



Assessment of Factors Influencing Retention of Teachers in Private Secondary Schools in Nakuru Sub County, Kenya

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Abstract

The purpose of the study was to assess the factors influencing teacher turnover in private secondary schools in Nakuru Sub County. The objectives of this study were to assess the extent to which remuneration and Organizational culture contribute to teacher turnover in Private secondary schools in Nakuru Sub County. The study was guided by the Herzberg's motivation theory and Vroom's Expectancy theory. Descriptive survey research design was used. Stratified sampling was used to select a total of 18 private secondary schools and purposive sampling was used to pick 116 teachers out of a total population of 19 schools and 238 teachers. Primary data was collected by administering pretested structured questionnaires to respondents and analyzed using descriptive and inferential statistical techniques.

The findings indicate that organizational culture has no significant influence on turnover of teachers in private secondary schools in Nakuru Sub County (-0.137). Remuneration was found to have significant influence on teacher turnover in private secondary schools in Nakuru Sub County (0.442**).

The study recommended that Turnover rate should be monitored and considered important in policy formulation regarding Human Resource factors and organizational factors since it will help management in retaining their teachers. Rewards and any benefits should be awarded on merit and experience in order to help in retention.

The salaries of teachers need to be increased, which will not only retain the present teachers but also attract teachers from other schools as well. Schools should identify those benefits which have more influence on teacher retention. Furthermore, Schools need to revisit their present benefits package to identify those benefits which are not useful in order to replace them. Schools must conduct "stay" and "exit" interviews to understand as to why teachers choose to leave. This information will help in understanding the reasons why teachers leave and mitigate on them.



Key words: Organizational Culture, Remuneration, Private Secondary School.

1. Introduction

Employee turnover is the rate at which employees are leaving a firm on an annual basis. It can be expressed as a percentage, by dividing the number of employees who have left over the year by the total number of employees who were with the firm at the beginning of the year. It is believed that an annual employee turnover of 25% is considered normal. But a turnover rate of 100% is usually considered a major problem because disproportionate employee turnover in an organization is a sign of existence of internal problems. The main reason for this is because certain professional skills involve the use a lot of resources and usually take long to build. Consequently, a loss of such professionals will always have profound negative impact on the organization (Cole, 2002).

Employee retention issues are emerging as the most critical workforce management challenges of the modern world. Well managed organizations monitor employee turnover rate because as turnover rate increases, the cost of replacement and loss of productivity increases (Gomez-Mejia, Balkin&Cardy, 2010; Fisher & Shaw 2009). However, a lack of job satisfaction among employees not only leads to high turnover rates but could also have detrimental effects on the individual, like burnout (Mrayyan, 2005). There is a consensus among scholars that organizations experiencing employee turnover either benefit or suffer the cost of turnover depending on the various factors having an influence on employee turnover (Koech, 2011; Susu, 2008). In most cases, these factors are very disruptive and can be costly when their effects are not identified and can cause chaos in the organization if not really maintained to a minimum level. But if well maintained, it helps in retaining the best employees that will in turn improve their performance and subsequently result in enhanced productivity in the organization.

From an organization point of view, retention doesn't mean trying to hang on to each and every employee forever. It means keeping good employees for the most appropriate amount of time for their particular function or level. Gupta (2016) posits that one thing that retention is not is continuing to invest in employees who, for whatever reasons, aren't contributing in positive way to the company. The importance of retention can also vary widely from culture to culture. For instance, in some countries, employees tend to stay at one company for their entire professional lives, while in other countries, they move from firm to firm often, depending on available opportunities and their interests and priorities. Even within one culture or country (or within one geographic region), attention to keeping good employees may fluctuate, depending on economic conditions and shifting workplace realities (Waldroop, 2010).

Retention of key talent — those employees who are the strongest performers, have high potential or are in critical jobs — is even more important during economic recoveries when organizations compete aggressively for market share and talent. Key talent disproportionally contributes to current organization performance and to future performance since key employees often become organization leaders. Losing key talent costs considerably more since these employees' impact and contribution are greater than that of typical employees. Estimates suggest that the cost of employee turnover often ranges from 50% to 200% of the employee's annual salary based on the type and level of job he/she holds. These costs are substantial for even medium-sized



organizations that have moderate rates of turnover (Allen 2008, Cascio 2010, O'Connell & Kung 2007).

