

**EFFECT OF STRATEGIC HUMAN RESOURCE MANAGEMENT ON TEACHER
TURNOVER IN PRIVATE SECONDARY SCHOOLS IN NYERI COUNTY**

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Fulfillment of the Requirements for the Degree of Master of Business Administration,
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DECLARATION

This thesis is my original work and to my knowledge has not been presented to any other university or institution of higher learning for examination.

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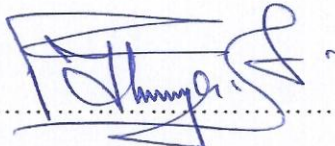
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DEDICATION

I dedicate this research to my loving wife Phyllis, daughter Grace and son Emmanuel for their unwavering support and encouragement throughout this masters program. May God bless them abundantly.

DEDAN KIMATHI UNIVERSITY OF
TECHNOLOGY

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TABLE OF CONTENT

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENT	iv
LIST OF FIGURES	vii
LIST OF TABLES	viii
ABBREVIATION AND ACRONYMNS	ix
ABSTRACT.....	x
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Background Information.....	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the Study.....	4
1.4 Specific Objectives of the Study.....	4
1.5 Research Question of the study.....	5
1.6 Justification of the Study	5
1.7 Limitations	6
1.8 Delimitation	6
1.9 Assumptions.....	6
1.10 Definition of terms.....	6
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 Introduction.....	8
2.2 Theoretical Review	8
2.2.1 Strategic Human Resource Management.....	8
2.2.2 Strategic Human Resource Management and Turnover	9
2.2.3 Social exchange Theory.....	10
2.2.4 5 P Model.....	11
2.3 Empirical Literature	11
2.3.1 Career Development Opportunities	12

2.3.2 Work Environment.....	12
2.3.4 Reward system.....	13
2.3.4 Work-life balance policies.....	13
2.4 Conceptual Framework.....	14
2.5 Operational Framework.....	15
CHAPTER THREE.....	17
RESEARCH METHODOLOGY.....	17
3.1 Introduction.....	17
3.2 Research Design.....	17
3.3 Location of the Study.....	17
3.4 Target Population.....	17
3.5 Sample Size and Sampling Procedure.....	18
3.6 Research Instruments.....	19
3.7 Validity and Reliability.....	19
3.7.1 Validity.....	19
3.7.2 Reliability.....	20
3.8 Data Collection Procedures.....	20
3.9 Data Analysis.....	20
3.10 Ethical Considerations.....	21
CHAPTER FOUR.....	23
DATA PRESENTATION, ANALYSIS AND INTERPRATATION.....	23
4:1 Introduction.....	23
4:2 General information.....	23
4.2.1 Gender Distribution.....	23
4.2.2 Age of the respondents.....	24
4.2.3 Duration worked.....	25
4:4 Work Environment.....	29
4.5 Reward System.....	29
4.6 Work-life balance policies.....	30
4.6.1 Welfare programs.....	31
4.6.2 Leaves.....	32

4.7 Teachers Turnover.....	33
4.7.1 Teachers intention to leave private secondary schools	33
4.7.2 The Number of teachers leaving private schools	33
4.8 Linear -regression.....	34
CHAPTER FIVE	38
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION	38
5.1 Introduction	38
5.2 Summary of the Findings	38
5.2.1 Career development opportunities	38
5.2.2 Work environment.....	38
5.2.3 Reward systems.....	39
5.2.4 Work-life balance policies	39
5.3 Discussion	39
5.4 Conclusions	41
5.5 Recommendations	41
5.5.1 Theoretical implications.....	42
5.7 Recommendation for future research	43
REFERENCES	44
APPENDIX I: TEACHERS' QUESTIONNAIRE	48
QUESTIONNAIRE FOR THE SCHOOL MANAGERS	53

LIST OF FIGURES

Figure 1: Conceptual Framework of the effect of SHRM on the teachers' turnover	15
Figure 2: Operational Framework for the effect of SHRM on the Teachers turnover	16
Figure 3: Gender Distribution of the Teachers in Private Secondary School in Nyeri county.....	24
Figure 4: Education levels of the Teachers in private secondary school	25
Figure 5: Duration in the teaching careers of private school teachers	26
Figure 6 : Number of schools worked by teachers in private secondary schools	26
Figure 7: Type of training received by teachers	27
Figure 8: Career Development opportunities of teachers in private secondary schools.....	28
Figure 9: Work environment in private secondary school.....	29
Figure 10: Reward System.....	30
Figure 11: Number of hours worked per day by teachers in private secondary school.....	31
Figure 12: Welfare programs in private secondary school	31
Figure 13: Teachers intention to leave the working station.....	33

LIST OF TABLES

Table 3:1 Sample Distribution.....	19
Table 4: 1 Age distribution for the Teachers	24
Table 4: 2 Frequency of training offered	27
Table 4: 3 Types of Leaves.....	32
Table 4: 5 The number of teachers who leave private secondary schools.....	34
Table 4: 6 Model summary	35
Table 4: 7 ANOVA analyses	35
Table 4: 8 Correlation Coefficients.....	36

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ABBREVIATION AND ACRONYMNS

AIDS :Acquired Immune Deficiency Syndrome

HIV :Human Immunodeficiency syndrome

HR :Human Resource

HRM :Human Resource Management

SHRM :Strategic Human Resource Management

USA :United States of America

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ABSTRACT

The study sought to establish effect of strategic human resource management on teacher turnover in private secondary schools in Nyeri County. The objectives of the study were to; investigate the extent to which career development opportunities affect teachers' turnover in private schools; assess the extent to which work environment in the private secondary schools influence teachers' turnover in private schools; evaluate the extent to which reward system affects teachers' turnover in private schools and examine the extent to which work-life balance policies affect teachers' turnover in private schools in Nyeri County. The study was guided by social exchange theory and 5 P model. The study adopted a survey design. The population of the study was the school managers of the 21 private schools in Nyeri County and teachers who have previously transferred from private secondary schools in Nyeri County. The study used stratified random sampling and snowballing to pick respondents to participate in the study. Snowball sampling method was used to reach out to teachers who had previously transferred from private schools. To collect data a close ended questionnaire was used. The data collected was analyzed using Statistical Package for Social Sciences. The data was analyzed to generate frequencies, mean and percentages. Regression model was also generated to establish the relationship between the independent variable and dependent variable. The findings were as follows: On reward system teachers in private secondary schools felt they were lowly paid and the appointments were unfair. Reward had the highest effect on the teacher's turnover. On career development, teachers in private schools are rarely trained. Career development was the second in terms of the effect on turnover. The findings on working environment revealed that teachers had good working relationship with colleagues and they got advice on how to improve their performance. However, the supervisors were unresponsive to the individual complains. On work-life balance policies, teachers in private secondary school were provided with adequate leave duration but the working hours were not fixed. Work-life balance policies had the least effect on teachers' turnover.

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Leaving of job appears to reflect significant work place challenges, rather than opportunities for advancement into better jobs (Holzer & Wissoker, 2001). These challenges, among other things, are essentially linked with the infrastructural support, remuneration packages, leadership styles and cultures within an organization (Pamela, 2003). Generally, turnover of employees disrupts teams, raises costs, reduces productivity, and results in lost knowledge. It is suggested that turnover might interrupt job performance when an employee who intended to leave became less efficient and effective (Shaw, Gupta & Delery, 2002).

Teacher turnover is a global challenge and, by its very nature, is an extremely complex phenomenon. It is frequently positioned as either a problem for workforce planning and resources, or as an indicator of the relatively poor quality of schooling and teacher morale. Teacher turnover reduces the quantity of teachers available to schools, potentially exacerbating localized teacher shortages. Herbert and Ramsay (2004) reveal that, there are numerous reports of high teacher turnover in several developed countries such as United States of America. According to Ingersoll (2002), in the USA, teacher shortages as a result of turnover are widely reported in many states. In addition Hanushek (2004), reports that between 16 to 20% of all teachers choose to leave the school in which they are teaching in the USA. In African countries, the phenomenon of teacher turnover is associated with the HIV/AIDS epidemic, especially in sub-Saharan countries like Zambia, Nigeria, Kenya, Central African Republic and South Africa as reported by Coombe (2002).

Both public and private schools experiences teachers' turnover. Studies have shown that teachers' turnover is associated with human resource practices of individual schools. Such

practices include levels of administrative support, little input into school decisions and insufficient salary (Ingersoll, 2001). Private school teachers generally express less dissatisfaction with school human resource practices than do their public school counterparts (Ingersoll 2001; Holton, 2003). Consequently teacher turnover rates are higher in private schools than in public schools. According to Holton (2003), 21 percent of private school teachers in America had switched schools or left the teaching force since the previous school year compared with 15 percent of public school teachers (Luekens, Lyter & Fox, 2004).

In Kenya a study conducted in Limuru revealed that the rate of teacher turnover rose from 12% in 2010 to 15% in 2011 while in 2012, the turnover rate was 20% therefore portraying a worrying trend (Waititu, 2013). The study established that a big percentage of teachers felt there was no clear professional advancement in the teaching career hence triggering teacher turnover. In addition, the study established that most of the teachers were dissatisfied with the training and development programs in the teaching profession further contributing to teacher turnover. Moreover, the study found out that a 96% felt that the salary paid to teachers was low as compared to other professionals with equivalent qualifications hence triggering high teacher turnover. Though there is no empirical evidence on the effect of SHRM on teachers turnover in Kenya, informal interview with the private secondary school teachers by the researcher reveals that; teachers in private schools in Nyeri County have heavy workload; lowly paid and have limited opportunities in career development.

