Advances in Social Sciences Research Journal – Vol.2, No.3
Publication Date: March 25, 2015
DOI:10.14738/assrj.23.931.
Chemwei. B., & Koech, S. J. (2015) Hygiene Related Factors that Influence Teacher Turnover in Public Secondary Schools in Baringo District, Kenya. *Advances in Social Sciences Research Journal,* 2*(3)* 169-179.

Hygiene Related Factors That Influence Teacher Turnover in Public Secondary Schools in Baringo District, Kenya

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Abstract

The increasing global rates of teacher turnover in the past few years have raised concern among education stakeholders than ever before. In Kenya, high employee turnover is a common occurrence in the teaching profession. The costs of teacher turnover are usually very high and can have significant financial implications on the government. Studies conducted in the field of management indicate that the character of human resource is highly influenced by two factors namely hygiene and motivational factors. These are the factors responsible for attracting suitable human resource and maintaining it. Indeed, these factors translate to an important aspect of job performance known as job satisfaction and job dissatisfaction. Job satisfaction is an essential element for the maintenance of the workforce numbers of any organization. This paper examines the hygiene related factors that influence turnover among teachers based on a study conducted in Baringo District secondary schools in Kenya. Hygiene related factors refer to the conditions surrounding the job which motivate or dissatisfy people at the work place. The Descriptive survey research design was used. All the 21 public secondary schools in Baringo district were used. The simple random sampling technique was employed to select 97 teachers out of the total population of the 329 Teachers' Service Commission teachers in the district to participate in the study. Data was collected by the use of a questionnaire and an interview schedule. The data collected were analyzed using both descriptive and inferential statistics and will are presented in the form of frequencies, tables, percentages, pie charts, and bar graphs. In addition, the Pearson Moment Correlation was used to analyze the relationship between personal factors and teacher turnover intentions. It was established that teachers' dissatisfaction with salaries, working for the same employer for too long and communication-related issues at work informed their intentions to quit work. It was thus recommended that the government through the teachers' service commission (TSC) should harmonize teachers' salaries and allowances with those of other sectors in the government. In addition, teachers should be given allowances such as leave and commuter as well as other benefits such as medical insurance. From the study, the ministry of education (MOE) and TSC may use the findings to develop policies that will make teaching more attractive. Similarly, they can draw useful lessons on staffing issues in the teaching profession and can use the findings to guide school managers to recruit the right calibre of teachers who can stay longer in the profession.

Keywords: Hygiene Factors, Teacher Turnover, Public Secondary Schools, Baringo District, Kenya

INTRODUCTION

It is widely acknowledged that the most important resource for socio-economic development of a nation is the human resource. It is for this reason that nations and individual organizations continually invest heavily in human resource capacity development. In Kenya, the Ministry of Education has put a lot effort towards the attainment of a Globally Competitive Quality Education, Training and Research for Sustainable Development by 2030. The Ministry

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therefore requires an adequate and quality human resource necessary for the realization of the economic, social and political goals of the Vision 2030. Employee turnover is the movement of employees in and out of an organization through transfer, promotion or relocation. Each time a position is vacated in the organisation, either voluntarily or involuntarily, a new employee must be hired and trained. The replacement cycle is known as turnover (Wood, 1995). Labour turnover represents direct cost to the organization and can affect organisational growth, profitability and customer satisfaction. It can either be voluntary and involuntary. According to Fitz-enz (1987), voluntary turnover refers to a situation where an employee initiates cessation of employment through resignations, while with involuntary turnover cessation occurs through dismissals, layoffs, retirements and deaths. The literature shows that voluntary turnover is more frequent, most costly and disruptive to the organization, and is the most amenable to curtailment. Under normal business conditions voluntary turnover is greater than involuntary. According to Grobler, Warnich, Carrell, Elbert and Hatfield (2002), there is functional and dysfunctional turnover. In their argument, they agree that functional turnover is necessary in an organization because among other things it brings in new employees who might have good ideas on how to improve organizational productivity. On the other hand, excessive turnover creates an unstable workforce and increases human resources costs and organizational ineffectiveness and this is referred to as dysfunctional turnover.

