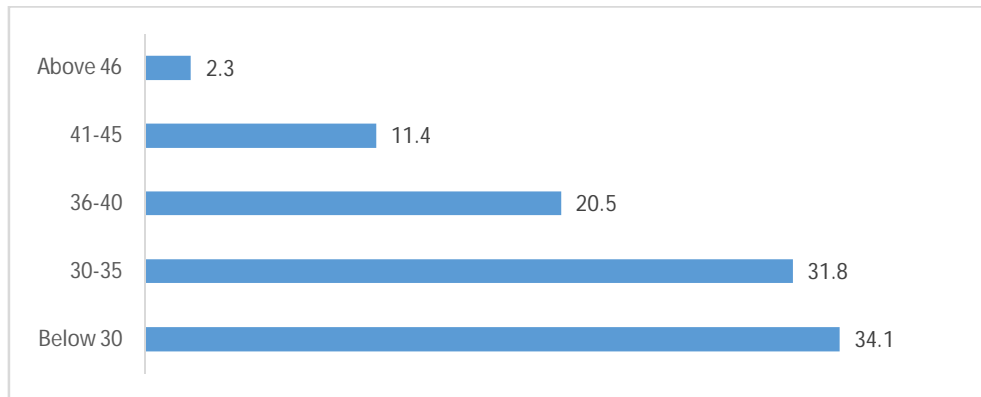


Figure 4.1 Age of the Respondents

From the study findings, most of the respondents indicated that they were 30 years and below as shown by 34.1%, 31.8% of the respondents were aged between 30 to 35 years. A good number of the respondents are aged between 25-30 years. This could be informed by the fact that most young graduates would like to work in the private sector as they await absorption into the public sector.

Age is an important aspect that influences teachers' decisions to stay or leave the teaching profession is their age. The relationship between teachers' age and their turnover has been found to follow a U-shaped curve (Ingersoll, 1999). Although there is some disagreement as to why this is the case, researchers have consistently found that younger teachers have very high rates of departure. Subsequently, as those remaining "settle in," turnover rates decline through the mid-career period and, finally, rise again in the retirement years (Henneberger & Souza-Poza, 2007)

Gender of the Respondents

As part of the demographic information, the researcher requested the respondents to indicate their gender so as to see the effect that gender has on teacher turnover.

The results are shown in the figure 4.2 below.

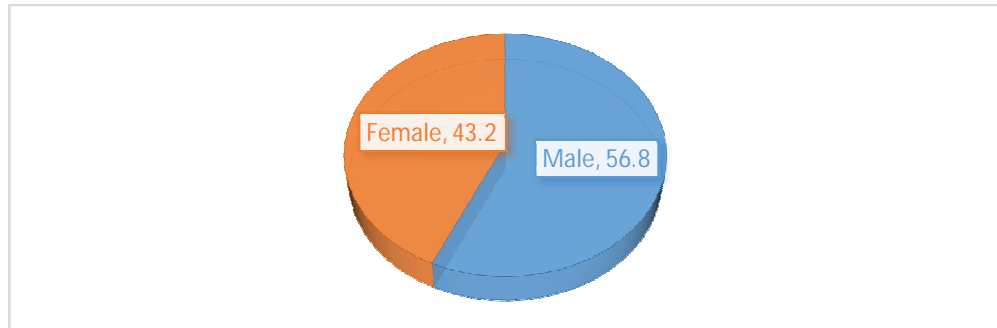


Figure 4.2 Gender of the Respondents

These studies revealed that majority of the respondents were male. This could be informed by the fact that men tend to stay longer in jobs as compared to women.

This variable was important in that previous studies have indicated that turnover was high among the female gender and this could be due to the fact that women may leave their jobs due to their family commitments such as raising their kids (Nyakundi, 2011). This is also in line with Bishay (1996) findings that turnover is often high in men as compared to women. On the other hand Sergeant and Hannum (2003) found out that there is no relationship between gender and employee turnover.

Respondents' Academic Qualification

In Kenya a teacher is eligible to teach in a secondary school if they have attained a diploma and above. In this respect the researcher requested the respondents to indicate their highest academic qualification as shown in the figure below.

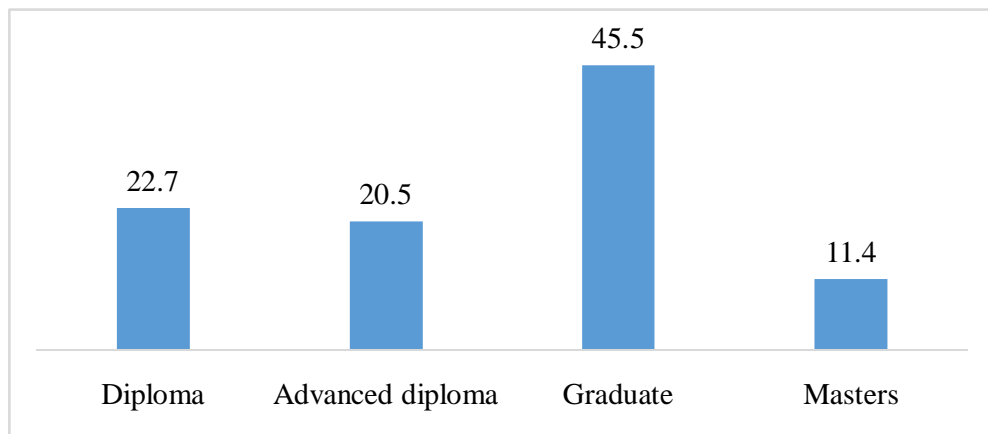


Figure 4.3 Respondents' Academic Qualification

Most respondents in this study were graduate teachers. This could be informed by the fact that TSC only employs once in a year hence many graduate teachers turn to private schools as they wait to be absorbed into the public education sector.