It is critical to understand the real causes of teachers' turnover in order to ensure quality education in the secondary schools in Kenya. This is more so because education equips citizens with understanding and knowledge that enables them to make informed choices about their lives

and those facing Kenyan society. The education sector will also enable the country to achieve the vision 2030 by providing the skills that will be required (GoK, 2007). Such achievement is only possible if schools have quality tutors who are not only competent but happy to deliver services as required.

The increasing importance of employee retention to organizational success has been observed to have corresponded with the rise of Strategic Human Resource Management (SHRM) (Guthrie, 2001). As such to curb the negative employee turnover, organizations develop human resource policies and strategies. Such strategy focuses on selection and recruitment, training and development and performance management (Oakland & Oakland, 2001). These policies should reflect the organization's beliefs and principles as well as foster acceptable relationships between management and employees. In this respect human resource management field has shifted from a micro focus on individual human resource management practices to more holistic management approach which contributes to the organization's strategies of attaining competitive advantage.

The human resource practices are integrated into the organization's strategies to help create workforces whose contributions are valuable, unique, and difficult for competitors to imitate (Whitener, 2001). As business organizations, private schools have to endeavor on retaining their employees especially teachers to enhance their performance. The strategic human resource practices by private schools are thus an important tool to reduce teachers' turnover.

1.2 Statement of the Problem

As business organizations private schools competitiveness and eventual performance are determined by their ability to offer quality services to the customers through retaining

experienced and talented teachers. Private schools in Kenya have been experiencing a high teachers' turnover which is associated with poor human resource management. Poor salaries, being overworked, inadequate salaries, lack of career development among other practices have exacerbated the teachers' turnover in private schools. Such high labor turnover leads to frequent replacement of departing workers which have not only monetary costs but also affect the motivation and workplace morale of the employees who remain. In addition to this, retraining new employees has an impact on productivity levels.

In order to avoid these negative consequences of employee turnover, it is important to address root causes and implement best practice SHRM processes in the private secondary schools. This is because SHRM practices are linked to the overall performance of the firm and to organizational commitment. It is against this background that this study seeks to establish how strategic human resource management practices by private secondary schools in Nyeri County affect the teachers' turnover.

1.3 Purpose of the Study

This study sought to establish the effect of strategic human resource practices on the teachers' turnover in private secondary schools in Nyeri County.

1.4 Specific Objectives of the Study

1. To investigate the extent to which career development opportunities affect teachers' turnover in private secondary schools in Nyeri County.
2. To assess the extent to which work environment in the private secondary schools affects the teachers' turnover in private secondary schools in Nyeri County.

3. To evaluate the extent to which reward system influence on the teachers' turnover in private secondary schools in Nyeri County.
4. To examine the extent to which work-life balance policies affects the teachers' turnover in private secondary schools in Nyeri County.

1.5 Research Question of the study

1. To what extent does career development opportunities affect teachers' turnover in private secondary schools in Nyeri County?
2. To what extent does work environment in the private secondary schools affect the teachers' turnover in private secondary schools in Nyeri County?
3. To what extent does reward system influence on the teachers' turnover in private secondary schools in Nyeri County?
4. To what extent do work-life balance policies affect the teachers' turnover in private secondary schools in Nyeri County?

1.6 Justification of the Study

Teachers form the core employees in learning institutions thus the study can benefit the proprietor of private secondary schools in establishing the best human resource management practices to enable them reduce the high teachers' turnover currently being experienced in private secondary schools. Teachers' turnover does not necessarily affect only the private secondary schools but also public secondary schools, as such the formulator of policies on public secondary schools management will benefit from the results of the study in ensuring appropriate human resource management is practiced.

1.7 Limitations

The information on retention strategies was obtained from the school manager and thus is subject to the potential bias and prejudice of the people involved. Further, manager may refrain from divulging information that they feel may jeopardize the image of the school. However, the researcher ensured the confidentiality of the information is guaranteed and no form of identification was required.

1.8 Delimitation

Employee retentions depend on many factors. However, this study was restricted to the effects of strategic human resource management practices on talent retention. Though many other sectors in the country may be affected by high turnover of talented employees the study looked into the education sector only.

1.9 Assumptions

The study assumes that private secondary schools in Nyeri County practice strategic human resource management and that the respondents provided truthful and accurate responses' to the questionnaire items.

1.10 Definition of terms

Private Secondary Schools: Refers to privately owned secondary schools registered with the Ministry of Education (Ministry of Education, 2004)

Strategic human resources management: Refers to proactive management of people. It requires thinking ahead, and planning ways for a company to better meet the needs of its employees, and for the employees to better meet the needs of the company (Ostroff and Bowen, 2000).

Strategic Plan: A strategic plan is a document used to communicate with the organization the organizations goals, the actions needed to achieve those goals and all of the other critical elements developed during the planning exercise (Whitener, 2001).

Strategic Management: Strategic management is the comprehensive collection of ongoing activities and processes that organizations use to systematically coordinate and align resources and actions with mission, vision and strategy throughout an organization (Greer, 2007).

Teachers' Turnover: Refers to the movement of teachers as employees from one school to another or to other careers (Herbert and Ramsay, 2004).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter consists of literature from authoritative sources related to the variables in the study. It consists of five sections, namely, theoretical review, empirical literature, conceptual framework and operational framework. This chapter is designed to reduce duplication of what has already been studied.

2.2 Theoretical Review

2.2.1 Strategic Human Resource Management

HRM can contribute towards business success and thus there is an increasing emphasis on HRM to become an integral part of business strategy (Bamberger and Meshoulam, 2000; Schuler and Jackson, 2007). The emergence of the term strategic human resource management (SHRM) is an outcome of such efforts. It is largely concerned with integration of HRM into the business strategy and 'adaptation' of HRM at all levels of the organisation (Schuler, 1992). In organizations or firms, HRM practices function as a mediator between HRM strategies and HRM outcomes. Sheppeck and Militello (2000) divide HRM strategy into four groups: employment skill and work policies, supportive environment, performance measurement and reinforcement, and market organization. HR strategies are essentially plans and programs that address and solve fundamental strategic issues related to the management of human resources in an organization (Schuler, 2000). Their focus is on alignment of the organization's HR practices, policies and programs with corporate and strategic business unit plans (Greer, 2007). Strategic HRM thus links corporate strategy and HRM, and emphasizes the integration of HR with the business and its environment.

2.2.2 Strategic Human Resource Management and Turnover

Several theoreticians have argued that human resources are potentially the only source of sustainable competitive edge for organizations (Pfeffer,1998;Ostroff & Bowen, 2000; Whitener, 2001) for instance argues that human resource systems help create workforces whose contributions are valuable, unique, and difficult for competitors to imitate. Ostroff and Bowen (2000) suggest that human resource practices affect organizational outcomes by shaping employee behaviors and attitudes. Whitener (2001) further observes that employees can interpret organizational actions, such as human resource practices and the trustworthiness of management as indicative of the organization's personal commitment to them. As such the employees reciprocate accordingly, in their level of commitment to the organization. Among the best way of understanding commitment behaviors is to consider the relationship between the employer and employee as one of a fair exchange (Pinder, 2000), with the way in which an employer treats employees having a direct bearing on their performance, attitude and commitment to the organization.

Employee attitudes and behaviors, including performance and willingness to remain within the organization reflect their perceptions and expectations, reciprocating the treatment that they receive from the organization. Ostroff and Bowen (2000) suggest that high-involvement work practices can enhance employee retention. Therefore, investments in high involvement work practices may promote a positive work climate that may result in lower turnover. Above all, organizations have implemented HR practices and policies to reduce unnecessary and unwanted employee turnover (Guthrie, 2001; Hom, Roberson & Ellis, 2008).

These practices often take the form of initiatives such as equal employment opportunities and affirmative action policies aimed at creating a diverse workforce within which all employees feel appreciated and valued (Hays & Kearney, 2001). They have also developed more sophisticated methods of rewarding employees through better benefit systems and job progression (Deery, 2008). In general HRM practices, such as regular appraisals, bonus and compensation schemes, training and development opportunities, and regular constructive feedback, can significantly enhance the organizational commitment of employees (Meyer & Smith, 2000; Wong, *et al.*, 2001). They have also been identified as one of the strongest inducers of affective commitment when compared with other types of organizational influences (Iverson & Buttigieg, 1999). Although most current organizations opt for policy formulation strategies that reflect their own cultures and priorities, their crucial issues include whether employees are consulted and whether policies reflect a compromise between management and employee interests that is acceptable to both parties. If it is not, then the HR directive has not been successful and needs to be re-evaluated.

2.2.3 Social exchange Theory

The strong association between the commitment of an individual to an organization's aims and the type and quality of HRM practices employed by that organization, can be explained by the theory of social exchange (Witt, Kacmar & Andrews, 2001). Social exchange theory hypothesizes that if individuals enter into a relationship within which both parties can identify a benefit, then a set of obligations is created that both parties feel obliged to fulfill.

In the context of this study, teachers who feel for instance their job is secure are much more likely to demonstrate a high commitment to a the school than teachers who are afraid of being made redundant in the near future (Wong, *et al.*, 2001). Likewise, if teachers are

regularly provided with the opportunity to attend training and development workshops, they will recognize the schools commitment to improve their skills and will be more likely to remain in the environment where they have a continual opportunity to learn. This mutually beneficial relationship between the teachers and schools improves the strength of the organization and retains key talent (Huselid, 1995). According to Ogilvie (1986), these types of HRM practices are more likely to have a positive impact on employee commitment and satisfaction than employee demographics or job characteristics.

2.2.4 5 P Model

SHRM has many different components, including HR policies, culture, values and practices. Schuler (2000) developed a '5-P model' of SHRM that integrate five HR activities (philosophies, policies, programs, practices and processes) with strategic business needs, and reflects management's overall plan for survival, growth, adaptability and profitability. The strategic HR activities form the main components of HR strategy. This model to a great extent explains the significance of these five SHRM activities in achieving the organisation's strategic needs, and shows the interrelatedness of activities that are often treated separately in the literature. This is helpful in understanding the complex interaction between organisational strategy and SHRM activities.