The second distinction is that between actual turnover and turnover intentions. Actual turnover is a behavioural construct, referring to an employee actually leaving the organization. On the other hand, intentions are a cognitive construct and refer to an employee planning to leave. An employee who indicates intent to leave an agency might not actually end up doing so. Alternatively, one who indicates a plan to stay might actually leave on what amounts to a whim (Fitz-enz, 1987).

Related to the argument raised by Gobler et al. (2002) on functional turnover, Fitz-enz (1987) further explains that zero turnover is not desirable in an organization because employees who have stayed in the organization for many years generally have higher salaries. Assuming the organization grows at a normal rate and all employees remain, "most employees would soon be at or near the top of their pay ranges and total salary expense would be very high" (Fitz-enz, 1987). The concept of staff turnover is highly linked to several human resource management (HRM) functions such as motivation, commitment and morale, selection, recruitment, induction and others. If there is high turnover, it is an indication that there may be problems in other HRM related functions in the organization.

Teacher Motivation and Job Satisfaction in Kenya

A study conducted in Kenya by Nzomo et al. (2001) revealed that the national teacher to pupil ratio of 1:31 is grossly misleading because disparities between the actual and the norm are quite big. Lack of access to learning for children in disadvantaged rural areas and in slums areas in towns is also a major bottleneck to effective education service delivery. As a result, Nzomo et al. (2001) recommends a demand driven strategy in both the recruitment to teacher training colleges as well as employment with the potential teachers' home district as the focus.

While the study by Nzomo et al. (2001) underscores the element of teacher motivation and job satisfaction as being central to any programme designed to improve the quality of education, it notes that teachers perception of the rating of the most important factors related to job satisfaction varied from one province to another which implies the issue of teacher motivation needs to be addressed differently across the provinces and probably even across districts and divisions. Indeed of the thirteen (13) possible reasons given for satisfaction under, among others, the subheadings: living conditions, school facilities and equipment, relationships with

others, career advancement and education outcomes of pupils, travel distance to school ranked highest than did the availability and quality of teacher housing while the quality of classroom supplies (curriculum material) was ranked highest than was school building and quality of furniture. The categories of relationship with peers or colleagues and career advantage are also perceived as quite important while the most important reasons for satisfaction have seen teacher salary being ranked highest followed by seeing students learn, opportunity for professional development, quality of classroom supplies and quality of school management and administration.

Thompson (1995) identifies crucial areas being addressed by the International Institute for Educational Planning (IIEP), a project under UNESCO on equitable distribution of teachers, among the different areas and in schools as constituting the following: First is to establish measures to employ so as to overcome imbalance. Second is ascertaining the efforts made to ensure a better match is achieved between requirements of a teaching post and the profile and motivation of the teaching staff. Third is finding out steps being taken to ensure the right teachers are allocated or promoted to positions of responsibility and commensurately remunerated. Fourth is policies and structures of teacher remuneration and promotion in place. This will help to improve the motivation and utilization of teachers. Lastly is enhancing teachers' actual presence on the job; among others. Thompson (ibid.) also asserts that optimal utilization of staff expensively selected and trained should not only concern itself with their allocation to duty posts but must also embrace problems of morale and motivation as well as general staff development if the fullest value from such investment has to be realized. Indeed the observation on the lack of elaborate literature on deployment of teachers to schools in Kenya confirms the need for more studies in the area.

Moreover, Thompson (1995) observes that career progression that inadvertently results in frequent teacher transfer denies him an opportunity to fully identify with and, a chance to build the spirit and working patterns associated with a good school. It disrupts the teacher's experience and competence in dealing with specific local problems and interferes with his established relationship with parents and local community, which quite often take too long to achieve. Imbalance in the geographical distribution of qualified teachers and more particularly in areas with difficult living and working conditions pose an even greater challenge because teachers in such areas are professionally isolated, lack local examples and models of practice as well as general flow of ideas. They have inadequate support services, e.g. water and power supplies; are linguistically and culturally alienated, and are disadvantaged in terms of access to personal educational opportunities, libraries, transport and recreational facilities.

