

**EFFECT OF HEAD TEACHERS' TURNOVER ON PUPILS' ACADEMIC
PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN TURBO
SUB-COUNTY, UASIN-GISHU COUNTY, KENYA**

RUTO KIPKORIR JOSEPH

(BED, University of Nairobi)

**A Thesis Submitted to the Graduate School in Partial Fulfilment of the
Requirements of the Degree of Masters of Education Management (Administration),
Faculty of Education and Human Resource Development, Department of Education
Management and Administration,
Kisii University**

NOVEMBER, 2016

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This thesis is my original work and has not been presented for a degree in any other University

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This research thesis has been submitted for examination with our approval as University supervisors

Dr. Kapkiai Moses Signed: _____ Date: _____

Faculty of Education and Human Resource Development

Department of Education and Administration

Kisii University

Dr. Kiprop David Signed: _____ Date: _____

Faculty of Education and Human Resource Development

Department of Education and Administration

Kisii University

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Telephone : +254 720 668900
Email : spgs@kisiiuniversity.ac.ke



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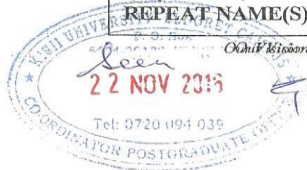
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Signed: [Signature] Email: kkipkorir@kisu.ac.ke Tel. 0722433536 Date: 21.11.2016
(Supervisor 1)

Signed: [Signature] Email: kkipkorir@gmail.com Tel. 072171038 Date: 22/11/2016
(Supervisor 2)

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Office of the Director of Postgraduate Studies, Kisii University, P.O. Box 1125, Kisii, Kenya. Tel: 3720 094 039. Fax: 3720 094 039. Email: dpgs@kisu.ac.ke



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DEDICATION

This work is dedicated to my lovely wife Phylis Waitherero and loving mother Rebecca Keino who inspired me from a tender age and to my daughter Jane Jelagat and son Ian Kipkemboi for their great encouragement.

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ABSTRACT

Despite the existence of head teacher's turnover in primary schools, many studies have concentrated on instructor turnover and ignored the effects of school leadership change on school performance. This study investigated the influence of head teacher's turnover on pupils' academic performance in public primary schools in Turbo Sub-County. The specific objectives were to; determine the causes of Head teachers' turnover, investigate the effect of head teacher turnover on teacher performance, investigate the effect of head teacher turnover on pupils' academic performance and find out the strategies put in place to reduce Head teachers' turnover. The study was guided by the Herzberg's motivation-hygiene theory of job satisfaction. This study adopted descriptive survey design and targeted 684 teachers and 85 head teachers. The sample size for this study is based on Krejcie and Morgan formula where 246 teachers and 26 Head teachers was used. Stratified and simple random sampling techniques were used. Questionnaires and interview schedules were used to collect data. Research instruments were availed to supervisors to test validity while test-retest method was used to test the reliability of the instruments. Quantitative data was analyzed by use of frequencies and percentages while qualitative data was analysed thematically. Pearson Correlation analysis was computed to establish relationships between the independent variables and the dependent variable. Results of the study were presented in form of tables, charts and graphs. The study found out that the head teachers' turnover was mostly caused by poor pay, poor working conditions and high workload. There was a statistically significant relationship between head teacher's turnover and teacher performance. Further, there was a significant correlation between head teachers' turnover and pupils' academic performance. Among the strategies of reducing head teachers' turnover were; openness in promoting teachers, increased pay for head teachers, involvement of teachers in decision making process and better housing for Head teachers. It was recommended that education stakeholders need to reduce on school related factors which influence teachers' turnover. Strategies which enhance head teachers' retention in schools need to be put in place. The policy makers at the Ministry of Education will get useful insight on issue of Head teachers' turnover and perhaps get data on other ways of motivating and retaining Head teachers.

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LIST OF ABBREVIATIONS

HRM	Human Resource Management
KCPE	Kenya Certificate of Primary Education
VSO	Voluntary Service Organization
DEO	District Education Officers

LIST OF ACRONYMS

KEMI Kenya Education Management Institute

NACOSTI National Commission for Science, Technology and Innovations

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Retention of valuable employees is a global challenge. Managers and top level authorities are constantly met with the issue of retaining employees, and there is a wealth of evidence that worldwide, retention of skilled employees has been of serious concern to managers in the face of ever increasing high rate of employee turnover (Samuel & Chipunza, 2009). In recent years, the focus of research on HRM has shifted from study and relationship of individual Human Resource Management (HRM) practices on business performance to entire HRM system and its influence on labour turnover (Khan, 2010).

Employee retention is an increasingly important challenge for organisations as the age of the knowledge worker unfolds (Lumley, 2011). Presently the labour market belongs to employees, because talented candidates in the global job skills market have the luxury of choice (Harris, 2007). Cascio (2006) also affirms that the costs associated with recruiting, selecting, and training new employees often exceed 100% of the annual salary for the position being filled. Thus, every turnover of skilful employees come at a cost and the combined direct and indirect costs associated with one employee leaving ranges from a minimum of one year's pay and benefits to something more substantial. Also, when knowledgeable employees leave an organisation, the consequences go far beyond the substantial costs of recruiting and integrating replacements. Consequently, most employers are seeking better ways to manage turnover in order to retain valued human resources as well as sustain competition and high performance.

There is increasing consensus among investigators and educators that the single most significant factor in determining a student's achievement is the quality of his or her instructor. Concerns about instructor turnover and decline are communicated widely as a global issue. In Britain, educator depreciation is reported as a nationwide crisis (BBC News Online, 2001). On his part Santiago (2001) pointed that the situation is depressing in New Zealand, Sweden, and Germany. In the United States, teacher shortages as a consequence of turnover are widely reported in various states (Markley, 2001).

In most African countries, the phenomenon of teacher turnover is associated mainly with the HIV/AIDS epidemic, especially in sub-Saharan nations like Zambia, Kenya, Nigeria, the Central African Republic and South Africa (Coombe, 2002). The Gambian Teachers' Union President reports a great exit of teachers from the profession due to, amongst other reasons, a lack of sufficient salaries, allowances, housing and advancement (Kamara, 2002). Mukumbira (2001) reported that Zimbabwe lost about 2 000 newly-qualified teachers who may have left for greener fields in the year 2000.

In South Africa, matters about teacher deficits are beginning to be articulated strongly. In a speech before Legislature to support World Teachers' Day on October 5, Professor Kader Asmal the minister of education passionately urged students to study to become teachers. He assured them not to fear retrenchments and further instability in respect of promotions following the end of the negotiation on rationalization and redeployment (City Varsity, 2002). The official repeated this pleading in his speech on releasing Senior Certificate returns for 2002 (Asmal, 2002). He, in particular, urged the students to take up careers in the teaching profession. In particular, he urged those learners who have also done well in Mathematics and Physical Science to

concentrate on their studies and take appropriate courses that promote instructor populations.

However, the circumstances regarding head teacher turnover and attrition in South Africa seems complicated due a variety of factors. For instance, the need for rationalization and restructuring has resulted in offers of severance packages, rumors of retrenchments, redeployment of 'excess' teachers in schools and widespread resignations from the profession (Anon, 1998). Entries in teacher training schools have declined drastically, thereby spurring concerns about teacher shortages (Pretorius & Heard, 1999). Additionally, it is reported that many vacant education posts are not filled (Pretorius & Heard, 1999).

According to Armstrong (2006), the motivation is concerned with the factors that influence people to behave in certain ways. Armstrong further points out that improvement in people's perceptions are about getting them to move in the direction you want them to go to achieve a result. Motivation is defined as a goal directed practice. Cole (2002) argues that motivation is an essential aspect of administration that requires human action manipulated to tune individuals' goals with those of the system. Cole says it is an important tool for management in practice.

The relevance of job motivation and satisfaction are very crucial to the long-term growth of any institutional system around the globe. They probably support professional knowledge and skills, center competences educational sources and plans as the veritable determinants of instructional success and performance. Head teachers' knowledge, competencies and center competencies occur when one feels effective in one's behavior. In essence, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003)

The status of teachers in countries such as the UK and the US has declined greatly during the last fifty years due to the limited incentives provided to them to improve their practice and develop as professionals as well as involvement in decision making and little teacher compensation. A workshop held in Paris noted that teacher motivation was a “colossal problem” which was seriously compounded by political interferences in the appointment of instructional and school officials and corruption (Hallak & Poisson, 2001).

Teacher’s motivation in the developing nations has not been addressed significantly. According to Fry and Tweedie (2003), in his research in association with the Voluntary Service Organization (VSO), educators in Zambia, New Guinea, Malawi, Papua were poorly paid; this did not get sufficient professional assistance and were shown less respect by the wider society. This affected their morale resulting in low academic achievement of pupils. A study in Zimbabwe, by Nhundu (1994) found that self-appraisals and role clarity factors emerged as the significant predictors of overall job satisfaction among teachers in Zimbabwe. An important finding was that self-appraisals were a better predictor of overall job satisfaction than the appraisals by the teachers’ supervisors. This could indicate that directors are not well informed about the inner feelings, experiences and perceptions of an employee as they assume (Pii, 2003). In his study established that circumstances such as compensation, acknowledgment, institutional policies and practices, operating conditions, supervision and human relations were significantly associated with job dissatisfaction. Cole (2002) noted that an annual turnover of 25 percent can be considered normal in any organization but a turnover rate of 100 percent will be a clear indication of existence of internal problems therefore it is the role of the organization’s management to ensure that best practices are employed to minimize on turnover. The

knowledge and skills a worker has which comes from education and training, including that acquired through experience generates a stock of productive human capital which organizations should maintain at all costs.

Matheka's (2005) study on motivation and job content among teachers in state secondary, institutions in Machakos District indicates that the main issues of concern for teachers as; head teachers' administrative styles, workload, status and acceptance in society, available promotional possibilities and relationship with the employer. The teacher being an instrument of success requires the physical, psychological, economic and social comfort. Okemwa (2003), shows that every system if it has to succeed, must have satisfied workers.

Olando (2003), further points that one of the indications of deteriorating circumstances in an organization are weak job motivation and job satisfaction. It leads to strikes slowdowns, absenteeism and high employees turn over. It may result in low productivity, disciplinary and organizational difficulties. The working conditions and environment in which the teacher works may be a source of dissatisfaction. According to Okemwa (2003), teachers working in rural centers are more disadvantaged compared to their urban counterparts due to the underdevelopment in schools.

According to Okemwa (2011), observations of the District Education Officers (DEOs) in various areas showed that the signs of stress, absenteeism from work, addiction, and truancy affect teacher motivation. Additionally, suicide cases of primary school teachers' absenteeism in the region. Sixty-four teachers were transferred to other schools and some of the main reasons for the transfers were absenteeism, negligence of duty, alcohol abuse, insubordination, incitement among others.

Osibwoga, (2008), recommended for studies on the motivation of teachers and its influence on performance in KCPE. This study therefore, assessed motivation

variables such as decision making, recognition, supervision and working conditions as well as head teachers' turnover and their influence on teachers' job satisfaction and K.C.P.E performance.

1.2 Statement of the Problem

The most important single resource in any organisation is people (General, 2002). Head teachers and teachers therefore have the biggest impact on the students because their management and teaching methods respectively are instrumental in helping them learn and one approach is likely to produce different results from another (Rothstein, 2015). Head teacher's attrition is costly, both for a nation's budget, and for the social and academic outcomes of its citizens. The impact of teacher turnover is one of the teacher-quality topics that's been hard for researchers to get their arms around. The phenomenon of high rates of head teacher turnover has certainly been proven to occur in high-poverty schools more than low-poverty ones. The eminently logical assumption has been that such turnover harms student achievement.

Report at the Turbo Sub-County office shows there is high attrition of public primary school head teachers in search of "greener" pastures especially at County Governments (Sub-County Education Office, 2015). Public primary schools in Turbo Sub-County, have continued to perform poorly as compared to their private counterparts for quite a long time. Head teacher turnover has not been considered and perhaps how it relates to teacher performance and as a whole how the two combine to determine the final Performance in National Examinations. The gap in knowledge regarding the causes that contribute to teacher attrition is particularly concerning in light of recent social and educational concerns about teacher attrition and teacher

shortages. It is therefore based on these facts that the study determined the effect of head teachers' turnover on pupils' academic performance in primary schools in Turbo Sub-County.

1.3 Purpose of the Study

The purpose of this study was to determine the effect of head teachers' turnover on pupils' academic performance in primary schools in Turbo Sub-County Uasin Gishu County, Kenya.

1.4 Specific Objectives

This study was guided by the following objectives;

- i. To determine the factors that causes Head teachers turnover in primary schools in Turbo Sub-County Uasin Gishu County.
- ii. To investigate the effect of head teacher turnover on teacher performance in relations to students' academic performance.
- iii. To investigate the effect of head teacher turnover on pupils' academic performance in Sub-County Uasin Gishu County.
- iv. To find out the strategies put in place to reduce Head teachers' turnover in public primary schools in Turbo Sub-County.

1.5 Research questions

The study sought to answer the following questions;

- i. What factors determine the causes of head teacher turnover in public primary schools Turbo Sub-County Uasin Gishu County?
- ii. What are the effects of head teachers' turnover on teacher performance in public primary schools in Turbo Sub-County Uasin Gishu County?

- iii. What effect does Head teachers' turnover have on pupils' academic performance in public primary schools in Turbo Sub-County Uasin Gishu County?
- iv. Which strategies need to be put in place to reduce Head teachers' turnover in public primary schools in Turbo Sub-County?

1.6 Hypotheses of the Study

The following hypotheses were formulated and tested in this study

H0₁: There is no significant relationship between head teachers' turnover and teacher performance in primary schools in Turbo Sub-County.

H0₂: There is no significant relationship between head teachers' turnover and students' academic performance in primary schools in Turbo Sub-County.

1.7 Significance of the Study

The study sought to examine the effect of primary head teacher's turnover on pupils' academic performance during the Kenya Certificate of Primary Education. The study findings will inform county and area education officers on various causes of Head teachers' turnover and possible remedies to curb the same.