2.3 Empirical Literature

Empirical literature will entail a review of past studies that relate to the effect of strategic human resource management on turnover. Specifically the review will focus on the effect of career development opportunities, work environment, reward system and work-life balance policies on the employee turnover.

2.3.1 Career Development Opportunities

Career development is a system which is organized, formalized and it's a planned effort of achieving a balance between the individual career needs and the organization's workforce requirements (Leibowitz *et al.*, 1986). A company that wants to strengthen its bond with its employees must invest in the development of their employees (Klein & Tang, 2003; Steel *et al.*, 2002). Growth opportunities offered by the employers reduces turnover intentions of employees because the lack of training and promotional opportunities was one of the main cause for high-performers to leave the company (Allen *et al.*, 2003).

2.3.2 Work Environment

Work environment is one of the factors that affect employee's decision to stay with the organization (Zeytinoglu & Denton, 2005). Empirically work environment have been explained in relation to employee turnover, job involvement and organizational commitment (Sjöberg & Sverke, 2000). It's very important to recognize the emerging needs of individuals to keep them committed and provide the work environment as required (Ramlall, 2003). Milory (2004) reported that people enjoy working, and strive to work in those organizations that provide positive work environment where they feel they are making a difference and where most people in the organization are proficient and pulling together to move the organization forward. Workspace designs have a profound impact on workers live and influences workers retention (Brillet *et al.*, 2001). For example, Croasmun (2004) observes that, in order to retain old workers who possess valuable experience, the design of workplace should take into account their special needs for instance, the work environment should support workers of poor eyesight; provide tools which need less potency and apt position for aging body.

2.3.4 Reward System

The term reward is discussed frequently in the literature as something that the organization gives to the employees in response to their contributions and performance and also something which is desired by the employees (Agarwal, 1998). Reward according to Milory (2004), is the thing that an organization gives to the employee in response of their contribution or performance so that the employees become motivated for future positive behaviour.

A reward can be recognition such as naming a worker employee of the month, and at other times a reward can be a tangible incentive (Ramlall, 2003). In a corporate environment rewards can take several forms. According to (Sjoberg & Sverke, 2000), reward can include, cash bonuses, recognition awards, free merchandise and free trips. It is very important that the rewards have a lasting impression on the employee and it will continue to substantiate the employee's perception that they are valued (Silbert, 2005).

2.3.4 Work-life balance policies

Studies have tested the impact of work and family benefits which comprise of flexible schedules, childcare assistance, parental leave, childcare information and parental leave on organization commitment (Roberson & Ellis, 2008). The studies showed that there is greater organizational commitment if employees had access to work-life policies and also these employees had lower intent to renounce their profession (Grover & Crooker, 1995). Croasmun (2004) observed that in the modern dynamic working environment, the major concern of the management in business is workplace flexibility. The one thing that becomes

very clear is that money alone is not enough; employees are willing to trade a certain amount of money for reduced work hours in their schedules (Allen *et al.*, 2003).

Wong, *et al.*, (2001) argued that reduced work hour options should have the potential of win-win situation for both individuals and organizations, there should be a fit between the schedule the person needs and the actual number of hours worked. Distress and fatigue from excessive time on job can lead to decline in performances of the employee and also it affects the safety level (Ostroff & Bowen, 2000). Thus a large amount of time at work is not a good predictor of productivity and it is observed that periods of time away from work can be extremely beneficial to the quality and productivity of a person's work.

The employee willingness to opt for reduced – hour's schedules, is not necessarily a matter of scheduling. Allen *et al.*, (2003) explains that it involves redesigning work arrangements which leads to change in organization culture and careers where viable reduced-hours career options require simultaneous changes in the areas of compensation, assignments and promotions. So it is more cost-effective and productive for management to design the work arrangements to fit the human than it is to force the human to fit the system (Barnet & Hall, 2001).

2.4 Conceptual Framework

Based on the theories and literature review the study have considered career development opportunities, working conditions, rewards system and work-life balance policies as the independent variables as shown in figure 1. On the hand the dependent variable will be the turnover by the organization.

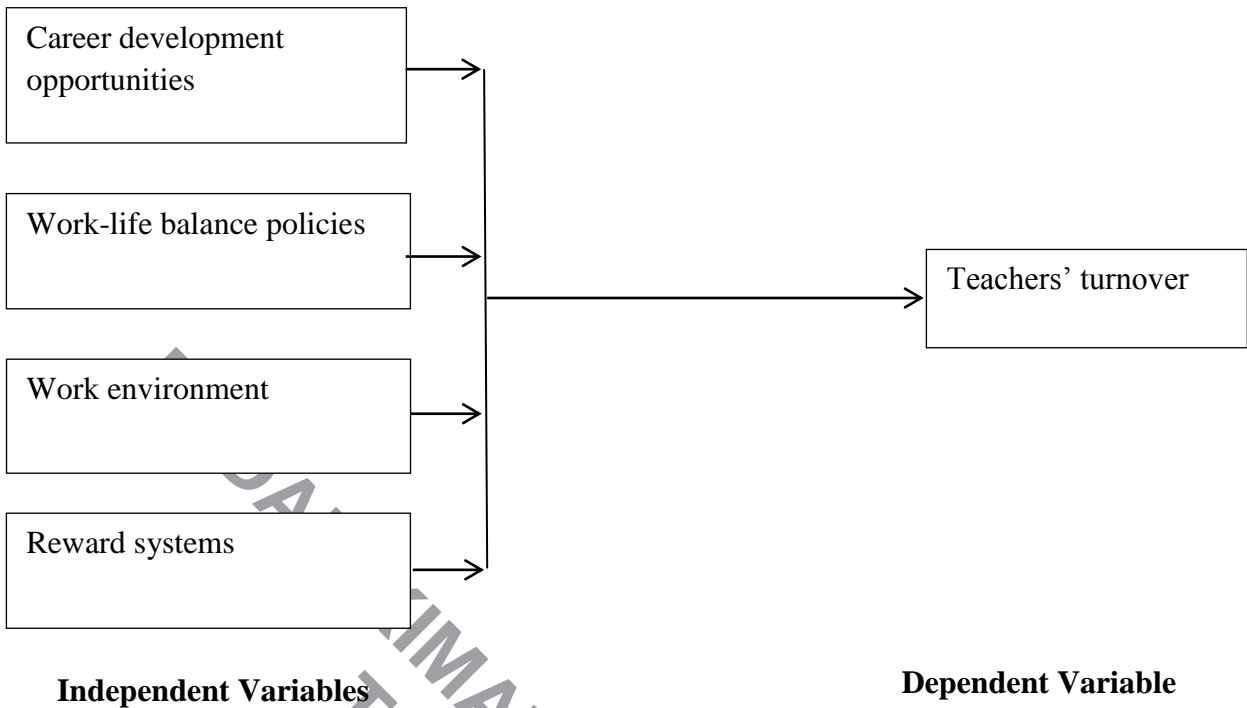


Figure 1: Conceptual Framework of the effect of SHRM on the teachers' turnover

2.5 Operational Framework

The operational framework shows measuring parameters of the independent variables and dependent variable. Career development opportunities were measured by the training programs offered. Working condition was measured by supportive supervisors, supportive co-workers and availability of appropriate working tools. Further, rewards were measured by promotion system, staff recognition methods and disciplinary methods. Lastly the work-Life balance was measured by policies on number of working hours, welfare programs, policies on compassionate, maternity and annual leave. The teachers' turnover on the other hand has been measured by the number of teachers that have left the school for the last three years.

