RELATIONSHIP BETWEEN ORGANIZATION DEVELOPMENT PRACTICES AND LABOR TURNOVER AMONG PRIVATE PRIMARY SCHOOLS IN KENYA: A CASE OF RONGAI SUB-COUNTY, NAKURU COUNTY, KENYA

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DECLARATION

This dissertation is a product of my own work. It is not work done in collaboration and it has not been presented previously to any institution. I agree that this dissertation may be available for reference and photocopying, at the discretion of St. Paul's University.

BEATRICE ACHIENG OMINDO  18/8 /2020

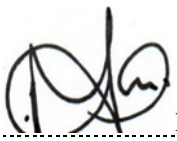
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DEDICATION

I dedicate this work to my mother Jane Janet, my siblings Amos, Faith, Steve, Luke, and the entire family of Dr. and Mrs.Ogutu.

Thank you for your continuous prayers.

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I would like to first give thanks to Almighty God for the far He has brought me and indeed it has taken His mighty hand from the time of my admission to St. Paul's University. He has been the source of my knowledge, wisdom and strength till this moment. My sincere gratitude also goes to my two supervisors Dr.Gesimba and Dr.Gichuhi who have been my pillars by providing scholarly guidance throughout the process. I have the pleasure also to thank Dr. and Mrs.Ogutu for continuous support both morally and financially to ensure that my course cameto completion without any financial constraints, and my mother Janet and the entire family for always giving me hope. Moregratitude goes to the entire St. Paul's University management team for the provision ofconducive learning environment. My appreciation also goes to my pastors who gave me spiritual guidance, our class representative, Loise for her continuous updates that ensured I did not lag behind, and my friendsLoiseKabakiand Salome Lokorito who ensured that all was well with me. God bless you all.

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ABBREVIATION AND ACRONYMS

DBE: Department of Basic Education.

EARCOS: East Asia Regional Council of Schools

EBSS: Evidenced Based Salary Schedule

HRM: Human Resource Management.

MSS: Mastery Specific Skills

NCTAF: National Commission of Teaching and Americas Future

NMEP: New Millennium Education Prize

OECD: Organization for Economic Cooperation and Development

OST: Organization Support Theory

SPSS: Statistical Package for Social Science

U.S.A.: United States of America

ABSTRACT

Organizations are a collection of people, and thus development practices that promote optimal staffing conditions are vital to organization's overall performance. The study sought to determine the relationship betweenorganization development practices and labour turnover in private primary schools in Kenya with a specific focus on Rongai Sub-County in Nakuru County, Kenya. The objectives of the study were to: evaluate relationship between motivation techniques and labour turnover in organization development in private primary schools, to establish relationship between staff training methods and labour turnover in organization development among private primary schools, and to establish relationship between leadership practices and labour turnover in organization development in private primary schools. The theoretical framework of this study was derived from the Two-Factor Theory andOrganization Support Theory. The study used a descriptive survey design and targeted the population of 680 employees of 34 private primary schools in the study area. A sample of 204 employees was picked using the simple random sampling method. Questionnaires were used to collect quantitative data from teachers while interview guides were used to collect qualitative data from head teachers and their deputies. Descriptive statistics were computed for each study variable and data presented using pie charts, tables and figures. The Pearson correlation method was used to test the effect of the independent variables on labour turnover. Qualitative data collected through the interviews was analysed using the thematic content analysis technique. Results revealed that there is high labour turnover in the private primary schools in Rongai with a rating of 71.2%. Labour turnover in the schools was negatively and significantly associated with motivation techniques (r= -.640, p= .000), staff training methods (r=-.683, p=.000), and leadership practices (r=-.523, p=.000). Results also showed that there were relatively poor motivation techniques with a rating 44%, poor training methods that were given a rating of 43.8%, and less than optimal leadership practices with a rating of 50.8%. The study recommends that the private primary schools should offer competitive salaries, benefits that are similar to those offered to public primary school teachers, and an elaborate promotion and recognition plan. The schools should also develop teacher training and mentorship programmes and ensure that teachers are actively involved in making key decisions and management of school activities.

CHAPTER ONE
INTRODUCTION

1.1 Chapter Overview

This chapter introduces aspects of the study which are in segments consisting of background of the study, problem statement, purpose of the study, specific research objectives that guides the study, research questions, scope, justification, assumptions and limitations of the study.

1.2 Background of the Study

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

In the United States of America (U.S.A.), the National Commission of Teaching and America's Future (NCTAF) states that teacher turnover has increased in the last 15 years, in which some school district reported high degree of teachersquitting as compared tostudents (New York University, 2017). Equally, it is estimated that about half million U.S.A. teachers proceeds elsewhere if not entirely departing the career on a yearly basis costing the U.S.A government roughly $2.2 billion per annum. Such extensive turnover rate unduly interferes with schools which are extremely poor andseverely pushes the nation to point of no compromise hence making sure that no learners are left but areaaccessible to skilled teachers (Haynes, 2014).

It has been reported that teachers from England leave their profession at higher rate than those in the other developed countries such as the U.S.A. It is recorded that the rate of attrition picked from 8 percent to 10 percent between1999–2000 and 2001–2002(Ladd, 2007). This attrition rate is higher than 7.4 percent experienced in the U.S.A in the late 1990s. Besides this, according to the report, aquarterof teacherswith

qualifications by 2011 had already quit their profession accordingto officially documented statistics, this further raised more concern on pressures that surround the profession. Among the ones who met qualifications in 2011, 31% quit in a span of five years during their teaching period (Savage, 2017).