Gordon (2009) predicts that talent shortages are going to increase well into the next decade, limiting the ability of companies to expand and, in fact, jeopardizing their chances of survival as global competition becomes more intense. These long-term shortages are the result of Baby Boomers retiring, the increasing specialization and technical demands of jobs, global competition for talent and education systems not keeping up with the demands of businesses.

Employees retaining is the most imperative target for the organization because hiring of qualified candidate is essential for organization but their retention is more important than hiring, because a huge amount is spend on the orientation and training of the new indicated employees. Research finds that the cost of replacing of old employees with new is estimated up to twice the employee annual salary. When Employees leave the job, organization lose not only the employee, but also lose the customers & client who were loyal to the employee, knowledge of production, current projects, competitor and past history of the organization. The organization then makes enormous efforts to attract handfuls of employees and sustain them in the organization. In today's business scenario only high salary and designation is not significant for employees to retain them in the organization, but other factors also play important roles in their retention (Gupta, 2016).

Employee turnover in organizations may manifest in four ways. Voluntary turnover occurs when an employee voluntarily chooses to resign from the organization. Involuntary turnover occurs when the employer makes the decision to discharge an employee and the employee unwillingly leaves his or her position. Functional turnover occurs when a low performing employee leaves the organization. It reduces the amount of paperwork that a company must file in order to rid itself of a low-performing employee. Dysfunctional turnover on the other hand occurs when a high-performing employee leaves the organization. This study seeks to assess factors that lead employees to leave their jobs voluntarily.

Bidisha and Mukulesh (2013), Observed that the long term health and success of any organization depends upon the retention of key employees. Baker, (2006), gave stress on the fact that hiring new employees are far difficult as well as costlier than to keep the current employees in the organization. Kaliprasad, (2006), pointed out that an organization's ability to retain its employees completely depends upon its ability to manage them. He found out four interlinked processes that can be utilized for an effective Human resource management system: the motivation process, the interaction process, the visioning process and the learning process. Kaliprasad, (2006), also confirmed that despite the fact that an organization may try to bring all these factors into play to enhance employee retention, an employee can still choose to leave the work place because of, for example, bad management. The main purpose of retention is to prevent the loss of competent employees from the organization as this could have adverse effect on productivity and service delivery (Samuel & Chipunza, 2009)

Teacher turnover is a global challenge and by its nature, it is an extremely complex occurrence that is influenced by several factors like organizational factors, personal factors and community factors, (Ingersoll, 2001). Research has revealed that teacher turnover in developed countries is a common problem and according to Herbert and Ramsay, (2004) and Ingersoll (2002), this



occurrence is on the rise in the USA. In countries like Britain, Sweden, Germany and New Zealand it has been reported that workforce shortages in schools is a major problem (Allen, 2012; Santiago & Mackenzie, 2005).

In the developing countries, teacher turnover is also a matter of concern. Countries such as Nigeria, Zambia, New Guinea and Malawi have reported high rates of teacher turnover while in Gambia, there is a massive exodus of teachers from the profession owing to such factors as lack of adequate salaries, allowances, housing and promotion, (Xaba, 2003). Koech, Tikoko and Chemwei (2014) found that high employee turnover is a common occurrence in the teaching profession in Kenya. Poor remuneration has often been given as a cause of low morale among teachers, but literature shows that salary is not a sufficient condition for job satisfaction.

1.2 General Objective of the Study

The general objective of the study is to assess factors influencing turnover of teachers in private secondary schools in Nakuru Sub County. The specific objectives of this study are:

- i) To establish the extent to which organizational culture influence teacher turnover in private secondary schools in Nakuru sub county.
- ii) To establish the extent to which remuneration influence teacher turnover in private secondary schools in Nakuru sub county.

1.3 Hypotheses of the Study

H₀₁ Organizational culture has no significant influence on teachers' turnover in Private Secondary Schools in Nakuru Sub County.