Oroni (2005) in her study found out that the more educated employees especially degree graduates were more likely to quit their jobs than the non graduates. This is attributed to the fact that more educated persons have more job opportunities thus making them more marketable compared to their less qualified counterparts.

Lukuyani (2004) observes that there is a significant correlation between turnover, teacher's experience and Academic qualifications. Highly qualified

teachers always leave for better paying jobs elsewhere. Akiri and Ugborugbo (2009) further assert that attainments beyond Bachelors degree tend to lead to a mismatch between teachers expectations and professional realities, a factor that could influence turnover among this teachers.

Type of Private School

The researcher requested the respondents to reveal the type of private schools they work in currently since Embakasi Sub-County is made up of many types of private secondary schools. The results were as shown in the figure 4.4 below.

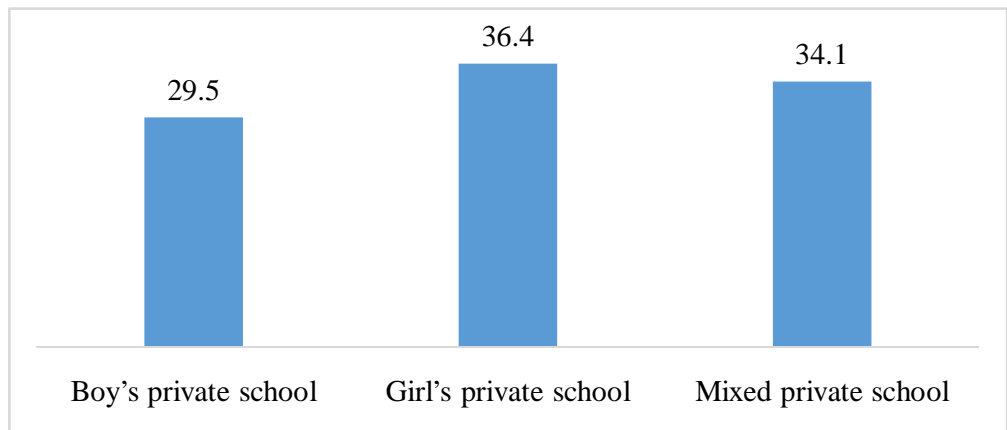


Figure 4.4 Category of Private School

The findings of this study revealed that there is an even distribution of teachers among the various types of private secondary schools in Embakasi. Nyakundi (2011) in his study on causes of teacher turnover in private schools in Getembe/Mosocho District revealed that turnover was more rampant in boy's private schools as compared to the other types of private schools. This is in line with Candle (2010) in her study on turnover in private schools in Wakiso District in Uganda found out that turnover was high in boys

private schools as compared to girl's private schools. This could be due to the low levels of student discipline in boy's private schools.

4.2.2 Teachers' Level of Remuneration

Employee remuneration is an important factor in any organization. It plays a vital role in determining employees' perception of their organization.

Table 4.1 below presents the salary range drawn by private secondary school teachers in Embakasi Sub-county.

Table 4.1 Teachers' Level of Remuneration

Range	Frequency	Percent
5001-7000	8	9.1
7001-10000	12	13.6
10001-13000	18	20.5
13001-17001	18	20.5
Above 17001	32	36.4
Total	88	100.0

The findings reveal that teachers from private schools in Embakasi District are not well remunerated since only 36.4% of the teachers drew a salary above 13000. Given that the study location is in Nairobi County. This amount is not sufficient for a teacher's upkeep also given that the study location is Nairobi. According to the Teachers service Commission a fresh graduate teacher draws a gross salary of over 41,000. Orek (2012) in his study revealed that remuneration was the major factor influencing turnover among teachers in Changamwe District. Candle (2010) and Njeru (2009) concur with him in their studies where they found out that among other factors contributing to teacher turnover, the amount of remuneration is the most dominant.

Teachers' Salary Satisfaction

The researcher sought to know how satisfied the respondents with the salary bracket that they belong. The findings are shown in table 4.2 below

Table 4.2: Teachers' Salary Satisfaction

Opinion	Frequency	Percent
Not Satisfied At All	50	56.8
Slightly Satisfied	22	25.0
Satisfied	14	15.9
Highly Satisfied	2	2.3
Total	88	100.0

The findings of this study revealed that majority of the respondents were not satisfied at all with the salary bracket they belonged in. This is likely to make the teachers less satisfied hence influencing their turnover intentions and actual turnover. Most of the respondents indicated that their current salary brackets barely left them with nothing after clearing their basic bills. Nyambura (2013) observed that although money is not a motivator, it indirectly influences teacher's satisfaction with their jobs. This is in line with Kitur (2015) and Wambui (2012) who revealed that poor remuneration of employees is a major cause of dissatisfaction which often influences turnover.

Turnover among fellow employees

The respondents were requested to indicate whether there are some of their fellow employees who had quit their jobs in the recent past. The findings are shown in table 4.3 below.

Table 4.3: Fellow Employee Turnover

Response	Frequency	Percent
Yes	60	68.2
No	28	31.8
Total	88	100.0

From the study findings, majority of the respondents agreed that their fellow employees had left in the recent past. This was a clear indication that turnover was rampant in private schools in Embakasi sub-County. These findings are in line with Wambui (2012) who cited the level of remuneration, conditions of work, job stress, workload and opportunity for growth as some of the contributing factors to employee turnover.

Teachers'Intention of Leaving

Dissatisfied employees will always be ready to quit their current jobs if a better opportunity presented itself. The respondents in this study were requested to indicate if they had any intention of leaving their schools if better opportunities presented themselves. The results were as shown in table 4.4 below.