The findings of this study are hoped to be beneficial to several stakeholders in the education sector. It will give insight to the Ministry of Education, Teachers Service Commission, school managers, parents, Non-Governmental Organizations on issues influencing teacher turnover among teachers in the country. The Kenya Education Management Institute (KEMI), may use the findings in designing training courses suitable in addressing teacher turnover among teachers in Kenya.

The study will provide useful insights in the management of available human resources and ways of retaining staff at sub-county level with a view to promoting quality education and providing continuity in the instructional process.

The county education officers and the county Quality Assurance officers might get useful information on various Head teachers' issues that if not well handled can influence teacher retention and quality education.

The policy makers at the Ministry of Education will get useful insight on issue of Head teachers' turnover and perhaps get data on other ways of motivating and retaining Head teachers.

1.8 Scope of the Study

The study was conducted on public primary schools in Turbo Sub-County, Uasin Gishu County between the months of August and October, 2016. The Sub-County has 105 public primary schools. The content scope included; causes of Head teachers turnover, effect of head teacher turnover on teacher performance and strategies to curb Head teachers' turnover.

1.9 Limitations of the Study

Limitation is an aspect of research that may influence the results negatively but over which the researcher has no control (Mugenda & Mugenda, 2003). This study relied on self-reports which carries their own bias. However, triangulation in data collection by using questionnaires, interview schedules and document analysis was used to overcome this.

1.10 Assumptions of the Study

The following are the assumptions of this study

- i. Teachers turnover in Turbo Sub-County is directly affected by the employer related factors
- ii. Teachers' turnover depends on the availability of alternative terms of service in other sectors.

1.11 Theoretical and Conceptual Framework

This section provides the theoretical as well as the conceptual frameworks that guided this study.

1.11.1 Theoretical Framework

The study was guided by the Herzberg's motivation- hygiene theory of job satisfaction. Herzberg believes that every worker has two sets of needs (motivational and hygiene needs). He contends that employees in this respect, teachers will stay in their schools so long as their needs are satisfied, and they are motivated. Failure to meet their needs would automatically call for departure hence teacher turnover. This study was interested in establishing whether teachers' turnover is only driven by their desire to satisfy their needs or whether there are other reasons.

The theory, however, assumes that all human beings have no loyalty to any organization and that as soon as their needs are no longer satisfied, they seek other employment, which is not the case in the real world where finding work is sometimes not very easy. Secondly, the theory concentrates on the individual's needs independent of those of the organization or school and it does not put into consideration the fact that there may be times when the individual's services are not worthy of better pay to satisfy his/her needs and that may be a better replacement would be a welcome change. In the context of this study, there is a need to establish

whether the teachers will leave the schools as soon as their needs are not satisfied or not.

While Herzberg concentrates on the motivation-hygiene needs as the driving force for them to seek alternative employment, Chiaka (2002) was of the view of that it is the market, not the company that ultimately determines the movement of employees. Chiaka believes that it may be difficult to counter the pool of the market and that you cannot shield your employees from attractive opportunities and aggressive recruiters and suggests that “the old goal of human resource management to minimize overall employee turnover needs to be replaced by a new goal: to influence who leaves and when.

The expectancy theory as advocated by Vroom argues that employees (teachers) are likely to leave if their expectations are not met (Kaplan & Owings, 2015). This theory is preferred by the researcher because it emphasizes what employees need or expected from an organization and failure to fulfill them leads to low commitment, frustration, loss of morale and eventually leaving their jobs. In the context of this study, Head teachers’ turnover is expected where they are not satisfied with their jobs and this could have effects on pupils’ academic performance.

1.11.2 Conceptual Framework

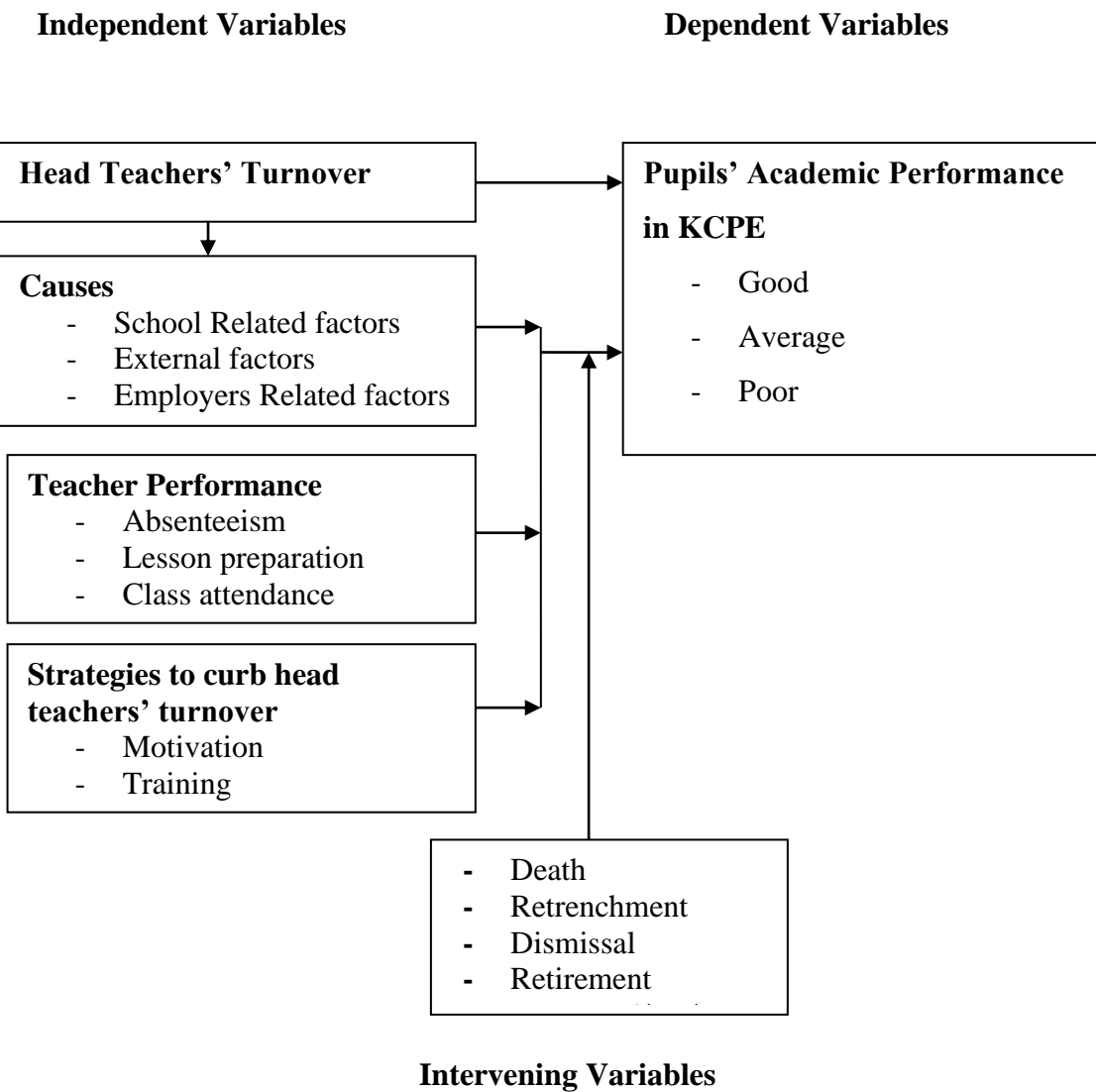


Figure I.1: Conceptual Framework on Effect of Head Teachers' Turnover on Pupil's academic performance

Source; Researcher, 2016

1.12 Definition of Key Terms

Academic performance: Refers to a student's success in meeting short- or long-term goals in education.

Attrition: The action or process of gradually reducing the strength or effectiveness of someone or something through sustained attack or pressure.

Head Teacher Turnover: The rate at which head teachers leave a workforce and are replaced.

Teacher Mobility: Capable of moving or of being moved readily from place to place

Teacher Performance: Refers to the implementation of curriculum by teachers in public primary schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the relevant literature review in areas related to the objectives of the study. Literature was reviewed from textbooks, journals, newspapers, general periodicals and the Internet, data bases, archives, reports and records. It focused on the concept of labour turnover, causes of Head teachers' turnover, effects on teachers and students and strategies to curb Head teachers' turnover.

2.2 The Concept of Labour Turnover

Akinyomi, (2016) states that labour turnover is the movement of people into and out of an organization. He found out that turnover is correlated to human resource management, (Zlotnic et al.,2005) sees labour turnover as those who leave an organization for reasons that include retirement, death, marriage, parenting, spousal job moves, simple job exit as well as intent to leave, (Wermelin, 2009) conceptualized turnover as the voluntary leaving of a job, to (Muntaner et al.,2006) the rate of employee turnover is a measure of the level of commitment of employees to organizational goals, as cited by Nwagbara, (2011). He further stated that the level of turnover in an organization is a gauge of the leadership structure. When an organisation's managerial structure is not inclusive and distributed, it creates a work environment that makes it extremely difficult for employees to remain in such organisations since their welfare, interests, and opinions are not taken into account in the leadership process. This is crucially important in gauging the level of labour turnover in organisations (Purcell et al.,2003). Therefore, this study investigated the effect of head teachers' turnover on pupils' academic performance.

Research has empirically demonstrated that there is a strong correlation amongst leadership, Rewards, work life balance, health and safety and labour turnover. Without properly harnessed and cultivated human resource, organisations could barely grow or raise their heads above water in the competitive business environment of today. It is to this end that Storey (2001) has urged that human resource management generates the ability to attract and hold on to talented employees, which is the single most reliable forecaster of overall organisational excellence and increased Productivity. Assessment of labour turnover is therefore necessary for organizational employee retention and good return on capital employed (Delerey & Doty, 1996; Pfiffer & Viega, 1999).

Turnover is defined as the transfer of employees out of the organization or any permanent departure beyond organizational boundaries. Various researchers advance theories on employee turnover. Ruhland (2001) cites Chapman's theory, which expands on Holland's theory of vocational choice. The theory posits that vocational satisfaction, stability, and achievement depend on the congruence between one's personality and work environment.

Ruhland also cites Krumbolt's social education theory of career selection, which propounds that circumstances like genetic endowment and special abilities, environmental conditions and events, learning experiences and task strategy skills explain why individuals change professions throughout their lives. Ruhland (2001) applies these theories to develop a public-school teacher retention/attrition model. According to this model, teacher retention, and thus, attrition is a function of teachers' personal characteristics, educational preparation, and initial commitment to teaching,

and quality of initial teaching experience, social and expert integration into teaching and external influences.

Khatri, Budhwar and Fern's investigation of employee turnover (1999) employ a model that posits three groups of factors affecting employee turnover, namely, demographic, uncontrollable and controllable factors. Demographic factors include age, gender, education, tenure and income level, managerial and non-managerial posts. Uncontrollable factors are the perceived alternative profession opportunity and job-hopping. Controllable circumstances include pay, nature of work, supervision, organizational engagement, distributive justice, and procedural justice. Celep (2003) draws from the organizational commitment theory and posits that teachers' levels of commitment are determined by factors such as their belief and acceptance of the school organization's goals and values, the willingness to exert effort on behalf of the school and a strong desire to keep up membership in the organization. Lower commitment to the school organization affects both the effectiveness of the school and causes teachers to be less successful or to leave the profession.

Ingersoll (2001) draws from theories advocating teacher turnover as a function of ageing and increasing student numbers. He postulates that teacher turnover can be understood by examining the school organizational characteristics and conditions. His exposition asserts that improvement in organizational conditions such as salaries, increased support from the school administration, reduction of student discipline problems and enhanced teacher input in decision-making would all contribute to lower rates of teacher turnover.

The foregoing theoretical exposition of factors influencing turn-over seems to confirm school organizational factors as being critical in teacher turnover. These factors include the teaching job itself, supervision, incentives and rewards, which relate to compensation and recognition, career development, advancement and employment security, poor job performance, which relates to lack of skills, low motivation, bad performance and lack of resources (Jackson & Schuler, 2000).

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

2.3 Head Teacher Turnover

A plethora of reasons are advanced for educator turnover. Ingersoll (2001) analyzed data from different cycles of the 1996 School and Staffing Survey and the Teacher Follow-Up Survey conducted by the National Centre for Education Statistics and found five main areas, viz. retirement, school staffing action, family or personal, pursuit of other jobs and dissatisfaction as reasons cited for turnover and attrition. Santiago (2001) cites an ageing teaching workforce and the possible retirement thereof, low salaries and demands for even more complex teaching abilities. Duffrin

(1999) cites working conditions as reason for high turnover especially among teachers leaving within the first five years of being in the profession (Borsuk, 2001).

The term employee turnover is defined by Price (2001) as the ratio of the number of members who have left an organization during the period being considered divided by the average number of people in that organization during the period. Most organizations perceive turnover as the entire process associated with filling a vacancy. Each time a position is vacated, either voluntarily or involuntarily, the organization in question through its staffing department will have to go back to the drawing board and find a replacement. Goling (2015) observed that employees form the most important asset to any organization interested in building strong culture for success and therefore must be nurtured through use of human capital management best practices. He noted that these projects had the lowest employee turnover due to availability of attractive pay packages, conducive working environment characterized by spacious working offices, handsome rewards for work done over time and development of effective working teams steered by considerate leadership.

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

Chaika (2002) advocates the lack of teacher mobility, inadequate induction programmes, poor working conditions and a growing salary gap between teachers and other college graduates as sources of teacher turnover. Anon. (2002) cites the main reasons for the drop-in teacher numbers in South Africa as government's financially-driven trimming of the teacher corps, a decision to retrain an estimated 100 000 under-qualified teachers rather than recruit new ones, a growing HIV/AIDS crisis in the teaching profession and natural attrition as teachers die, retire and leave the profession (Santiago, 2001).

The HIV/AIDS pandemic is indicated mostly as a cause for teacher turnover in sub-Saharan countries. In this regard schooling is disrupted when teachers are absent due to illness, death or the need to care for ill family members and when HIV-positive teachers leave schools in remote areas that lack health facilities and request postings in locations near hospitals (Pretorius & Heard, 1999). This exposition highlights organizational factors as the main sources of teacher turnover. In essence these can be categorized into commitment to the organization, long-term prospects, and job satisfaction, which implies an approach that would focus on the school as an organization. This article argues for an approach driven by the education system rather than school managers due not only to the effects of turnover costs and the system's mandate to deliver quality education, but also because school managers are not adequately equipped to manage organizational features like turnover and do not have control over some variables of teacher turnover.