H₀₂ Remuneration has no significant influence on teachers' turnover in private secondary schools in Nakuru Sub County.

2. Theoretical Review

Expectancy theory is widely used in turnover intentions (Vroom 1964, Porte & Lawler 1968, Lawler 1994). Basic to the idea of expectancy theory is the notion that people join organizations with expectations and if these expectations are met they will remain members of the organization (Daly & Dee 2006). According to turnover and retentions frameworks developed from this theory decisions to stay or leave an organization can be explained by examining relationships between structural, psychological, and environmental variables. Structural variables include, work environment, autonomy, communication, distributive justice and workload. Psychological variables include job satisfaction and organizational commitment and the environmental variables include availability of job opportunities. However, Sutherland (2004) established that job satisfaction and organizational commitment do not necessarily lead to loyalty, long defined as the intention to remain with the employer.

Equity theory (1965) is concerned with the perceptions people have about how they are treated as compared with others. The theory posit that employees seek to maintain equity between the input they bring into a job (education, time, experience, commitment and effort) and the outcome they receive from it (promotion, recognition and increased pay) against the perceived inputs and outcomes of other employees. Failure to find equity leads to various actions one of which may be to leave the organization. The major strength of this theory is that, it recognizes that individual inputs such as education, experience, effort should be recognized in such a way that equity is experienced. It also shows that individual employees are part of the larger system. This theory therefore guides in understanding what may influence teachers to leave in that they keep on comparing what teachers earn in other secondary schools and other comparable organizations in



order to realize a balanced state between the inputs-outcome ratios. In turn this contributes to labour mobility within the teaching fraternity. The major weakness in this theory is subjectivity of the comparison process. There is a tendency in human nature to distort their inputs especially in regard to effort and hence becomes subjective when comparing (Beardwell&Claydon,2007).

Herzberg (1959) two factor theory argue that employees are motivated by internal values rather than values that are external to the work. In other words, motivation to work is internally generated and is propelled by variables that are intrinsic to the work which include achievement, recognition, the work itself, responsibility, advancement, and growth. Conversely certain factors induce dissatisfying experiences to employees and these factors largely result from non-job related variables also called extrinsic variables. These are company policies, salary, coworker relationships and supervisory or management styles and work environment (Armstrong, 2009). This theory is relevant to this study in that it recognizes that employees have two categories of needs that operate in them and that both should be addressed. This theory therefore can guide a researcher in assessing factors influencing retention of teachers in private secondary schools in Nakuru Sub County.

3.0 Methodology

Descriptive survey research design was used in this study to determine the effect of remuneration and organization culture on teacher turnover. Stratified sampling was used to select a total of 18 private secondary schools and purposive sampling was used to pick 116 teachers out of a total population of 19 schools and 238 teachers. Primary data was collected by administering pretested structured questionnaires to respondents.

4.0 Data Analysis and Presentation

Data was analyzed using descriptive statistical techniques. Statistical Package for Social Science (SPSS) was used to carry out the analysis. The descriptive statistics used included frequencies and percentages so as to give meaningful results of the data collected. To establish relationships, inferential statistics were used. Pearson Product-Moment correlation analysis was used to assess the strength of the relationship between independent variables and multiple regression analysis was used to assess the predictive nature of independent variables.

4.1 Descriptive Statistics

Organizational culture related factors that may encourage teachers to quit

The study sought to establish organizational related factors that may encourage teachers to quit. The results were as shown in table 4.5



Table 4.1 Organizational culture related factors that may encourage teachers to quit

Statement	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)	χ^2	$p > \chi^2$
I like the symbols of the school	30(34)	30(34)	14(16)	5(6)	9(10)	31.4 3	0.000
Formal procedures generally govern what teachers do in this school	12(14)	39(44)	13(15)	8(9)	16(18)	34.3 9	0.000
Teachers are hardworking and achievement oriented	41(47)	31(35)	2(2)	6(7)	8(9)	68.0 2	0.000
Teachers freely interact with one another and with their manager	24(27)	31(35)	3(4)	10(11)	20(23)	28.2 5	0.000
I like the dressing code of the school	35(40)	33(38)	4(4)	8(8)	9(10)	64.6 1	0.000

Key: SA-Strongly Agree; A-Agree; U-Undecided; D-Disagree; SD-Strongly Disagree, freq=frequency, %=percentage

Source: Researcher (2016)

The study set out to establish whether respondents liked the symbols of their schools. The findings revealed that 68% of the respondents agreed and strongly agreed that they liked their school's symbols ($\chi^2=31.43$, $P \leq 0.001$). These results show that most teachers in the study area liked their school's symbols.