A report in Sweden indicates that the yearly turnover rate of nurses and teachers could be associated with workplace conditions (Hasselhorn, Muller, &Tackenberg, 2005). As the degree of attrition was compared to turnover from other career, the significance of teacher turnover depended on the school's expenditure and impact on great population of learners. Poor structure regarding the profession in education results inorganization instability. Statistic shows the attrition causes more harm and have serious impact to learners' successparticularly inschools whose academic performance is poor. The teachers' attrition in such incidence also has negative impact to the learners (This is in comparison toteachers who are retained in consecutive years) (Lindqvist, Nordänger, &Carlson, 2014).

Lindqvist et al. (2014) observed that 16% of 37,500 of the graduated teachers in Sweden were not operating within the educationscheme. Suppose the "missing"staff would have beenre-deployed to the education sector, this may close the deficit hence bring an end to the wide gap to the teaching sector particularly in different dimensions. Teacher turnover is also a nagging problem in the Middle East at the Gaza Strip. Research indicates that, the number of employees who quitted from their jobs at the Ministry of Education in Israel since 2010 was 829 (Al-Habil, Allah, &Shehadah, 2017). The high turnover rates have necessitated an increase in the expenditure incurred in the training of new teachers.

Considering the African context, researchhas showed thatGhana has the highestteachers'' attrition rate and although it is a sector which has been leadingin producing many teachers yearly, there was still a gap which needed to be filled because of the inability of retention as far as the profession is concerned(Cobold, 2007).In South Africa, despite several strategies for interventions made by the Department of Basic Education (DBE) for retention of educators in their area of profession, there is still a great number of educators quitting their profession (Mampane, 2012).

It is estimated that over twenty thousand teaching staff leave their career yearly. This attrition of high profile personalities has adversely impacted thenation'scapability to achieve their millennium developmental goal (Mampane, 2012). Candle (2010) noted that teacher turnover was also high among private schools in Tanzania. The high attrition rate was attributed to unfavourable related issues from the higher authority which included lack of team spirit, unconducive working environment, factorssuch as poor package, lack of good management and close supervision.

In the Kenyan perspective, the circumstances that surrounds attrition in teaching fraternity has no trending difference globally and regionally (Orodho, Waweru, &Nthinguri, 2013). Kenyan teachers have expressed lack of commitment at their working place which has been characterised by a big number of them quitting their profession and resorting to other career alternatives hence getting to the bottom point of the scenario to find out those who are leaving, what is making them to leave, observing the moments that they normally leave is significant hence may help in formulation of policies and intervention that target teacher retention (Waititu, 2013). In their study that explored institutional issues regarding turnover in the teaching profession in pre-primary schools in Kengeleni zone in Mombasa County, Maku and Nyakwara (2017) observed that the turnover being experienced in pre-primary schools in the zone was as a result of many school related issues ranging from inappropriate management, lack of facilities and unsupportive administration.

The problem withteacher attrition is more pronounced among private primary and secondary schools were teachers. High attrition rate in these schools has a significant implication on the development of the country given the central role that these schools play in educating the populace (Moraa, 2019). In 2019, private schools accounted for 41.44% of all primary schools in the country. The number of private schools has grown at the rate of 114% between 2014 and 2019 as opposed to an 8% growth in the number of public primary schools during the same period (Moraa, 2019). This growth highlights the crucial role that the private institution plays in complementing government efforts to provide education services to the Kenyan people.

Kirochi (2015) conducted a study to examine how labour policy and practices on reward and compensation, workload and work condition relates to teacher attrition in private secondary schools in Embakasi Sub-County, Kenya. The study discovered that

work conditions and workload are among the key policies that determine teacher attrition in most schools in Embakas District.Reward and compensation alsoemerged to be the biggest contributor to teacher attrition in Embakasi Sub-County in relation to the nature of work and workload (Kirochi, 2015). The study showed that many staff in private schools in Embakasi had not been observing or operating within the guidelines of labour policies in their undertakings hence high teachers' attrition.

Narrowingdown to Nakuru County of Kenya, the presence of disparity in leadership practices concerning head teachers and teachers (Wachira, 2017). There seems to be no change and reform to job satisfaction on account of head teachers' leadership practices. This is evidenced by the attrition rate of 31 teachers, absentee rate of 60 teachers and 32 on negligence of duty adding up to 123 or 1.76% of the country's teaching staff may result from leadership practices that lead to job dissatisfaction among the teachers (Wachira, 2017).

1.3 Statement of the Problem

In the teaching profession, the high rate in which staff quit their profession leaves much to be desired due to the high demand of replacement created by the wide gap (Boe, Cook, &Sunderland, 2008).There is an increasing worldwide interest on issues of staffing and staff maintenance even in tertiary institutions African countries has faced the problem of labour turnover due to political instability and socio-economic imbalance hence hiring and maintaining high profile personalities, lecturer proved an uphill tasks Tattery(2006).These trends have compelled a more critical Human Resource Management(HRM)through Tertiary institutions (Bushe, 2012)

In Kenya, public sector organizations have also experienced greater impact with regard of the replacement of the labour turnover. Government has not been able to replace 29% of their competitive turnover. The staff in Kenya are exiting the tertiary institutions to pursue jobs in other departments (Whit church, 2008) High turnover rate has also disadvantages for organization development and general county economy (Nor& Suleiman, 2012)

The present dynamic world needs effective and efficient staff with highly sophisticatedacademicbackgroundthat are ready to explore in the world of research to possess the answers to the series of day to day challenges. Yet, retaining employees

has been an involving task in many organizations. Wheatfield Education complex is one of the private primary schools in Rongai Subcounty which has been highly affected. Teachers have been leaving the school to seek job in other institutions leaving learners un attended and employee retention has become great challenge. According to the head teacher between 2017 -2020, more than 55 teachers has been recruited, 30 and above has left-. This is to mention few private primary schools within Rongai Subcounty.