Weaver and Yancey (2010) in a related study investigated the impact of dark leadership on organizational commitment and turnover among 80 employees working

for a manufacturing company. Results indicated that dark leadership (narcissistic, compulsive leader, paranoid leader, co-dependent leader, passive-aggressive leader) were found to be inversely related to the workers' affective commitment to the organization and to the workers' intent to remain with the organization. Jaskyte (2004) assessed changes in employees' perceptions of leadership behaviour, job design and organizational arrangements and their job satisfaction and commitment. It was hypothesized that employees' perceptions of organizational arrangements, job characteristics, and leadership behaviour would be related to their job satisfaction and commitment. The result showed that employees' perceptions of leadership behaviour were important predictors of job satisfaction and commitment (Jaskyte, 2004).

Akroyd, Jackowski and Legg (2007) conducted a related study to determine the predictive ability of selected organisational leadership, work role and demographic variables on organisational commitment gathered data from 3000 full time radiographers. The participants were surveyed by mail regarding their commitment to their employers, leadership within the organisation that employ them, employer support and demographic information. Results indicated that radiographers were found to have only a moderate level of commitment to their employers. Among the factors that significantly affected commitment were the radiographers' educational level, perceived level of organisational support, role clarity and organisational leadership.

Akintoye (2000) asserts that money remains the most significant motivational strategy. Although there is some school of thought that claims payment is not a direct determinant of job satisfaction, but pay does extrinsically motivate the employees

from the economic perspective. Additionally, working environments can also be a contributor to employee turnover (Buzzle, 2010). An appropriate environment is important in influencing the employees to contribute good performance. The employees will prefer to work in an environment which is suitable for them. Retirement of experienced employee is also a cause of the turnover (Enotes, 2010). The company may incur high turnover costs and significant loss in productivity. Furthermore, work stress experienced can also create turnover (Softworks, 2008). Work stress may causes employees become less motivated and committed, which may result in lower quality performance and productivity.

Many researchers cite poor pay as the primary reason for high teacher turnover worldwide. The international journal of education policy and leadership in Texas Districts revealed that “it takes a very strong individual to teach because they are so underplayed. It is a wonder anyone can survive on a teacher’s salary alone especially a new teacher. In addition to the poor salary and starting out brand new, many administrators hurl responsibilities at new teachers like committees and coaching with very meager payments if any. This in the long run leaves the teachers completely burned out and eventually they leave. Failure to create group cohesion by employers, there are incidences when the school management takes decisions without considering the effects on the other school members. The move can be interpreted as a malicious action by the affected staff. This can cause friction and loss of group cohesion and regrettable decisions can be taken and the whole school might be affected in the long-run. Chaika (2002) in agreement shows that lack of group cohesion makes employees feel isolated and unhappy which might make them leave their schools.

Teachers working conditions play an important role in a school's ability to attract retain and motivate good teachers, hence a cause of teacher turnover. In relation to the above, Osibwoga (2008) adds that those working conditions, which include physical and psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and in this case teachers will exit. Hanushek, Kain and Rivkin (2004) argue that while clearly important, teacher salaries are not all that matter. They show that teacher preferences cut across a range of job and school conditions may be just as important as salary in the retention decision. According to their study, teachers might be willing to take lower salaries in exchange for better working conditions. Related to this, is lack of resources in a school. This contributes to teacher job dissatisfaction which then can lead to attrition. In interviews with public school teachers in New York City, a large percentage of new teachers said they did not have access to adequate basic supplies, most teachers had to use their own money to equip their classrooms, most teachers report that they do not have enough textbooks and the ones they have are in poor condition, photocopying materials becomes a considerable part of their tasks, but school copy machines are frequently broken and teachers have to rely on family, friends or other private resources to produce the materials (Tapper & Salter, 1995). Most teachers in South Carolina also noted that they were given no support, no mentors and no meaningful professional development. Administrators were more concerned with growing bigger, moving to new buildings, giving themselves allowances at the expense of teachers, who did the donkey work.

Poor management has been recorded as by many researchers as a factor for labour turnover Maicibi (2003) reported that when employees work under poor management

conditions, they tend to behave like caged animals looking for the slightest opportunity to escape, in such a situation when an opportunity opens, whether less than the present job, the employees could leave without looking behind. Poor supervision and a highly centralized administration may lead to decline in motivation and morale of the staff which sometimes results into turnover. Some of the general causes of employee turnover in the global, regional and local context include the following general unhappiness from the job place by an individual employee, the economy, the characteristics of the job, the demographics of the workers, a bad match between the employee's skills and the job, substandard equipment and facilities, lack of opportunity for advancement or growth, feeling unappreciated at the work place, poor remuneration and workload policies among many more (Lockwood, 2007). Some of these causes of turnover may be due to the fact that the education private sector has not fully embraced the guidelines of the labour relations Act in their engagement with their employees. Some of these labour policies touch on remuneration, the conditions of work and workload.

2.4 The Effects of Head Teachers' Turnover on Teacher Performance

The consequences of teacher turnover and attrition are too ghastly to contemplate. Institute of Management (1999) posits that the impact of turnover is by way of increased costs to the organization, broadly categorized as separation, replacement, recruitment, selection, induction and training costs as well as loss of productivity while the newly hired teacher comes up to speed. Ingersoll (2001) postulates that staffing problems are created when employees leave the organization and have to be replaced, especially since teacher turnover is highest among new teachers mostly within the first five years.

Teacher attrition disrupts schooling. This is especially so when teachers leave the profession during the academic year or whilst engaged in critical projects in school. Often there is no continuity when they leave (Borsuk, 2001). According to Ingersoll (2001) turnover influences the performance and effectiveness of the school since the school as an organization has production processes requiring extensive interaction among educators and is therefore prone to suffer when subjected to high rates of turnover. Consequently, turnover disrupts the quality of school cohesion and performance.

The shortage of educators is perhaps the most significant effect of educator turnover. Duffrin (1999) points out that it is difficult to fill the vacancies created by educators who leave the profession. Ingersoll (2001) attributes the shortage of teachers directly to turnover and posits that about 90% of newly hired teachers are simply replacements for recent departures. To address this situation, the temptation is reportedly the lowering of standards and compromising entry requirements into teaching (Chaika, 2000).

The effects of teacher turnover necessitate the management thereof. A number of measures have been taken to address teacher turnover in various countries. Among others, aggressive recruitment drives, lowering standards for entry into teaching, provision of allowances as incentives have been employed. However, these measures seem largely to address attracting people in to teaching. Therefore, a holistic approach is needed to manage teacher turnover effectively. This has to address critical sources of turnover, namely, organizational characteristics in the light of the reasons thereof.

2.5 Effects of Head Teachers' Turnover on Pupils' Academic Performance

Most existing research on the relationship between teacher turnover and student achievement has revealed negative correlations. For example, Guin (2004) studied 66 elementary schools in a large urban district to look at relationship between school-level turnover and the proportion of students meeting standards on statewide assessments in reading and math. Pearson correlations were significant and negative, demonstrating that schools with higher turnover also had lower achievement. These results are consistent with other correlational evidence showing schools with more teacher turnover tend also to have lower-achievement (Boyd et al., 2005; Hanushek, Kain, and Rivkin, 1999). Such evidence, though, is not necessarily causal, as a third factor (e.g. poverty, working conditions, or poor school leadership) may simultaneously cause both low achievement and higher turnover.

Darling-Hammond and Sykes (2003) argue that teacher turnover has a compounding effect on low-income schools. Teachers leave before they gain the necessary experience to become effective. When they leave, low-income schools have a difficult time attracting new teachers so end up hiring inexperienced and less prepared teachers. A growing body of evidence indicates that more effective teachers are at least as likely, and sometimes more likely, to stay in schools than their less effective peers, and that this is true even in schools with historically underserved student populations (Boyd et al., 2010; Goldhaber, Gross & Player, 2007; Hanushek & Rivkin, 2010). Boyd et al. (2010) studied data on teachers' applications for transfer to uncover which teachers are more likely to want to transfer from NYC schools. They

discovered that teachers who produced higher achievement gains and those with more experience were less likely to apply for transfer.

Similarly, Hanushek and Rivkin (2010) found that, in Texas, those who left a given school tended to be less effective than those who stayed. Contrary to common assumptions, the relative effectiveness of stayers as compared to leavers was actually highest in schools with more low-achieving and black students. In other words, the resulting net distribution of teacher quality seemed to benefit schools with historically underserved student populations the most.

Guin (2004) shows that teacher turnover indeed has a negative effect on faculty interactions and school climate. Likewise, recent study by Hanselman et al. (2011) indicates that teacher and principal turnover has a disruptive effect on the “development and maintenance of social resources” (p. 27) including staff collegiality, community, and trust in a school. Moreover, these authors found the impact of turnover to be initially detrimental to “high resource” schools and initially beneficial to “low resource” schools. In other words, the disruptive influence of turnover can have either positive or negative effects depending upon a school’s initial conditions.

School instructional program coherence has also been shown to predict student achievement (Newman et al., 2001). Since staff turnover present significant challenges to the successful and coherent implementation of such instructional programs (Guin, 2004), it also may harm student achievement. Schools with supportive professional environments are not only more likely to retain their teachers;

evidence suggests they also maximize teachers' and students' learning opportunities. Over time, teachers improve their ability to raise student achievement more when they work in school environments characterized by meaningful opportunities for feedback, productive peer collaboration, responsive administrators, and an orderly and disciplined environment (Kraft & Papay, 2014). The strong association between measures of school safety and average student achievement suggests that students are unable to concentrate on academics when they fear for their physical wellbeing (Steinberg, Allensworth, & Johnson, 2011). Students' motivation, effort, perseverance, and beliefs about their potential for academic success are also shaped directly by the academic expectations schools set for all students (Wentzel, 2002; Jussim & Harber, 2005).

With respect to the influence principals (head teachers) have on the people working in their schools, research has shown that effective school leaders hire, develop and retain high-quality teachers (Papa, Lankford, & Wyckoff, 2002). Additional research has shown that head teachers play a leading role in designing and supporting school social contexts that enhance professional learning (Goldring & Greenfield, 2002; Leithwood & Jantzi, 2008; Printy, 2008; Robinson, Lloyd, & Rowe, 2008), which has been associated with increased teacher retention (Ingersoll, 1999). Similarly, research conducted by the Center for Teaching Quality (Berry & Fuller, 2008) indicated that principals can create positive working conditions that encourage teachers to remain at a school regardless of the student demographics or other factors often associated with high levels of teacher turnover. This study investigated the effect of head teachers' turnover on pupils' academic performance in public primary schools in Turbo Sub-County.

2.6 Strategies to Curb Head Teachers' Turnover

Akintoye (2000) asserts that money remains the most significant motivational strategy. Although there is some school of thought that claims payment is not a direct determinant of job satisfaction, but pay does extrinsically motivate the employees from the economic perspective. Additionally, working environments can also be a contributor to employee turnover (Buzzle, 2010). An appropriate environment is important in influencing the employees to contribute good performance. The employees will prefer to work in an environment which is suitable for them. Retirement of experienced employee is also a cause of the turnover (Enotes, 2010). The company may incur high turnover costs and significant loss in productivity. Furthermore, work stress experienced can also create turnover (Softworks, 2008). Work stress may cause employees become less motivated and committed, which may result in lower quality performance and productivity.

Firms are able to improve worker productivity by paying workers a wage premium- a wage that is above the wage paid by other firms for comparable labor. A wage premium may enhance productivity by improving nutrition, boosting morale, encouraging greater commitment to firm goals, reducing quits and the disruption caused by turnover, attracting higher quality workers and inspiring workers to put forth greater effort (Goldsmith, Veum & Darity, 2000). As a result, people are attracted to well-paying jobs, extend extra effort to perform the activities that bring them more pay, and become agitated if their pay is threatened or decreased (Stajkovic & Luthans, 2001).

Reward system is a requirement of any organization to retain and hire the most suitable employee to gain competitive edge in a competitive environment. Reward system inspires the employee to work harder and faster because employee needs motivation to put extra effort on their task (Armstrong, 2008). Organisations must see rewards as essential and increase their commitment to the use it as an effective tool in retaining talents. In a study conducted by Chew and Chan (2008) remuneration or compensation positively predicted organisational commitment and intention to stay.

The results of this study can be generalized in Australia and Europe because it involved nine large organisations from both private and public sectors and had about 475 respondents. Hong, *et al* (2012) equally found that, compensation is significant to employee retention. The retaliatory measures by employees who think they are unfairly rewarded may include, withholding effort and reducing work inputs, displaying feelings of hostility to co-workers and the organisation itself, and seeking salary increases, challenging superiors about tasks assigned, as well as quitting the job and seeking an alternative elsewhere. All these options have implications for an organisation.

2.6.1 Head Teacher Motivation

The term motivation is derived from the Latin word “Movere” meaning to move, (Luthans. 1999). It’s a process that starts with a physiological or psychological deficiency or need that activates behaviour or drive that is aimed at a goal or incentive. It is thus the individual internal process that energizes, directs and sustains behaviour. It can be defined as willingness to exert high levels of efforts to achieve

organizational goals, conditioned by the ability to satisfy some individuals need (Nzuve 1999). The source of motivation is both intrinsic and extrinsic.

According to Hacket (1998), intrinsic motivation occurs when people engage in an activity without external incentives. They get motivated when they can control the amount of effort they put in the activity since they know the results they will get will not be by luck. Extrinsic motivation has to do with incentives. Incentives are external to a person and are provided by the management in order to encourage workers perform tasks. Nzuve (1999) opined money as the most obvious example of an extrinsic reward and that for money to motivate; it has to assume relationship between performance and rewards. Organizations should therefore be careful about the use of money as a motivator. Motivation is the key to performance improvement. The Accel team (2006) appreciate an old saying that ‘you can take a horse to the water but you cannot not force it to drink; it will drink only if it’s thirsty and so are people’. People will do what they want to do or are motivated to do either by themselves or through external stimulus. Performance is a function of ability and motivation.