The researcher also wanted to find out whether formal procedures were used to govern what teachers did in their schools. Accordingly, 58% of the respondents agreed and strongly agreed that formal procedures generally govern what teachers do in their schools ($\chi^2=34.39$, $P \leq 0.001$). This outcome means that the work of most teachers in the schools found in the study area was governed by formal procedures.

The study sought to determine whether teachers in schools found in the study area were hardworking and achievement oriented. The findings showed that 82% of the respondents agreed and strongly agreed that they were hardworking and achievement oriented ($\chi^2=68.02$, $P \leq 0.001$). This outcome shows that most teachers in the study area were hardworking and achievement oriented.

The researcher also set out to establish whether teachers freely interacted with each other and with their managers. Consequently, 62% of the respondents agreed and strongly agreed that they



freely interacted with fellow colleagues and their manager ($\chi^2=28.25, P\leq 0.001$). These findings imply that most teachers in the study area freely interacted with their colleagues as well as their manager.

Finally, the study also sought to determine whether respondents liked the dressing code of their respective schools. According to the findings, 78% of them agreed and strongly agreed that they liked their school's dressing code ($\chi^2=28.9, P\leq 0.001$). These results indicate that most teachers in the study area liked their schools' dressing code. The findings conform to the findings of (Asmed, 2006) who found out that many employees would like working in organizations with pleasant working environment. They would be more productive if the relationship between themselves and also between them and the employer are bettered. Bhatt (2015) concurs that organization culture plays a vital role in inculcating culture of retention and Managers can play an important role in building an effective organizational culture which draws employees in rather than pushes them away.

Remuneration related factors that may encourage teachers to quit

The study sought to establish remuneration related factors that may encourage teachers to quit. The results were as shown in table 4.6

Table 4.2 Remuneration related factors that may encourage teachers to quit

Statement	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)	χ^2	$p>\chi^2$
I am happy with what I am paid in this school	10(11)	10(11)	7(8)	21(24)	40(46)	42.1	0.000
Allowances are paid for extra work done	11(12)	16(18)	5(6)	20(23)	36(41)	31.2	0.000
The salary I am paid is commensurate with my qualification and experience	4(5)	14(16)	3(3)	24(27)	43(49)	62.3	0.000
Pension programs are available in this school	14(16)	12(13)	7(8)	15(17)	40(46)	37.8	0.000
There is insurance cover for teachers in this school	8(9)	12(14)	7(8)	19(22)	42(47)	47.3	0.000

Key: SA-Strongly Agree; A-Agree; U-Undecided; D-Disagree; SD-Strongly Disagree, freq=frequency, %=percentage

Source: Researcher (2016)

The study sought to determine whether respondents were happy with what they were being paid in their schools. According to the results, 70% of them disagreed and strongly disagreed that they



were happy with what they were paid ($\chi^2=42.11$, $P\leq 0.001$). These results show that most teachers in the study area were unhappy with what they were being paid.

The researcher also sought to find out whether schools in the study area paid teachers allowances for extra work done. Consequently, 64% of the respondents disagreed and strongly disagreed that such allowances were being paid ($\chi^2=31.21$, $P\leq 0.001$). This outcome indicates that most teachers in the study area were not being paid allowances for extra work done. This could contribute to teacher turnover because past studies (Shader, Broome, West and Nash, 2001) indicate that having to work overtime predicts higher turnover rates among employees.

The study set out to establish whether the salary respondents received were commensurate with their qualifications and experience. Subsequently, 76% of the respondents disagreed and strongly disagreed that any allowances were paid for extra work done ($\chi^2=62.34$, $P\leq 0.001$). These findings imply that most teachers in the study area were paid salaries that were not commensurate with their qualifications and experience.