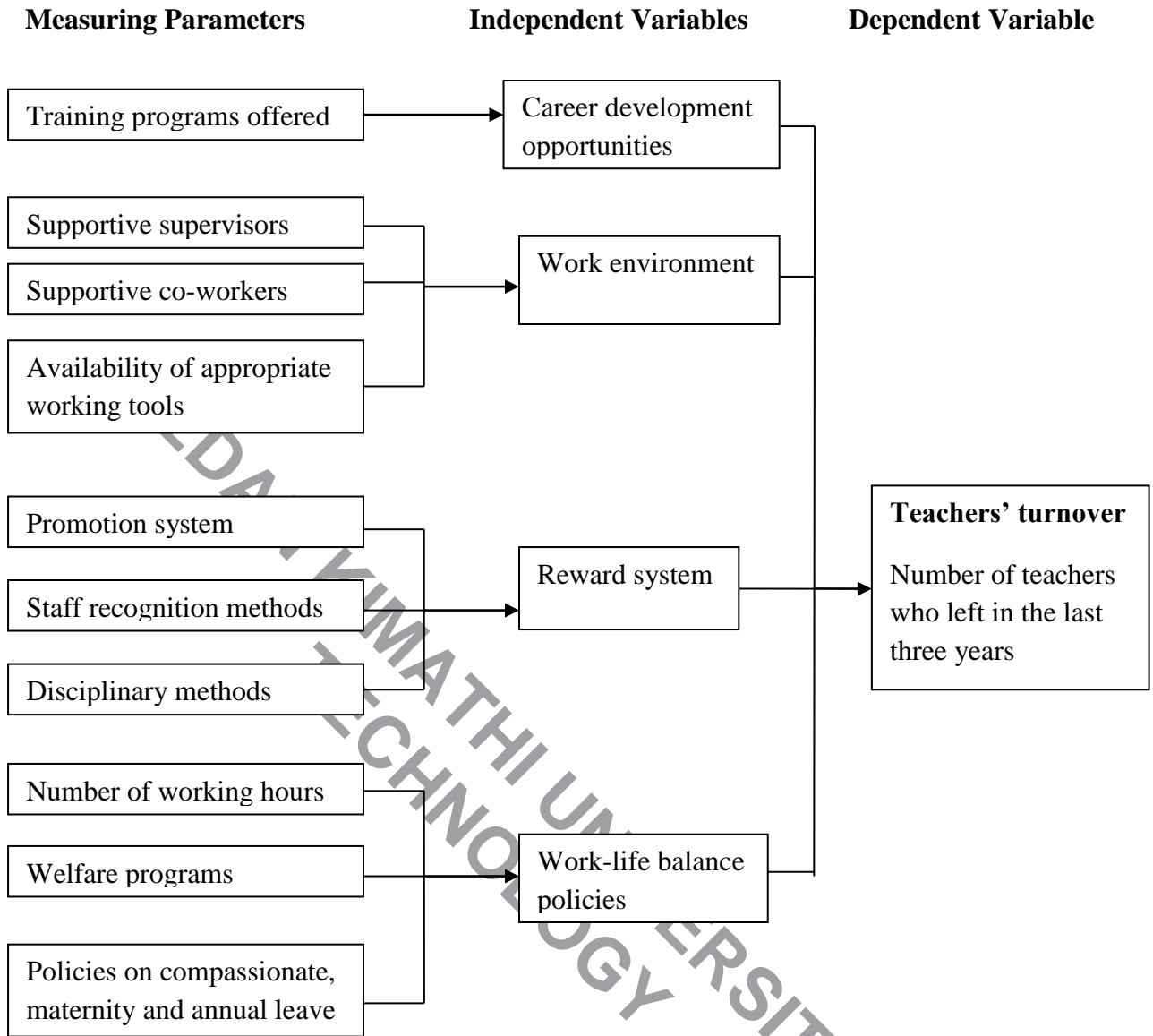


Figure 2 Operational Framework for the effect of SHRM on the Teachers turnover

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter is subdivided into eleven sections covering the following sub-topics: Research design, location of the study, target population, sample size, sampling procedure, research instrument, validity and reliability, data collection procedures data analysis, and ethical consideration.

3.2 Research Design

The study adopted a survey design to investigate role of strategic human resources practices on the teachers' turnover in Nyeri County. Orodho (2009) observes that a survey design involves obtaining information by interview or administering questionnaire. The quantitative and qualitative research approach was used where the researcher conducted a survey using a questionnaire composed of closed-ended and open ended questions.

3.3 Location of the Study

The study was conducted in Nyeri County located in the central part of Kenya. According to the Kenya open data (2012) the County had a total of 21 private secondary schools. In total the private secondary schools have employed 330 teachers (GoK, 2007). The schools are distributed in 6 Sub Counties namely Kieni, Mathira, Mukurwe-ini, Nyeri Town, Othaya and Tetu.

3.4 Target Population

The target population of the study was 21 private school managers in Nyeri County. The school managers were appropriate in elucidating on the teachers turnover and the SHRM practices used in their respective schools. Further the study targeted teachers who have

moved from private secondary schools. The teachers provided information on the reasons for their decision to change the working station.

3.5 Sample Size and Sampling Procedure

The only feasible way to find teachers who have transferred or moved from private secondary schools was through snowball sampling technique. Snowball sampling is a chain referral sampling method that relies on referrals from initial subjects to generate additional subjects. This sampling method involves initial respondents providing the researchers with other respondents who most likely have characteristics similar to that of the initial respondents (Erickson, 2001). The first step in this procedure was to find teachers who previously transferred from private secondary schools. Then the teachers were requested to provide names of teachers they know that had also transferred. The names given formed the second round. Then the researcher found more names from the second group. This process was repeated for 5 more rounds. The process was stopped when the respondents start repeating the same people over and over again.

Table 3.1: Sample Distribution

The table provides the sample distribution as per the sub county. To begin the snowballing procedure one teacher from each sub-county was conducted and formed the first round.

Sub County	Number of Schools	Sample size
Kieni	8	1
Mathira	3	1
Mukurwe-ini	1	1
Nyeri Town	7	1
Othaya	1	1
Tetu	1	1
Total	21	6

3.6 Research Instruments

This study used a questionnaire to collect data. Orodho (2009), point out that a questionnaire can be used to collect a huge amount of data in relatively shorter time. Further a questionnaire reduced biasness inherent in interviews leading to honest answers since no identification was needed and respondents were able to give answers without fear. The questionnaire was self-administered. The researcher distributed the questionnaire and allowed the respondents some time to respond to the questions, and then went round collecting the questionnaires. The use of questionnaires was to help save time and cost.

3.7 Validity and Reliability

To ascertain the accuracy and appropriateness of the research instruments validity and reliability tests were carried out.

3.7.1 Validity

Validity refers to the degree with which a measurement procedure or a questionnaire measures the characteristic it is intended to measure (Lewis, 1999). There are three dimensions from which validity can be examined. These include, content, construct, and criterion validity (Orodho, 2009). In this study, questionnaires, quality control and validity was ensured through: face validity, where the instrument was subjected to experts (the supervisors) to check whether it measured what it was intended to measure. To ensure content validity, the instrument was designed according to the study variables and their respective indicators of measurement; Construct validity was ensured through restricting the questions to the conceptualizations of the variables and ensuring that the indicators of a particular variable fall within the same construct.

3.7.2 Reliability

Reliability is the extent to which results are consistent over time (Orodho, 2009). The author states that reliability is concerned with the extent to which a measuring procedure produces similar results when repeated several times. In this study test-retest method was used to determine the reliability of the results. The questionnaire was given twice to the same group of people at an interval of two weeks. The reliability correlation between the scores in the two instances was obtained. The Pearson's correlation coefficient was used to obtain the correlation coefficient which was 0.761, an indication of high reliability.

3.8 Data Collection Procedures

A letter of the research approval from the School of Business Management and Economics, Dedan Kimathi University of Technology was obtained to facilitate data collection. Copies of the letter were presented to the Nyeri County Director education and the principals of the sampled schools and appropriate time was arranged with the respondents for administering the questionnaires.

3.9 Data Analysis

According to Orodho (2009), data analysis is the process of systematically searching and arranging completed research instruments after field work, with the aim of increasing understanding and hence enabling one to present them to others. Prior to data coding, comprehensive data editing was performed to improve the quality of the data. Editing involved ensuring each questionnaire have been completed and answered correctly. In addition, consistency in interpretation of the question was checked before the data was coded. The data collected was categorized into manageable groups for further analysis. The data was then tabulated into tables. The data was grouped into demographic data for all the respondents and other attributes. Further, analysis was conducted by computing frequencies

and percentages. This enabled comparison of different elements of the respondents such as gender, age and number of years worked. To establish the influence of career development opportunities, working environment, reward system, work-life balance policies and teachers' turnover, a regression model was computed as follows. Regression analysis was chosen because it provided the variation in independent variable (teachers turnover) caused by variation in each of the independent variable. Further, the analysis provided statistical significance test of the estimated relationships between SHRM practices and teachers turnover, that is, the degree of confidence that the true relationship is close to the estimated relationship.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Where Y is the teachers Turnover

β_0 is the Autonomous value representing the teachers' turnover that may occur when the variables under consideration in this study that is career development opportunities, working conditions, rewards, work-life balance policies have no effect on teachers' turnover.

X_1 is Career development opportunities

X_2 is Work environment

X_3 is Reward system

X_4 is Work-life balance policies

β_1 , β_2 , β_3 and β_4 are the coefficients X_1 , X_2 , X_3 and X_4 they represent the change in the independent variables that results to a change in the dependent variable (Teachers turnover).

3.10 Ethical Considerations

In the process of carrying out the study, privacy of the respondent was ensured. In this respect no form of self-identification was required such as names, employment number or

identification. The respondent was informed of the fact that the information provided was to be used for academic purpose only. Though co-operation was expected from the respondents the decision of the respondent to participate or otherwise was respected. The school management was also duly informed of the intention.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRATATION

4:1 Introduction

This chapter present analyzes and interprets the data collected. The study aimed at investigating the effect of strategic human resource management on teachers' turnover in private secondary schools in Nyeri County. The objectives of the study were to; investigate the extent to which career development opportunities affect teachers' turnover in private secondary schools; assess the extent to which work environment in the private secondary schools affects the teachers' turnover in private secondary schools; evaluate the extent to which reward system influence on the teachers' turnover in private secondary schools and examine the extent to which work-life balance policies affects the teachers' turnover in private secondary schools in Nyeri County.

4:2 General information

The study had 6 school managers and 70 teachers which present a response rate of 67% percent. The teachers were reached through snowballing and distributed in the six sub-counties in Nyeri County namely Kieni, Mathira, Mukurwe-ini, Nyeri Town, Othaya and Tetu.

4.2.1 Gender distribution

The gender distribution of the respondents included 20% female and 80% male as shown in figure 4.1 below. Though there was no influence of gender on teachers' turnover, the gender distribution was important to capture difference in the reason why teachers move from private secondary schools.

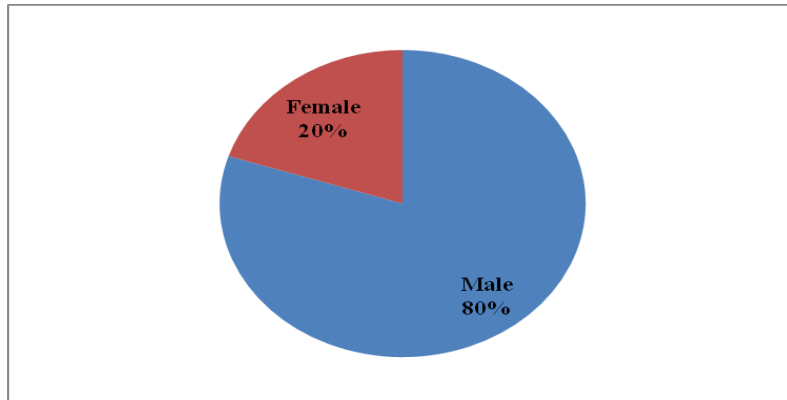


Figure 3: Gender distribution of the teachers in private secondary schools in Nyeri County

4.2.2 Age of the respondents

The age distribution of the teachers was 29% were between the age group of 18-25, 57% were between the ages of 26-35, 9% were between the ages of 36-45 while 6% were between 46-55 years old. The result implies that majority of teachers in private secondary school are young. Since the young teachers are in the initial stages of their career, they more likely to live the current job thus increasing turnover.