Okumbe, (1998) noted that ability is enhanced by education, intelligence, experience, training and skills and that its improvement is a slow and long process. It is therefore important to note that employees’ productivity will depend on the investment done. Herzberg (1965) cited by Accel team (2006) carried an elaborate motivation study on 31,000 men and 13,000 women in Minneapolis Gas Company from 1945 to 1965. The study sought to determine the potential desires of a job from the employees. The results revealed that both groups considered security as the most important desire.

The others were advancement, the type of work, company (pride of working in it). Pay benefits and working conditions were given low rating by both groups. This was contrary to the common belief of perceiving money as a prime motivator. Hackett (1998) note that if money is to motivate it should be felt to be fair in relation to both work done and other people doing the same work. The absence of fairness may lead to low output resulting from employees' absenteeism or withdrawal of their labor.

A study done in the United Kingdom by the Accel team (2006) on A level pupils taking physical education, revealed that performance is dependent on the level of arousal and motivation. It was noted that novices in sports did not perform well under pressure due to ill-learned techniques and unacceptable habits in sports. Experienced athletes performed better under pressure due to their superior skills and the use of stress management techniques. Tangible rewards (medals and money) were given sparingly to avoid a situation where winning a prize would be important than competing well. Intangible rewards (praise and recognition) encouraged the athletes to repeat the behavior which earned them the reward.

According to Chaika (2002), elementary schools whose performance was high had satisfied teachers who felt that their school was held in high regard by the community and received appreciation and support from parents. The same teachers also assigned more importance to recognition by administrators and supervisors. Kitogo (2009) observed that in Tanzania standard seven final examinations were poorly done due to lack of motivation of teachers and poor teaching and learning environment. It was also noted that teachers leaving in rural areas led a pathetic life, a factor which

demoralized them despite their professional qualification. The classrooms were also overcrowded which made it difficult for teachers to attend to pupils' academic needs. Luthans (2002) stresses that the drastic changes noted in a work environment will result due to a visionary leader. The leader encourages and persuades rather than commanding followers towards common goals. (Bush & Bell, 2003) Emphasize that head teacher are directly involved in influencing the activities of the school towards goals setting and goal attainment. Jonnes (1998) noted that the leadership style is said to affect the school climate, learning situations, levels and professionalism and job satisfaction among teachers

Job satisfaction can be defined as a pleasurable or positive emotional state resulting from the approval of one's job or experience; Firstly, job satisfaction is an emotional response to the job situation. It can only be informed and not seen. Secondly, it is usually determined by how well outcomes meet or exceed expectations if for instance mathematics teachers feel that they are working much harder than others with similar qualifications in other sectors of the economy but are receiving fewer rewards they will most likely be dissatisfied with their job. However, if the physics teachers perceive their rewards as equitable, then they will feel satisfied with their job. These attitudes are essential characteristics of the job like work itself, pay, recognition, participation in decision making, working conditions and supervision.

2.6.2 Working Conditions

Working conditions in a school set up may also be referred to as teaching environment. Teachers' job satisfaction is influenced by working conditions such as administrative support, school atmosphere and students' behavior. Herzberg (1965)

observed that the feeling of unhappiness at work may not be the job itself but the conditions that surround the doing of the job. He referred to these conditions as the hygiene factors. In schools these factors include good toilets, subsidized meals, comfortable furnitures, television sets and newspapers. It also includes psychological environment with supported members of staff and cooperative students.

Andiva (2007) in her study on the effects of motivation on teachers' performance and its impact on K.C.S.E results in Tiriki district, Kenya noted that 10 percent of her respondents were happy with the working conditions, while Osibwoga (2008), on his study on the factors that affect mathematics teachers 'motivation level in public secondary schools in Nyamusi Sub-County Nyamira District Kenya, observed that 50 percent of the teachers were dissatisfied with various school facilities leading to low morale towards work. Sogomo (1993) in Kimeli (2002) noted that the working environment and quality of life of the Kenyan school administrator need to be improved. The author noted that this can be done by directing efforts to reduce causes of demotivation at work, such as school facilities, lack of recognition and stagnation in the same job group for a long time.

As a finding of a study (Lamm, *et. al*, 2006) there is increasing and compelling evidence that providing a healthy and safe working environment has the potential to increase labour productivity and in turn reduce employees' turnover. Lamm *et. al.* (2006) also refers to the argument of some commentators that productivity gains are often at the expense of workers' health and safety. Businesses typically strive to become more productive and in doing so are driving their workers to work longer, harder and with higher utilization often in extremely hazardous conditions, and only

implement health and safety measures to keep compensation costs down (Massey and Perry, 2006). As noted by Lamm *et. al.* (2006), James (2006) observes that while exposure to risks associated with machinery and manual labour are being reduced; other risks related to the increase in labour productivity are on the rise. Lamm *et. al.* (2006) also suggest efforts to increase productivity through occupational safety and health can have contradictory results and point out the gaps in literature that while there is evidence that occupational injuries and illnesses impact on productivity losses, it is not clear whether or not reducing injuries and illnesses will automatically influence productivity gains.

In the globalised world, the relative edge of developing countries labour cost has become an important consideration in product and service development as most firms aim at maximizing performance from their workforce and equipment. According to Lehtinen, (2001), health and safe working conditions improve performance and will thus, help developing countries become competitive in the globalised world economy and that is why many organisations are making efforts to ensure that health and safety is managed at the work place effectively.

According to Hughes, (2007), health is the protection of the body and mind of people from illness resulting from work. He also defined safety as a protection of people from physical injury. Hughes, (2007), however explained health and safety as, the welfare of people at work that is, the protection of facilities to maintain the health and well-being of individuals at the workplace. Safety hazards according to Cole, (2002), are those aspects of the work environment that have the potential of immediately

causing violent harm to an employee whilst health hazards slowly and cumulatively lead to deterioration of employees' health

2.6.3 Recognition

Cherrington (1989) defines recognition as non-financial rewards. Praise and recognition are effective in motivation of employees, hence production of job satisfaction. Cherrington (1989) indicated that employees' have a need for recognition which contribute a state of meaningful job. This entail credit for work done, support by management through verbal praise for excellent work and public recognition through awards. Flippo however includes monetary rewards as a form of recognition. Nzuve (1999) proposes that a manager can motivate his employees by recognizing achievement through praising and communicating individuals and teams success and also by regularly holding meetings to monitor and counsel individual and the organization's progress. Praise and recognition have been used extensively to influence job performance (Cherrington, 1989). Some of the recognition awards are; certificates, plaques and sometimes accompanied by gifts and cash rewards. The effects of recognition rewards on motivation depend primarily on whether it was based on performance. Although in a study done by Okumbe (1992) recognition was ranked the last job satisfaction factor, teachers expect to be recognized for work done by their supervisors.

Job recognition is a major determinant of job satisfaction among workers. According to McCormick and Ilgen (1987), recognition is praise and credit for work done. Workers would like to be respected and appreciated in whatever task they undertake in their jobs. According to Randolph and Blackburn (1989), employees like to feel

that their supervisors recognize them as competent people. The two authors explain further that when employees see their supervisors or managers as competent, honest and fair, their satisfaction tends to be higher. Gilmer and Deci (1977) demonstrate that so long as the desire for respect and approval of workers by co-workers, employees, managers, supervisors and other members of the society is attained one's feeling of satisfaction is achieved. The head teacher should on this note formulate clear policies of recognizing the teachers' effort.

Karanja (1984) pointed out that lack of promotion and recognition of work performed as well as the lack of chances for advancement among teachers caused dissatisfaction making some of them to resign. Halliday (1999) noted that teachers still seek public recognition of their professional status, indicating that teachers were not given an opportunity to contribute to the policies and practices of the teaching profession; therefore, they felt dissatisfied. Teachers' would like to be respected and appreciated in whatever task they undertake in their jobs. Murage (2000) noted that recognizing the teachers' efforts through promotions and other incentives which are comparable to workers in other professions can help reduce teachers' dissatisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, the area of study, the study population, sample size and sampling technique. The data collection instruments, validity and reliability of research instruments and method of data analysis are also discussed in the chapter.

3.2 Research Design

Creswell (2009) defines research designs as plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. This study adopted descriptive survey design. Descriptive survey design enables the researcher to describe the state of affairs as they are and report the findings (Kombo & Tromp, 2009). According to Kothari (2009), such design is efficient method of collecting descriptive data regarding the characteristics of populations to justify current conditions and practices. Moreover, descriptive survey allows rapid collection of data from a large sample within the shortest time possible by use of questionnaires, focus group discussions and interview schedules.

3.3 Study Area

The study was undertaken in Turbo Sub-County of Uasin-Gishu County. The sub-county is one of the six sub-counties forming the larger Uasin-Gishu County. The sub-county has four educational zones; Kapyemit, Sugoi, Kiplombe and Turbo. The sub-County borders Lugari Constituency to the West and Nandi County to the South and Kakamega County to the Western (Appendix vi). The area is about 1500 m above sea level and covers a total area of 324 km². The division is densely populated due to

high urbanization rate in the area (GOK, 2003). The sub-county has 85 public primary schools and 25 private primary schools. The academic performance in public primary schools in the region is lower as compared to those of private primary schools and this could be attributed to the high level of head teacher turnover in the region. Therefore, this study investigated the effect of head teachers' turnover on pupils' academic performance in primary schools in Turbo Sub-County.

3.4 Target population

According to Mugenda and Mugenda (2003), target population refers to the entire group of individuals, objects, item, cases, articles or things with common attributes or characteristics from which samples are taken for measurements. The study targeted all primary school teachers in the sub-county. The region is made up of 85 public primary schools and therefore the target population of this study included all the 684 teachers and 85 head teachers as shown in Table 3.1.

Table 3.1: Target Population

Zone	Number of schools	Number of Head teachers	Number of Teachers
Kapyemit	26	26	216
Sugoi	22	22	178
Kiplombe	19	19	154
Turbo	18	18	144
Total	85	85	684

Source: Sub-County Director of Education, Turbo Sub-County, 2016

3.5 Sample Size and Sampling Procedures

Maree (2007) defines sampling as “the process used to select a portion of the population for study”. This implies the selection by the researcher, of participants for a particular study he/she deems in the best position to provide the relevant information needed for such a study. This section provides the sampling process adopted for this study.

3.5.1 Sample size

The sample size for this study was based on a sample size determination formula by Krejcie and Morgan (1970) as cited by Kasomo (2001). The formula is given as:

$$n = \frac{X^2 * N * P(1 - P)}{(ME^2 * (N - 1)) + (X^2 * P * (1 - P))}$$

Where:

n= Sample size

X^2 = Chi-square for the specified confidence level at 1 degree of freedom

N= population size

P = population proportion

ME = Desired Margin of Error (expressed as a proportion)

For teachers the Sample size was;

$$= 3.841 \times 684 \times 0.5 (1-0.5) / 0.05 \times 0.05 (684-1) + 3.841 \times 0.5 (1-0.5)$$

$$= 81.62125 / 1.17025$$

$$= 246$$

However, 30% of the Head teachers was selected to participate in the study giving a sample of 26 Head teachers.

3.5.2 Sampling Procedures

This study employed stratified and simple random sampling techniques so as to come up with a representative population that enhanced generalization of the research

findings since it is not possible to seek the views of everyone for generalization of results. In selecting schools to participate in the study, stratified sampling technique was used to place schools in their quotas. Stratified sampling technique ensured that each stratum is assigned the proportionate number of schools as per the population. Thereafter simple random sampling was used to obtain the proportion of teachers in each cluster. The sample size for is presented in Table 3.2.

Table 3.2: Sample Size

Zone	Number of Head Teachers	Sample Size	Number of Teachers	Sample Size
Kapyemit	26	8	216	77
Sugoi	22	7	178	64
Kiplombe	19	6	154	54
Turbo	18	5	144	51
Total	85	26	684	246

Source: Researcher, 2016

Schools in each stratum were randomly selected by use of codes to identify them. The researcher assigned a unique code to each school for identity. Further stratified simple random sampling was used to select schools to participate in the study. This ensured that each school in each stratum had an equal chance to be included in the sample.

3.6 Data Collection Instruments

According to Kombo and Tromp (2006), social science commonly uses questionnaires, interview schedules, observational forms and standardized test as research instruments. This study used both quantitative and qualitative data collection techniques. The following methods were employed during data collection:

3.6.1 Questionnaire

The research questionnaire was administered to primary school teachers in Turbo Sub-County. According to Kothari (2008), questionnaires are usually free from the interview bias as the answers are in respondents own words. Respondents also have adequate time to give well thought out answers. Questionnaires also save time and information can be collected from a very large sample. The questionnaire choice is therefore based on the fact that questionnaires are free from bias of the interviewer and respondents have adequate time to give well thought out answers, and is appropriate for literate, educated and co-operative respondents where in this case all respondents of the study was considered to meet this requirement. The questionnaire had five sections with section one covering the demographic description of the respondents, section two had questions related to the causes of Head teachers' turnover, section three contained items on the effect of head teacher turnover on teacher performance while section four dealt with the strategies that needs to be put in place to reduce Head teachers' turnover.

3.6.2 Interview Schedule

Orodho (2009) postulate that many people are willing to communicate orally than in writing and they would provide data more readily and fully than on a questionnaire. An investigator is able to encourage subjects and probe them deeply into a problem. In this case, structured interview was administered to head teachers of public primary schools in Turbo Sub-County in order to obtain qualitative data on head teachers' turnover and pupils' academic performance.

3.7 Validity and Reliability of the Research Instruments

This section presents the validity and reliability of the research instruments.

3.7.1 Validity of the Research Instruments

Validity refers to the accuracy, correctness, meaningfulness of inferences and soundness of results of conclusion, which are based on the research findings (Kothari, 2008). The researcher sought expert opinion on content and construct validity. Comments solicited from the supervisors were used to improve the research instrument before commencing data collection. Content is a non-statistical type of validity that involves the systematic examination of the test content to determine whether it covers a representative sample of behaviour domain to be measured (Anastasi & Urbina, 1997). Content validity evidence involves the degree to which the content of the test matches a content domain associated with the construct. A test has content validity built into it by careful selection of which items to include (Anastasi & Urbina 1997). Items are chosen so that they comply with the test specification which is drawn up through a thorough examination of subject domain. Foxcroft (2004), note that by using a panel of experts to review the test specifications and the selection of items, the content validity of a test can be improved. The experts were able to review the items and comment on whether the items cover a representative sample of the behaviour domain. To test the validity of the instruments used in the study, the questionnaire was availed to supervisors together with a panel of experienced researchers of Kisii University to review the instruments. The results from the piloting together with the comments from the experts were incorporated in the final instrument revisions to improve its validity.

