



ISSN: 2230-9926

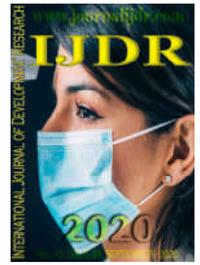
Available online at <http://www.journalijdr.com>

IJDR

International Journal of Development Research

Vol. 10, Issue, 09, pp. 40108-40114, September, 2020

<https://doi.org/10.37118/ijdr.19650.09.2020>



RESEARCH ARTICLE

OPEN ACCESS

RELATIONSHIP BETWEEN MOTIVATION TECHNIQUES AND LABOUR TURNOVER AMONG PRIVATE PRIMARY SCHOOLS IN RONGAI SUB COUNTY, NAKURU COUNTY- KENYA

Beatrice Achieng Omindo¹, Paul Gesimba², and David Gichuhi³

^{1,2}Faculty of Social Sciences, St. Paul's University, Kenya

³School of Business, Karatina University, Kenya

ARTICLE INFO

Article History:

Received 18th June 2020

Received in revised form

14th July 2020

Accepted 07th August 2020

Published online 29th September 2020

Key Words:

Motivation Techniques, Labour Turnover, Private Primary Schools, Rongai, Nakuru, Kenya

*Corresponding author:

Beatrice Achieng Omindo

ABSTRACT

Organizations are a collection of people, and thus organization development practices that promote optimal staffing conditions are critical to their success. The study focused on the relationship between motivational techniques and labour turnover in private primary schools in Rongai Sub County, Nakuru Kenya. The theoretical framework of this study was derived from the Two-Factor Theory. The study used a descriptive survey design. The target population were 680 employees of 34 private primary schools in the study area. A sample of 204 employees was picked using the simple random sampling method. Questionnaires were used to collect quantitative data from teachers while interview guides were used to collect qualitative data from head teachers and their deputies. Descriptive statistics were computed for each study variable while the Pearson correlation method was used to test the effect of the independent variable and labour turnover. Qualitative data collected through the interviews was analysed using the thematic content analysis technique. Results revealed that there is high labour turnover in the private primary schools in Rongai with a rating of 71.2%. Results also showed that there were relatively poor motivation techniques with a rating 44%. Labour turnover in the schools was negatively and significantly associated with motivation techniques ($r = -.640, p = .000$). The findings led to the conclusion that the high labour turnover in the private primary schools in Rongai can be partly attribute to poor staff motivation techniques. The study recommends that the private primary schools should offer competitive salaries, benefits that are similar to those offered to public primary school teachers, and an elaborate promotion and recognition plan.

Copyright © 2020, Dilyane Cabral Januário. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Beatrice Achieng Omindo, Paul Gesimba, and David Gichuhi. 2020 "Relationship between motivation techniques and labour turnover among private primary schools in rongai sub county, nakuru County- Kenya", *International Journal of Development Research*, 10, (09), 40108-40114.

INTRODUCTION

All organizations are a collection of people and thus their success depends on how well these people are managed (Phiphadkusolkul, 2015). One of the central goals of organization development is thus to install and reinforce interventions that creates an optimal staffing environment. In the school set-up, one of the growing concerns around the globe is teacher turnover. Teacher turnover is a pandemic that has extensively got way in education sector, removing teachers out of education systems and threatening the development of many learning institutions (Adamson & Darling-Hammond, 2012). Teacher turnover has become a threat to the health of education institutions and consequently a major area of concern for organization development practitioners. In the United States of America (U.S.A.), the National Commission

of Teaching and America's Future (NCTAF) states that teacher turnover has increased in the last 15 years, in which some school district reported high degree of teachers quitting as compared to students (New York University, 2017). Equally, it is estimated that about half million U.S.A. teachers proceeds elsewhere if not entirely departing the career on a yearly basis costing the U.S.A government roughly \$2.2 billion per annum. While in England, 31% of teachers who met qualification in 2011, quitted in a span of five years (Savage, 2017). Lindqvist et al. (2014) observed that 16% of 37,500 of the graduated teachers in Sweden were not operating within the education scheme. Similarly, the number of employees who quitted from their jobs at the Ministry of Education in Israel since 2010 was 829 (Al-Habil, Allah, & Shehadah, 2017). Such extensive turnover rate unduly interferes with schools. Considering the African context, research has showed that