The age distribution table provides the percentage and frequency of teachers falling under given age group.

Table 4: 1 Age distribution for the Teachers

Age group	Frequency	Percentage
18-25	20	29
26-35	40	57
36-45	6	9
46-55	4	6
Total	70	100

Those who participated in the study had education level ranging from secondary education to the first degree. Figure 4 shows that 21% were at diploma level while 79% first degree. This implies that teachers working in private secondary school were fairly qualified having attained the minimum qualification required for secondary teacher.

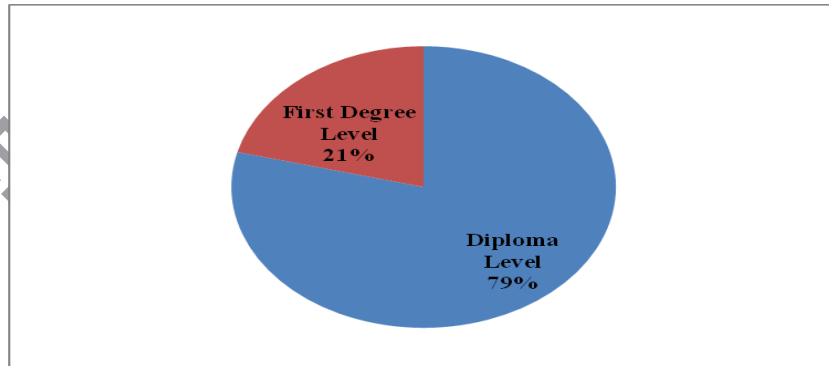


Figure 4: Education levels of the teachers in private secondary schools in Nyeri County

4.2.3 Duration worked

The respondents were required to indicate how many years they have been in the teaching career. Figure 5 shows that 55% have been in the teaching career for between 6-10 years while 36% have been in the teaching career for less than 5 years. Only 3% have worked for more than 15 years. It follows therefore that majority of teachers working in the private sector have been working for less than 10 years as teachers. This implies that teachers in private schools work for a short period in a given station. Further, as earlier shown in table 4.1 majority of teachers in private schools are young between the ages of 26-35 implying that they are in the early stages of their career.

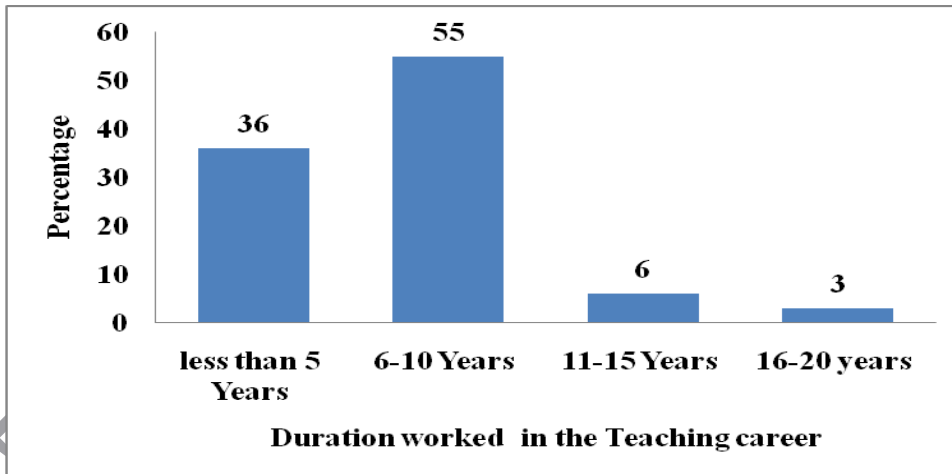


Figure 5: Duration in the teaching career of private secondary school teachers

Having provided the number of years in the teaching career the respondent were required to indicate the number of schools they have worked in for the duration of their career. Figure 6 shows that 66% indicated that they have worked for three years, 27% for two years while 7% for one year.

The finding shows that most teachers working in the private schools had changed working station for more than two times. This implies that there is a relatively high teacher's turnover given that most of them have been in the career for a short duration.

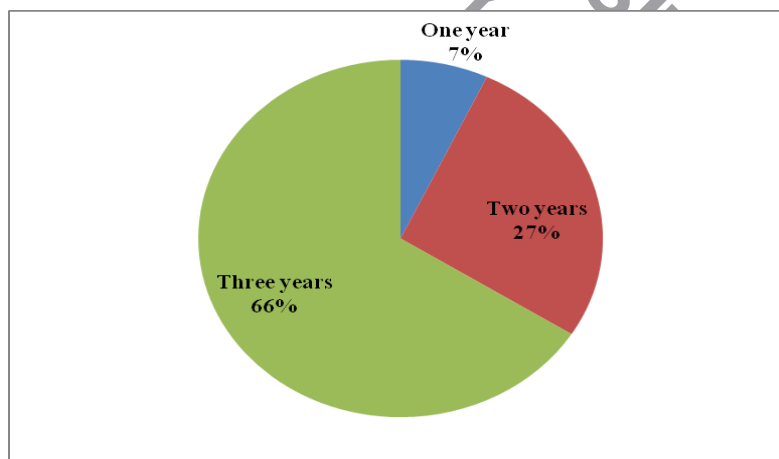


Figure 6 : Number of schools worked by teachers in private secondary schools

4:3 Career development opportunities

The study sought to understand the effect of career opportunity on the teachers' turnover. Figure 7 show that, 67% of the teachers have received on job training while 22% have received external training. This implies that majority of teachers in private school receive training on the job once they join the school.

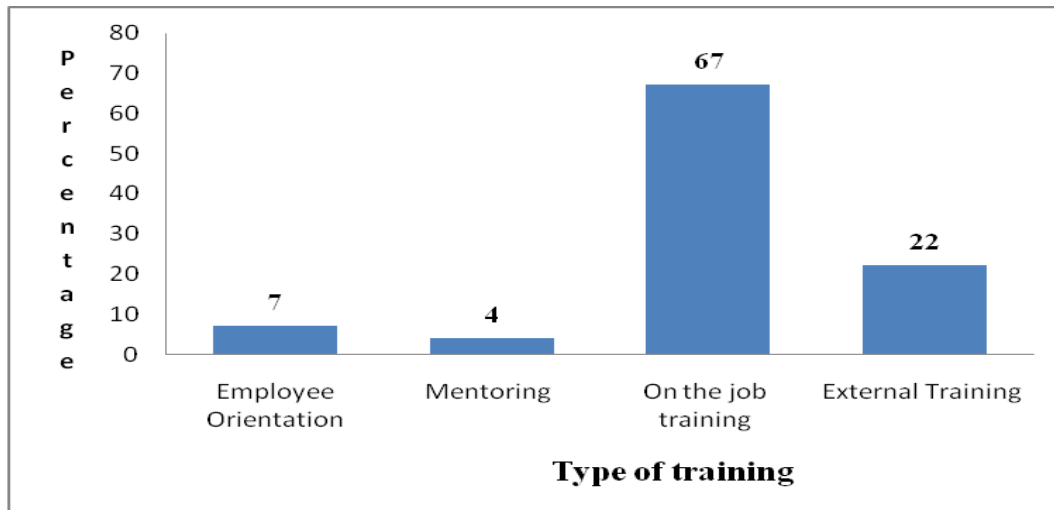


Figure 7: Type of training received by teachers

However, as shown in Table 4:2 the training according to 71% of the respondent rarely happens. This implies therefore that though on job training was provided to 67% of the respondents such training rarely happens. It follows therefore that teachers in private school do not get adequate training and thus have limited career development opportunity.

Table 4: 2 Frequency of training offered

Frequency of training	Frequency	%
Quarterly	0	0
Twice a year	0	0
Once a year	20	29
Rarely	50	71
None	0	0
Total	70	100

The study sought to understand how the respondents felt about career opportunities in their former school. The respondents were supposed to indicate the level of agreement with three items related to career opportunity. A composite score was then computed and mean scores presented as shown in Figure 8. The findings reveal that in the former schools that the respondent worked there was opportunities to discuss training and development with the former employer. This item had the highest mean score of 3.9. The second item in terms of the mean score was provision of training opportunities to enable teachers extended their range of skills; this particular item had the second highest mean score of 2.1. However, item with least mean score was on whether former employer paid the training which had a mean score of 1.