Statement of the Problem

There has been a general outcry about the spate of teacher turnover incidences in the education sector. Governments in both developing and developed countries are finding it difficult to retain teachers in schools. In Kenya, for instance, this problem is profound and overwhelming in that the country is experiencing problems in maintaining sufficient numbers of professional teachers to provide quality education (Susu, 2008). A report by the Kenya National Union of Teachers (KNUT) shows that between March and June 2008, six hundred teachers left Kenyan classrooms for better paying jobs elsewhere (Agutu, 2010). This is equivalent to three teachers leaving the service every day. Nevertheless, retention of teachers in schools is an important issue because shortages could lead to work overload, burnout and dissatisfaction of teachers, and compromised standards of teaching (Ingerssol, 2001).

Although teachers working in the public service seem to have better employment conditions than those within the private sector, many teachers in public schools in Kenya continue to leave teaching. Some leave the profession to join private schools while others quit teaching

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completely to work in a variety of fields such as the media, financial institutions, and non-governmental organizations (Susu, 2008). As a consequence, the government incurs a lot of costs as it continues to recruit large numbers of fresh graduate and inexperienced teachers from colleges and universities. Worse still, the reasons these teachers quit are not known. School administrators only speculate because there are no follow-ups after employees leave the profession. Assumptions are usually made about pay, uncertainty of job stability, and general work place conditions. But this is a serious problem that necessitates research, given the ever-increasing student enrolment in schools as well the shortage of resources that schools have to grapple with. It was for this reason that the study investigated the extrinsic factors that influence teacher turnover in selected secondary schools in Baringo District, Kenya.

Purpose of the study

1. To determine the hygiene related factors that could lead to teacher turnover in Baringo district
2. To establish teachers' intentions to quit the teaching profession

Factors Leading to Teacher Turnover in Developing and Developed Countries

Within the teaching profession, there are several factors that cause turnover. According to Xaba (2003), the causes of teacher turnover can be attributed to organizational factors. These could be categorized into: commitment to the organization, long-term prospects, and job satisfaction. Similarly, Herbert and Ramsay (2003), while acknowledging the fact that decisions about whether or not to enter and remain in teaching are ultimately personal, according to individuals' needs and circumstances, they attribute turnover among teachers to several factors such as salaries and incentives, working conditions, induction and professional development, and assignments. It is also evident that some of the causal factors cited by Shaw (1999) are similar to those also raised by Herbert and Ramsay (2003). Shaw (1999) adds that factors such as recruitment and selection practices, the work itself, compensation, career opportunities and the work environment contributed to turnover. All these factors can be briefly explained.

Salaries, Incentives and General Working Conditions

It is widely agreed that poor salary is probably one of the most common causes of high teacher turnover. For instance, Beardwell and Holden (2001) explain that the salary of a particular job reflects the beliefs about the worth of job based on scope, level of responsibility, skill requirements, commercial worth and strategic relevance. Taking into consideration that the status of the teaching profession has in the past few years been diminishing, the salary, incentives as well as working conditions have followed suit. A National Survey of Teachers in Texas USA, carried out by Herbert and Ramsay (2004) indicates that, among those dissatisfied with teaching, 61 per cent cited poor salaries, 32 per cent poor administrative support, and 24 per cent student discipline problems. It was also argued that schools that give their teachers higher salaries, adequate administrative support, and experienced fewer cases of student discipline the teaching staff are less likely to leave.

Loss of Status of Teachers

The prestige that was previously bestowed on an African teacher has eroded in society and to restore good quality education, the prestige of the teacher must be increased (Obanya, 1995). The VSO (2002) report also indicates that the teaching profession was declining in status. Due to this decline, the teaching profession in developing countries is characterized by high attrition rates, constant turnover, lack of confidence and varying levels of professional commitment. Originally (from 1940s to 1970s), teachers were seen as bringers of progress,

modernity and development and were rewarded and respected accordingly but it is no longer the case.