3.7.2 Reliability of the Research Instruments

Reliability refers to the consistency that an instrument demonstrates when applied repeatedly under similar conditions (Orodho, 2009). It is therefore, the degree of constancy or whether it can be relied upon to produce the same results when used in two or more attempts to measure theoretical concepts. To determine the reliability of the instruments, teachers' questionnaire was piloted using 20 public primary school teachers in the nearby Soy Sub-County. The test-retest method was employed to test the reliability of questionnaires. The first test was administered to the respondents and after two weeks a second test was given to the same respondents. The two tests were analyzed separately. Corrections and adjustments on areas of weakness were made to the instruments. The Pearson's Product Moment Correlation (r) was used to calculate the reliability coefficient between the first and second scores. A correlation coefficient of (r) 0.75 or more was considered appropriate to ascertain the reliability of the instruments as indicated by Orodho (2009). In this study a correlation coefficient of 0.78 was obtained indicating that the instruments were reliable and therefore adopted for data collection.

3.8 Data Collection Procedures

The researcher first sought for a permit from the National Commission for Science, Technology and Innovations (NACOSTI) through the Faculty of Education and Human Resource Kisii University. Upon obtaining the research permit, the researcher sought for permission to conduct the study from the County Director of Education. Selected schools were visited by the researcher after seeking an appointment with the school administration.

The questionnaires were administered to 246 primary school teachers when schools are on session. Further a 30-minute interview was conducted by the researcher to the head teachers of the primary schools selected to participate in the study.

3.9 Data Analysis Procedures

Data analysis is the process of bringing order, structure and meaning to the mass of information collected (Oso & Onen, 2005). The method of analysis chosen depends on the type of research, the objectives and the hypothesis to be tested. Data obtained was organized, coded and analyzed using descriptive and inferential techniques. Quantitative data was analyzed by use of frequencies and percentages while qualitative data was presented thematically. Open-ended questions were analyzed through coding themes and quotas that emerged. The themes emerging from secondary data were identified to augment primary data. Quantitative data was transcribed and organized into themes in order to check on their frequencies based on the research objectives.

Pearson Correlation analysis was computed to establish relationships between the independent variables and the dependent variable. The level of significance was set at a p-value of 0.05. Results of the study were presented in form of tables, charts and graphs.

3.10 Ethical Consideration

In addition to conceptualizing the writing process of the thesis, a researcher needs to anticipate the ethical issues that may arise during a study (Hesse-Biber & Leavey, 2007). First the researcher sought for a research permit from the National Commission for Science, Technology and Innovations (NACOSTI), County director

of Education and head teachers of the sampled schools before conducting research. The respondents' participation was voluntary and free. The respondents were assured of confidentiality and anonymity of the information they avail. In addition, the researcher adhered to the Kisii University post graduate research rules and regulations.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the results of data analysis. The study examined the effect of primary school head teachers' turnover on pupils' academic performance in the Kenya Certificate of Primary Education in Turbo Sub-County, Uasin Gishu County, Kenya. This chapter is divided into four major sections. The first section was on factors that cause Head teachers turnover in primary schools, section two covered the effect of head teachers' turnover on teacher performance and section three dealt with the effect of head teachers' turnover on students' academic performance while the last section was on the strategies that needs to be put in place to reduce Head teachers' turnover in public primary schools in Turbo Sub-County. Data was collected by use of questionnaires and interview schedules and were analyzed using descriptive and inferential statistics. The chapter opens with a demographic description of the participants involved in the study.

4.2 Questionnaire Return Rate

A total of 238 out of 246 teachers duly completed and returned the questionnaires. The return rate for the questionnaires was 96.7% which was therefore considered sufficient enough to avail the required information and therefore acceptable. It has been argued that potential bias could result from low response rate (Brick & Williams, 2013) and therefore in this study, high response rate of 96.7% was associated with high reliability in information gathered.

4.3 Demographic Information of the Respondents

Some of the demographic information gathered from participants included; gender, age, education level, teaching experience and number of lessons per week.

4.3.1 Gender of the Respondents

Teachers were asked to indicate their gender. The results are presented in Figure 4.1.

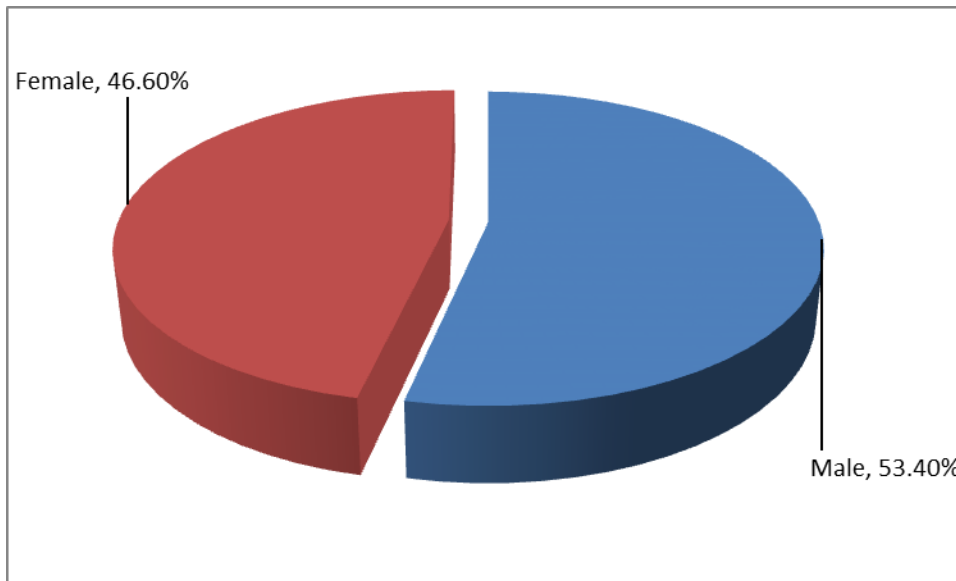


Figure 4.1: Gender of the Respondents

Figure 4.1 showed that 127(53.4%) respondents were male teachers while 111(46.6%) teachers were female. This shows that majority (53.4%) of the teachers in public primary schools in Turbo Sub-County were male in comparison to their female counterparts. This implies that schools in the study area had more male teachers as compared to their female counterparts. It has been shown that female teachers are more unsatisfied with the job as compared to their male counterparts and would always want to leave (Emoja, 2016). This could explain the reduced number of female teachers in public primary schools in Turbo Sub-County.

4.3.2 Highest Level of Education

In addition, the respondents were requested to indicate their highest level of academic qualifications. The results are presented in Figure 4.2.

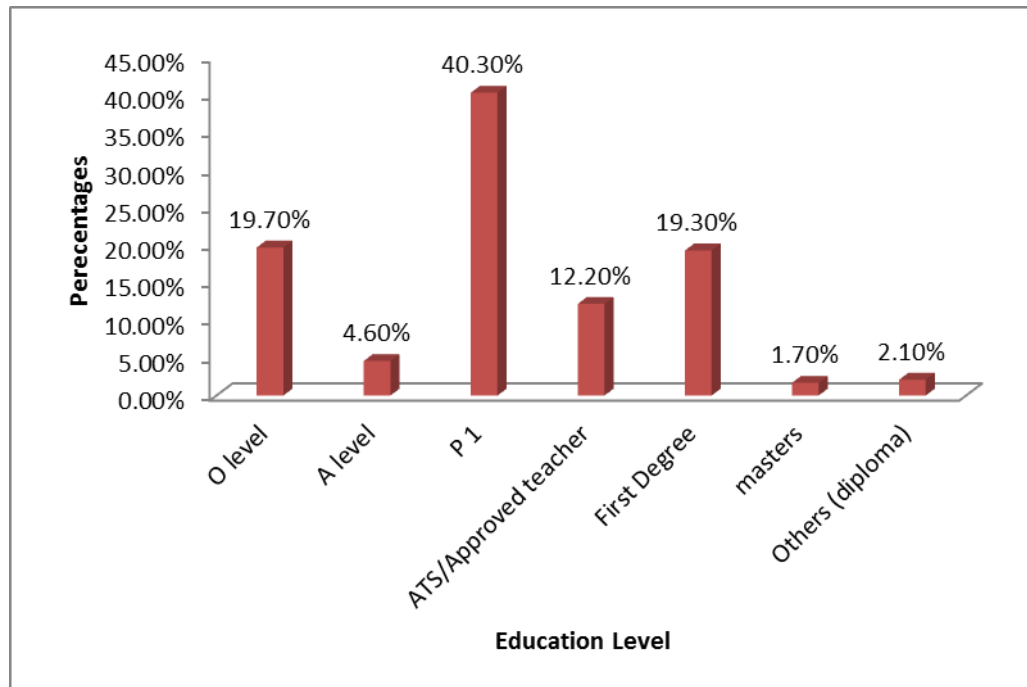


Figure 4.2: Highest Level of Education

Figure 4.2 shows that 96(40.3%) teachers were P1 teachers, 47(19.7%) were “O” level teachers, 46(19.3%) teachers were first degree holders, 11(4.6%) had A level of education while 4(1.7%) teachers had masters. From the findings it emerged that majority of the teachers were trained teachers while a few were untrained. Education level of a teacher could influence his or her intention to leave teaching for other jobs. This shows that majority of the teachers in public primary schools in Turbo Sub-County were able to influence students’ academic achievement. This concurred with Clotfelter, Ladd, and Vigdor (2009) who found that teacher education, preparation, and qualifications, of one sort or another, to be significantly and positively related to student achievement. Education level determines the quality of teachers in a school which in turn has an effect on students’ achievement. Adeogun (2001) noted that the

quality of any education system depends on the quality of teachers. This is further supported by other researchers such as Rivkin et al., (2005) Aaronson et al., (2007) and Harris & Sass, (2008) Adeyemi, (2014), who reported that school-based determining factor of students' achievement was the quality of teachers. Furthermore, Boyd, et al., (2008) and Unanma et al., (2013) indicated that a qualified teacher holds a teaching certificate and/or licensed by the state, owns at least a bachelor's degree from a four-year institution and well qualified in his/her area of specialization.

4.3.3 Teaching Experience

Further teachers were asked to indicate their teaching experience in the questionnaire provided. The results of data analysis are presented in Figure 4.3.

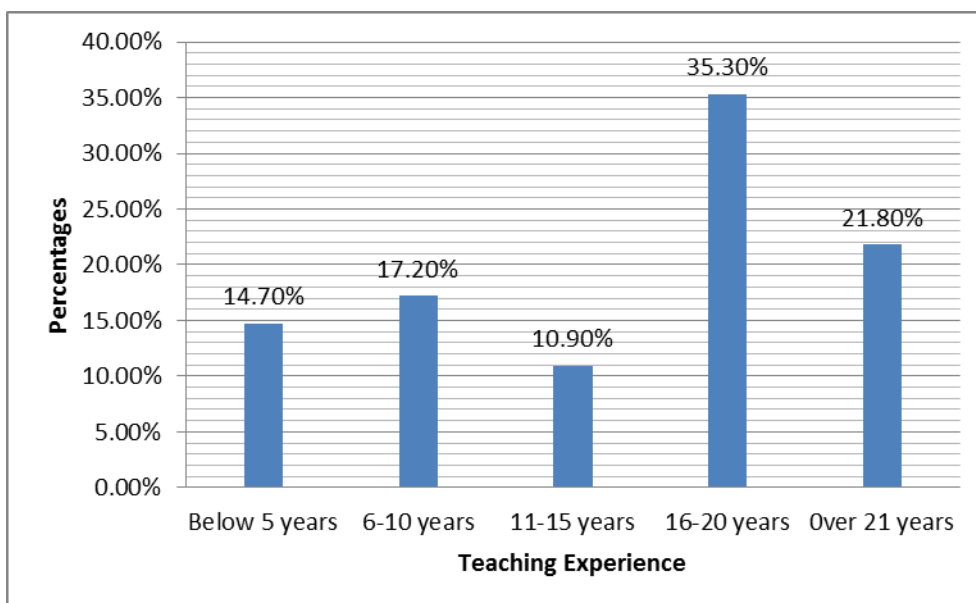


Figure 4.3: Teaching Experience of Teachers

Figure 4.3 shows that 84(35.3%) respondents had a teaching experience of 16-20 years, 52(21.8%) respondents had a teaching experience of over 21 years, 41(17.2%) respondents had a teaching experience of 6-10 years, 35(14.7%) respondents had a teaching experience of below 5 years while 26(10.9%) respondents had taught for 6-

10 years. Teaching experience shows that most teachers had not left teaching for other well paying positions implying that there was low teacher turnover.

4.3.4 Head Teachers' Turnover

Further, teachers were asked to indicate the level of head teacher turnover in their schools. Their responses were tabulated and the results are presented in Table 4.1.

Table 4.1: Head teachers' Turnover in Public Primary schools in Turbo Sub-County

Year	Number of Head teachers	Turnover	Percentage Turnover
2012	79	6	7.6
2013	83	13	15.7
2014	84	24	28.6
2015	85	16	18.8
Mean	82.8	14.8	17.7

Source: Researcher, 2016

Table 4.1 shows that there was high head teacher turnover in 2014 and 2015 in primary schools in turbo Sub-County. The high turnover in 2014 was associated with employment at County levels.

4.4 Factors that causes Head Teachers' Turnover

The first objective of this study was to determine the factors that causes Head teachers turnover in primary schools in Turbo Sub-County Uasin Gishu County. In Kenya, there is high teacher turnover and attrition that is attributed to several factors (Bennel, 2004). 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. 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. To achieve this objective, teachers were asked to rate their level of agreement on a five point likert scale items in the questionnaires. Their responses were tabulated and the results are presented in Table 4.2.