Teacher attrition has direct effect on the success of the learners, self-worth, responsibility and reliability more so teacher attrition is an expensive occurrence as it also inconveniences organization development. The worst part of this phenomenon is its negative impacts on the learning process, jeopardizing quality services and the learners' success (Chester, 2003). Studies conducted in other parts of the world suggest that labour turnover can be reduced if the right organization development (OD) practices are developed and implemented (Phiphadkusolkul, 2015; Orr& Matthews, 2018). None of the studies reviewed so far have focused on the relationship between OD practices and labour turnover in the Kenyan private primary school set up. Therefore, as the study sought to establish the relationship between organization development practices and labour turnover in the context of private primary in Rongai sub-county, it also addresses the existing gap to reduce labour turnover and on the best option adopt the appropriate organization development practice hence maximize. Three organizational development practices were examined namely motivation technique, staff training, and leadership practices.

1.4 Purpose of the Study.

The purpose of the study was to determine the relationship between organizational development practices and labour turnover among private primary schools in Rongai sub county, Nakuru County, Kenya.

1.5 Research Objectives

The study was guided by the following specific objectives.

i. To evaluate the relationship between motivation techniques and labour turnover in organization development among private primary schools in Rongai Sub County, Nakuru Kenya.

ii. To establish the relationship between staff training methods and labour turnover in organization development among private primary schools in county, Nakuru Kenya.
iii. To establish the relationship between leadership practices and labour turnover in organization development among private primary schools in Rongai Sub County, Nakuru Kenya.

1.6 Research Questions

The study sought to answer the following research questions:

i. What is the relationship between staff motivation technique and labour turnover in organization development among private primary schools in Rongai sub county Nakuru, Kenya?
ii. What is the relationship between staff training methods and labour turnover in organization development in private primary schools in Rongai sub county Nakuru Kenya?
iii. What is the relationship between leadership practices and labour turnover in organization development among private primary schools in Rongai Subcounty Nakuru Kenya?

1.7 Justification of the Study

This study is justified by the reason that it has generated new knowledge regarding how OD practices are related to labour turnover in private primary schools in Kenya. In particular, the study has highlighted the staff motivation techniques, staff training methods, and leadership practices that are dominant in the private primary schools and explored how these practices influence labour turnover. Such knowledge would be of great value to policy makers, managers of private primary schools, and OD scholars and researchers.

For policy-makers, this new knowledge would guide the development of policies that will help reduce the rate of teacher turnover in the private primary schools. The knowledge is particularly important to policy-makers in the Ministry of Education as well as the Ministry of Labour who are responsible for formulating and implementing policies that have a direct impact on the welfare of teachers.

Managers in private sectors are usually concerned about performance. The manager wouldgain from the result of this study when establishing the best OD practices which will enhance employee work performance. Findings provide evidence that may help these managers to develop employee empowerment supporting programs that can lead to employee satisfaction and retention in different firms.

The study is also of benefit to many scholars including Sociologist, Human resource scholars, Performance management, Organization Development, Strategic Management in understanding organizational development practices on Labour Turnover in Private Sectors as it has added to existing literature on organization development practices and its influence on staff attrition. This knowledge will also be valuable to organization development practitioners particularly those who are specialized on the education sector as it will help them to design interventions for addressing the challenge of staff turnover in private schools. The study has also suggested areas appropriate in the new findings.

1.8 Scope of the Study

The research sought to establish the relationship between organizational development (OD) practices and labour turnover in organization development among private primary schools in Rongai Sub-County, in Nakuru County, Kenya. The study focused on three OD practices, which included Motivation Techniques, Staff Training Methods, and Leadership Practices that were varied against Labour Turnover. The focus on these practices was informed by the premise that these are the main areas for organization development intervention.

The study was confined to private primary schools because evidence showed that teacher turnover is higher among private schools than in public schools (Wamalwa& Burns, 2018).Rongai Sub-County was selected because it has a high number of private primary schools and was easily accessible making it the most appropriate study site. The study by Moraa (2019) also highlighted high rate of turnover among private primary schools in this area. The key informants werehead teachers, deputy head teachers, and teachers hence the target population was 680 employees within Rongai sub-county, Nakuru Kenya. The sample population of 204 respondents was selected as representative sample.

1.9 Limitations of the Study

A major factor that might have limited the quality of the study is the cross-sectional approach of data collection where data regarding the independent and dependent variables of the study were collected at single point in time. Bryman (2016) expounded that the cross-sectional approach makes it difficult for a study to infer a cause-effect relationship as collection of data at a single point in time make it difficult to determine whether the features observed relating to the independent variable occurred before the dependent variables. The cross-sectional approach also provides a snapshot of the situation in Rongai sub-county with regard to teacher turnover and OD practices rather than how these issues have evolved over time.