Ghana has the highest teachers' attrition rate and although it is a sector which has been leading in producing many teachers yearly, there is still a gap which needed to be filled because of the inability of retention as far as the profession is concerned (Cobold, 2007). In South Africa, despite several strategies for interventions made by the Department of Basic Education (DBE) for retention of educators, there is still a great number of educators quitting their profession (Mampane, 2012). It is estimated that over twenty thousand teaching staff leave their carrier yearly. Candle (2010) noted that teacher turnover was also high among private schools in Tanzania. In Kenya, the circumstances that surrounds attrition in teaching fraternity are not different from global and regional trends (Orodho, Waweru, & Nthinguri, 2013). Kenyan teachers have expressed lack of commitment at their working place which has been characterised by a big number of them quitting their profession and resorting to other career alternatives (Waititu, 2013). This problem seems to be more pronounced in private primary education institutions. Studies conducted in other parts of the world suggests that labour turnover can be reduced if the right organization development (OD) practices are developed and implemented (Orr & Matthews, 2018). None of the studies reviewed so far have focused on the relationship between OD practices and labour turnover in the Kenyan private primary school set up. This study sought to fill this gap by examining the relationship between motivational techniques and labour turnover in the context of private primary schools in Rongai Sub-County. Teacher attrition has direct effect on the success of the learners, self-worth, responsibility and reliability more so teacher attrition is an expensive occurrence. The worst part of this phenomenon is its negative impacts on the learning process, jeopardizing quality services and the learners' success (Chester, 2003). Getting to the bottom point of the scenario to find out those who are leaving, what is making them to leave, observing the moments that they normally leave is essential as it may help in formulation of policies and intervention that target teacher retention.

LITERATURE REVIEW

The study was based on the Two-Factor Theory conceived by Herzberg, Mausner and Snyderman (1959) to elucidate and predict the concepts of employee motivation and satisfaction. It contends that employees who are satisfied are intrinsically motivated hence working hard as compared to the ones who are not satisfied and are not intrinsically motivated. Herzberg et al. (1959) discovered that lack of satisfaction tends to be associated with a lot of people complaining about the job issues or a factor within work environmental condition. They further observed that the mind set of satisfaction originates from the characteristics of the tasks they are required to perform, for instance, the chance of experimenting achievement, receiving acknowledgment, working on an exciting job, being responsible, and experiencing development and increase. These factors are known as motivators. The study by Herzberg et al. (1959) showed that an employee is likely to be encouraged by work conditions or issues at employee's job environmental condition which includes payment, rank, or work situation, to a point of simply not being discontented, but rather not to point of true drive. The theory states that, financial motivation could be a minor tool as it would simply reduce discontent. To efficiently gratify and motivate employees, jobs require added elements such as providing meaningful experiences, being appealing to employee's interests, and challenging the employee's abilities.

Herzberg et al. (1959) concluded that enriching job was thus the foundation for increasing employees' motivation, rather than payment, supervision, or other environmental conditions (Kreitner & Kinicki, 2007). The Two-Factor theory is deemed appropriate to the study as it gives a framework for operationalizing motivation techniques that are likely to shape the turnover of teachers in private primary schools in Rongai Sub County. Although the theory is about employee motivation and job satisfaction, it is relevant to this study because employee turnover is one of the outcomes of low job satisfaction and staff motivation. The theory asserts that to understand the turnover phenomenon, the study should examine both extrinsic motivational factors such as the teachers' pay and intrinsic factors such as employee recognition programme.

Motivation Techniques and Labour Turnover: Labour turnover refers to the rate at which employers gain and lose employees (workers) as observed from the moment of recruitment (Nwagbara, 2011). Labour turnover is a significant and pervasive aspect of the labour market. In Organization for Economic Cooperation and Development (OECD) countries, between 10-15% of workers quit their jobs every year (OECD, 2013). Labour turnover has impact to the employees as well as businesses that are in operation. Employees face challenges of disorientation especially when on the process of learning new skills which are related to the specific job just to jump and finding another career so wanting (Abbasi, Hollman, & Hayes, 2008). Organizations suffer the loss of job-specific skills, disruption in production and incur the costs of hiring and training new workers (Garino & Martin, 2007). The study hypothesized that the labour turnover in teaching profession is associated with motivation techniques used by school administration. One of the motivation techniques that has been linked to teacher attrition is teacher salary. Based on national sample of teachers, the study by Beaugez (2012) revealed that teachers in the USA were clearly not happy with their salaries. In a staffing survey focused on elementary schools in the USA, Tourkin et al. (2010) also observed that teachers' decisions to return to their workplaces was associated with increased income. By and large, motivation can be seen as a tool to sustain teaching staff to maintain their course and deliver best results (Nwosu, 2015). This will also decrease the attrition rates which may be experienced as a result of staff attrition in private schools.