Indiscreet Reforms and Loss of Motivation

According to Day (2002), contemporary reforms in education have had a negative impact on the efficiency and effectiveness of teachers. This is because internationally, contemporary reform in education tends to ignore the role of the teachers. Day (2002) further mentions that inter alia reform has the following effects on the teachers: (a) they challenge teachers' existing practices, resulting in periods of at least temporary destabilization; (b) they result in an increased work load for teachers; and (c) they do not always pay attention to teachers' identities – arguably central to motivation efficacy, commitment, job satisfaction and effectiveness. More importantly, according to Day (ibid.), current reforms have removed the quest for teacher's innovation so that the teacher's job is more of a mechanical exercise with greater emphasis on examinations and the teachers just "teach to the test".

Stress

Williams and Robertson (1990) argues that the teaching profession is losing staff in crisis proportions because of heightened stress and the potential stress factors considered include: meeting deadlines, workload, limited time, continuous change (current), records of achievement and organizational restructuring. Finlayson (2003) observes that in the teaching profession in Scotland, stress has been the major cause of ill health, teacher turnover, absenteeism and other related problems which cost the government about 43 million pounds a year. Among other things, the cause of stress among teachers was attributed to the workload, change, conflict at work and pupil discipline. Probably the words by Ruskin (as cited in Finlayson, 2003) are more appropriate to remedy the problem of stress among teachers. Ruskin states that in order that people may be happy in their work, these three things are needed: they must be fit for it; they must not do too much of it; and they must have a sense of success in it.

On their part, Jesus and Conboy (2001) argue that, in spite of the fundamental importance attributed to teacher motivation, it is a common research finding that teachers present lower levels of motivation and higher levels of stress than other professional groups. They continued by giving the example of Portugal where due to stress problem, less than 50 per cent of those in the teaching profession showed interest of remaining in it.

Recruitment and Selection Practices

By comparing the contemporary teachers with those in the past, Obanya (1995) hints at the importance of recruiting those of the right calibre as well as setting appropriate training programs. He mentions that it was not just anybody who could be a teacher in the past. There was some selectivity, based on ability and socially desirable personal characteristics. Whether in traditional societies or in the colonial educational system, the education of the teacher was a rigorous affair. Teacher evaluation was not a once-and for-all affair, as the wider society monitored teacher on-the-job development.

Obanya (1995) attributes the current poor recruitment and selection practices in the education system as contributing to high turnover and other problems because wrong people are employed in the first place. The VSO report states that due to shortage of teachers, they are compelled to teach subjects of which they were not competent. This could have an impact on the teachers because they might feel incompetent, hence think of changing their careers. Livingston (2003) claims that among other things underdevelopment and under utilisation of a workforce are the major causes of turnover.

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Unfair Measures of Performance

Another problem is the unique characteristic of the learning process. It is to a large extent an abstract process. Megginson et al. (1993) points out it can't be seen or observed to be taking place. Often, an individual might not even be aware that he or she has learnt. Examinations, as an instrument to measure the extent of learning, do not guarantee accurateness because certain behaviours acquired through the learning process are very elusive hence can't be easily measured. This entails that a teacher's performance is benchmarked against unrealistic and unfair indicators.

Limitations of the Study

Some of the teachers that were chosen to respond to the questionnaire may have been suspicious of why they were chosen while others were left out. Here the author was open with the teachers on the reasons for the study and assured them that the information provided is strictly for academic purposes. The information provided by the respondents was strictly used for the study and no names of the respondents were provided in the report. The information provided was treated as confidential and this was clearly indicated in the questionnaire. Moreover, the study would have covered all teachers in the country but because of cost and time constraints the researcher narrowed the study to selected schools in Baringo, District.

MATERIALS AND METHODS

The research targeted all professional graduate teachers in secondary schools in Baringo District. It utilised fully established schools with classes running from form one to four. The District has 21 fully established secondary schools with 329 government employed teachers (TSC, 2010).

The study employed a descriptive survey combining both quantitative and qualitative research strategies. A descriptive survey is most appropriate for studying user's attitudes, values and beliefs (Sekaran, 2008; Orodho, 2005). Similarly, according to Kothari and Kothari (2007), descriptive survey studies are designed to obtain pertinent and precise information concerning the current status of a phenomenon and wherever possible draw valid and general conclusions from the facts obtained. The study used the survey design because the researcher wants to get the precise information and make conclusive results regarding teacher turnover.