1.10 Basic Assumptions of the Study

The study presumed that the private schools in Rongai Sub-County have different OD practices. Variation in the OD practices was vital to the study hence enabled the researcher to deduce how change in the OD practices from one school to another impacted teacher turnover within the schools. The study also assumed that the level of teacher attrition varies from one private school to the next. Further, it is assumed that all respondents would be accessible and would respond to the questions suitably without any biasness. The other presumption is that the tools used gave reliable outcomes and that all respondents gave reliable responses.

1.11Definition of KeyOperationalTerms

Motivation Technique-These are methods used in order to boost team and business performance which may include positive attitude towards the people in the job (work mates) the good pay or nearness to home among others hence making people feel inspired to continue working.

Staff Training Methods-may involve programs and activities which helps to improve employees' skills and keep both the manager and employee up to date regarding administration and management issues which spearheads the organization to the point of competitive advantage.

Leadership Practices-Approaches, methods, and techniques that the administration in private primary schools use to mobilize, inspire, transform, and direct people towards the realization of common goals.

Labour Turnover-Describes the pace whereby employees leave employment or the place of work as compared to the initial number of employees who had been recruited at the beginning and channelled on the payroll. It may be low or high Labour turnover depending on the Organization fundamentals and its ability to withstand the challenges that comes with Labour Turnover.

Management- the art of creating an environment that enables people to cooperate and perform activities needed to attain common goals.

Organizational Development practices- the approaches and activities based on behavioural sciences that can be used to create an organizational environment that enhances productivity, expertise, satisfaction, and other desired outcomes for the benefit of an organization.

1.12 Chapter Summary

The chapter has highlighted the fundamental issues that constitutes the study and has stated the research problem that the study sought to deal with, which is, relationship between OD practices and labour turnover on organization development in private primary schools in Rongai Sub-County, Nakuru Kenya. The chapter has also listed the research objectives and research questions that guided the study.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter introduces the review of empirical literature on relationship between organization development (OD)practices on labour turnover in organization development in private primary schools in Rongai sub county Nakuru, Kenya. These are going to be determined by motivation techniques, staff training methods and leadership practices. The chapter is also presenting the theoretical framework of the study, conceptual framework and the research gaps for further study.

2.2 Theoretical Review

The study was based on two theories: Two-Factor Theory and Organization Support Theory, which were to handle the independent variables including Motivation Techniques, Training methods, Leadership practices and dependable variable which was labour turnover.

2.2.1 Two-Factor Theory

It is known as Herzberg's motivation-hygiene theory and dual-factor theory stating that when an employee is satisfied they give themselves credit for that satisfaction and when they are dissatisfied they will blame external factor.

This theory was conceived by Herzberg, Mausner and Snyderman (1959) to elucidate and predict the concepts of employee motivation and satisfaction. It contends that employees who are satisfied are intrinsically motivated hence working hard as compared to the ones who are not satisfied and are not intrinsically motivated. Herzberg et al. (1959) discovered that lack of satisfaction tends to be associated with a lot of people complaining about the job issues or a factor within work environmental condition. They further observed that the mind set of satisfaction originates from the characteristics of the tasks they are required to perform, for instance, the chance of experimenting achievement, receiving acknowledgment, working on an exciting job, being responsible, and experiencing development and increase (Malik &Naeem, 2013). These factors are known as motivators.

Factors that cause dissatisfaction are policies in company, administrative principles, working conditions, supervision, good rapport, job security and status. These are

known as hygiene factors. The discovery made by Herzberg et al. (1959) implies to the fact that contentment does not automatically mean the contradiction of discontent. The study by Herzberg et al. (1959) showed that an employee is likely to be encouraged by work conditions or issues at employee's job environmental condition which includes payment, rank, or work situation, to a point of simply not being discontented, but rather not to point of true drive. The theory states that, financial motivation could be a minor tool as it would simply reduce discontent (Malik &Naeem, 2013). To efficiently gratify and motivate employees, jobs require elements such as providing meaningful experiences, being appealing to employee's interests, and challenging the employee's abilities. The theory further contends that enriching job was thus the foundation n for increasing employees' motivation, rather than payment, supervision, or other environmental conditions (Yusoff*et al.,* 2013).

The Two-Factor theory is deemed appropriate to the study as it gives a framework for operationalizing OD practices that are likely to shape the turnover of teachers in private primary schools in Rongai Sub-County. Although the theory is about employee motivation and job satisfaction, it is relevant to this study because employee turnover is one of the outcomes of low job satisfaction and staff motivation. The theory asserts that to understand the turnover phenomenon, the study should examine both motivational factors such as the teachers' pay and involvement in school leadership as well as hygiene factors such as workload and the school environment (Yusoff*et al.,* 2013).

Herzberg's theory has also been criticized for taking one-size-fit-all approach of explaining factors that contribute to employees' satisfaction and dissatisfaction (Malik &Naeem, 2013). It does acknowledge differences in employee preferences and needs that may make one employee value extrinsic factors such as higher pay than intrinsic factors while another employee accord more value to intrinsic factors. Yusoff, Kian, and Idris (2013) also noted that there are multitude of extrinsic (hygiene) and intrinsic (motivating) factors. The theory did not classify these factors thus making it difficult for managers to understand the factors on which they need to focus on when developing employee motivation interventions.