In their study involving private learning Organizations in Kabul in Afghanistan, Khawary and Ali (2015) discovered that the turnover of English teachers was associated with motivation challenges such as insufficient monthly income, communication breakdown stakeholders, over tasking, inability to develop career and lack of transparency in the recruiting process. Dee and Wyckoff (2013) recommended salary policies focusing on an Evidence Based Salary Schedule instead of considering only academic achievement or period that one has stayed on job. The Evidence Based Salary Schedule (EBSS) subsequently caters for teacher's income with maximum and deliberate evidence of a demonstrated perfection in career deliverance. In Ethiopia, Assefa (2011) did a research to find out the factors that contributes to teachers' attrition in governmental sectors and privately owned secondary institutions in Addis Ababa city administration. The outcome of the data analysis indicated that insufficient salary that teachers receive, poor working school environmental condition, un resolved administrative issues, student

misconduct and issues related to discipline, having low opinion given to teachers by the society, taking teaching as a last resort profession and in ability to upgrade education were the major factors that intensified the turnover of teachers both in government and private schools. Tehseenand Noor (2015) specified that elements for intrinsic motivation is the contentment that comes from the actual teaching, appreciation, feeling of passion when teaching, developing the career, challenges, demanding issues that comes with teaching and knowledge being the main objective in life and determinant of other aspects. On the contrary, extrinsic motivation included the driving force from outside propelling one to perform. Such awards include income, house allowance, education progress payment of premiums, refreshments, fringe benefits, compensation even when off duty and uncharged medical aid. In Kenya, MBuru (2015) conducted a research to find out significantly effect of profession fulfilment on issues of labour turnover decisions concerning teachers in public secondary schools in Gatanga District in Murang'a County, Kenya. The finding revealed quite number of teachers within the district seems not to be contented about the general offer to their service hence intending to leave the profession. Insufficient reward was found to be one of the key reasons for their plans to quit. Those who had plans of transferring from the initial schools related their dissatisfaction to the type of leaders they have and motivating techniques being practiced within the institution. Conclusion can be made that money is a motivating factor for employee proper performance. Well paid salary confirms a successful work. The kind of income package shows positions in the organization inside structure hence payment should be reasonable with regards to individual output.

Kituto (2011) investigated the factors affecting job contentment among teachers in government secondary schools in Nairobi County. Findings concluded that teachers reward was not satisfactory as teachers were not rewarded competitively which affected their motivation, which contributed to low motivation. On other hand, Kinyua (2014) reports that plan for instilling job contentment consist of provision of competitive salary and fringe benefits, better deals for promotion and advancement, relating well with colleagues, reachable and availability of supervisors who can support. There recommendations made were consisted of the need for improving the working conditions in the incorporated public primary schools, acknowledgment and adequately promoting the teachers as well as providing sufficient teacher and learner materials by the government and the stakeholders. Ekabu, Kalai and Nyagah (2018) were examining the connection in work condition and teachers' attrition decisions in public secondary schools in Meru County, Kenya. Finding was that teachers' motivation was down because of unfavourable conditions of work and the education system appeared occupied by less interested teachers who were less committed to their jobs hence high turnover rates. The research suggested that different stakeholders from grassroots to the highest level considered complains surrounding teachers work situations as vital aspect on motivation to reduction of attrition decisions thus retaining of teachers.

RESEARCH METHODOLOGY

The study utilized the descriptive study design. The target population was 680 teachers, headteachers, and deputies from all the 34 private primary schools in Rongai Sub-County in

Nakuru, Kenya. The simple random sampling was used to obtain the sample a sample of 204 respondents. Questionnaires were used to gather quantitative data from teachers and interview guides were used to collect qualitative data from the head teachers and their deputies. A pilot study was conducted in 2 schools in Rongai Sub-County to test the validity and reliability of the instruments. It involved 1 head teacher, 1 deputy head teacher and 8 teachers from each school hence 20 teachers from both schools. Validity of the instruments was also assessed through expert judgement where the researcher sought the views of university research supervisors regarding the content, construct and face validity of the instruments. Upon ascertain the validity and reliability, the researcher obtained research approval from relevant authority, distributed the questionnaires using the drop and pick-up method, and conducted interviews with the head teachers and their deputies. The questionnaires were verified to ensure that they are complete and clear. The appropriately concluded questionnaires were coded and entered into the Statistical Package for Social Sciences (SPSS). Descriptive statistics such as percentages, frequencies and mean were used to bring out existing situation in the study area with regard to motivation techniques and labour turnover. Pearson correlation method was used to test the relationship between the two variables.

Data Analysis, Presentation, and interpretation

Out of the 204 individuals were expected to participate in the study, 159 responded translating to a response rate of 77.9%. The response rate for head teachers and the deputies was 75% while that of teachers was 78.3%.