Table 4.2: Teachers Responses on Factors that Cause Head Teachers Turnover in Primary Schools

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Poor pay amongst head teachers causes their turnover	23	9.7	45	18.9	14	5.9	69	29.0	87	36.6
Competitive conditions offered by private schools has caused head teachers' turnover	36	15.1	40	16.8	19	8.0	85	35.7	58	24.4
Stress caused by the nature of head teachers' work results to their turnover in primary schools	33	13.9	63	26.5	18	7.6	61	25.6	63	26.5
Lack of adequate training for head teachers on management issues including financial management has led to high turnover	17	7.1	37	15.5	9	3.8	87	36.6	88	37.0
Poor physical working conditions contributes to head teachers stress and job dissatisfaction	50	21.0	52	21.8	19	8.0	64	26.9	53	22.3

Source: Field Data, 2016

Table 4.2 shows that 87(36.6%) teachers strongly agreed with the statement that poor pay amongst head teachers causes their turnover, 69(29.0%) teachers agreed with the

statement, 45(18.9%) teachers disagreed with the statement and 23(9.7%) teachers strongly disagreed with the statement while 14(5.9%) teachers were undecided on the statement. The study findings showed that a majority (65.6%) of the teachers in public primary schools in Turbo Sub-County were of the view that poor pay caused head teachers' turnover in primary schools. From the responses, it emerged that poor pay among workers could be one of the factors causing employee turnover. This implies that head teachers could be unsatisfied with their work and may opt to leave for better paid jobs.

In addition, 85(35.7%) teachers agreed with the statement that competitive conditions offered by private schools has caused head teachers' turnover, 58(24.4%) teachers strongly agreed with the statement, 40(16.8%) teachers disagreed with the statement and 36(15.1%) teachers strongly disagreed with the statement while 19(8.0%) teachers were undecided on the statement. From the responses, it emerged that majority (60.1%) of the primary school teachers in public primary schools in Turbo Sub-County believed that the competitive conditions such as good pay, housing and other allowances offered by private schools have caused head teachers' turnover in public primary schools. This implies that improved conditions to head teachers could have them retained in their schools. While 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 quit the teaching profession. This implied that better conditions offered by private schools influenced head teachers' turnover.

Further, 63(26.5%) strongly agreed with the statement that stress caused by the nature of head teachers' work results to their turnover in primary schools, 63(26.5%)

teachers disagreed with the statement, 61(25.6%) teachers agreed with the statement and 33(13.9%) teachers strongly disagreed with the statement while 18(7.6%) teachers were undecided on the statement. From the responses, it can be shown that majority (52.1%) of the teachers in public primary schools in Turbo Sub-County believed that stress caused by the nature of head teachers' work results to their turnover in primary schools. This implied that head teachers have high work load as compared to other teachers leading to occupational stress and may cause turnover. Occupational stress is associated with decreased job performance and low career satisfaction.

In addition, 88(37.0%) teachers strongly agreed with the statement that lack of adequate training for head teachers on management issues including financial management has led to high turnover, 87(36.6%) teachers agreed with the statement, 37(15.5%) teachers disagreed with the statement and 17(7.1%) teachers strongly disagreed with the statement while 9(3.8%) teachers were undecided on the statement. The study findings showed that majority (73.6%) of the teachers were of the view that lack of training on management issues had increased head teachers' turnover. This implied that head teachers as managers in schools need training especially on financial management. The provision of training will foster an increase in professionalism and further exploitation of methods, whereas a lack of training can cause frustration and lack of job satisfaction.

Moreover, 64(26.9%) teachers agreed with the statement that poor physical working conditions contribute to head teachers' stress and job dissatisfaction, 53(22.3%) teachers strongly agreed with the statement, 52(21.8%) teachers disagreed with the statement and 50(21.0%) teachers strongly disagreed with the statement while

19(8.0%) teachers were undecided on the statement. The study findings suggested most (49.2%) of the teachers in public primary schools in Turbo Sub-County were of the view that poor physical working conditions contributed to head teachers' turnover. Head teachers may find the stress and uncertainty of these working conditions outweighs the benefits of being a head teacher and as a result may want to leave the teaching profession.

On interviewing the head teachers, it emerged that most of the head teachers' turnover were caused by work frustrations especially the pupils' achievement in KCPE. They noted that head teachers were under pressure to deliver better results in KCPE and if they fail, parents demand for their removal. It was further noted that most head teachers had not undergone any form of financial training and are required to file returns for Free Primary Education program. This has led to most head teachers being accused of misappropriation of funds. However, most of the head teachers prefer leaving for other jobs or being ordinary teachers.

4.5 Effect of Head Teachers' Turnover on Teacher Performance

The second objective of this study was to investigate the effect of head teachers' turnover on teacher performance. To achieve this objective, teachers were asked to rate their level of agreement on a five point Likert scale items in the questionnaire on effect of head teachers' turnover on teacher performance. Their responses were tabulated and the results are presented in Table 4.3.

Table 4.3 Responses on Effect of Head Teachers' Turnover on Teacher Performance

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Head teachers' turnover leads to absenteeism amongst teachers due to lack of supervision	52	21.8	16	6.7	17	7.1	74	31.1	79	33.2
Head teachers' turnover affects curriculum implementation leading to non-coverage of syllabus	18	7.6	43	18.1	15	6.3	77	32.4	85	35.7
High head teachers' turnover frustrates teachers leading to non-performance	19	8.0	63	26.5	15	6.3	72	30.3	69	29.0
Head teachers' turnover leads to inadequate provision of teaching and learning materials affecting learning process negatively	15	6.3	26	10.9	18	7.6	116	48.7	63	26.5

Source: Field Data, 2016

Table 4.3 shows that 79(33.2%) teachers strongly agreed with the statement that head teachers' turnover leads to absenteeism amongst teachers due to lack of supervision, 74(31.1%) teachers agreed with the statement, 52(21.8%) teachers strongly disagreed with the statement and 17(7.1%) teachers were undecided on the statement while 16(6.7%) teachers disagreed with the statement. The study findings showed that

majority (64.3%) teachers believed that head teachers' turnover leads to absenteeism among teachers due to lack of supervision.

Further, 85(35.7%) teachers strongly agreed with the statement that head teachers' turnover affects curriculum implementation leading to non-coverage of syllabus, 77(32.4%) teachers agreed with the statement, 43(18.1%) teachers disagreed with the statement and 18(7.6%) teachers strongly disagreed with the statement while 15(6.3%) teachers were undecided on the statement. From the responses, it emerged that majority (68.1%) of the teachers in public primary schools in Turbo Sub-County were of the view that head teachers' turnover affects curriculum implementation leading to non-coverage of syllabus. From the current study findings, head teachers' turnover could affect curriculum implementation due to teacher absenteeism.

In addition, 72(30.3%) teachers agreed with the statement that high head teachers' turnover frustrates teachers leading to non-performance, 69(29.0%) teachers strongly agreed with the statement, 63(26.5%) teachers disagreed with the statement and 19(8.0%) teachers strongly disagreed with the statement while 15(6.3%) teachers were undecided. From the responses, it emerged that majority (59.3%) of the teachers in public primary schools in Turbo Sub-County believed that high head teachers' turnover frustrates teachers leading to non-performance. Frustration could in turn lead to non-performance in terms of teaching and completion of syllabus.

Similarly, 116(48.7%) teachers agreed with the statement that head teachers' turnover leads to inadequate provision of teaching and learning materials affecting learning process negatively, 63(26.5%) teachers strongly agreed with the statement, 26(10.9%)

primary school teachers disagreed with the statement while 15(6.3%) teachers strongly disagreed with the statement. The study findings suggested that majority (65.2%) of the primary school teachers in Turbo Sub-County believed that head teachers' turnover leads to inadequate provision of teaching and learning materials affecting learning process negatively. The head teachers are mandated to provide adequate teaching and learning resources and therefore with their absence, there will be inadequate teaching and learning resources in public primary schools. This in turn affects the teaching and learning process. An influential factor on student achievement could be the availability and the use of resources by teachers in teaching and learning activities.

On interviewing the head teachers, it emerged that among the mandates of head teachers is provision of teaching and learning resources and curriculum implementation supervision amongst others and therefore lack of a head teacher in a public primary school as a result of attrition could result in lack of these important materials.

Teaching effectiveness may be influenced by various factors among them the availability and use of educational resources. These play an integral role in the teaching and learning process. Loecheed et al (1991) observed that:

Instructional materials are critical ingredients in learning and the intended curriculum cannot easily be implemented without them. Instructional materials provide information, organize the scope and sequence of information presented and provide opportunities for students to use what they have learned.

From the above, it can be shown that head teachers' absence or attrition in school could affect the provision of teaching and learning facilities hindering curriculum implementation.

4.5.1 Relationship between Head Teacher Turnover and Teacher Performance

The first hypothesis was:

H0₁: There is no significant statistical relationship between head teacher turnover and teacher performance in primary schools in Turbo Sub-County.

This hypothesis was tested using Pearson Correlation Coefficient at $p \leq 0.01$ significance level. Table 4.3 on interpretation of the strength of the correlation coefficient is based on Amin's (2005) approach. This approach emphasizes that at 0 there is no relationship, above 0 to .2 it is a very weak relationship, above .2 to .4 it is a weak relationship, above .4 to .6 it is a moderate relationship, above .6 to .8 it is a strong relationship, and above .8 to 1 it is a very strong relationship. Similarly, the negative values imply negative relationship as enumerated above. Table 4.4 shows that relationship between head teachers' turnover and teacher performance.

Table 4.4 Relationship between Head Teacher Turnover and Teacher Performance

	Teacher Performance
Head teacher Turnover	$r = -.483^{**}$ $p = .000$

Table 4.4 shows that head teacher turnover had a negative correlation with teacher performance. This implies that there was a statistically significant but negative relationship between head teacher's turnover and teacher performance in public primary schools in Turbo Sub-County ($r = -.483$; $p = .000$). Implying that when there

is an increase in head teachers' turnover, there is a likelihood of a reduced teacher performance leading to low pupil performance in examinations.

4.6 Effect of Head Teachers' Turnover on Students' Academic Performance

The third objective of this study was to investigate the effect of head teachers' turnover on students' academic performance in Turbo Sub-County Uasin Gishu County. To achieve this objective, teachers were asked to rate their level of agreement on a five point likert scale items in the questionnaire on effect of head teachers' turnover on students' academic performance. Their responses were tabulated and the results are presented in Table 4.5.

Table 4.5: Teachers' Responses on Effect of Head Teachers' Turnover on Students' Academic Performance

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Head teacher's turnover leads to absenteeism amongst pupils due to lack of supervision leading to poor academic achievement	6	2.5	23	9.7	20	8.4	90	37.8	99	41.6
Head teachers' turnover affects curriculum implementation leading to non-coverage of syllabus thus influencing negatively students' performance	28	11.8	40	16.8	24	10.1	78	32.8	68	28.6
Head teachers' turnover leads to pupils' transfer to other schools causing poor academic performance among the remaining pupils	19	8.0	38	16.0	20	8.4	88	37.0	73	30.7

Source: Field Data, 2016

Table 4.5 shows that 99(41.6%) teachers strongly agreed that head teacher's turnover leads to absenteeism amongst pupils due to lack of supervision leading to poor academic achievement, 90(37.8%) teachers agreed with the statement, 23(9.7%) teachers disagreed with the statement and 20(8.4%) teachers were undecided on the statement while 6(2.5%) teachers strongly disagreed with the statement. The study findings suggested that majority (79.4%) of the teachers in public primary schools in Turbo Sub-County reported that head teacher's turnover lead to absenteeism amongst pupils due to lack of supervision therefore negatively affecting academic performance of pupils. This implies that head teacher turnover has an impact on pupils' continuous stay in school. In situations where there is continuous presence of head teachers' pupils tend to attend school on daily basis resulting in better academic achievement as compared to pupils who rarely attend school.

Similarly, 78(32.8%) teachers agreed with the statement that head teachers' turnover affects curriculum implementation leading to non-coverage of syllabus thus influencing negatively students' performance, 68(28.6%) teachers strongly agreed with the statement, 40(16.8%) teachers disagreed with the statement and 28(11.850 teachers strongly disagreed with the statement while 24(10.1%) teachers were undecided on the statement. The responses showed that a majority (61.4%) of the teachers in public primary schools reported that head teachers' turnover affected curriculum implementation leading to non-coverage of syllabus thus influencing negatively students' academic performance. This implied that absence of head teachers in schools has a negative impact on students' academic performance. This is attributed to the fact that head teachers are the main supervisors of curriculum implementation and without them teachers may be reluctant to teach or could stay

away from school. This influences negatively curriculum implementation leading to poor academic achievement among the pupils.

Furthermore, 88(37.0%) teachers agreed with the statement that head teachers' turnover leads to pupils' transfer to other schools causing poor academic performance among the remaining pupils, 73(30.7%) teachers strongly agreed with the statement, 38(16.0%) teachers disagreed with the statement and 20(16.0%) teachers were undecided on the statement while 19(8.0%) teachers strongly disagreed with the statement. It seems therefore that majority (67.7%) of the teachers in public primary schools in Turbo Sub-County were of the view that head teachers' turnover leads to pupils' transfer to other schools causing poor academic performance among the remaining pupils. It has been shown that head teachers are the pillars to academic performance in schools and any form of turnover (attrition, resignation and dismissal) could affect performance.

On interviewing head teachers, it merged that they are the supervisors of curriculum implementation and their absence could lead to low curriculum implementation by teachers leading to low academic performance among the primary school pupils.

In addition, the head teachers were asked to indicate pupils' performance for the last three years before the study. The results are presented in Table 4.6.

Table 4.6: Academic Performance of Pupils in Turbo Sub-County

Year	2012	2013	2014	2015
Mean score	234.56	246.73	243.89	251.87

From the Table 4.6, it emerged that the selected schools had a mean of 234.56, 246.73, 243.89 and 251.87 for 2012, 2013, 2014 and 2015 respectively. This shows

that the academic performance of public primary schools in Turbo Sub-County was lower as compared to other sub-counties.

4.6.1 Relationship between Head Teachers’ Turnover on Students’ Academic Performance

The second hypothesis of the study was;

H0₂: There is no significant relationship between head teachers’ turnover and students’ academic performance in primary schools in Turbo Sub-County.