2.2.2 Organization Support Theory

This theory, which was propounded by Eisenberger, Huntington, Hutchison and Sowa (1986), provide an alternative explanation of what contribute to employees' job satisfaction. Unlike the Two-Factor Theory that link employees' satisfaction to both intrinsic and extrinsic elements, this theory link employees' contentment to intrinsic factors. It states that employee creates universal view regarding the level whereby organization appreciates their efforts and minds about their welfare. When employees' perception convinces them that organization acknowledges their contributions and minds about their welfare, their desires for sense of belonging, appreciation, being supported emotionally and issues of self-esteem are met, these leads them to recognize the well-being of the organization hence develop sense of ownership since they have a feeling of emotional attachment thus participates with undivided zeal (Kurtessis et al., 2017).

This sense of cohesiveness in the organization is validated byits legal, ethical aspects, transparency and accountability, governing policies, norm, constructive culture that provides continuation and well prescribed behaviours (Caesens, Stinglhamber, Demoulin, Wilde, &Mierop, 2019). It is enhanced by the notion that the organization's models an excellent personality to a reliable employee. In their study assessing the Organizational Support Theory (OST),Kurtessis et al., (2017) found out that employees' perception of organizational support has several determinants including leadership practices, working condition, human resources practices, supervisor support, and the context of the organization. In another study, Yew (2010) found that employee perception of organizational support was shaped by five factors namely career development opportunities, employee-employer exchange relationship, and organizational fairness, leadership, and employee characteristics. The study by Yew (2010) further revealed that employees' perception of organizational support was positively associated with their level of job commitment and consequently their turnover intentions. The two studies provide empirical support for the OST as a suitable framework for examining the phenomenon of employee turnover.

OST is also of value on current study because it gives an outline of identifying OD practices that could be responsible to the attrition of teachers in private primary schools in the study area. The theory suggest that the study should focus on practices

that shape employees' perception regarding organization support such as career development opportunities, style of leadership in the schools, human resource practices such as compensation system, and relationship between the management and teachers (Caesens*et al.,* 2019). It places emphasis on intrinsic motivational factors that are closely related to the motivators identified in the Herzberg's Two-Factor theory.

2.3 Empirical Review

This section reviews field studies related to the subject of staff attrition and the influence of OD practices. The section is organized in line with the four variables of the study.

2.3.1 Labour Turnover in Private Primary Schools

Labour turnover refers to the rate at which employers gain and lose employees (workers) as observed from the moment of recruitment. Labour turnover is a significant phenomenon and overarching element of the labour market. Worldwide, organizations put high premium on labour turnover, which has impact on employees as well as employers. Labour turnover is connected to human resource management. If there is no coordination and ability to cultivate and tame the skill and creativity of workforce organizations may not be able to achieve their objective and oversee their vision as well as gaining competitive advantage in a dynamic business environment of today (Nwagbara, 2011).

Labour turnover is a significant and pervasive aspect of the labour market. In Organization for Economic Cooperation and Development (OECD) countries, between 10-15% of workers quit their jobs every year (OECD, 2013). Since employment rate in the OECD countries hardly change by more than 1-2% a year, the high labour turnover rate clearly indicates that when employees go from one point to the other to get another opportunity elsewhere, this creates a bigger impact as compared to changes in the number of jobs. In that case, it is important to understand the aspect of labour turnover as it is essential when analysing the labour market.

Labour turnover has impact to the employees as well as businesses that are in operation. Employees faces challenges of disorientation especially when on the process of learning new skills which are related to the specific job just to jump and finding another career so wanting. Organizations suffer the loss of job-specific skills,

disruption in production and incur the costs of hiring and training new workers. When the workers who are joining are better off as compared to the ones leaving especially with their education, skills, ability to initiate, are enthusiastic, then the effect of attrition to employees is relatively logical. Nevertheless, the knowledge of the impact of turnover may be inadequate on firms (Garino& Martin, 2007).

Staff turnover has become an issue of concern majorly in the field of Human Resource Management. The organization incurs a lot of expenses during activities like recruitment, selection, and hiring (Abbasi, Hollman, & Hayes, 2008). Majorly the cause of teachers' dissatisfaction comes as a result of the big difference that exist among the teaching career as compared to other careers when considering aspect of time, salary package, accrued benefits exclusive to the salary package, being promoted to higher level and availability of an enabling environment for work (Nyamubi, 2017).

South Africa has continued to experience a scenario where a teacher resigns from their profession in large numbers. The following factors although not exhaustive but includes the fundamental reasons as per the rise of teachers' attrition in the education fraternity. Education entails great work and these are the most challenging factors that the sector is faced with at present. Teachers carry the great burden as they go extra miles even to do the administration work which used to be preserved for clerks employed by schools (Obiri, 2015).

Residing in a well-developed country is a dream to many scholars from less developed countries due to a promising economic growth among other amenities of comfort. Boye, Kuranchie-Mensah&Amponsah-Tawiah (2016) added that the power of motivation cannot be underestimated as its effects cuts across behavioural responses, cognitive issues, output and input among others. All these determinants revolve around labour turnover. China, considered a one-party ruling system, made a deliberate retreat against its responsibility by providing extra services related to fringe benefit in order to improve individual's wellbeing and progressively transferred the task to educational welfare on various levels for employees on the notions of devolution and market localization (Shen Jin, 2012).