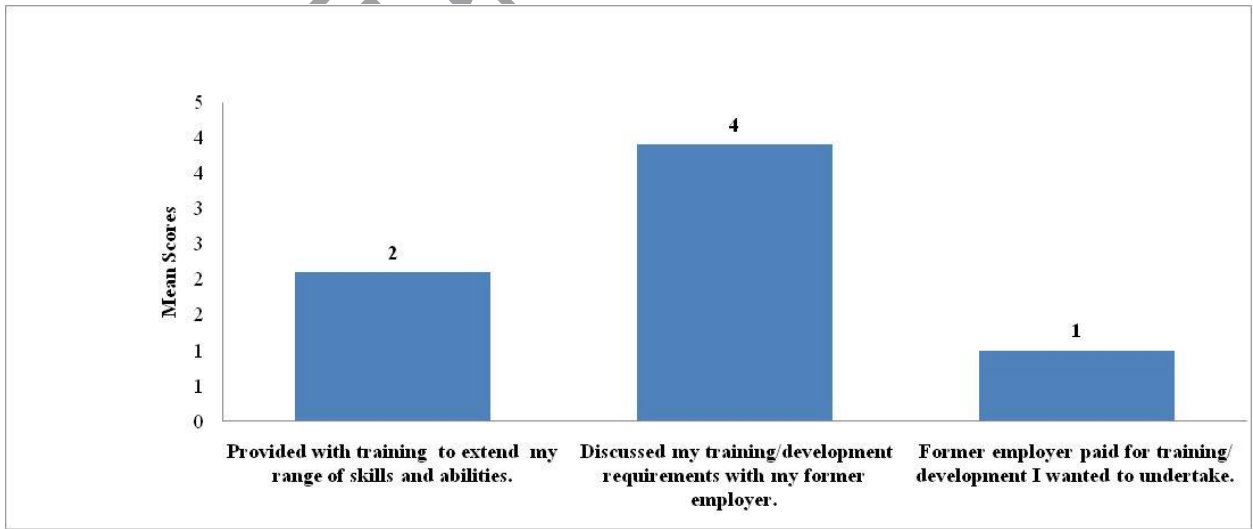


Figure 8: Career Development opportunities of teachers in private secondary schools

It follows from the findings that though the teachers had opportunity to discuss on the training needs, the employer rarely implemented the discussion since the training were rarely paid for.

4:4 Work Environment

The study sought to establish the effect of work environment on the teachers' turnover. Figure 9 shows that teachers reported that co-workers were supportive which had a mean score of 3.6. Further, the teachers reported that there was relatively adequate and appropriate workings tools and supervisors showed them how to improve performance, the two items had mean score of 3.4 each. The item with the least score was whether the supervisor listened to the teachers' job-related problems with a mean score of 3.2. The finding implies that while core-workers were supportive the supervisors rarely listened to the teachers grievances.

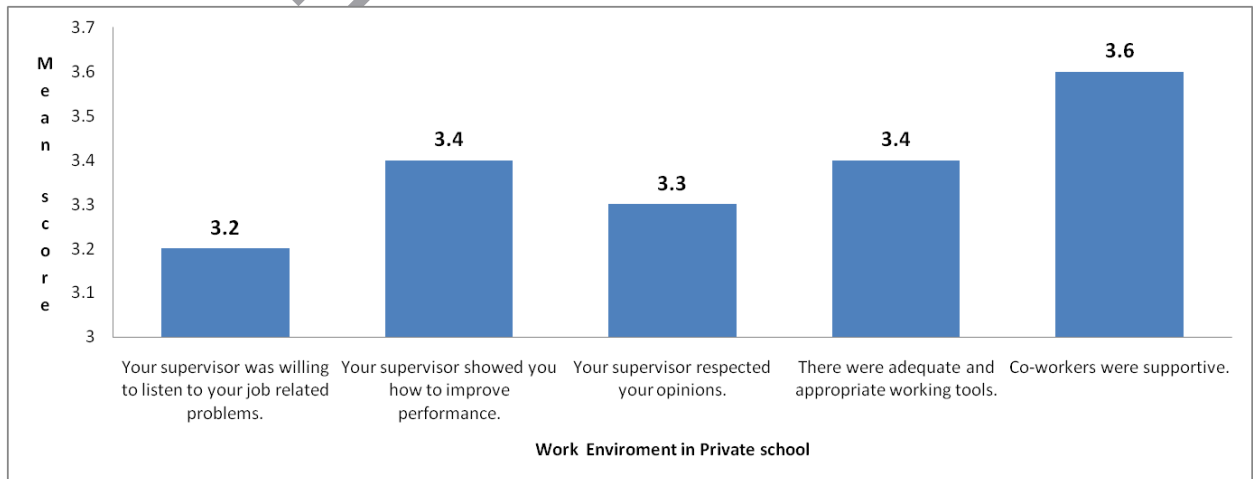


Figure 9: Work environment in private secondary school

4.5 Reward System

As for reward system the teachers had four items related to the reward system on which to respond to. Figure 10 the items that had the highest mean scores were the fringe benefit received which were fair as well as the disciplinary methods. The second item items were on salary being fair compared to other schools and recognition when a teacher did a good job; both had a mean score of 3.2. The least item was all appointments in the school were based on merit.

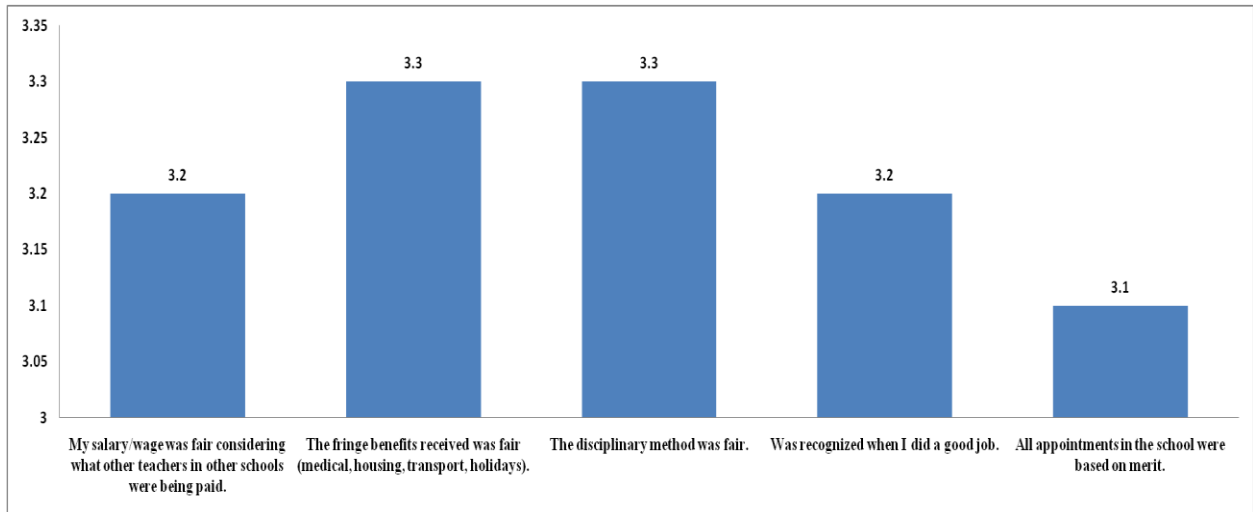


Figure 10: Reward System

It follows from the finding that salary and appointments were the major issue in the human resource practices as far as reward system is concerned. The teachers were not satisfied with the salary offered and the appointment methods.

4.6 Work-life balance policies

To establish the work-life policy in private secondary schools the study interviewed the school managers in six private schools in the County. The work-life balance was looked into in terms of working hours, welfare programs and types and duration of leave given to the teachers. Figure 11 shows that 3 managers reported that the working hours depended on the work load of individual teacher, 2 indicated that the schools do not have fixed number of working hours while 1 manager each reported that 8 hours and 12 hours were the standard working hours in their schools.

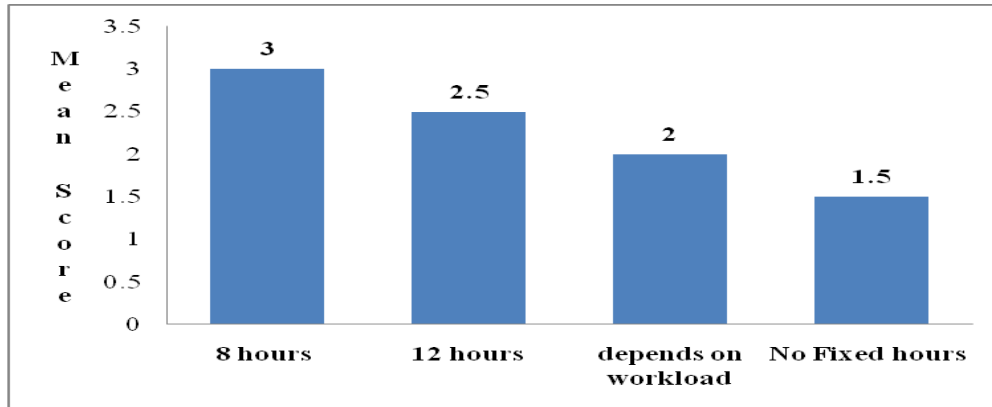


Figure 11: Number of hours worked per day by teachers in private secondary school

As the finding reveals the working hours mostly depends on the work load while other schools do not have fixed working hours. This implies that the teachers can be in school working way beyond the recommended 8 hours. In essence this may affect the work-life balancing of the teachers.

4.6.1 Welfare programs

In terms of welfare programs the study established that 67% of the schools had welfare programs while 33% did not have welfare programs. It means therefore that a good number of private secondary schools do not have programs that cater for personal needs in case such needs arise.

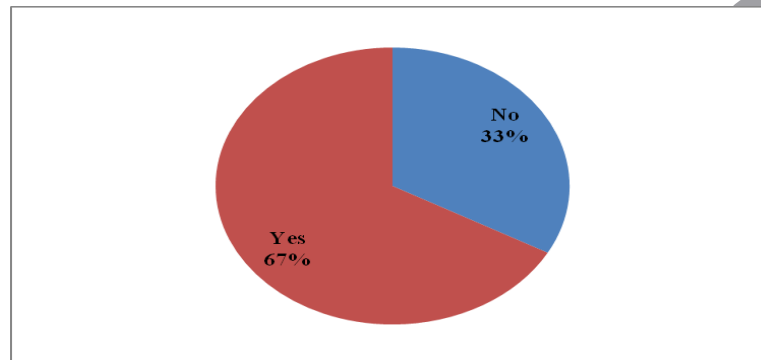


Figure 12: Welfare programs in private secondary school

4.6.2 Leaves

The school managers were required to indicate whether they give leave to the teachers in their respective schools. As shown in Table 4:3 all the school managers indicated that they offer compassionate, maternity and annual leave.