Table 1. Respondents Demographic Profile

| Variable | Teachers | Head Teachers and Deputies |
|--------------------------------------|--|---|
| Response Rate | 78.3% | 75% |
| Gender | Male= 41.7% Female= 58.3% | Male= 60.0% Female= 40.0% |
| Age | Mean=28.51 years Youngest= 22 years Oldest= 42 years | Mean= 39.68 years Youngest= 34 years Oldest= 46 years |
| Highest Education Level | Diploma= 66.7% Bachelors and above= 33.3% | Diploma= 26.7% Bachelors and above= 73.3% |
| Number of years worked in the school | Mean=2.8 years Shortest= 1 year Longest= 12 years | Mean= 6.78 years Shortest= 3 years Longest= 15 years |

Source: Field Data (2020)

The majority of the teachers were female (58.3%) while male accounted for 41.7%. However, the head teacher and deputy head teacher positions were dominated by males at 60% as compared to 40% for female. These findings are consistent with Combat (2014) who found that despite female constituting the majority of teachers in Kenyan primary schools, they are lowly represented in school administrative positions. The average age of the teachers was 28.51 years while that of head teachers and their deputies was 39.68 years. The age of the teachers ranged from 22 to 42 years while head teachers and deputies were between 34 years and 46 years. The mean age of 28.51 years suggests that most of staffs in privately owned schools are young. It also means that teachers in privately owned schools in the study area tend to either transfer to other schools or exit the teaching profession as they grow older. These findings are congruent with the study by Wamalwa and Burns (2017) who found that staffs in privately

owned primary schools in Kenya were younger when compared to teachers in governmental primary schools. The majority of teachers (66.7%) attained diploma while the remaining 33.3% had a minimum of a bachelor's degree. Alternatively, the majority of the head teachers and deputies (73.3%) had at least the bachelor while 26.7% attained the diploma level. The results were reflection of the study by Wamalwa and Burns (2017), which found that most staffs in the privately owned primary schools in Kenya have diploma level of education. The teachers had been employed at their present schools for duration of 2.80 years while the head teachers got employed in their present schools for duration of 6.78 years. These findings suggested a high turnover rate among teachers. They suggested that most teachers stayed in the private schools for duration of 3 years before moving to another work station.

Labour Turnover in Private Primary Schools in Rongai Sub-County: Independent variable of the study was labour turnover in private primary schools in Rongai Sub-County. Consequently, it was essential to determine the current situation within the schools relating to this variable. This issue was interrogated by incorporate nine statements in the questionnaires that required respondents to indicate their level of agreement on a five-point scale (1 –Strongly Disagree; 2 – Disagree; 3-Not sure; 4 – Agree; 5 – Strongly Agree). Results are summarized in Table 2.

Table 2. Labour Turnover in Private Primary Schools in Rongai Sub-County

| S/N | Statement | N | Mean |
|-----|--|-----|------|
| 1 | I have worked in this school for less than 5 years. | 144 | 3.57 |
| 2 | The majority of teachers in this school have been here for less than 5 years | 144 | 3.25 |
| 3 | I would consider leaving my present job for a similar position in another organization | 144 | 3.75 |
| 4 | I have intention of looking for a job away from this school in the next 3 years | 144 | 3.58 |
| 5 | Most of teachers that joined this school in the same years that I joined have left the school. | 144 | 3.67 |
| 6 | The number of teachers being replaced in each academic year is more than 10%. | 144 | 3.42 |
| 7 | More than 10% of teachers leave the school within a given academic year. | 144 | 3.83 |
| 8 | The majority of teachers in this school are not satisfied with their jobs | 144 | 3.33 |
| 9 | Most teachers in this schools exhibit low level of commitment to the organization | 144 | 4.00 |
| | Labour Turnover Aggregate Score | 144 | 3.60 |

Source: Field Data (2020)

Table 2 shows that respondents on average agreed (mean=3.57) with the statement that they have been employed in their present school for not more than 5 years. This statement was directed towards assessing the retention profile of the private primary schools in the study area. Results suggest that there is low retention profile in the schools. This finding is consistent with earlier findings presented in section 4.3.4, which showed that respondents have been employed in their present organization for duration of 2.80 years. Low average length of stay by teachers in the private schools suggests the existence of high turnover in the schools. These findings are reinforced by the qualitative data collected during interviews with head teachers and their deputies. Interviewee6 narrated that:

Most teachers do not stay in the school for long. They stay for a few years then leave for other schools. Others do not even last for one year. (Interview Data, 2020).