Worldwide, labour turnover is a studied reality hence no common accepted account for people having to choose quitting organizations (Flinkman, Isopahkala-Bouret, &Salanterä, 2013). Voluntary turnover is of concern due to the fact that in most cases this represents a great task of turnover in any business setup. The turnover represents a significant cost directly incurred through replacement, recruitment; selection, staff training, and decision-making process and planning.Ajayi and Olatunji (2018) concluded that the intentional decisions of turnover issues normally lower the effectiveness of organization goals, which includes the impact of funding. Administration that involves funding for development (education) assistance needs to be considerate on the issues of reality in any case their interventions have to cause improvement in impact and effectiveness.

2.3.2. Organization Development Practices and Labour Turnover

Organization Development practices are a set of general methods, techniques, systems, procedures, and activities based on behavioural science that an organization uses to create an organizational environment that fosters productivity, high performance, income growth, and other positive outcomes for the benefit of the organization and humanity at large (McLean, 2011). These practices are usually driven by individual at the helm of the organization. OD practices aim to entrench healthy relationships between individuals and groups that make up an organization so as to impact the performance of the organization as whole. OD practices seek to convert knowledge in behavioural sciences into well-developed strategies, processes, structures, and actions that lead to enhanced organizational effectiveness (Phiphadkusolkul, 2015). They focus on improving human or behavioural elements within the organization.

The desired outcomes of OD practices include organizational transformation, culture change, enhanced competitiveness and profitability, improved health and wellbeing of the organization and its employees, enhanced learning and staff development, enriched problem solving, greater employee commitment and engagement, staff satisfaction and retention, and process and system improvement (McLean, 2011). The current study focused on the issue of labour turnover that is closely related to staff satisfaction and retention. The study presumed that labour turnover is an outcome of ineffective OD practices within the private primary schools in the study area (Orr

&Matthews, 2018). The study thus sought to establish how OD practices can be improved with the view of solving the problem of labour turnover.

Contrary to widespread belief, OD is not unique activities carried out by external consultant but refers to continuous efforts and interventions that organizations can apply at any given time to improve organizational outcomes (McLean, 2011). OD practices include but not limited developing new reward systems, implementing systems for motivating employees, developing procedures for resolving conflicts, implementing strategies for enhancing teamwork, and executing programmes for developing employees (Phiphadkusolkul, 2015). The current study focused on three OD practices namely motivation techniques, staff training, and leadership practices.

Every organization has its unique OD practices that differentiate it from other organizations. However, some OD practices are more effective than others in enabling an organization to meet the desired objective.Taute and Taute (2012) argue that for OD practices to result in positive organizational outcomes, they must be aligned with objectives of the organization, be long-term and continuous, pay attention to processes used to obtain results, and be system oriented. OD activities also require top management support, commitment, and involvement. OD demands that use of bottom up approach of implementing activities aimed at developing the organization (McLean, 2011). It also recognizes the need to follow-up actions to ensure that the changes achieved have lasting impact.

2.3.1 Motivation Techniques and Labour Turnover

In order for an organization to excel, it depends mostly on the motivation that is done on human resource. The work force will always be striving to exceedingly raise high level of production putting much effort as compared to the workers who have not received any form of motivation (Ikenyiri&Ihua-Maduenyi, 2011). The aspect of motivation is vital for achievement ofgoals, equally significant for organizations working in team-based environments or for workers who works independently. For an organization to make certain that the employees' workplace goals and values are aligned with the organization's mission and vision they ought to be providing and highly

sustaining levels of motivation leading to high performance (Zalwango, 2014). This implies that when employees are motivated, probability of job satisfaction is predictable hence reduction of labour turnover.

Various studies and articles have made conclusions on teachers' attrition as greatest and serious issues confronting education in American (Harris, Camp, &Adkison, 2003). The migration of teachers who have gone through training abandoning their careers has served as an intense drainage of resources. The percentage of teachers' cohort leaving their career yearly has risen progressively in 2010 and 2015, between 9 to 11 per cent for primary teachers and 11 to 13 per cent for secondary teachers. Within the time limit, the percentage of teacher's movement between schools has been rising so quickly, from five to eight per cent for primary teachers and four to eight per cent for secondary teachers. The rise in teachers' movement within the structure, causing negative effect to such kind of schools or whichever type which is likely to cause a deviation in system level within and beyond in different dimensions on current circumstances related to staffing (Worth, De Lazzari, & Hillary, 2017).

Teacher salary has strongly caused a lot of controversy in the education fraternity standard in order to uphold maximum teacher contentment. Result associated to teacher income based on response from the national section of teachers (Beaugez, 2012). The selected part had the least mean (2.07) for the three variables in the first research question. Considering a scale in which 1 = strongly disagree and 4 = strongly agree, this response indicates that teachers were clearly not happy with their salaries (Beaugez, 2012). It can be analysed that for institutions of learning to remain in high spirit, they should be able to frequently review salaries of their employees. This will decrease labour turnover rates in these institutions.

Tourkin et al., (2010) concluded that high wages to be related to low rate of turnover as well. The authors furthermore state that based on 2004 review of teacher retention which was indicating that their decisions to return to their workplaces were associated with increased income. For instance, as per the documented data and research findings from the study, facts indicated that salary satisfaction has connection to job satisfaction hence the issue of salary need not to be taken for granted since it is key and may limit high labour turnover.