The study also sought to determine whether pension programs were available in schools located in the study area. According to the findings, 63% of the respondents disagreed and strongly disagreed that pension programs were available ($\chi^2=37.80$, $P\leq 0.001$). This outcome indicates that most schools in the study lacked pension programs for their teachers.

The researcher set out to establish whether schools in the study area provided insurance cover for their teachers. Consequently, 69% of the respondents disagreed and strongly disagreed that their schools had insurance cover for teachers ($\chi^2=47.34$, $P\leq 0.001$). These findings indicate that most schools in the study area did not provide an insurance cover for their teachers.

The findings of this study agree with the findings of (Bhatnagar, 2007) who posits that various reasons cited for employee attrition are dissatisfaction with internal job postings, work profile, personal causes and finally dissatisfaction with compensation. (Devi 2009) also concurs that for better retention of talent, organizations must improve compensation and benefits and also factors like good working conditions, flexible work timings, cooperative teams, good bosses, culture and values of the organization.

Teacher turnover intentions

The study sought to establish teacher turnover intentions in the study area. The results were as shown in table 4.3



Table 4.3 Teacher turnover intentions

Statement	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)	χ^2	$p>\chi^2$
I am looking for an alternative employer	25(29)	20(22)	22(25)	7(8)	14(16)	11.66	0.200
If I had my way, I would not be working here	26(30)	20(23)	16(18)	10(11)	16(18)	7.91	0.095
I have seriously thought about quitting teaching altogether	10(11)	12(13)	13(15)	16(19)	37(42)	27.80	0.000
I may leave this school before too long	17(19)	24(27)	21(24)	11(13)	15(17)	5.87	0.210
I do not plan on leaving teaching soon	22(25)	25(28)	9(10)	6(7)	26(30)	20.27	0.000

Key: **SA**-Strongly Agree; **A**-Agree; **U**-Undecided; **D**-Disagree; **SD**-Strongly Disagree, freq=frequency, %=percentage

Source: Researcher (2016)

The researcher sought to determine whether respondents were looking for an alternative employer. The responses using ($\chi^2=11.66$, $P>0.200$) shows that the respondents did not differ. These results imply that respondents did not agree in each category that most teachers in the study area were looking for an alternative employer.

The study also set out to determine whether respondents would opt out of their current station if they got the opportunity to do so. The responses using ($\chi^2=7.91$, $P>0.095$) shows that the respondents did not differ. These results imply that respondents did not agree in each category that if they had their way, they would not be working there.

The study sought to establish whether respondents had seriously thought about quitting teaching altogether. Consequently, 61% of the respondents disagreed and strongly disagreed that they were considering this option ($\chi^2=27.80$, $P\leq 0.001$). These findings mean that most teachers in the study area were not considering quitting the teaching profession altogether.

The researcher also sought to find out whether respondents were considering leaving their schools shortly. The responses using ($\chi^2=11.66$, $P>0.200$) shows that the respondents did not



differ. These results imply that respondents did not agree in each category that they would be leaving their schools soon.

Lastly, the study sought to establish whether respondents planned on leaving teaching soon. According to the results, 53% of the respondents agreed and strongly agreed that they were not planning to leave teaching soon ($\chi^2=20.07$, $P\leq 0.001$). These results showed that majority of teachers in the study area were not planning to leave teaching soon.

4.2 Inferential Statistics

This section presents the outcomes of the correlation and regression analysis conducted to evaluate the nature of the relationship between the dependent and independent variables.