Interviewee14 also lamented that:

Teachers do not stay in the school for long. This is the situation in most private school. Many teachers view private school as only stepping stones for getting TSC jobs. (Interview Data, 2020)

Results also show that an average respondents were not sure (mean=3.25) with item 2, which claimed that the majority of teachers in their schools had been there for less than five years. This question also sought to examine the retention profile of the schools by asking respondents to report about the length of stay of other teachers rather than their own length of stay. From the findings, it is evident that most respondent were not privy to the information regarding the period that other teachers have taught in their schools. Respondents however agreed (mean=3.75) with the third statement, which stated that they would consider leaving their current jobs for same rank in a different institution. This statement sought to determine the turnover decisions of staffs in the privately owned primary schools in the study area. Findings indicate existence of high level of attrition intention among the teachers. The study shows that most teachers would leave their current schools if they get job opportunities in other areas. Similarly, respondents on average agreed (mean= 3.75) with the statement that they have the intention of looking for a job away from their current schools in the next three years. This finding suggests that great number of staffs has no intention of remaining in their current organizations for a long time. Respondents also agreed (mean=3.67) with the assertion that most teachers who joined their school in the same year as them have left the school. This statement sought to assess turnover rate in the respondents' employment cohort. Findings suggest that there is a high turnover rate in the majority of the respondents' employment cohorts. Respondents were however on average not sure (mean= 3.42) with the allegation that the number of teacher being replaced in each academic year is more than 10%. This statement sought to assess the rate at which staffs are replaced within the private primary schools. Results were however inconclusive as most respondents were not sure about the replacement rate in their schools.

Nonetheless, respondents on average agreed (mean=3.83) with the statement that more than 10% of teachers leave their schools within a given academic year. This statement aimed to determine the rate of staff separations within the private primary school. Results show that the rate of separation in most private schools within the study area is greater than 10%. Respondents on average were not sure (mean= 3.33) with the claim that the majority of teachers in their school were not satisfied with their job. This statement sought to assess job satisfaction which is closely connected to staff turnover. Current findings were not conclusive regarding the state of job contentment within staff in the private primary schools in Rongai Sub-County as many respondents were not sure about this issue. However, the respondents on average agreed (mean=4.00) with the assertion that most teachers in their schools exhibit low levels of commitment to their organization. This item was interested in determining the level of commitment of the staff in the schools, which was closely related to staff turnover. Results suggest that there is low level of organizational commitment among the staff, which could translate to high staff turnover. To obtain an overall view of the labour turnover situation in the private primary schools with the study area, an aggregate labour turnover score was

computed by obtaining the statistical mean of responses to all the 9 items that was used to assess this variable. The aggregate labour turnover mean score is 3.56. Since the variable was measured on a five-point scale, this mean score translates to turnover rating of 71.2%. This result implies that out of all the parameters that the study used to measure labour turnover, the majority of the respondents believe that 71.2% of these parameters are present in the private primary schools in the study area. This result suggests high existence of staff attrition within the organizations.

Motivation Techniques and Labour Turnover

The first objective of the study was to evaluate the relationship between motivation techniques and labour turnover in organization development among private primary schools in Rongai Sub County, Nakuru Kenya. To analyse this issue, a set of 10 statements were included in the questionnaire requiring respondents to indicate their level of agreement on five-point scale. Results are summarized in Table 3. Results in Table 3 show that on average, respondents disagreed (mean=2.42) with the statement that they are satisfied with their salary. Salary/wages was one of the parameters that were being investigated under motivation technique. Current findings suggest a great number of staffs in private primary schools in the study area are not satisfied with their salaries. The result corresponds with the study by Tourkin et al., (2010) who establish one of the reasons that contribute to high attrition of teachers is low salaries. Similarly, findings in Table 4.5 illustrate that on average respondents disagreed (mean= 2.28) with the claim that there was a salary increment policy in their school. This implies that besides being dissatisfied with the current salaries, most teachers had little hope of earning better salaries in future because their schools did not have a salary increment policy. Most of the interviewees however gave contradicting views. Interviewee 1 expressed that:

Our reward system is quite competitive. We give teachers reasonable salaries and provide housing within the school. We also pay them extra money when they teach remedial classes. (Interview Data, 2020)

Interviewee 8 also mentioned that:

Our reward system is very good. We offer a good salary and bonus for best performing teachers. We also offer free housing for the teachers within the school. (Interview Data, 2020).

These findings suggest that there is disconnection between how teachers view their school reward system and how the head teachers and deputies view this system. Most teachers feel that the reward system is far from good while the head teachers and their deputies believe that the rewards are okay. Respondents also on average disagreed (mean= 2.02) with the assertion that they are entitled to paid leave. Paid leave is one of the parameter that the study sought to examine. Current finding suggest that most private primary schools in the study area did not offer this benefits. Similarly, respondents on average disagreed (mean= 2.25) with the claim that they are entitled to house allowance. House allowance is one of the benefits that teachers in public primary schools receive (Otieno, 2010). Current findings suggest that most private primary schools do not accord similar benefits to its teachers.