Teacher's motivation plays significant function in promoting instructional experience standards. Usually, when teachers 'morale is boosted, they are more likely to be motivating their learners in the classroom situation ensuring they implement contemporary and dynamic education curriculum content thus sense of feelings of contentment and accomplishment hence teacher motivation is basic to the entire interaction period between a teacher and a learner. Numerous staff are not highly motivated (Nwosu, 2015). By and large, motivation can be seen as a tool to sustain teaching staff to maintain their course and deliver best results. This will also decrease the attrition rates which may be experienced as a result of staff attrition in private schools.

Khawary and Ali (2015) discovered the reasons for English teachers' attrition in private learning organizations in Kabul, Afghanistan. The outcome indicated that failure of teachers being motivated, insufficient monthly income, communication breakdown among all the stakeholders such as managers, staff and mercerization network for English experts, over tasking, inability to develop career and lack of transparency in the recruiting process are main reason causing teachers' turnover in Afghanistan. The discovery by Khawary and Ali has clearly showed that motivation n is vital to teachers' maintenance in a school set up. However, no such study has been conducted in Rongai Sub County.

Teacher high rate of attrition is directly connected to teacher's income in different perspectives (Hendricks, 2015). Good salary package may play an important role in retaining teachers for extended careers, which grants more duration to acquisition of worthy skills. The issue of teacher's wages and salary has raised a lot controversy and volumes of literature has been documented to confirm facts surrounding how wages affect the self-worth of those who are venturing into the education career and staying put (Baker & Weber, 2016).

Dee and Wyckoff (2013) recommended salary policies focusing on an Evidence Based Salary Schedule instead of considering only academic achievement or period that one has stayed on job. The Evidence Based Salary Schedule (EBSS) subsequently caters for teacher's income with maximum and deliberate evidence of a demonstrated perfection in career deliverance.

In Ethiopia, policy implementation and investment on education has been hindered by teachers' turnover, which has increased the shortage of teachers that the country has tried to improve. A current finding has indicated, in various geographical regions of the country that teachers are leaving their schools persistently (Manna &Tesfaye, 2000). It is a possible conclusion that when there is staff attrition in the education career, the learners, education sector and management are negatively affected.

The crisis of labour turnover has its origin from recent history of development of education system in both the stable and non-developed nations. Assefa (2011) did a research to find out the factors that contributes to teachers' attrition in governmental sectors and privately-owned secondary institutions in Addis Ababa city administration. The outcome of the data analysis indicated that insufficient salary that teachers receive, poor working school environmental condition, un resolved administrative issues, student misconduct and issues related to discipline, having low opinion given to teachers by the society, taking teaching as a last resort profession and in ability to upgrade education were the major factors that intensified the turnover of teachers both in government and private schools.

The means by which some foreign countries have been making effort to raise teacher income has been through New Millennium Educational Prize. The package catered for paying of yearly allowance to the employees who happen to emerge in the first 100 schools depending on how they are performing in 4th and 8th grade in Portuguese and Math subject areas (Brooke, 2019).Beckwith (2018) came up with suggestion that, to control teacher attrition, school systems should be ensuring that there isan existence of an effective monitoring tool for teachers and provide them with a successful orientation on the commencement of hiring them in the district. It would be of benefit to every school setting to find out weak points on the teachers support systems in order to enhance the number of teachers with decisions of remaining in their career.

Tehseenand Noor (2015) specified that elements for intrinsic motivation is the contentment that comes from the actual teaching, appreciation, feeling of passion when teaching, developing the career, challenges, demanding issues that comes with teaching and knowledge being the main objective in life and determinant of other aspects. On the contrary, extrinsic motivation included the driving force from outside

propelling one to perform. Such awards include income, house allowance, education progress payment of premiums, refreshments, fringe benefits, compensation even when off duty and uncharged medical aid. Usually, this discovery has an implication that any form of motivation is directed towards mitigating teacher labour turnover rates in schools.

In Kenya, MBuru (2015) conducted a research to find out significantly effect of profession fulfilment on issues of labour turnover decisions concerning teachers in public secondary schools,Gatanga District in Murang'a County, Kenya. The finding revealed quite number of teachers within the district seems not to be contented about the general offer to their service hence intending to leave the profession. Insufficient reward was found to be one of the key reasons for their plans to quit. Those who had plans of transferring from the initial schools related their dissatisfaction to the type of leaders they have and motivating techniques being practiced within the institution. Conclusion can be made that money is a motivating factor for employee proper performance. Well paid salary confirms a successful work. The kind of income package shows positions in the organization inside structure hence payment should be reasonable with regards to individual output.

Employee payment is a significant issue for the employment rapport that consists of fringe benefits aiming on the motivation of employees to strive for the highest level of production. All employees deserve a reimbursement scheme which is reasonable in regard to their potential considering how skilled, experienced and knowledgeable they are (Kyalo, Kilika, &Kimencu, 2018).Kituto (2011) investigated the factors affecting job contentment among teacher' government secondary schools in Nairobi County. Findings concluded that teachers reward was not satisfactory as teachers were not rewarded competitively which affected their motivation, in addition the school leadership provided conducive environment for the teachers, which contributed to motivating factor to the teaching staff.

On other hand, Kinyua (2014) reports that plan for instilling job contentment consist of provision of competitive salary and fringe benefits, better deals for promotion and advancement, relating well with colleagues, reachable and availability of supervisors who can support. There recommendations made were consisted of the need for improving the working conditions in the incorporated public primary schools,

acknowledgment and adequately promoting the teachers as well as providing sufficient teacher and learner materials by the government and the stakeholders.