The researchers used all the 21 public secondary schools in the district. Out of the 329 teachers in these schools, 220 were male and 109 were female. The study sampled 99 teachers. This was equivalent to 30% of the target population which is higher than the 10% minimum sample recommended for social science research (Gay, 1992; Mugenda & Mugenda, 1992). Stratified sampling was then used to select 30% each of the male and female teachers to participate in the study. This gave a total of 66 male and 33 female teachers. The teachers were selected proportionately from each school. Since the total number of the principals was 21(30%) of them were used. Additionally, the principals were stratified into male and female then selected by the simple random sampling method. A sample of 107 respondents was selected to be used in the study, i.e. 99 teachers, 7 principals and one DEO.

The research instruments used were a questionnaire and an interview schedule. The questionnaires targeted the teachers while the interview schedules mainly targeted the principals and the District Education Officer. After collection, the obtained data was arranged and grouped according to the relevant research questions. Qualitative data collected from the interviews were analyzed using content analysis while quantitative data from the questionnaire were analyzed using descriptive statistics, i.e. the mode, median, and the mean. In addition, the Pearson Moment correlation coefficient was used to ascertain the relationship

between the independent variables and the dependent variable. The Statistical Package for Social Sciences (SPSS) program was used in analyzing the data. Content analysis was used to analyze narrative data obtained from interviews.

RESULTS AND DISCUSSION

The table below presents findings based on 25 questions about the extrinsic factors influencing teacher turnover in Baringo District.

Table 1: Extrinsic factors that could lead to turnover

Hygiene factors	S A		U		A		D		SD	
	F	%	F	%	F	%	F	%	F	%
1. Offices for teachers in this school are not adequate	14	14.4	23	23.7	1	1	45	46.4	14	14.4
2. The school has good sanitation facilities	7	7.2	45	46.4	4	4.1	28	28.9	13	13.4
3. The school environment is not attractive	8	8.3	19	19.8	4	4.1	48	50	17	17.7
4. The school is situation in a safe and friendly neighbourhood	18	18.6	63	64.9	3	3.1	8	8.2	5	5.2
5. The school is served with good infrastructure (transport, communication and social amenities)	25	25.8	35	36.1	3	3.1	16	16.5	18	18.6
6. I am satisfied with the salary I receive	3	3.1	3	3.1	0	0	27	27.8	64	66
7. I am poorly rewarded despite the heavy responsibilities I am given in the school	27	27.8	34	35.1	10	10.3	21	21.6	5	5.2
8. I am fairly rewarded considering my qualifications	2	2.1	19	20	7	7.4	44	46.3	23	24.2
9. The salary I get is far much lower compared with that of my peers with the same level of education in other sectors	69	71.1	17	17.5	1	1.0	4	4.1	6	6.2
10. The fringe benefits I am given are very unattractive	61	62.9	17	17.5	3	3.1	10	10.3	6	6.2
11. The school management uses a high handed leadership style	12	12.4	26	26.8	6	6.2	41	42.3	12	12.4
12. The school management does not involve teachers in formulation of school policies	6	6.2	50	51.5	5	5.2	30	30.9	6	6.2
13. The school management has not been able to ensure good work relationship among staff	8	8.2	34	35.1	5	5.2	38	39.2	12	12.4
14. There is too much involvement of politicians in school matters	20	20.6	21	21.6	4	4.1	36	37.1	16	16.5
15. There is un-professionalism in recruitment of teachers in the school	14	14.4	19	19.6	10	10.3	45	46.4	9	9.3
16. The principal does not use effective channels of communication	16	16.5	24	24.7	2	2.1	42	43.3	13	13.4