Table 3. Motivation Technique in Private Primary Schools in Rongai Sub-County

| S/N | Statements | N | Mean |
|-----|---|-----|------|
| 1 | I am satisfied with my salary | 144 | 2.42 |
| 2 | There is a salary increment policy which is implemented in our school | 144 | 2.28 |
| 3 | I am entitled to a paid leave | 144 | 2.02 |
| 4 | I am entitled to house allowances | 144 | 2.25 |
| 5 | The school has system for recognizing highly performing teacher | 144 | 2.33 |
| 6 | I receive recognition from the school management when I perform my work effectively | 144 | 2.00 |
| 7 | I am entitled to free medical assistance from my employer | 144 | 2.19 |
| 8 | There is fair opportunities for promotion | 144 | 2.01 |
| 9 | I am satisfied with my teaching workload | 144 | 2.31 |
| 10 | We are provided with competitive salaries that are in line with remuneration policy | 144 | 2.19 |
| | Motivation Technique aggregate score | 144 | 2.20 |

Source: Field Data (2020)

In addition, respondents on average disagreed (mean=2.33) with the statement that their school has system for recognizing highly performing teacher. Recognition is one of the extrinsic rewards that organization offers to employees. The Two-Factor theory suggests that intrinsic motivators have greater effect on employees than extrinsic motivators (Herzberg *et al.*, 1959). Results however suggest that most private primary schools do not have a system for recognizing best performing teachers. Likewise, respondents on average disagreed (mean= 2.00) with the claim that they receive recognition from the school management when they perform their work effectively. Also, respondents on average disagreed (mean= 2.19) with the assertion that they are entitled to free medical assistance from the employer. Otieno (2010) noted that teachers in public primary schools receive medical cover from their employers. It is therefore fair for private schools to accord similar benefits to their teachers because they perform similar work. Current findings however show that most private primary schools in the study area do not provide this benefit. Respondents on average also disagreed (mean= 2.01) with the claim that there is fair promotion opportunities in their school. Saporta and Farjoun (2003) observed that promotion plans contribute to the retention of workers and when motivated they perform hence reduced expenses in capacity building, recruitment, and teachers' attrition. Current findings suggest that private primary schools in the study area do not offer promotion opportunities to its teachers.

As well, respondents on average disagreed (mean=2.31) with the statement that they are satisfied with their teaching workload. Kirochi (2015) observed that workload was one of the factors that contribute to staffs' attrition in private secondary schools in Embakasi Sub-County, Kenya. It is this study that promoted the investigation into the issue of workload in private primary school. Current findings suggest that staffs in private primary schools are subjected to heavy workload and thus are not satisfied with their workload. The aggregate motivation technique mean score was computed by obtaining the statistical mean of responses to all the 10 items that measured this variable. The aggregate motivation technique mean-score was 2.20. The parameters on motivation technique were also measured on a five-point scale. The score of 2.20 thus translates to a percentage score of 44%. This implies that using the parameters that the study used to assess motivation techniques, the respondents gave the motivation

techniques in private primary school in Rongai Sub-County a rating of 44%.

Relationship between Motivation Technique and Labour Turnover: Data on labour turnover aggregate scores was correlated against data on motivation techniques aggregate score so as to test the relationship between motivation technique and labour turnover. The findings are as in Table 4.

Table 4. Correlation between Motivation Technique and Labour Turnover

| Labour Turnover Aggregate score | | |
|--------------------------------------|---------------------|---------|
| Motivation Technique aggregate score | Pearson Correlation | -.640** |
| | Sig. (2-tailed) | .000 |
| | N | 144 |

** Correlation is significant at the 0.01 level (2-tailed)

Source: Field Data (2020)

Result in Table 4 show that the Pearson correlation coefficient ($r=-0.640$) was negative, which indicates the existence of a negative relationship between motivation techniques and labour turnover. This implies that poor motivation techniques contributed to high labour turnover and vice versa. The significance value was less than 0.01, which indicates that the relationship between motivation technique and labour turnover is statistically important at the 0.01 level of significance. The findings led to the conclusion that the high labour turnover in the private primary schools in Rongai can be partly attribute to poor staff motivation techniques. These findings are consistent with Tourkin et al., (2010) who was considering high income to be connected to low labour turnover rates for teachers as well. The findings are also congruent with Hendricks (2015) who asserted that teacher high rate of attrition has direct connection to teachers' income in several locations. The results correspond to the study by Khawary and Ali (2015), which discovered that low salary was one of the reasons for English teachers' attrition in a privately-owned institution in Kabul, Afghanistan. The findings are supported by the interview data where interviewee 4 stated that:

The reward system has a major impact on teacher turnover. Every teacher wants a good salary. Sometimes, the school is not able to meet the salary expectations of some of the teachers and so they leave. (Interview Data, 2020).