Table 4: 3 Types of Leaves

Type of Leave	Frequency	%
Compassionate leave	6	100
Maternity leave	6	100
Annual Leave	6	100

The managers were also required to indicate the duration of the leave given. Table 4:4 shows that the duration of compassionate leave was 14 days, maternity 90 days and annual leave 30 days.

Table 4:4 Duration of leaves for the teachers in private secondary schools

Type of leave	Duration
Compassionate leave	14 days
Maternity leave	90 days
Annual leave	30 days

From the findings of the my research it follows that private secondary schools in Nyeri County provide three types of leave as required and the time allocated for each one of them is adequate. However, the working hours are not uniform and mostly depend on the work load.

4.7 Teachers Turnover

The teachers' turnover indicates the rate at which teachers changed jobs. The teachers' turnover was measured by the number of teachers that have left the participating schools and the intention of teachers to leave the schools.

4.7.1 Teachers intention to leave private secondary schools

Figure 13 shows that the teachers participating indicated that they were actively searching for alternative and as the position was available they left. The two items had a mean score of 3.3 each. The teachers also indicated that before they left they had thought a lot of leaving the school they were working in. This was the second highest ranked with 3.3 mean score.

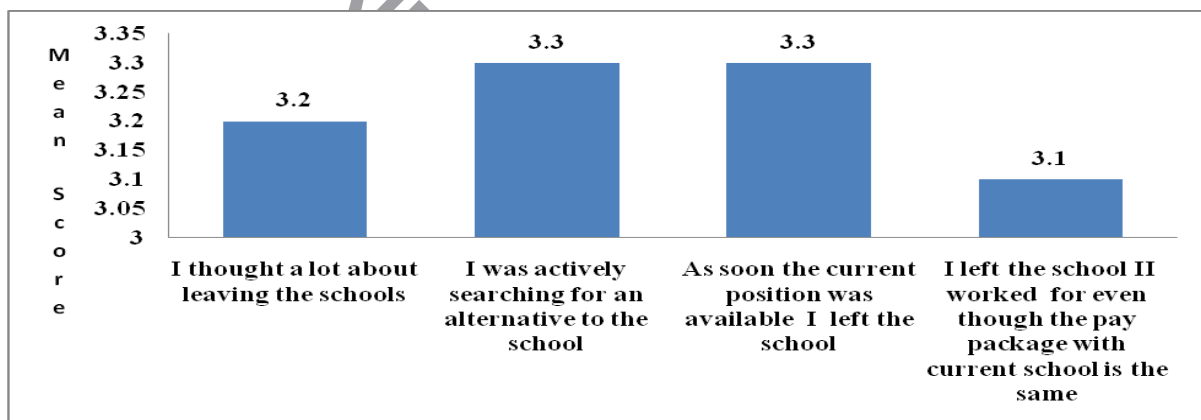


Figure 13: Teachers intention to leave the working station

The findings show that most teachers in private schools are seeking for opportunities to leave the schools they work for and are actively searching for alternatives.

4.7.2 The Number of teachers leaving private secondary schools

The study sought to establish the number of teachers leaving private schools. Table 4.5 shows that the school managers were requested to give number of teachers who have left their respective schools. In 2012, 66% of the managers indicated that 2-3 teachers left their schools while 17% indicated that 3-4 left the schools. A further 17% indicated that 1 teacher

left their schools the same year. In 2013, 50% indicated that 2-3 teachers left their schools while in 2014, 33% indicated that the same number left their school.

Table 4: 4 The number of teachers who leave private secondary schools

Number of Teachers left	2012		2013		2014	
	Frequency	%	Frequency	%	Frequency	%
None	0	0	0	0	1	17
1 teacher	0	0	1	17	1	17
2-3 Teachers	4	66	3	50	2	33
3-4 Teachers	1	17	1	17	1	17
Above 5 Teachers	1	17	1	17	1	17

It follows therefore that majority of private secondary schools lose 2-3 teachers every year indicating a high turnover. This especially indicated by the fact that most teachers in private secondary schools have been working only for few years as shown in Figure 5.

4.8 Linear -regression

To establish the relationship between the independent variables of the study (career development opportunities, work-life balance policies, work environment and reward system) and the dependent variable (Teachers turnover), a regression analysis was conducted.

The result shows that career development opportunities, work-life balance policies, work environment and reward accounts for 95.7% of the variation of the school turnover as shown in Table 4:6

Table 4: 5 Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.978 ^a	.957	.955	.523

a. Predictors: (Constant), Career development opportunities , Work-life balance, Work environment, Reward

Table 4.7 present the Analysis Of Variance (ANOVA), which provides the F test indicating whether the model is statistically significant. With a significant level of less than 0.05 the equation is significant, in this case the value is 0.000 and thus the model is statistically significant.

Table 4: 6 ANOVA analyses

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	658.743	4	164.686	601.822	.000 ^a
	Residual	29.827	109	.274		
	Total	688.570	113			

a. Predictors: (Constant), Career development opportunities , Work-life balance, Work environment, Reward

b. Dependent Variable: Teachers Turnover

Table 4.8 shows that correlation coefficient of the model. Taking into account the β values in the table the regression model will be as follows:

$$Y = 0.457 + 0.124 X_1 + 0.067 X_2 + 0.177 X_3 + 0.036 X_4 + 0.176$$

Following multi-regression carried on the variables the following equation was generated

Where: Y = Teacher turnover.

X₁ = Career development opportunities

X₂ = Work environment

X₃ = Reward system

X₄ = Work-life balance policies

Table 4: 7 Correlation Coefficients

		Coefficients ^a				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.457	.176		3.101	.002
	Work environment	.067	.019	.207	3.524	.001
	Reward	.177	.023	.462	7.760	.000
	Work-life balance	.036	.013	.132	2.685	.008
	Career development Opportunities	.124	.023	.217	3.777	.000

a. Dependent Variable: Teachers Turnover

The findings show that reward system has a correlation coefficient of 0.177 and significance level of 0.000. Since the required significant level is less than 0.05 it can be concluded that reward system had a significant association with teachers turn over. Career development opportunities had correlation coefficient of 0.124 and a significance level of 0.000, work-life balance policies 0.036 and significant level of 0.008 while work environment had a coefficient correlation of 0.067 and a significance level of 0.001.

Since all the four variables had a significance level of less than 0.05 it implies that they all had a significant association with the Teachers' turnover. However, the magnitude of

variation on the teachers' turnover differs between the variable. Reward system of private secondary schools caused the highest variation on teachers' turnover since it had the highest β of 0.177. This means that a unit change in reward system had a corresponding variation in teachers' turnover by 0.177. The second variable was career development opportunity with 0.124, and the third was work-environment 0.067 while work-life balance policies had the least impact on the variation of teachers' turnover with 0.036.

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CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of the findings; it also presents conclusions drawn from the findings and make recommendations on further research.

5.2 Summary of the Findings

The summary of the findings provides the main findings as per the study objectives.

5.2.1 Career development opportunities

The study reveal that career development opportunities in private schools as a strategic human resource practice consisted mainly of on-job training. However the teachers indicated that such training rarely occurs. Though teachers had opportunities to discuss their training need with their supervisors the schools were not willing to pay for trainings and therefore such discussions were not implemented. Career development was also found to be the second most important strategic human resource practices that influences teachers turnover compared to work-life balance policies and working environment.

5.2.2 Work environment

On work environment in private secondary schools, the study found out that teachers had good working relation with colleagues and could get advice from their supervisors on how to improve their performance. However, teachers indicated that the supervisors did rarely listen to their job related complains. The work environment was found to have the second least influence on the teachers' turnover compared to career development work-life balance policies and reward system.

5.2.3 Reward system

The study found out that teachers were not satisfied by their salary and the appointment methods. Teachers felt that the salary was not fair compared to what other teachers earned in other schools while the appointments were not done fairly. However, teachers indicated that the disciplinary, the fringe benefits and recognition for work well done were relatively fair. Reward was found to be the most important strategic human resource practices that influences teachers turnover compared to career development opportunities, work-environment and work-life balance policies in private secondary schools.

5.2.4 Work-life balance policies

The study found out that teachers were given adequate leave duration as required. The leaves that were entitled to the teachers were annual leaves, compassionate leaves and maternity leave. However the working hours for the teachers were not fixed and depended on the work load. Work-life policies were the least important strategic human resource practices that influence the teachers' turnover.

5.3 Discussion

Career development was the second most important SHRM practices that affects the teachers' turnover. The findings correspond with Klein & Tang (2003) that Career development opportunities strengthen the bond between employees and employer therefore organizations must invest in the development of their employees. Likewise, the study found out that though private schools were aware of the needs for training such trainings are not implemented. These findings correspond with past study by Allen, (2003) lack of training and promotional opportunities was the main cause for high-performers to leave the company.

The work environment was found to have the second least influence on the teachers' turnover compared to career development, work-life balance policies and reward system. This was because teachers indicated that they had adequate working tools, had good working relation with colleagues and could get advises from their supervisors on how to improve their performance. This corresponds with earlier findings by Milory (2004) who reported that people strive to work in those organizations that provide positive work environment where they feel they are making a difference and where most people in the organization are proficient and pulling together to move the organization forward.

Reward was found to be the most important strategic human resource practices that influences teachers turnover compared to career development opportunities, work-environment and work-life balance policies in private secondary schools. This corresponds with Silbert (2005) that rewards have a lasting impression on the employee and it will continue to substantiate the employee's perception that they are valued. Though the study found out that disciplinary methods, the fringe benefits and recognition for work well done was relatively fair, the salary was poor.