To test this hypothesis, Pearson Correlation analysis was performed and the results are presented in Table 4.7.

Table 4.7: Relationship between Head teachers’ turnover and Pupils’ academic Performance

	Pupils’ Academic Performance
Head teachers’ turnover	$r = -.655^{**}$
	$p = .001$

Table 4.7 shows that there was a significant but negative correlation between head teachers’ turnover and pupils’ academic performance in primary schools ($r = -.655$; $p = .001$). This shows that a high head teacher turnover is closely associated with low pupils’ academic performance and therefore the hypothesis which stated that “there is no significant relationship between head teachers’ turnover and students’ academic performance in primary schools in Turbo Sub-County” was accepted showing that head teachers’ turnover influences pupils’ academic achievement.

4.7 Strategies of Reducing Head Teachers' Turnover

The fourth objective of this study was to find out the strategies that need to be put in place to reduce Head teachers' turnover in public primary schools in Turbo Sub-County. To achieve this objective, teachers were asked to rate their level of agreement on a five point likert scale items in the questionnaire on strategies of reducing head teachers' turnover. Their responses were tabulated and the results are presented in Table 4.8.

Table 4.8: Strategies of Reducing Head Teachers' Turnover

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Openness in promotion enhances head teachers' confidence in future promotions	45	18.9	28	11.8	12	5.0	70	29.4	83	34.9
Increased pay for Head teachers and teachers enhances their retention	23	9.7	44	18.5	21	8.8	96	40.3	54	22.7
Good working environment enhances Head teachers job satisfaction reducing on their turnover	31	13.0	44	18.5	16	6.7	82	34.5	65	27.3
Involvement of teachers in decision-making process in school enhances my job satisfaction	21	8.8	42	17.6	17	7.1	98	41.2	60	25.2
Better housing for Head teachers enhances their job satisfaction and retention	22	9.2	37	15.5	15	6.3	102	42.9	62	26.1
Good medical services for Head teachers enhances their job satisfaction and retention	14	5.9	33	13.9	12	5.0	100	42.0	79	33.2

Source: Field Data, 2016

Table 4.8 shows that 83(34.9%) teachers strongly agreed with the statement that openness in promotion enhances head teachers' confidence in future promotions thus reducing on turnover, 70(29.4%) teachers agreed with the statement, 45(18.950 teachers strongly disagreed with the statement and 28(11.8%) teachers disagreed with the statement while 12(5.0%) teachers were undecided on the statement. From the response, it emerged that a majority (64.3%) of the teachers in public primary schools in Turbo Sub-County believed that openness in promoting teachers could reduce head teachers' turnover. Therefore, promotion of teachers in an open way leads to head teachers' retention in public primary schools.

Similarly, 96(40.3%) teachers agreed with the statement that increased pay for head teachers and teachers enhances their retention, 54(22.7%) teachers strongly agreed with the statement, 44(18.5%) teachers disagreed with the statement and 23(9.7%) teachers strongly disagreed with the statement while 21(8.8%) teachers were undecided on the statement. The study findings showed that a majority (63.0%) of the primary school teachers in Turbo Sub-County were of the view that increased pay for head teachers could enhance their retention in public schools.

Further, 82(34.5%) teachers agreed with the statement that good working environment enhances Head teachers job satisfaction reducing on their turnover, 65(27.3%) teachers strongly agreed with the statement, 44(18.5%) teachers disagreed with the statement and 31(13.0%) teachers strongly disagreed with the statement while 16(6.7%) teachers were undecided on the statement. From the responses, it emerged that a majority (61.8%) of the teachers reported that good working environment enhanced Head teachers' job satisfaction reducing on their turnover. This implies that

working conditions for head teachers and teachers need to be improved in all public primary schools to enhance their retention.

In addition, 98(41.2%) teachers agreed with the statement that involvement of teachers in decision-making process enhanced their job satisfaction, 60(25.2%) teachers strongly agreed with the statement, 42(17.6%) teachers disagreed with the statement and 21(8.8%) teachers strongly disagreed with the statement while 17(7.1%) teachers were undecided on the statement. From the responses, it can be argued that involvement of teachers in decision making process reduces head teachers' turnover and this could be attributed to the fact that involvement in decision making process enhances team work which could have an effect on head teachers' turnover.

In addition, 102(42.9%) teachers agreed with the statement that better housing for Head teachers enhances their job satisfaction and retention, 62(26.1%) teachers strongly agreed with the statement and 59(24.7%) teachers were in disagreement with the statement while 15(6.3%) teachers were undecided on the statement. The study findings showed that a majority (69.0%) of the teachers in primary schools in Turbo Sub-County acknowledged that having better housing for Head teachers enhanced their job satisfaction and retention. This implies that having good housing at school for head teachers could improve their retention at work.

Moreover, 100(42.0%) teachers agreed with the statement that good medical services for Head teachers enhances their job satisfaction and retention, 79(33.2%) teachers strongly agreed with the statement and 47(19.8%) teachers were in disagreement

while 12(5.0%) teachers were undecided on the statement. From the responses, it can be argued that a majority (75.2%) of the teachers in public primary schools in Turbo Sub-County acknowledged that having better medical services for head teachers enhances their retention in schools.

CHAPTER FIVE

DISCUSSIONS OF THE STUDY FINDINGS

5.1 Introduction

This section presents the discussions of the findings on effect of head teachers' turnover on academic performance in primary schools in Turbo Sub-County, Uasin-Gishu County, Kenya. The discussions are based on the four objectives of the study.

5.2 Factors that cause Head Teachers Turnover

The first objective of this study was to determine the factors that cause Head teachers turnover in primary schools in Turbo Sub-County Uasin Gishu County. The study findings showed that a majority (65.6%) of the teachers in public primary schools in Turbo Sub-County were of the view that poor pay caused head teachers' turnover in primary schools. From the responses, it emerged that poor pay among workers could be one of the factors causing employee turnover. This concurs with the findings of Davidson (2007) who conducted a survey on teacher motivation in Tanzania and found that most teachers were unhappy with their pay. Teachers pay according to Rasku and Kinnunen (2003) is linked to teachers' job satisfaction. This implies that head teachers could be unsatisfied with their work and may opt to leave for better paid jobs.

In addition, majority (60.1%) of the primary school teachers in public primary schools in Turbo Sub-County believed that the competitive conditions such as good pay, housing and other allowances offered by private schools have caused head teachers' turnover in public primary schools. This implies that improved conditions to head teachers could have them retained in their schools. While 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 quit the teaching profession. Some leave the profession to join private schools while others quit teaching completely to work in a variety of fields such as the media, financial institutions, and non-governmental organizations (Susu, 2008). This implied that better conditions offered by private schools influenced head teachers' turnover.

Further, majority (52.1%) of the teachers in public primary schools in Turbo Sub-County believed that stress caused by the nature of head teachers' work results to their turnover in primary schools. This implied that head teachers have high work load as compared to other teachers leading to occupational stress and may cause turnover. Occupational stress is associated with decreased job performance and low career satisfaction. It has a special significance in teaching profession where staff members experience both psychological and physical stress (Sodoma & Else, 2009).

Similarly, majority (73.6%) of the teachers were of the view that lack of training on management issues had increased head teachers' turnover. This implied that head teachers as managers in schools need training especially on financial management. The provision of training will foster an increase in professionalism and further exploitation of methods, whereas a lack of training can cause frustration and lack of job satisfaction (Wright & Davis, 2003). Well-trained individuals know the scope expectations and depth of their jobs and will be able to add building blocks to their professionalism as they progress through their careers (Priti, 1999). Professional training is therefore critical for head teachers in public primary schools.

Further, most (49.2%) of the teachers in public primary schools in Turbo Sub-County were of the view that poor physical working conditions contributed to head teachers' turnover. Head teachers may find the stress and uncertainty of these working conditions outweighs the benefits of being a head teacher and as a result may want to leave the teaching profession (Rothstein, 2015).

On interviewing the head teachers, it emerged that most of the head teachers' turnover were caused by work frustrations especially the pupils' achievement in KCPE. They noted that head teachers were under pressure to deliver better results in KCPE and if they fail, parents demand for their removal. It was further noted that most head teachers had not undergone any form of financial training and are required to file returns for Free Primary Education program. This has led to most head teachers being accused of misappropriation of funds. However, most of the head teachers prefer leaving for other jobs or being ordinary teachers.

5.3 Effect of Head Teachers' Turnover on Teacher Performance

The second objective of this study was to investigate the effect of head teachers' turnover on teacher performance. The study findings showed that majority (64.3%) teachers believed that head teachers' turnover leads to absenteeism among teachers due to lack of supervision. This concurs with Bennett and Hess (2007) who noted that high teacher commitment as a result of job satisfaction leads to less absenteeism and high performance. Effective leadership in schools is expected to share decision making with subordinates and creates opportunities for them to work towards a collective mission.

Further, majority (68.1%) of the teachers in public primary schools in Turbo Sub-County were of the view that head teachers' turnover affects curriculum implementation leading to non-coverage of syllabus. Muriithi (2014) carried out a study to investigate the influence of head teachers' instructional supervision strategies on curriculum implementation in public schools in Imenti South district. The findings were that internal instructional supervision helped teachers to improve in assessment and evaluation, which further influenced curriculum implementation. From the current study findings, head teachers' turnover could affect curriculum implementation due to teacher absenteeism.

In addition, majority (59.3%) of the teachers in public primary schools in Turbo Sub-County believed that high head teachers' turnover frustrates teachers leading to non-performance. Lambert, O'Donnell, Kusherman and McCarthy (2006) pointed out that teaching is characterized as a profession that is emotionally taxing and potentially frustrating. Frustration could in turn lead to non-performance in terms of teaching and completion of syllabus.

Similarly, majority (65.2%) of the primary school teachers in Turbo Sub-County believed that head teachers' turnover leads to inadequate provision of teaching and learning materials affecting learning process negatively. The head teachers are mandated to provide adequate teaching and learning resources and therefore with their absence, there will be inadequate teaching and learning resources in public primary schools. This in turn affects the teaching and learning process. An influential factor on student achievement could be the availability and the use of resources by teachers in teaching and learning activities. Crosne and Elder (2004) reported that provision of

facilities and availability of resources in school is an important structural component of the school in terms of academic performance.

On interviewing the head teachers, it emerged that among the mandates of head teachers is provision of teaching and learning resources and curriculum implementation supervision amongst others and therefore lack of a head teacher in a public primary school as a result of attrition could result in lack of these important materials.

Teaching effectiveness may be influenced by various factors among them the availability and use of educational resources. These play an integral role in the teaching and learning process. Loecheed et al (1991) observed that:

Instructional materials are critical ingredients in learning and the intended curriculum cannot easily be implemented without them. Instructional materials provide information, organize the scope and sequence of information presented and provide opportunities for students to use what they have learned.

From the above, it can be shown that head teachers' absence or attrition in school could affect the provision of teaching and learning facilities hindering curriculum implementation.

The study further found a statistically significant but negative relationship between head teacher's turnover and teacher performance in public primary schools in Turbo Sub-County showing that an increase in head teachers' turnover could result in a likelihood of a reduced teacher performance leading to low pupil performance in examinations.

5.4 Effect of Head Teachers' Turnover on Students' Academic Performance

The third objective of this study was to investigate the effect of head teachers' turnover on students' academic performance in Turbo Sub-County Uasin Gishu County. The study findings suggested that majority (79.4%) of the teachers in public primary schools in Turbo Sub-County reported that head teacher's turnover lead to absenteeism amongst pupils due to lack of supervision therefore negatively affecting academic performance of pupils. This implies that head teacher turnover has an impact on pupils' continuous stay in school. In situations where there is continuous presence of head teachers' pupils tend to attend school on daily basis resulting in better academic achievement as compared to pupils who rarely attend school. This concurs with Rivkin, Hanushek and Kain (2005) who found out in their study that students' absenteeism had a negative effect on their performance. This further showed that head teachers' turnover leads to diminished school performance which causes turnover and absenteeism among the students and teachers.

Similarly, majority (61.4%) of the teachers in public primary schools reported that head teachers' turnover affected curriculum implementation leading to non-coverage of syllabus thus influencing negatively students' academic performance. This implied that absence of head teachers in schools has a negative impact on students' academic performance. This is attributed to the fact that head teachers are the main supervisors of curriculum implementation and without them teachers may be reluctant to teach or could stay away from school. This influences negatively curriculum implementation leading to poor academic achievement among the pupils. This supports a study by Lloyd, Mensch and Clark (2000) in Kenya which found out that low performing schools were characterised by inadequate school facilities, lack of active participation

of students in the teaching-learning process, and poor overall school atmosphere in terms of organisation, rules and student-to-student interaction.

Further, majority (67.7%) of the teachers in public primary schools in Turbo Sub-County were of the view that head teachers' turnover leads to pupils' transfer to other schools causing poor academic performance among the remaining pupils. It has been shown that head teachers are the pillars to academic performance in schools and any form of turnover (attrition, resignation and dismissal) could affect performance. This supports the findings of Grady *et al.*, (2008) who noted that organizational leadership influences workers' performance. In the current study, lack of head teacher in a school could result to low teacher and student performance. On interviewing head teachers, it merged that they are the supervisors of curriculum implementation and their absence could lead to low curriculum implementation by teachers leading to low academic performance among the primary school pupils.

The study further found out that there was a significant but negative correlation between head teachers' turnover and pupils' academic performance in primary schools ($r = -.655$; $p = .001$). This shows that a high head teacher turnover is closely associated with low pupils' academic performance and therefore the hypothesis which stated that "there is no significant relationship between head teachers' turnover and students' academic performance in primary schools in Turbo Sub-County" was accepted showing that head teachers' turnover influences pupils' academic achievement.