4.3.1 Correlation Analysis

There were four research hypotheses which the study sought to address. In order to test these hypotheses, Pearson Product Moment Correlation (PPMC) analysis was conducted and the results were as captured in table 4.8

Table 4.4 Results of hypothesis test

organizational Culture	Remuneration	Turnover	intention
Organizational culture	1	0.128 NS	-0.137 NS
Remuneration		1	0.442**
Turnover			1
Intention			1

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

NS-correlation not significantly different ($P>0.05$)

Source: Research data (2016)

The first research hypothesis stated that organizational culture has no significant influence on teachers' turnover in Private Secondary Schools in Nakuru Sub County. According to the findings the correlation between organizational culture and turnover intention was not flagged (**) as being significant (-0.137). Consequently, the null hypothesis was accepted. This means that organizational culture does not significantly influence turnover of teachers in the study area. These findings concur with Bhatt (2015) who states that organization culture plays a vital role in inculcating culture of retention and Managers can play an important role in building an effective organizational culture which draws employees in rather than pushes them away.

The second research hypothesis stated that remuneration has no significant influence on teachers' turnover in Private Secondary Schools in Nakuru Sub County. According to the findings the correlation between remuneration and turnover intention was flagged (**) as being significant (0.442**) consequently, the null hypothesis was rejected. This implies that remuneration significantly influenced turnover of teachers in the study area. In addition, the relationship



between the two variables was negative, that is, -0.442. This means that higher levels of remuneration were associated with lower level of teachers' turnover.

4.3.2 Regression Results

In order to establish the combined effect of organizational culture and remuneration factors on teachers' turnover in schools found in the study area, a multiple regression analysis was conducted. Multiple regression analyses are used to examine the effect of different predictor/independent variables on a single outcome/dependent variable. The results of the multiple regression analysis were as captured in table 4.5, 4.6 and 4.7

Table 4.5 Multiple Linear Regression Analysis Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.451 ^a	.204	.165	4.143

a. Predictors: (Constant), remuneration, organizational culture

Source: Researcher (2016)

According to the findings, R-Square value was 0.204. This outcome means that 20.4 percent of the variation in teachers' turnover is explained by the four independent variables in the model.

Table 4.6 Anova

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	364.196	4	91.049	5.304	0.001 ^b
	Residual	1424.883	83	17.167		
	Total	1789.080	87			

a. Dependent Variable: Turnover intention

b. Predictors: (Constant), remuneration, organizational culture

The findings revealed that the sig. or p-value is 0.000 which is below the 0.05 level; hence, it can be deduced that the overall model is statistically significant, or that the variables have a significant combined effect on the dependent variable.

Table 4.7 multiple linear regression analysis correlation coefficients

Model	Unstandardized Coefficients		Standardized coefficients	t	Sig.	Collinearity statistics	
	B	Std. Error	Beta			Tolerance	VIF



1	(Constant)	20.98	2.222	9.442	0.000		
		5					
	Organizational culture	-0.094	0.105	-0.107	-0.893	0.374	0.666 1.502
	Remuneration	-0.397	0.093	-0.442	-4.275	0.000	0.978 1.023

a. Dependent Variable: Turnover intention

Source: Researcher (2016)

According to the results, remuneration, with a sig. value of 0.000, was the most significant predictor of teachers' turnover in schools found in the study area. The Beta value for remuneration was -0.397 meaning that, lower levels of remuneration were associated with high levels of teachers' turnover and vice versa. The overall regression model was as follows:

$$\text{Teachers' turnover (Y)} = 20.985 - 0.094X_2 - 0.397X_4$$

Where the Independent variables X_2 , and X_4 are: Organizational culture and remuneration respectively.

Based on the Coefficients Output – collinearity statistics, obtained VIF values of 1.502, 1.115 for organizational culture, remuneration variables, respectively. All the VIF values obtained were within the accepted level of less than 10, showing that there was no multicollinearity among independent variables.

4.4 Hypotheses testing

H0₁ Organizational culture has no significant influence on teachers' turnover in Private Secondary Schools in Nakuru Sub County.

The third research hypothesis stated that organizational culture has no significant influence on teachers' turnover in Private Secondary Schools in Nakuru Sub County. According to the findings the correlation between organizational culture and turnover intention was not flagged (**) as being significant (-0.137). Consequently, the null hypothesis was accepted. This means that organizational culture does not significantly influence turnover of teachers in the study area.

These findings are not consistent with literature because teachers in the private sector view their jobs as a stepping stone to the public sector. For instance, Bhatt (2015) concurs that organization culture plays a vital role in inculcating culture of retention and Managers can play an important role in building an effective organizational culture which draws employees in rather than pushes them away.