Interviewee 11 also explained that:

The reward system plays a huge role in determining staff turnover. When salaries are not competitive, teachers leave and go to school that offer higher salaries. (Interview Data, 2020)

CONCLUSIONS AND RECOMMENDATIONS

Respondents indicated that there was a high level labour turnover in their schools rating at 71.2% based on the parameters providing in the study. The study sought to analyse whether the turnover was related to motivation techniques in the private primary schools. Findings showed that most of staffs in private primary schools were not happy with their salaries. Similarly, most of the staffs reported that their schools does not offer benefits like house allowance and paid leaves, do not have elaborate programmes for recognizing performing teachers, and do not have elaborate promotion plan. The

qualitative data from the head teachers and deputies however revealed that some schools provide housing for their teachers. Overall, the teachers gave the motivation techniques in the private primary school a low rating of 44%. The Pearson correlation test revealed that there is a negative and statistically significant relationship between motivation techniques and labour turnover ($r= -.640$, $p= .000$). This implies that schools with better motivation techniques are likely to have low labour turnover while those with poor motivation techniques are likely to have high labour turnover. Based on the findings, the study concludes that there is high labour turnover in private primary schools in Rongai Sub-County marked by low staff retention profile, high attrition rate in the respondents' employment cohort, high rate of staff replacement, and large number of separations. The study further concludes that the high labour turnover in most of the private primary schools can be linked to poor motivation techniques. Findings revealed that the majority of the teachers in the schools were not contented with their salaries, benefits offered by schools, and the absence of elaborate recognition and promotion plans. The study recommends that to reduce labour turnover, private primary schools should provide competitive salaries to their teachers and other staff. The schools should offer salaries that match what is offered to teachers in public primary schools in order to prevent movement of teachers to public schools. The private primary schools should also offer benefits that are accorded to public primary school teachers like house allowances, paid leaves, and medical insurance. Providing such benefits will reduce the teachers desire to switch to public schools. The schools should also create an elaborate promotion system that rewards teacher who remain in the organization for long time, those who perform exceptionally in their duties, as well as those who advance their skills and competency. The schools should also develop elaborate programmes for recognizing best performing teachers.

REFERENCES

- Abbasi, S. M., Hollman, K. W., & Hayes, R. D. (2008). Bad Bosses and How Not to Be One. *The Informa Mon Managements Journal*, 1(2), 52–56.
- Adamson, F., & Darling-Hammond, L. (2012). Funding Disparities and the Inequitable Distribution of Teachers: Evaluating Sources and Solutions. *Education Policy Analysis Archives*, 20(0), 1–46. <https://doi.org/10.14507/epaa.v20n37.2012>
- Al-Habil, W., Allah, Abed, & Shehadah, M. (2017). Factors Affecting the Employees' Turnover at the Ministry of High Education in Gaza Governorates—Case study: North and West Gaza Directorates of Education. *Arts and Social Sciences Journal*, 8(5), 2–15. <https://doi.org/10.4172/2151-6200.1000304>
- Assefa, H. (2011). *Major Causes of Teachers' Turnover in Selected Government and Private Secondary Schools in Addis Ababa: A Comparative Study* (Thesis). Addis Ababa University, Addis Ababa, Ethiopia.
- Beaugez, Leslie. A. (2012). *A Study of Factors Related to Teacher Attrition* (University of Southern Mississippi). Retrieved from <https://aquila.usm.edu/dissertations/831>
- Candle, J. (2010). *Factors Affecting Teacher Turnover in Private Secondary Schools in Wakiso District* (Research Dissertation). Makerere University, - Kampala.
- Chester, E. F. (2003). No Dream Denied: A Pledge to America's Children [Fordham Institute]. Retrieved June 7,