Work-life balance policies were the least important strategic human resource practices that influence the teachers' turnover. This is because teachers were given adequate leave duration as required. The leaves that were entitled to the teachers were annual leaves, compassionate leaves and maternity leave though the working hours were not fixed and depended on the work load. Past study by Roberson and Ellis (2008) shows that work and family benefits which comprise of parental leave among others have a positive impact on employees' organization commitment. However as Ostroff & Bowen, (2000) found out distress and fatigue from excessive time on job can lead to decline in performances of the employee and

also it affects the safety level. In private schools the workload dictate the number of hours worked thus explaining the influence of work-life balance policies on the teachers' turnover though not as much as reward system.

5.4 Conclusions

Given the findings, the study concludes that career development, work environment, reward system and work-life balance significantly affects the teachers' turnover in private secondary schools. Teachers in private secondary schools rarely receive training to ensure career development and the work environment is characterized by unresponsive management resulting to high turnover. Low pay further, aggravates the teachers' turnover in private secondary schools. However, on work-life balance private secondary schools offers annual, maternity and compassionate leaves. Further, the private schools provide enough tools, advises on performance and the colleagues are supportive. However, as the study found majority of teachers in private secondary schools are relatively young and require a comprehensive career development opportunities to provide hope for their future career progression. Without such opportunities the teachers are bound to seek alternatives that may offer them opportunities to progress in their career.

5.5 Recommendations

The study recommends that private secondary schools provide career development opportunities to the teachers in order to retain them and reduce turnover. This is informed by the study's findings that lack of career development is a significant cause of teachers' turnover in private secondary schools.

The study also recommends that the reward system in private secondary schools be formalized to ensure fairness in both pay and appointments. Given the study's findings that

teachers in private secondary schools felt unfairly paid a standardized payment system can minimize the teachers' turnover.

On work environment the study recommends that private secondary schools devise a supervision system that is responsive to work related complains. Failing to listen to teachers complain as found by the study may lead to frustration and high teacher turnover.

The study also recommends a standardized working hours for the teachers in private secondary schools. As the study found out the working hours were not fixed and depended on the work load. A fixed working hour systems will ensure teachers have a well work-life balance which reduces turnover.

5.5.1 Theoretical implications

The study was based on both the social exchange theory and 5 P model. The findings of the study corresponds with the social exchange theory that each party in a relationship feels obligated to honor the contract if a mutual benefit is identified by either parties. In case of teachers in private secondary schools they feel lowly paid, lacks career opportunities and the management is unresponsive to their complains. Essentially therefore teachers cannot identify sufficient benefit on their part thus the high teachers' turnover.

The 5 P model connects SHRM with achievement of the organizations' strategies. Thus poor SHRM practices result into unachieved goals and vice versa. In this case, low pay, unresponsive management, unfixed working hours and lack of career development results into high teachers' turnover. High teachers' turnover denies the private schools the much needed talents which in turn may hinder the achievement of the schools goals.

5.7 Recommendation for future research

The study recommends future research on the specific human resource practices applicable to private secondary schools. This is because private secondary schools are unique from public secondary schools since they are profit oriented unlike the latter.

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APPENDIX I: TEACHERS' QUESTIONNAIRE

SECTION A

BASIC DEMOGRAPHIC DATA (PLEASE TICK WHERE APPROPRIATE)

1. How old are you? (Years)
 - a) 18 – 25 []
 - b) 26 – 35 []
 - c) 36 – 45 []
 - d) 46 – 55 []
 - e) 56 – 59 []
2. Gender;
 - a) Male []
 - b) Female []
3. Educational Background;
 - a) Primary level []
 - b) Secondary []
 - d) Diploma Level []
 - e) First Degree []
 - f) Master's Degree []
 - g) Other (please specify) []
4. When did you join the teaching career? Year
5. How many schools have you worked for?
6. When did you leave the last school you worked for?
 - a) Less than 1 year ago []
 - b) 1 year ago []
 - c) 2 years ago []
 - d) 3 years ago []
 - e) 4 years ago []
 - f) 5 years ago []

SECTION B

Career Development Opportunities

7. What type of training did you receive in the former school you worked for?

- (a) Employee orientation []
- (b) Mentoring []
- (c) Refresher []
- (d) On-the-job Training []
- (e) External Training []
- (f) None []

8. How often did you receive training from the school?

- (a) Quarterly []
- (b) Twice in a year []
- (c) Once in a Year []
- (d) Rarely []
- (e) None []

9. Listed below are series of statements that represent possible feelings that individuals might have about the Career Development Opportunities. Please Tick appropriately; Strongly Disagree, Disagree, Not Sure, Agree, Strongly Agree.

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I was provided with training opportunities to enable I extend my range of skills and abilities.					
There were opportunities to discuss my training and development requirements with my former employer.					
Former employer paid for any work-related training and/or development I wanted to undertake.					

SECTION C

Work Environment

10. Listed below are series of statements that represent possible feelings that individuals might have about the Work environment in the schools he/she worked for. Please tick appropriately; Strongly Disagree, Disagree, Not Sure, Agree, Strongly Agree.

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Your supervisor was willing to listen to your job-related problems.					
Your supervisor showed you how to improve performance.					
Your supervisor respected your opinions.					
There were adequate and appropriate working tools.					
Co-workers were supportive.					

SECTION D

Reward system

11. Listed below are series of statements that represent possible feelings that individuals might have about the reward system in the school he/she worked for. Please Tick appropriately; Strongly Disagree, Disagree, Not Sure, Agree, Strongly Agree

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
My salary/wage was fair considering what other teachers in other schools were being paid.					
The fringe benefits received was fair (medical, housing, transport, holidays).					
The disciplinary method was fair.					
Was recognized when I did a good job.					
All appointments in the school were based on merit.					

SECTION E

Work –life policies

12. Listed below are series of statements that represent possible feelings that an individual might have about the Work-life policies in the school he/she worked for. Please Tick appropriately Strongly Disagree, Disagree, Not Sure, Agree, Strongly Agree

Items	Extensively influenced	Moderately influenced	To some extent	To a small extent	Did not all influence
Career development opportunities					
Work environment					
Work-life policies					
Reward system					

Turnover

13. With respect to your own feeling about the schools an individual worked for. Please Tick appropriately; Strongly Disagree, Disagree, Not Sure, Agree, Strongly Agree.

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I thought a lot about leaving the schools					
I was actively searching for an alternative to the school					
As soon the current position was available I left the school					
I left the school I worked for even though the pay package with current school is the same					

14. To what extent are the HR practices listed below influenced your leaving the former school you worked for. Please Tick appropriately; Extensively, moderately, some extent, small extent, not at all.

Items	Extensively influenced	Moderately influenced	To some extent	To a small extent	Did not all influence
Career development opportunities					
Work environment					
Work-life policies					
Reward system					

QUESTIONNAIRE FOR THE SCHOOL MANAGERS

General Information

1. When was the school established? (Give the year).....
2. What is the number of teachers employed by the School
3. Indicate the number of teachers employed under the employment terms below
 - a) Casual.....
 - b) Contract.....
 - c) Permanent and pensionable

Teachers Turnover

4. How many teachers have left the school in the following years?
 - a) 2012.....
 - b) 2013.....
 - c) 2014.....
5. In your view where do the teachers go to after leaving your school?
 - a) Join other private schools
 - b) Join public schools (TSC)
 - c) Move to other careers
 - d) I do not know
 - e) Others specify
6. In instances where teachers leave the schools, what are the common reasons for departure?
 - a) Moving to other careers since teaching is a low paying job.
 - b) Moving to other careers since teaching is a less prestigious job.
 - c) Moving to TSC since TSC offers better employment terms than private schools (job security, salaries, less workload).
 - d) Others (specify.....)

SECTION B

Career Development Opportunities

7. What type of training of do you offer teachers in your schools?

- (a) Employee orientation []
- (b) Mentoring []
- (c) Refresher []
- (d) On-the-job Training []
- (e) External Training []
- (f) None []

8. How often do you offer such training from the school?

- (a) Quarterly []
- (b) Twice in a year []
- (c) Once in a Year []
- (d) Rarely []
- (e) None []

9. Why are training offered?

- a) To fill on identified knowledge gap among teachers []
- b) To motivate teachers who are good performers []
- c) Offered as a routine requirement []
- d) Others Specify

SECTION C

Work Environment

10. Please indicate how often you receive complains on the following work environment related issues from teachers. Tick appropriately; Very often, often, quite often, not often, Not at all.

Items	Very often	Often	Quite often	Not often	Not at all
Lack of school management willingness to listen to the teachers' job-related problems					
Lack of school management willingness to show teachers how to improve performance					
Failure to respect teachers' opinions by the school management					
Lack of adequate and appropriate working tools					
Unsupportive co-workers					

SECTION D

Work –life policies

Please fill provide the appropriate response regarding Work –life policies of the school.

- 11. What are the number of working hours recommended for a teacher?.....

- 12. What is the average number of workings hours for the teachers in your school.....

- 13. Do you have welfare programs for the teachers Yes [] No []

- 14. Are teachers entitled for the following
Compassionate leave Yes [] No []
Maternity leave Yes [] No []
Annual Leave Yes [] No []

- 15. Please indicate the duration for each type of leave

Type of leave	Duration
Compassionate leave	
Maternity leave	
Annual leave	

16. To what extent are the HR practices listed below influences teachers' turnover in private secondary schools generally. Please Tick appropriately Extensively, Moderately, some extent, small extent, Not at all.

Items	Extensively influenced	Moderately influenced	To some extent	To a small extent	Did not all influence
Career development opportunities					
Work environment					
Work-life policies					
Reward system					

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