Table 4.4: Intention of Leaving

Response	Frequency	Percent
Yes	60	68.2
No	28	31.8
Total	88	100.0

The findings show that majority of the respondents agreed that they have intentions of leaving their schools. Most of the respondents cited poor

remuneration and unbearable working conditions as the major contributors to their intention of leaving their current jobs. This findings conquer with Mukuni (2009) who revealed that most teachers inMurang’a East District perceived their current stations jobs as ‘stepping stones’ to better paying jobs elsewhere and that they would not hesitate quitting if better opportunities came across.

4.2.3 Teachers’ Working Condition

In this competitive era, organizations are continuously looking for new ways to develop and maintain their human capital. One of this ways is by providing favorable working conditions to their employees, failure to which the employees might seek better conditions elsewhere. The researcher in this study sought to determine how the respondents rate the working conditions in their current work stations. The results are shown in table 4.5 below.

Table 4.5: Teachers’ Working Condition

Rating	Frequency	Percent
Poor	12	13.6
Average	40	45.5
Good	32	36.4
Best	4	4.5
Total	88	100.0

From the study findings, most of the respondents rated the working condition as average. The employment Act, (2007) terms provision of favorable working conditions as a responsibility of the employer. The respondents indicated that some of the most unbearable conditions included sanitation, working time,

stench near dumpsites and untreated sewage, unreliable lighting system, inadequate water supply and noise pollution which makes the learning process difficult. The principals concurred with the teacher’s sentiments alleging that improving the work conditions was beyond them since they are also just employees. Ingersoll, (2011) in his study on turnover among American teachers revealed that lack of important facilities like photocopiers, furniture and poor lighting systems as contributors to teacher turnover.

Influence of Working Conditions on Teacher Turnover

Organizations whose working conditions are good tend to retain their employees however where working conditions are not favorable turnover will be inevitable. In this regard the respondents were requested to indicate their opinion on whether the working conditions in their current school have any influence on teachers’ retention and turnover. The results were as shown in table 4.6 below.

Table 4.6: Influence of Working Condition on Teacher Turnover

Opinion	Frequency	Percent
Yes	62	70.5
No	26	29.5
Total	88	100.0

Majority of the respondents agreed that working conditions in their current school do have influence on teachers’ retention and turnover. The respondents indicated that some of the working conditions that they find to influence their intentions to quit include the hygiene of their institutions, the general security, staff motivation, high number of lessons as well as their job security. Some

respondents indicated that their engagement with their employers was just by word of mouth, there was no documentation hence they feared for their jobs. The healthy and safety standards manual for schools in Kenya (2008) outline safety standards to be met by operating schools. This policy has been greatly abused as revealed in this study. These findings are in line with Milman (2002) who found out that unfavorable and poor working conditions are cited as a major reason for high turnover among employees.

Schools adherence to the Health and Safety Manual in schools

The ministry of education formulated a health and safety manual that all schools in Kenya should use as a guideline to ensure safety and good health to employees and students within a school. This study sought to find out whether the stipulations of this manual are put in practice. The respondents were requested to indicate the percentage to which they think their schools are following the ministry of education's health and safety manual. Their responses are shown in table 4.7 below.

Table 4.7: Health and Safety Manual Adherence in Schools

Percentage	Frequency	Percent
0-30	12	13.6
31-60	54	61.4
61-100	22	25.0
Total	88	100.0

Majority of the respondents indicated that their school is following the ministry of education's health and safe manual to a percentage of between 31 and 60 which is a slightly below average adherence to the safety stipulations

by the ministry of education. Teachers of schools located in the slums like MukuruKwaNjenga, Sinai and Soweto in Kayole indicated that they did not feel safe at their work stations. This might be due to the general setting of the catchment area. Most schools dint have fire extinguishers or those that were there were faulty. Wambui (2012) while studying labour in SDV Transami found out that workplace safety was actually a contributing factor to employee turnover. This was due to the fact that employees were not even assured of compensation in the case of an injury at the workplace.

4.2.4 Teachers' Workload Rating

Teachers attend to many other responsibilities other than class work. This may happen either at the workplace or away. This study sought to determine the respondents' rating on the work load in their current stations. The findings are shown in table 4.8 below.

Table 4.8: Teachers' Workload Rating

Rate	Frequency	Percent
Totally Unbearable	12	13.6
Slightly Unbearable	38	43.2
Bearable	34	38.6
Very Bearable	4	4.5
Total	88	100.0

From the study findings a minor percentage(4.5) of the respondents indicated that their workload is very bearable. The study findings revealed that the teachers' daily workload entails teaching lessons, marking of exams and books, supervising exams coordinating co-curricular activities as well as offering guidance and Counseling to students. Some teachers reported that

they attend morning and evening remedial classes that are not well compensated. A number of researches have supported a positive relationship between workload and turnover. Glaser, Tatum, Nebeker, Sorenson, & Aiello (1999) found that there is a significant relationships between workload and turnover in that the higher the workload the higher the turnover rates. These findings concur with Waweru (2013) that a high workload that is not fairly compensated influences employee turnover.

Teachers’ Number of Lessons in a week

The number of lessons forms part of the teacher’s workload. In public schools teachers are assigned between 20-25 lessons in a week. In this regard the researcher sought to establish the number of lesson the respondents to this study handle in one week. Their responses were as shown in table 4.9 below.

Table 4.9: Teachers’ Number of Lessons in a Week

Number	Frequency	Percent
10-20	26	29.5
20-30	54	61.4
30-40	8	9.1
Total	88	100.0

Majority of the respondents indicated they attend to 20-30 lessons in a week. This might be due to the soaring numbers of students in private schools. High number of lessons paired with other responsibilities may lead to overworking of teachers. These findings are in line with those of Candle (2010) who revealed that private school teachers in Uganda were experiencing burnout due

to the high number of lessons that they attended to. In the public sector there has been an outcry from teachers unions for more teachers to be recruited and deployed into schools to help ease the workload.