17. The principal exercises good leadership	12	12.4	43	43.3	5	5.2	25	25.8	12	12.4
18. The principal does not use effective methods of supervision in the school	2	2.1	29	29.9	5	5.2	49	50.5	12	12.4
19. It is perceived that the principal uses biased appraisal tools	5	5.2	33	34	16	16.5	36	37.1	7	7.2
20. Teachers in this school relate poorly with colleagues	2	2.1	19	19.6	5	5.2	59	60.8	12	12.4
21. I work with people I do not trust	1	1	13	13.4	4	4.1	52	53.6	27	27.8
22. I relate poorly with my students	2	2.1	3	3.1	5	5.2	55	56.7	32	33
23. Teachers are well respected by the society	14	14.4	26	26.8	9	9.3	31	32	17	17.5
24. I dislike working for the same employer (TSC) for long	27	27.8	34	35.1	6	6.2	25	25.8	5	5.2
25. Teachers relate poorly with the school administration	12	12.8	20	21.3	10	10.6	41	4.6	11	11.6

As shown in Table 1, majority of the teachers disagreed (27.8%) or strongly disagreed (66%) that they are satisfied with the salary they receive. Majority, 71% strongly agreed and 17.5% agreed that the salary they get is far much lower compared with that of their peers with the same level of education in other sectors. Another 62.9% and 17.5% strongly disagreed and agreed respectively that the fringe benefits they are given are very unattractive. Most of them (46.3%) and 24.2% disagreed and strongly disagreed that they are fairly rewarded considering my qualification. Moreover, 27.8% and 35.1% strongly agreed and agreed that they are poorly rewarded despite the heavy responsibilities they are given in the schools.

Most of the teachers dislike working for the same employer TSC for a long time; 27.8% strongly agreed and 35.1% agreed. In addition, 6.2% strongly agreed and 51.5% agreed that the school management does not involve teachers in formulation of school policies. 7.2% SA and 46.4% agreed that the school has good sanitation facilities.

Dissatisfaction with their salaries compared to those of their colleagues in other sectors of the economy could be an important factor influencing teachers' decision to leave teaching in order to find better paying jobs elsewhere. In addition, their perception that the teaching job does not receive adequate respect from society, dislike working for same employer for too long and non-involvement of teachers in school management are some of the factors that can influence teachers to leave teaching. This is in line with Booyens' (1999) assertion that poor communication could lead to dissatisfaction and therefore a two-way communication should be the practice in an organization to allow dissemination of information with regard to policy changes and changes taking place in the organization. Unless teachers participate in decision-making and policy formulation activities, they might perceive institutional policies and procedures to be forced onto them by the school management. On the other hand, if teachers participated in these processes they would be able to take ownership of the policies and procedures that they helped formulate.

Teachers' Intentions to Quit

Table 2 below presents results incorporated into the aspects that could influence teachers' decision to quit teaching voluntarily.

Table 2: Teachers' intentions to quit

Intention to quit	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
1.I plan to quit teaching in the future	39	40.2	33	34	16	16.5	3	3.1	6	6.2
2. I have never seriously considered switching careers	6	6.2	3	3.1	16	16.5	33	34	39	40.2
3. I wish to move from this school to another	23	23.7	33	34	13	13.4	17	17.5	11	11.3
4. I intend to continue teaching until I retire	2	2.1	7	7.2	13	13.4	38	39.2	37	38.1
5. I am in the process of quitting the teaching profession because I do not have higher qualifications	4	4.1	1	1.0	7	7.2	52	53.6	33	34
6. I would wish to move to an institution with a good relationship among staff	20	20.6	31	32	3	3.1	29	29.9	14	14.4
7. I wish to move to an institution where employees' effort is appreciated	44	45.4	28	28.9	3	3.1	17	17.5	5	5.2
8. I intend to quit teaching because there are no opportunities to pursue further education	6	6.2	29	29.9	11	11.3	35	36.1	16	16.5

To address this objective, a turnover intentions scale was used to measure teachers' turnover intentions. The scale consisted of eight items on a Likert scale with responses ranging from strongly agree to strongly disagree.