H0₂ Remuneration has no significant influence on teachers' turnover in private secondary schools in Nakuru Sub County.

Finally, the fourth research hypothesis stated that remuneration has no significant influence on teachers' turnover in Private Secondary Schools in Nakuru Sub County. According to the



findings the correlation between remuneration and turnover intention was flagged (**) as being significant (0.442**) consequently, the null hypothesis was rejected. This implies that remuneration significantly influenced turnover of teachers in the study area. In addition, the relationship between the two variables was negative, that is, -0.442. This means that higher levels of remuneration were associated with lower level of teachers' turnover. When teachers are employed, remuneration has to be given first priority. The amount of salary, allowances, insurance cover, pension programs and the teacher's qualification and experience have to be taken into account by the employer.

These findings agree with (Devi 2009) who posits that for better retention of talent, organizations must improve compensation and benefits and also factors like good working conditions, flexible work timings, cooperative teams, good bosses, culture and values of the organization. Vandenberg and Tremblay, (2008) found that pay are means to retain best employees. Teacher's retention is high when salaries are high and low pay has been realized to be the cause of high teacher turnover.

5.0 Summary of findings

This study sought to fulfill the following four objectives:

1. To establish the extent to which organizational culture influence teacher turnover in private secondary schools in Nakuru sub county.
2. To establish the extent to which remuneration influence teacher turnover in private secondary schools in Nakuru sub county.

In respect to the study objectives, the findings were summarized as follows:

The study established that organizational culture has no significant influence on turnover of teachers in private secondary schools in Nakuru Sub County. Regression analysis (-0.094) revealed that there was negative relationship (-0.107) between organizational culture and turnover.

The findings revealed that remuneration has a significant influence on teachers' turnover in private secondary schools in Nakuru sub County with regression analysis of (-0.397). In addition, the relationship between the two variables was negative, that is, -0.442. This means that higher levels of remuneration were associated with lower levels of teachers' turnover.

These findings are consistent with Reville, Boden and Biddle (2003), that benefits, such as pension, life and health insurance, retirement plans and allowances, all represent a significant pay element in many firms which go a long way in improving employee commitment to an organization and hence employee retention. Well remunerated employees will find little reason to leave to other organizations provided the tasks are challenging enough. This study confirmed research findings by Milkovich & Newman (2005) and Vandenberghe & Tremblay (2008) that, low pay triggers turnover. The study therefore, concludes that inadequate salary indeed leads to high teacher turnover in private secondary schools.

5.1 Conclusions of the study

In light of the findings cited above, it was revealed that remuneration had influence on turnover of teachers in private secondary schools in Nakuru Sub County. In particular, most teachers were



of the opinion that they were not happy with what they were being paid. It was also revealed that most teachers were not paid any allowances for extra work done. It was realized that teachers' salaries were not commensurate with their qualifications and experience. Through this study, it was revealed that most private secondary schools in Nakuru Sub County lacked pension programs and insurance cover for their teachers. This shows that limitation of these factors influence teachers' turnover.

5.2 Recommendations

In addressing the problem of high teacher turnover in private secondary schools, as displayed in the findings of the study, the researcher recommends the following as retention strategies:

- i) Rewards should be awarded on merit and experience. Both which help in retention.
- ii) The salary of teachers need to be increased, which will not only retain the present teachers but will also attract teachers from other schools as well.
- iii) Schools should identify those benefits which have more influence on teacher retention. Furthermore, Schools need to revisit their present benefits package to identify those benefits which are not useful in order to replace them.
- iv) Schools must conduct “stay” and “exit” interviews to understand as to why teachers choose to leave. This information will help in understanding the reasons why teachers leave. Based on this schools must strengthen their teacher retention strategies.
- v) School managers should carefully monitor voluntary turnover among teachers and make sure that they understand why teachers leave in order for more effective strategies for retaining teachers can be developed.
- vi) School managers must recognize that teachers are in high demand and will be lured away by increased pay and job opportunities; as such, succession plans and counteroffer policies should be established.

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