Teachers’ Satisfaction Level

Fair remuneration is achieved when the level of compensation matches with the employee’s workload. The researcher requested the respondents to indicate their level of satisfaction with the compensation offered compared to their workload. The findings are shown in table 4.10 below.

Table 4.10: Teachers’ Satisfaction Level

Opinion	Frequency	Percent
Not satisfied at all	34	38.6
Slightly satisfied	32	36.4
Satisfied	22	25.0
Total	88	100.0

This study revealed that most employees are either slightly satisfied or no satisfied at all with their remuneration as compared to their workload. In any formal organization employee satisfaction is key. The level of content that individuals have with their jobs will influence their turnover. Keeping employees satisfied with their careers should be a major priority for every employer

Kimosop (2007) in her study on employee turnover in private security companies revealed that a mismatch between compensation and workload could be factor influencing turnover. This compensation should cover extra responsibilities given to employees and any overtime worked.

Teachers' Involvement in Other School Activities

It is evident that the teacher's work does not basically end in class. There are lots other activities that call for the teacher's time and expertise. The study sought to determine whether the respondents were engaged in other activities in the school other than class work. The findings are shown in table 4.11 below.

Table 4.11: Teachers' Involvement in other School Activities

Response	Frequency	Percent
Yes	62	70.5
No	26	29.5
Total	88	100.0

The findings revealed that majority of the respondents agreed that they are engaged in other activities in the school other than teaching class work. These include co-curricular, sports and clubs and departmental heads. Candle (2010) observed that not all schools compensate there teachers for the extra responsibilities assigned to them and this leads to teachers feeling shortchanged and this may influence their decisions to quit.

Workload as the Major Cause of Employee Turnover

The respondents were requested to indicate whether any of their colleagues had left the institution citing workload as the major cause. Their responses are presented in table 4.12 below

Table 4.12: Workload as the Major Cause of Employee Turnover

Response	Frequency	Percent
Yes	46	52.3
No	42	47.7
Total	88	100.0

The findings revealed that majority of the respondents indicated that some their colleagues had left the institution citing workload as the cause. These findings indicate that many employees could not cope with the demands of their jobs and this led to feelings of fatigue, distress and dissatisfaction which may have prompted their intentions to quit. Ingvarson, Kleinhenz, Beavis, Barwick, Carthy& Wilkinson, (2005) observed that when the workload exceeds the strength and expertise of the employee there is a always a feeling of distress which prompt employees to quit their jobs and seek better opportunities elsewhere.

4.3 Turnover among Teachers

School principals are major stakeholders in the schools they head. They play a role in the recruitment and retention of their employees the researcher sought to find out from the principals whether they have experienced any turnover among their teachers in the last three years. The results are shown in table 4.13 below

Table 4.13: Turnover among Teachers

Response	Frequency	Percent
Yes	18	64.3
No	10	35.7
Total	28	100.0

Majority of the principals agreed that they have experienced turnover among their teachers in the last three years. The principals cited remuneration, conditions of work, opportunity for growth and job stress as some of the contributing factors to turnover among their staffs. Most principals indicated that they work under instruction from the schools management hence there is no much they could do to control the turnover. Candle (2010) observed that principals in private schools have little input in formulating policies to govern the school. She adds that most private school owners view their schools as profit making ventures whereby operational cost should be minimized.

Adequate Compensation to Teachers

The researcher sought the principal's views on whether they feel that their staff is adequately compensated. The responses are presented in table 4.14 below.

Table 4.14: Adequate Compensation

Opinion	Frequency	Percent
Yes	20	71.4
No	8	28.6
Total	28	100.0

Majority of the respondents in this study indicated that they feel that their staff is adequately compensated. This could be informed by the fact that principals are major stakeholders in these private schools and they will not like to paint a bad picture of their institutions. Many studies have linked level of compensation to turnover among employees. Employees will leave one

organization to another if there is a promise of a better pay on the other side (Kitur, 2015).

Safety Arrangements in Schools.

The respondents were requested to indicate whether they are satisfied with the safety arrangements in their school. Their responses are presented in table 4.15 below.

Table 4.15: Safety Arrangements in schools

Opinion	Frequency	Percent
Satisfied	18	64.3
Highly Satisfied	10	35.7
Total	28	100.0

Majority of the respondents indicated that they were satisfied with the safety arrangements in their school. This finding is contrary to the teachers’ observation that safety measures in their schools are not up to standard. The principals form part of the school management and might resolve to protect the image of their institutions.

Satisfied versus Dissatisfied with Remuneration

The researcher sought to compare teachers who were satisfied with their remuneration to those who were dissatisfied. The results were as shown in table 4.16 below.

Table 4.16: Satisfied versus Dissatisfied with Remuneration

Opinion	Percent
Satisfied	41.4
Not satisfied at all	58.6
Total	100.0

Majority of the respondents revealed that they were not satisfied at all with the salaries that they were drawing. This explains the rampant turnover among teachers in private schools in Embakasi Sub-county. Given that the study location is Nairobi, most of the respondents felt that they were straining to meet even their basic needs. This reality translates to rampant teacher turnover.

Satisfied versus Dissatisfied with Working Conditions

Work conditions play a major role in influencing turnover either positively or negatively. Table 4.17 below shows a comparison between teachers satisfied with the working conditions of their workplaces and those who were dissatisfied.