5.5 Strategies of Reducing Head Teachers' Turnover

The fourth objective of this study was to find out the strategies that need to be put in place to reduce Head teachers' turnover in public primary schools in Turbo Sub-County. The study findings showed that a majority (64.3%) of the teachers in public primary schools in Turbo Sub-County believed that openness in promoting teachers could reduce head teachers' turnover. According to Mahaney and Lederer, (2006) promotion as an extrinsic reward enhances employee retention. Therefore, promotion of teachers in an open way leads to head teachers' retention in public primary schools. Similarly, a majority (63.0%) of the primary school teachers in Turbo Sub-County were of the view that increased pay for head teachers could enhance their retention in public schools. This finding was found to be consistent with those of Akintoye (2000) who asserted that money remains the most significant motivational strategy where pay increase extrinsically motivate the employees from the economic perspective. Further, majority (61.8%) of the teachers reported that good working environment enhanced Head teachers' job satisfaction reducing on their turnover. This implies that working conditions for head teachers and teachers need to be improved in all public primary schools to enhance their retention. This was found to support the work of Buzzle, (2010) who noted that an appropriate work environment was important in influencing the employee retention in an organization which in this study is a school.

In addition, a majority (65.3%) of the teachers believed that their involvement in decision making process enhanced head teachers' retention. It can be argued that involvement of teachers in decision making process reduces head teachers' turnover and this could be attributed to the fact that involvement in decision making process enhances team work which could have an effect on head teachers' turnover. Gachanja

(2004) carried out a study on workers' motivation and labour turnover and found out that lack of involvement in decision making were found to influence labour turnover. Moreover, majority (69.0%) of the teachers in primary schools in Turbo Sub-County acknowledged that having better housing for Head teachers enhanced their job satisfaction and retention. This implies that having good housing at school for head teachers could improve their retention at work. Furthermore, a majority (75.2%) of the teachers in public primary schools in Turbo Sub-County acknowledged that having better medical services for head teachers enhances their retention in schools. This study findings supports those of Bennell and Akyeampong (2007) who found that medical schemes in organizations motivate employees to stay longer in the organization.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter is divided into two sections, namely, conclusions and recommendations. These Sub-County s were informed by the purpose of the study and the results.

6.2 Conclusions of the Study

The following conclusions are made based on the study findings;

- i. The study concluded that competitive conditions such as good pay, housing and other allowances offered by private schools had caused head teachers' turnover in public primary schools. The head teachers' turnover was mostly caused by poor pay, poor working conditions and high workload which are associated with job stress and job dissatisfaction.
- ii. There was a statistically significant but negative relationship between head teacher's turnover and teacher performance in public primary schools in Turbo Sub-County showing that an increase in head teachers' turnover could result in reduced teacher performance leading to low pupil performance in examinations.
- iii. The study further concluded that there was a significant but negative correlation between head teachers' turnover and pupils' academic performance in primary schools. This shows that a high head teacher turnover is closely associated with low pupils' academic performance and therefore the hypothesis which stated that "there is no significant relationship between head teachers' turnover and students' academic performance in primary schools in

Turbo Sub-County” was accepted showing that head teachers’ turnover influences pupils’ academic achievement.

- iv. Among the strategies of reducing head teachers’ turnover and increasing their retention were; openness in promoting teachers, increased pay for head teachers, involvement of teachers in decision making process and better housing for Head teachers. These strategies will ensure that head teachers are retained in a school for a longer period of time.

6.3 Recommendations of the Study

The following recommendations are made based on the study findings;

- i. Head teachers’ turnover is caused by both school related and personal factors such as poor pay, housing conditions and workload. Therefore, the education stakeholders need to reduce on school related factors which influence head teachers’ turnover.
- ii. An increase in head teachers’ turnover could result in reduced teacher performance; therefore, the Ministry of Education need to enhance smooth transition of head teachers.
- iii. Pupils’ academic performance could be influenced to a great extent by the head teachers’ turnover and therefore strategies which enhances head teachers’ retention in public primary schools need to be put in place.
- iv. There is need for the Boards of school management to enhance strategies that reduce teacher turnover.

6.4 Suggestions for Further Studies

There are important issues that this study was unable to address due to its scope. In view of this, the following are recommended for further research;

- i. Studies similar to this one need to be undertaken at national level to allow for the generalization of the study findings.
- ii. Other factors could influence labour turnover in an organization and therefore there is need for studies on other factors which influence labour turnover in secondary schools and other related organizations. There is also need for a study on factors that enhance labour retention in organizations.

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APPENDICES
APPENDIX I: INTRODUCTION LETTER

Dear Participant,

RE: PARTICIPATION IN THIS STUDY

I am a post graduate student pursuing a master of Philosophy Degree programme in the Department of Educational Management, Kisii University. I am currently conducting research on **“Effect of Head teachers Turnover on pupils’ Academic Performance in public Primary Schools in Turbo Sub-County , Uasin-Gishu County, Kenya.”** I kindly request you to participate in this study. Your response to the items in the questionnaire is treated with utmost confidentiality, and will not be used for any other purposes except this study. You may also request the researcher to inform you about the findings of this study.

Thank you very much for accepting to participate in this study. Please sign in the space provided on this letter if you accept to be a respondent in this study.

Yours faithfully,

Joseph Ruto

Participant

Date

APPENDIX II: QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

This questionnaire is purely meant for academic research. Please fill in responses as truthfully as you can.

Section A: general information

1. What is your gender?

(i) Male

(ii) Female

2. What is your age group?

(i) Below 25 years

(ii) 26 – 30 years

(iii) 31 – 35 years

(iv) 36 – 40 years

(v) 41 – 45 years

(vi) 46 – 50 years

(vii) Over 51 years

3. What is your highest level of education?

i) O level

ii) A level

iii) P 1

iv) ATS /Approved teacher

v) Bachelors Degree

vi) Masters

vi) PhD

viii) any other (specify)

4. Please indicate your teaching experience

i) Below 5 years

(ii) 6 – 10 years

(iii) 11 – 15 years

(iv) 16 – 20 years

(v) over 21 years

5. Indicate the number of lessons you have per week

(i) Below 10 lessons

(ii) 11 -20 lessons

(iii) 21 -30 lessons

(iv) 31 -40 lessons

(v) Over 41 lessons

SECTION B: Specific Information

Please indicate your agreement/disagreement on the following statements

Key: SD= Strongly Disagree; D= Disagree, UD= Undecided, A = Agree and SA= Strongly Agree.

i. Factors that cause Head teachers’ Turnover

Statement	SD	D	U	A	SA
i. Poor pay amongst Head teachers causes their turnover					
ii. Lack of good housing in schools has led to high level of Head teachers’ turnover					
iii. Competitive conditions offered by private schools has caused Head teachers’ turnover					
iv. Stress caused by the nature of Head teachers’ work results to their turnover in primary schools					
v. Lack of adequate training for Head teachers on management issues including financial management					
vi. Poor physical working conditions contributes to Head teachers stress and job dissatisfaction					

Please indicate other factors apart from those mentioned above

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.....

.....

.....

ii. Effects of Head teacher turnover on teacher performance in school

Statement	SD	D	U	A	SA
i. Headteacher turnover leads to absenteeism amongst teachers due to lack of supervision before replacement					
ii. Head teachers turnover affects curriculum implementation leading to non-coverage of syllabus					
iii. High headteacher turnover frustrates teachers leading to non-performance					
iv. Headteacher turnover leads to inadequate provision of teaching and learning materials affecting learning process negatively					

iii. Effects of Headteacher turnover on pupils' academic performance

Statement	SD	D	U	A	SA
i. Headteacher turnover leads to absenteeism amongst pupils due to lack of supervision leading to poor academic achievement					
ii. Head teachers turnover affects curriculum implementation leading to non-coverage of syllabus thus influencing negatively students' performance					
iii. head teachers' turnover leads to pupils' transfer to other schools causing poor academic performance among the remaining pupils					

Indicate other effects associated to Head teachers' turnover

.....

.....

.....

iv. Strategies to curb head teachers' turnover

Strategy	SD	D	U	A	SA
i. Openness in promotion enhances head teachers confidence in future promotions					
ii. Increased pay for Head teachers and teachers enhances their retention					
iii. Good working environment enhances Head teachers job satisfaction reducing on their turnover					
iv. Involvement of teachers in decision-making in school enhances my job satisfaction					
v. Better housing for Head teachers enhances their job satisfaction and retention					
vi. Car allowances for Head teachers improves job satisfaction and retention					
vii. Good medical services for Head teachers enhances their job satisfaction and retention					

Indicate other strategies that can be put in place to reduce Head teachers' turnover and improve students' academic achievement

.....

.....

.....

APPENDIX III: INTERVIEW SCHEDULE FOR HEAD TEACHERS

I am a post graduate student pursuing a master of Philosophy Degree programme in the Department of Educational Management, Kisii University. I am currently conducting research on **“Effect of Head teachers Turnover on Pupils’ Academic performance in Primary Schools in Turbo Sub-County , Uasin-Gishu County, Kenya.”** I kindly request you to participate in this study. This interview is purely meant for academic research. Please respond to the items as honest as you can.

a) In your own opinion, indicate the factors that determine head teacher turnover in primary schools?

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

b) How do headteacher turnover in schools affect teacher performance?

.....
.....

c) In your opinion, how does Head teachers’ turnover affect students’ academic performance?

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

d) As a senior person in the school, which strategies do you think need to be put in place to reduce Head teachers’ turnover in public primary schools?

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

APPENDIX IV: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. JOSEPH K. RUTO
of KISII UNIVERSITY, 408-40200
Eldoret, has been permitted to conduct
research in Uasin-Gishu County

Permit No : NACOSTI/P/16/14512/13211
Date Of Issue : 26th August,2016
Fee Received :Ksh 1000

on the topic: EFFECT OF
HEADTEACHERS TURNOVER ON
ACADEMIC PERFORMANCE IN PRIMARY
SCHOOLS IN TURBO DIVISION,
UASIN-GISHU COUNTY, KENYA

for the period ending:
26th August,2017



Applicant's
Signature

[Signature]
Director General
National Commission for Science
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officer will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEACH CLEARANCE
PERMIT

Serial No. 11765

CONDITIONS: see back page

APPENDIX V: RESEARCH AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref. No.

Date:

NACOSTI/P/16/14512/13211

26th August, 2016

Joseph K. Ruto
Kisii University
P.O. Box 402-40800
KISII.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effect of headteachers turnover on academic performance in primary schools in Turbo Division, Uasin-Gishu County, Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for the period ending **26th August, 2017**.

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

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

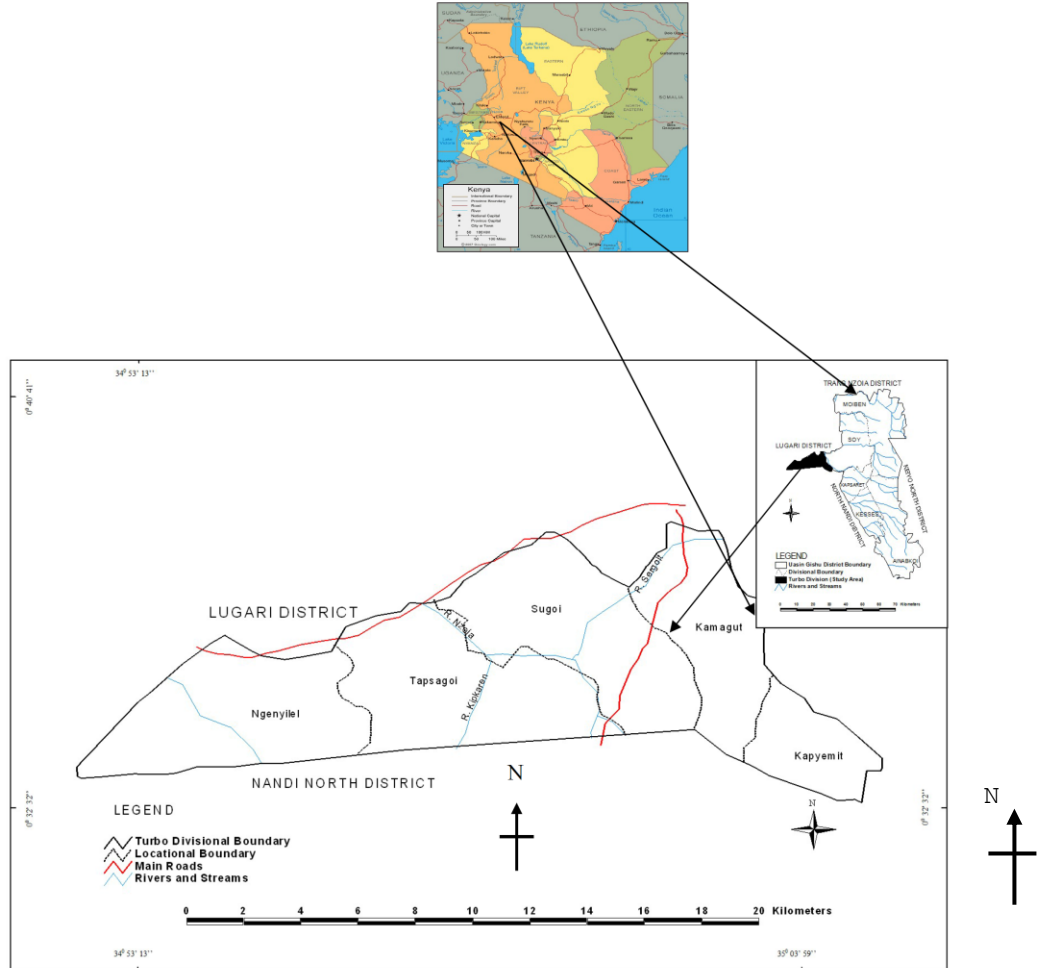
BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.

APPENDIX VI: MAP OF THE STUDY AREA



APPENDIX VII: PLAGIARISM CHECKER



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EFFECT OF HEAD TEACHERS' TURNOVER ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN TURBO SUB-COUNTY, UASIN-GISHU COUNTY, KENYA
RUTO KIPKORIR JOSEPH (BED, University of Nairobi) Thesis Submitted To the school of Post Graduate Studies in Partial Fulfillment of the Requirements for the Conferment of Masters Degree in Education Management (Administration) KISII UNIVERSITY
NOVEMBER, 2016

DECLARATION AND APPROVAL DECLARATION BY THE CANDIDATE This research thesis is my own work and has not been presented for a degree, diploma or any other award in any university Signed: _____ Date: _____ RUTO

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Kapkia Moses Lecturer, Faculty of Education and Human Resource Development Kisii University Signed: _____ Date: _____

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