From the results, 39(40.2%) of the teachers strongly agreed and another 33(34%) agreed that they intend to quit teaching profession in future. This implies that if better opportunities arose they could leave the teaching profession. Only 6(6.2%) and 3(3.1%) agreed that they have never seriously considered switching careers. Another 2.1% strongly agreed and 7.2% agreed that they intend to continue teaching until they retire. This means that few teachers are fully committed to the teaching profession and did not intend to quit until retirement. Of the 97 respondents to this question, 45.4% strongly agreed and 28.9% agreed that it is their wish to move to an institution where employees' effort is appreciated. Another 52.6% would wish to move to an institution with a good relationship among staff.

On the whole, the study established that most of teachers had high turnover intentions. This shows that most of the teachers in Baringo District expressed intentions to quit the teaching career. This finding is consistent with reports from the Kenya National Union of Teachers (KNUT), which indicate that there is a high rate of teacher turnover in the country. According to Oyaro (2008), between January and June 2008, six hundred teachers had left classrooms in Kenyan schools for better paying jobs elsewhere, which is about 3 teachers leaving the service every day.

A face to face oral interview with a sample of the principals and the District Education Officer (DEO), showed some of the reasons why teachers quit teaching. They all agreed that teachers quit teaching because of the following reasons:

I. To look for greener pastures or rather better opportunities outside teaching profession such as in the private sector, Non Governmental Organizations, or in other sectors of government that pay well.

II. Career immobility. Most of the teachers stagnate in one job group for too long. This is because the TSC is unable to promote teachers to higher job groups given the financial implications attached to such promotions.
III. Pursuing studies in different sectors: most teachers take study leaves to pursue masters Degrees in different fields such as Business Management, linguistics, economics, etc. In most cases they don't come back to teaching after training.
IV. Too much work yet low pay. Because of the increasing teacher-student ratio, most teachers are overwhelmed by the workload in school. They switch to jobs whose work load commensurate the pay, or pay overtime.
V. Slow promotion rate. Some teachers retire from teaching without getting any promotion. This discourages those who are still in the profession.
VI. Friction with Administration: Differences of opinions between teachers and their principals or deputies occasionally force teachers to leave a station or quit the service completely.

The above views of the teachers on reasons why teachers quit the job are supported by Susu (2008), who showed that the factors that could influence turnover of teachers include job-related factors, schools related factors and teacher related factors.

CONCLUSION AND RECOMMENDATIONS

From the study findings, it is clear that there are more male teachers compared to female teachers in the district. Most of them have Bachelor's Degrees in Education. A paltry has Diplomas while a few have Masters' degrees. In relation to salary, a majority of the respondents are dissatisfied considering their qualifications and responsibilities as compared to with that of their peers with the same level of education in other sectors. Thus, high turnover among teachers is mainly caused by low salary. This is happening despite teachers' heavy responsibilities and teaching heavy workload. Moreover, teachers quit teaching because the pay they get is not commensurate to their qualification. For instance, teachers with Masters Degrees are not given special recognition or a specific Job group. In effect the three salary increments is not enough considering the cost incurred in getting the degree.

Teachers are not given any fringe benefits such as commuter, leave allowance or Medical insurance by the government. Lack of upward mobility is also another reason that makes teachers to quit. Teachers stay in low Job groups for example Job group 'L' for long, sometimes up to 15 years. Furthermore, non-recognition of teachers' good performance lowers their morale and makes them change jobs. In addition, a good number of the teachers dislike working for the same employer TSC for a long time. They also feel that the school management does not involve teachers in formulation of school policies.

From these conclusions, it is recommended that the government, through the Teachers' Service Commission should harmonize teachers' salaries and allowances with those of other sectors in the government. In addition, teachers should be given allowances such as leave and other benefits such as medical insurance. Teachers with higher qualifications such as Masters Degrees should also be given a higher special Job group so as to retain them in the teaching profession. Moreover, not all teachers can be principals or deputies, thus automatic promotions should be given to all teachers after a certain number of years. Teachers feel that the mode used in promoting teachers is biased. A quarterly appraisal of teachers will also help identify some of the factors that influence turnover and help devise a plan to keep it minimum. The Teachers' Service Commission should consider transferring teachers to stations of their choice instead of coercing them to stay in schools they don't like.

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