Table 4.17: Satisfied versus Dissatisfied with Working Conditions

Opinion	Percent
Satisfied	4.5
Not satisfied at all	95.5
Total	100.0

Majority of the respondents indicated that they were not satisfied at all with the conditions of work at their current stations. This could be informed by the fact that Embakasi Sub-County plays host to three major slums in Kenya (MukurukwaNjenga, Sinai and Soweto) teachers teaching in schools located in this catchment areas find a lot of difficulties which include security, poor infrastructure and indisciplined students. This prompts teachers to quit their jobs.

Satisfied versus Dissatisfied with Workload

Workload is one of the causes of turnover among employees in Kenya. The researcher sought to determine the relationship between workload and turnover by comparing teachers who were satisfied with their workload to those who were not. Table 4.18 below shows a comparison between teachers who were satisfied with their workload against those who were not.

Table 4.18: Satisfied versus Dissatisfied with Workload

Opinion	Percent
Satisfied	43.1
Not satisfied at all	56.9
Total	100.0

Majority of the teachers were not satisfied at all with their workload especially when it is compared with the salaries they draw. This explains the relationship between workload and turnover whereby when the workload is unbearable there is bound to be high turnover rates but when the workload is bearable turnover rates observed are low.

The study also sought to determine from the respondents if they would term the workload in their school bearable. All the respondents agreed that the work load in their school is bearable. The findings further revealed that some of the challenges the principles encounter in their schools as a result of turnover include increased workload and making changes in the timetable. The findings also revealed that the students are left lagging behind due to staff turnover and these negatively affect their performance. Some of the strategies that the principle has put in the school to curb turnover include improvement of the working conditions all round and increasing the staff salaries if possible to

match those of the teachers in the public sector. The principals also are planning on putting up policies that will ensure that there are sufficient personnel to ensure that the workload is shared to ensure the workload is eased.

The KPSA official interviewed revealed that they were aware of the rampant turnover among secondary schools in their association and not only in Embakasi sub-county. The officials also revealed that they have often been frustrated in their efforts to have private schools teachers well remunerated because most of the owners of these schools are in business. The officials also registered their concern of not seeing an end to high rates of turnover unless measures were put in place to curb the same. The officials however maintained that private schools were equal players in the provision of education and the sector should not be viewed as supplement to the public sector.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the discussion of key data findings, conclusion drawn from the findings highlighted and recommendation made there-to. The conclusions and recommendations drawn were focused on addressing the objectives of the study.

5.2 Summary of the Study.

This study intended to establish the extent to which school based practices on remuneration, work conditions and workload influence teacher turnover in Embakasi sub-county. The main research instruments that were employed in the study were questionnaires and scheduled interview. Random stratified sampling technique was used when selecting Respondents. The study revealed that practices on remuneration such as the policies on the minimum wage that any employee in Kenya should earn are not adhered to by many schools in Embakasi sub-county hence the high rates of turnover and turnover intentions among the teachers. The study also found out that most practices on workload and work conditions have been violated leading to teacher turnover.

5.2.1 Level of Remuneration and Teacher Turnover

The study sought to determine the respondents' salary range. The findings revealed that only 36.4 percent of teachers from private school in Embakasi District are paid over 17,000 shillings and that majority of the teachers are not satisfied at all with the salary bracket they belong. The respondents further indicated that the level of remuneration might, to a great extent, have

influenced their fellow employees' decision to leave. The study found out that majority of the teachers (56.8 %) were not satisfied at all with the salary they drew and they thought that the services they were rendering to their institutions were worth more than they were getting. This means that they were ready to leave their current work places if a better opportunity presented itself.

The labour laws especially on employment are clear that any employee should be remunerated fairly basing on the services they offer to their employees. Stakeholders in the education private sector in Embakasi sub-county are not conforming to the labour laws especially on compensation. This could be informed by the fact that these teachers lack a formal union that can represent them in negotiations like their counterparts in the public sector. Only 15 percent stated that they are satisfied which means majority are dissatisfied making them unsettled and always wanting to leave.

5.2.2 Working Conditions and Teacher Turnover

The study sought to determine how the respondents rate the working condition in their school. 45.5 percent of the respondents rated the working condition as average. The respondents indicated that some of the most unbearable conditions included sanitation, working time, stench near dumpsites and untreated sewage, unreliable lighting system, inadequate water supply and noise pollution which makes the learning process difficult. The findings further revealed that the respondents are working for long hours without proper compensation and face threats from the management. Among the respondents 70 percent concurred that poor working conditions have

contributed to their fellow employees quitting their jobs in the last three years. A mere 4.5 percent of the respondents termed the working conditions in their working stations as “best”. These were thought to come from the few prestigious private schools in Embakasi sub-county.

The respondents indicated that some of the areas of their working conditions they would like to see improved include the hygiene of their institutions, the general security, staff motivation as well as their job security. However the principals indicated the conditions of work are bearable and that there is enough space for working as well as enough facilities for learning.

Embakasi sub-county plays home to three major slums in Kenya (MukuruKwaNjenga, Soweto and Sinai.) security and hygiene are the major challenges in this areas. Teachers working around those areas bemoaned the road conditions during rainy seasons. Given that favorable working conditions are a right to any worker, turnover becomes the best way out for the teachers working there. It is evident that if working conditions of an organization are substandard or the workplace lacks important facilities, such as proper lighting, furniture, clean restrooms, and other health and safety provisions, employees won't be willing to put up with the inconvenience for long because it somehow hinders their ability to hit their full potential.

5.2.3 Workload and Teacher Turnover

The study sought to determine the respondents rating on the workload in their current stations. Most of the respondents indicated that the workload is slightly unbearable. Majority of the respondents (70.5%) conquered that they were

involved in other activities in their schools. This included co-curricular activities as well as heading various departments in the school. Majority of the respondents (52.3) also revealed that workload was one of the major reasons that has led to turnover among fellow employees in the last three years.