- 2019, from The Thomas B. Fordham Institute website: <http://fordhaminstitute.org/national/commentary/no-dream-denied-pledge-americas-children>
- Cobold, C. (2007). Induction for Teacher Retention: A Missing Link in Teacher Education Policy in Ghana. *Postgraduate Journal of Education Research*, 8(1), 7 – 18.
- Combat, V. (2014). Women aspiring to administrative positions in Kenya municipal primary schools. *International Journal of Educational Administration and Policy Studies*, 6(7), 119- 130.
- Dee, T., & Wyckoff, J. (2013). *Incentives, Selection, and Teacher Performance: Evidence from IMPACT* (Nber Working Paper Series No. Working Paper 19529; p. 51). Cambridge: National Bureau of Economic Research.
- Ekabu, P., Kalai, J., & Nyagah, G. (2018). Influence of Working Conditions on Turnover Intentions of Secondary School Teachers in Meru County. *European Scientific Journal*, 14(25), 169–189.
- Garino, G., & Martin, C. (2007). *The Impact of Labour Turnover*: Retrieved from <https://www.le.ac.uk/economics/research/RePEc/lec/leecon/dp05-10.pdf>
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work*. New York: John Wiley & Sons.
- Khawary, O., & Ali, S. (2015). The causes and effects of English teachers' turnover: A case from Afghanistan. *Improving Schools*, 18(1), 20–34. <https://doi.org/10.1177/1365480214566280>
- Kinyua, B. M. (2014). *Determinants of Job Satisfaction Among Teachers of Learners with Special Educational Needs in Integrated Public Primary Schools in Kirinyaga County, Kenya* (Research Dissertation). Kenyatta University, Nairobi.
- Kituto, H. M. (2011). *Factors That Influence Job Satisfaction Among Teaching Staff in Large Public Secondary Schools in Nairobi County* (University of Nairobi). Retrieved from <https://pdfs.semanticscholar.org/d578/19bb4e0a8a476a10a99cb9e1bea305e2e2ac.pdf>
- Kreitner, R., & Kinicki, A. (2007). *Organizational Behaviour* (Seventh Edition). Boston, MA: McGraw-Hill Irwin.
- Lindqvist, P., Nordänger, U., & Carlsson, R. (2014). Teacher Attrition the First Five Years—A Multifaceted Image. *Teaching and Teacher Education*, 40, 94–103. <https://doi.org/10.1016/j.tate.2014.02.005>
- Mampane, P. (2012). *The Teacher Turnover Crisis: Evidence from South Africa* (SSRN Scholarly Paper No. ID 2144991). Retrieved from Social Science Research Network website: <https://papers.ssrn.com/abstract=2144991>
- Mburu, N. A. (2015). *Impact of Job Satisfaction on Turnover Intentions Among Teachers in Public Secondary Schools in Gatanga District, Murang'a County, Kenya*. Kenyatta University, Nairobi.
- New York University. (2017). Keeping the Teachers: The Problem of High Turnover in Urban Schools. Retrieved May 31, 2019, from NYU Steinhardt Teacher Residency Program website: <https://teachereducation.steinhardt.nyu.edu/high-teacher-turnover/>
- Nwagbara, U. (2011). Rethinking Labour Turnover: Prospecting for Shared Leadership. *Economic Sciences Series*, 63(4), 1–10.
- Nwosu, Jonathan. C. (2015). Motivation and Teachers' Performance in Selected Public Secondary Schools in Ikenne Local Government Area of Ogun State. *British Journal of Psychology Research*, 5(3), 40–50.
- OECD. (2013). Back to work: Re-employment, earnings and skill use after job displacement. In OECD, *OECD Employment Outlook 2013* (pp. 191–233). https://doi.org/10.1787/empl_outlook-2013-8-en
- Orodho, A. J., Waweru, P. N., & Nthinguri, M. (2013). Basic Education in Kenya: Focus on Strategies Applied to Cope with School-Based Challenges Inhibiting Effective Implementation of Curriculum. *International Journal of Education and Research*, 1(11), 1–10.
- Orr, D. & Matthews, H. (2018). Employee engagement and OD strategies. *OD Practitioner*, 40(2), 18- 23.
- Otieno, J. O. (2010). *Causes of staff turnover in private secondary schools in Kisumu City*.
- Phiphadkusolkul, A. (2015). The initial impact of organization development interventions on employee motivation and performance at a Thai SME. *Journal of Organizational Behaviour Management*, 10(1), 59- 77.
- Saporta, I., & Farjoun, M. (2003). The Relationship between Actual Promotion and Turnover among Professional and Managerial-Administrative Occupational Groups: *Work and Occupation*, 30(3), 255–280. <https://doi.org/10.1177/0730888403253892>
- Savage, M. (2017, July 8). Almost a quarter of teachers who have qualified since 2011 have left profession. *The Guardian*. Retrieved from <https://www.theguardian.com/education/2017/jul/08/almost-a-quarter-of-teachers-who-have-qualified-since-2011-have-left-profession>
- Tehseen, S., & Noor, U. H. (2015). Factors Influencing Teachers' Performance and Retention. *Mediterranean Journal of Social Sciences*, 6(1), 233–244. <https://doi.org/10.5901/mjss.2015.v6n1p233>
- Tourkin, S., Thomas, T., Swaim, N., Cox, S., Parmer, R., Jackson, B., ... Zhang, S. (2010). *Documentation for the 2007–2008 Schools and Staffing Survey (NCES 2010-332)*. Washington, DC: National Center for Education Statistics.
- Waititu, G. M. (2013). *An Analysis of Factors Influencing Turnover of Teachers in Public High Schools in Limuru District, Kenya*. Kenyatta University, Unpublished Thesis.
- Wamalwa, F., & Burns, J. (2017). *Private schools and student learning achievements in Kenya (Working Paper)*. Economic Research Southern Africa, South Africa.