The study findings revealed that some of the teachers' daily workload entails teaching lessons, marking of exams and books, supervising exams coordinating co-curricular activities as well as offering guidance and counseling to students. The findings also revealed that the number of lessons attended by most of the respondents in a week ranged from 20 to 30 lessons and that they are not satisfied with the compensation offered compared to their workload. The findings revealed that private schools in Embakasi District are involved in co-curricular activities which add to the teacher's workload. However, the principals agreed that the work load in their school is bearable.

The findings further revealed that some of the challenges the principals encounter in their schools as a result of turnover include increased workload to the remaining staff and the task of frequently making changes in the timetable. The findings also revealed that the students are left lagging behind due to staff turnover and this negatively affects their performance. Some of the strategies that the principle has put in the schools to curb turnover include plans to improve the working conditions and increase the staff salaries. The principals also are planning to engage their management to ensure they come up with measures that will ensure the staff is involved in the decision making process

so as to make them feel part of the institution, as well as promoting the staff members who show exemplary performance in their work.

5.3 Conclusions

On the basis of the above findings this study came up with the following conclusions:

1. The level of remunerations has to a large extent affected the staffs' level of satisfaction such that staffs that are paid low salaries are always ready to leave their institutions to get better pay. The study concludes that high levels of teacher turnover can be attributed to low pay received by the teachers in the private sector compared to their counterparts in the public sector.
2. The remuneration drawn by teachers was not consistent when compared to their workload. Several other factors have been identified to contribute to employee turnover and include rewards, career advancement, demographic factors and the labour practices policies. The teachers dedicate a lot of their time, energy and expertise at their workplace yet they receive so little in return. This demotivates the employees and consequently increases their chances of leaving.
3. The study concludes that majority of the school conditions of the private schools in Embakasi District are not up to standard. Poor working conditions such as poor sanitation and long working hours, insecurity and overcrowding are some of the major factors that lead to employee dissatisfaction and consequently high turnover rates. Given

that employees spend eight or more hours in their working stations the conditions need to be favorable for them.

4. Due to rampant turnover in private schools teacher's workload always increases. The study thus concludes that a workload that is unbearable demoralizes the staff and hence increases their chances to leave their current institutions. High workload will result in job stress. When job stress is coupled with other private responsibilities the employee gets affected both psychologically and physiologically and may opt to quit their current jobs.

5.4 Recommendations

Based on the study findings, the researcher makes the following recommendations.

1. The study recommends that the school management should consider reviewing the salaries of their employees since majority of the employees are not satisfied with the salary bracket they belong to. It is appropriate that the stakeholders in the private sector of education change its human resources management policies in order to ensure employee satisfaction and subsequent retention. Private schools should device a system of pay increment where workers rise over time through an effective scheme of service. This will greatly help reduce high turnover rates.
2. The management should further ensure that they maintain an environment which is conducive for work. Proper hygiene should be maintained as well as a good relationship between the employees and

their seniors. This will open up channels for the employees to communicate their complaints hence reducing their level of dissatisfaction. Employees healthy and safety while at the work place should also be given priority. When employees feel safe and health at their workplace turnover will be minimized.

3. Stakeholders in these private schools should also device mechanisms of easing their employees' workload by ensuring they reduce turnover rates and engaging adequate staff. Student population should be considered when engaging the teaching staff. Policies on the teacher student ratio should be adhered to avoid overloading teachers.
4. This study also recommended that the private schools should fully adhere to all details of labour policies and guidelines so as to ensure fairness to their employees. The private schools in Embakasi should also consider compensating teachers well for any extra responsibilities assigned to them. This will translate to employees being more satisfied hence reducing teacher turnover.

5.5 Suggestions for Further Studies

From the study and related conclusions, the researcher recommends further research in the area of the role of salaries and reward schemes in relation to the teachers' workload and how they affect turnover. The researcher also recommends that an extensive research be conducted to establish how teacher turnover affects continuity of school programs especially its hindrance to good academic performance.

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APPENDICES

Appendix I: Letter of Introduction

KIROCHI,

GEOFFREY OBIRI

P.O BOX 5342-0200,

NAIROBI.

10 MAY 2015.

RE: INTRODUCTION LETTER.

I am a Masters of Education student currently pursuing my degree in Corporate Governance in education at the University of Nairobi. As a requirement for the completion of this course one has to undertake a research proposal. I am honored to have you as one of the respondents to this study. The information you will be requested to offer will contribute greatly to the success of this study.

Your contribution will be highly appreciated.

Yours Faithfully,

Researcher.

Appendix II: Questionnaire for Teachers

It is my utmost pleasure to work with you in this study. Please answer the following questions freely and to the best of your knowledge. All the information presented here will only be used for purposes of this study. Please do not write your name or the name of your school on this questionnaire.

Section A: Demographic Data.

1. What is your age bracket? Please tick appropriately

Below 30 () 30-35 () 36-40 ()
41-45 () Above 46 ()

2. What is your gender?

Male () Female()

3. Please tick against your academic qualification.

Diploma () Advanced diploma () Graduate () Masters ()

4. Which category of private school do you teach in?

Boy's private school () Girl's private school () Mixed
private school ()

Section B. information on level of remuneration.

5. What is your salary range?

Below 5000() 5001-7000 () 7001-10000 () 10001-13001 ()
13001-17001()
Above 17001()

6. Are you satisfied with the salary bracket in which you belong?

Not satisfied at all() slightly satisfied() Satisfied() Highly
satisfied()

7. Would you leave the teaching profession if you found a better paying job
elsewhere?

Yes () No ()

8. Have any of your fellow employees left in the recent past?

Yes () No()

9. If your answer in question 8 above is “Yes”, to what extent do you think
their level of remuneration might have influenced their decision to leave.

To a very large extent()

Large extent()

Little extent()

Not at all()

10. Have you ever had any intention of leaving this school? Yes () No()

11. If yes, to what extent might your level of remuneration contributed to
your intention.

To a very large extent()

Large extent()

Little extent()

Not at all()

12. Considering the services you are rendering to your current station, do you
think you are getting adequately compensated?

Yes() No()

Section C. Information on conditions of work.

13. How do you rate the following conditions in your school? (Tick appropriately) a) Workconditions

Bearable () slightly unbearable () Totallyunbearable ()

b) Working hours

Bearable () slightly unbearable () totallyunbearable ()

c) Terms of engagement

Good () Bad ()

14. Briefly explain some of the most unbearable conditions (if any) that you have worked under in this school.

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

15. Do you think the working conditions of your current school have any influence on teacher retention and turnover? Yes () No ()

16. What are some of the areas of your working environment that you will like to see improved?

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

16. What do you make of the fire preparedness strategies at your current station?

.....
.....

17. What do you make of the safety of your catchment area?

.....
.....

Section D. information on workload.

15. How would you rate the workload in your current station?

Totally unbearable () slightly unbearable() bearable ()
very bearable()

16. What does your daily workload entail?

.....
.....

17. How many lessons do you attend in a week?()

18. How many days in a week are you involved in games and sport?()

19. Are you involved in clubs and societies in your school?

Yes () No ()

Section E. information on effects teacher turnover.

17. Has your current school witnessed any turnover of teachers in the last three years?

Yes () No ()

18. If your answer in 17 above is “Yes” what do you think are some of the effects of turnover to your workplace?

19. Approximately how many employees have you lost in the last three years?

0-10()

11-20()

21-30()

31-40()

Above 40 ()

Appendix III: Questionnaire for Principals.

It is my utmost pleasure to work with you in this study. Please answer the following questions freely and to the best of your knowledge. All the information presented here will only be used for purposes of this study. Please do not write your name or the name of your school on this questionnaire.

1. Have you experienced any turnover among your teachers in the last three years?

Yes () No()

2. If your answer in 1 is yes, what do you think is the biggest contributor to teacher turnover?

Level of remuneration ()

Work conditions ()

Workload()

If it is different from the above listed please specify below.

.....
.....

3. Do you feel that your staff is adequately compensated?

Yes () No()

4. What do you make of the hygiene conditions in your school?

.....
.....

5. What do you make of the safety conditions of your school?

.....
.....

6. Do you think the current work conditions are bearable to your employees?

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

7. Would you term the workload in your school bearable?
Yes () No()

8. What was the status of turnover in your school as at the start of the year 2015?

.....
.....

9. What are some of the changes that you encounter in your school as a result of turnover?

.....
.....

10. What strategies have you put in your school to curb turnover?

.....
.....

11. What are some of the policies that you will deem appropriate in an effort to minimize employee turnover in organizations?

.....
.....

Appendix IV: Interview Schedule.

Greetings.

You have been selected to participate in this study which seeks to establish the extent to which labour policies and guidelines on remuneration, conditions of work and workload influence teacher turnover in private secondary schools in Embakasi Sub-County, Nairobi County, Kenya

Kindly provide the researcher with the information.

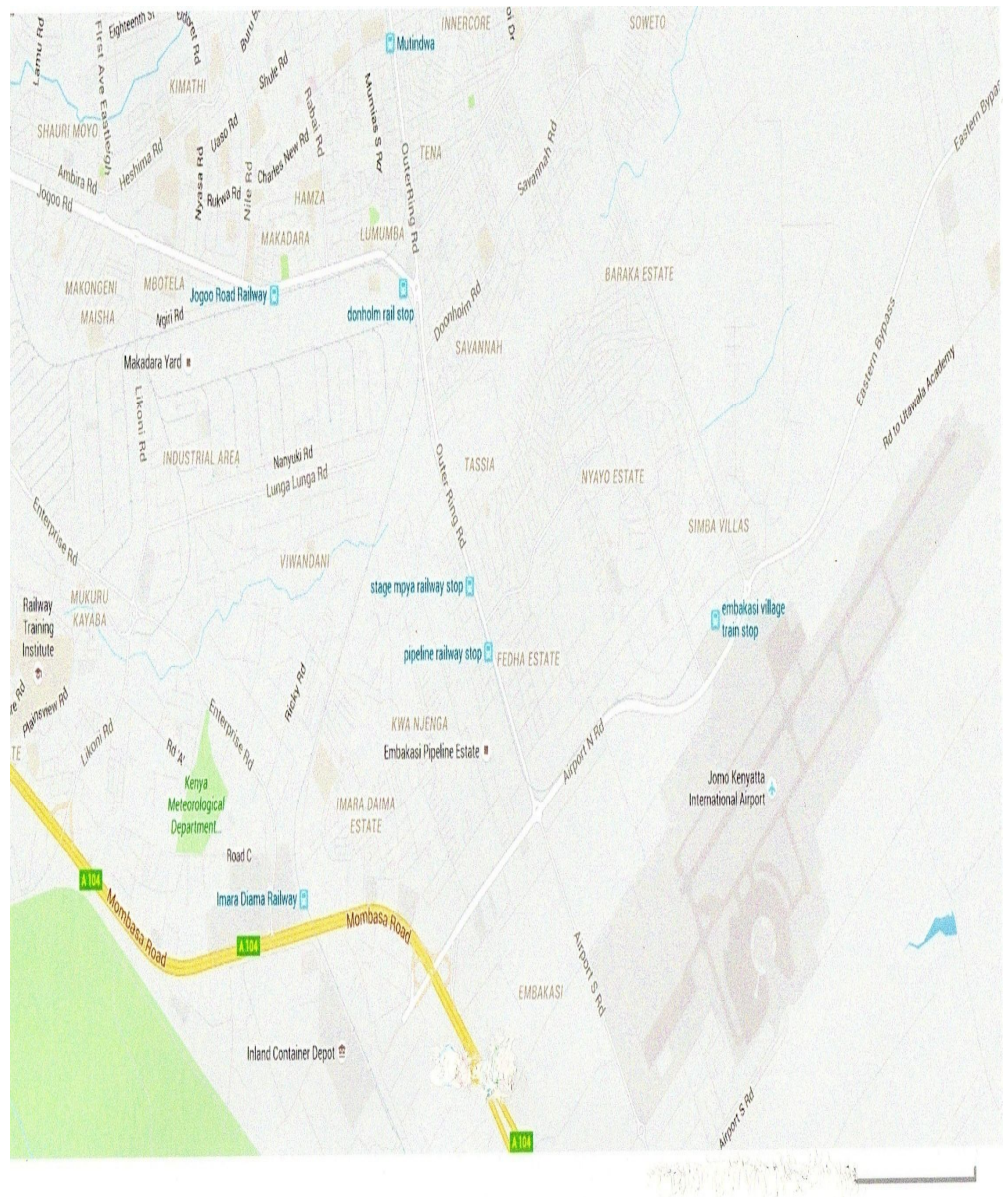
1. How many private schools are registered in your association?
2. What is the state of turnover among your members?
3. What do you attribute that state of turnover to?
4. Do you think your members are fairly remunerated?
5. What are some of the policies aimed at ensuring your members get fair remuneration?
6. Do you often inspect the working conditions of the schools under your association?
7. Do you think private schools adhere fully to Kenyan labour policies?
9. Given the rampant turnover in private schools, what do you make of the future of the private education sector?

Thank you for taking your time off your very busy schedule to answer the questions. God bless you abundantly'

Appendix VI: Private Secondary Schools in Embakasi Sub-County.

1. KAYOLE BAHATI SECONDARY SCHOOL
2. MUKURU EDUCATION CENTRE
3. GREENLANDS EDUCATION CENTRE
4. BRUCE WOOD EDUCATION CENTRE
5. LORNA WADDINGTON HIGH SCHOOL
6. BROOKFIELD SECONDARY SCHOOL
7. CARMEL CENTRE SECONDARY SCHOOL
8. EMMAUS SECONDARY SCHOOL
9. RACECOURSE COMPLEX
10. RIARA SPRINGS GIRLS SECONDARY SCHOOL
11. SPARKLE HIGH SCHOOL
12. ST.BENARD SECONDARY SCHOOL
13. ST. MARY ACADEMY SECONDARY SCHOOL
14. ST. JUSTINO SECONDARY SECHOOL
15. TASSIA HILL SECONDARY SCHOOL
16. BRILLIANT EDUCATION CENTRE
17. FEDHA SCHOOL
18. MAXIMUMU IMPACT CENTRE
19. HIGHLINK KOMAROCK
20. HIGHLINK SCHOOL NAIROBI
21. EASTLANDS EDUCATION CENTRE
22. KAYOLE TWILIGHT SECONDARY SCHOOL
23. GALAXY HIGH SCHOOL
24. BY GRACE HIGH SCHOOL
25. NEWLIGHT SENIOR SCHOOL
26. GOOD SHEPHERED SECONDARY SCHOOL
27. RICHMAS GROUP OF SCHOOLS
28. BREAKTHROUGH INTERNATIONAL
29. SENIOR MIXED HIGH SCHOOL
30. KWA WATOTO SECONDARY SCHOOL
31. BROWN HILL SECONDARY SCHOOL
32. EMBAKASI HIGH SCHOOL
33. BOSTON HIGH SCHOOL
34. FAJRI SECONADARY SCHOOL
35. EASTMART SECONDARY SCHOOL

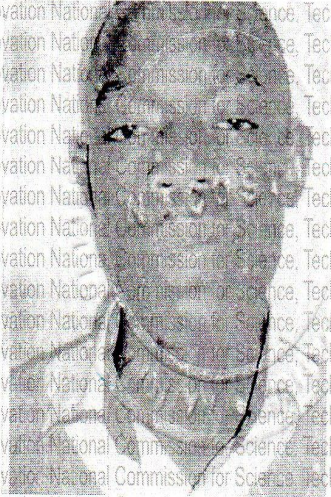
Appendix VII: Map of Embakasi Sub-County.



Appendix VIII: Research Permit and Authorization.

THIS IS TO CERTIFY THAT:
MR. OBIRI GEOFFREY KIROCHI
of UNIVERSITY OF NAIROBI, 5342-200
NAIROBI, has been permitted to conduct
research in Nairobi County
on the topic: LABOUR PRACTICES
INFLUENCING TEACHER TURNOVER IN
PRIVATE SECONDARY SCHOOLS IN
EMBAKASI SUB-COUNTY, NAIROBI
COUNTY, KENYA
for the period ending:
12th October, 2016

Permit No : NACOSTI/P/15/4141/7967
Date Of Issue : 13th October, 2015
Fee Received :Ksh 1,000



Applicant's Signature

Director General
National Commission for Science
Technology & Innovation

Appendix IX: Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

13th October, 2015

NACOSTI/P/15/4141/7967

Obiri Geoffrey Kirochi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Labour practices influencing teacher turnover in private secondary schools in Embakasi Sub-County, Nairobi County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **12th October, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