Lack of sufficient motivation in a system contributes negatively on staff performance. For each organization, activities and programmes are strategized and initiated for the reason to accomplish goals and objectives of an organization. The contention and problem of how to motivate teachers in order to be working harder to benefit school and also for raising their socio-economic status has engaged the attention of educational administrators (Nakpodia, 2011).

Ekabu, Kalai and Nyagah(2018) were examining the connection in work condition and teachers' attrition decisions in public secondary schools in Meru County, Kenya. Finding was that teachers' motivation was down because of unfavourable conditions of work and the education system appeared occupied by less interested teachers who were less committed to their jobs hence high turnover rates. The research suggested that different stakeholders from grassroots to the highest level considered complains surrounding teachers work situations as vital aspect on motivation to reduction of attrition decisions thus retaining of teachers.

Continuous professional development is critical in solving teacher labour turnover. Shah and Jumani (2015) intended to find out the connection between relationship in work contentment and attrition intention of private school teachers in the district Rawalpindi and Islamabad. Nevertheless, findings revealed that improved ranking, job and supervising revealed reasonable connection with attrition decisions between the staff. It was suggested that privately owned schools need to come up with complete guiding principles, program for staff recruitment, the progressive professional development through an educational institution with international connections, allowances-oriented schemes, association of community and building up of public private joint venture.

Tkachyk (2017) reports that rising of staff attrition has been a severe issue in several international schools and has turned into a major bone of contentment in segments of the East Asia Regional Council of Schools (EARCOS). The data analysis and results discovered that lack of effective mentorship, administrative leadership support, and

non-effective systems are majorly contributing to international teacher attrition in international learning institutions.

In Kenya, Otieno (2010) came up with a finding to establish reasons for teachers' attrition in nongovernmental secondary schools in Kisumu city; the finding noted that work insecurity was linked to the majority of respondents as a main reason for increasing teacher attrition in such learning institutions. The conviction of work insecurity was trending due to a condition whereby there was failure for teachers to be permitted registration with National Unions of Teachers (NUT). Poor employee reimbursement had prominent emphasis to reason for teacher attrition staff since more who were interviewed commented on the institutions that never reimburse the workers at the lowest amount rate of government wage guiding principles as in the public sector.

2.3.2 Staff Training Methods and labour Turnover.

The main reason for retaining learned and experienced workers is to provide them with chances for developing their professional and personal capabilities (Waleed, Razi, Qamar, Jaffir&Suhail, 2013). When they are broadly trained, the effectiveness of the career is extremely

Significant and compliments a position by influencing workers' ability to make decisions that concerns their judgment made concerning own preference to remain in the system, leave or join the workplace. All the organizations need to provide progressive help to the workers through two way communications about the output and they also need to bring any new information on board regarding chances and capacity building opportunities to improve one's career and the areas that may interest the workers as well as encouraging them to be responsible and independent for their areas of operation. There is need to support workers through letting them know how they are individually performing and the workers also need to be informing the organizations on issues for improvement as well as the issues that may be of significant to the development of the organization (Zandy, Leibowitz, & Beverly,1986).

Aguenzaand Som (2012) argued that the motivation important role to workers. In order for them to remain behind issues related to money, nature of the job, capacity

building, being noticed, managerial and balancing between work and job without need to hang too much on the other hence, organizations should design an appropriate retention plan in a holistic manner to lessen turnover rates, and these needs employers to be committed hence long term investment is of worth. It has been noticed that among the main variables driving turnover are the type that prepared them in advance as they entered and the type of administrative assistance received at workplace (Carver-Thomas & Darling-Hammond, 2017).This indicates that management support has an influencing factor on teacher retention or labour turnover.

Njiru (2014) argues that continuation of career building is required since workers need to be refreshed on contemporary matters in handling the class and updating professional documents and leading learners appropriately and while using recommended materials when teaching the units of specialization. Building teachers capacity give them chance to improve their confidence and also encouraging chances of being more skilled teachers and in such cases when they have more experience, they are able to communicate well with learners, employers and also the fellow staff.

Plans to raise workers to another level may change ones' way of behaviour through provision of general protection or cover and capacity building to improve self-worth. Mostly, promotion plans build contribution to retention of workers and the driving force to perform, reduced expenses in capacity building, recruitment, and teachers' attrition (Saporta&Farjoun, 2003). This means that promotion is generally a motivating factor that will be reducing intensive labour turnover to private primary school teachers.

Shamsuzzoha and Shumon (2007) noted that if teachers are not maintained properly by the institution they are likely to search for greener pasture from other education sectors. Teachers form important part of the education structure. There services are significant because of the critical ask in education in order to realize educational objectives. In addition, Cushinery (2011) indicates that successful teacher with competency should retain the career extensively, be experienced to different prevailing situations and conditions that would mould and strengthen their experience hence excel in the profession. Indicates, when teachers stay long enough in the profession, they will gain capabilities in their teaching areas which will boost their morale and in that way, ensures reduction This also of attrition rate.

The pivotal part of upgrading and attrition to employee and firms has brought about concern to various brunches of knowledge such as microeconomics (Mastekaasa&Kalleberg, 2001). The statistics indicates specifically that less income, insufficient assistance by the institution leadership, learners' behavioural mischief, and inadequate human resource in school that is responsible for making and deciding issues are all adding up to high labour turnover and determines the behaviour of teachers and schools as well (Ingersoll, 2001).Al-Dossary (2017) explored an important aspect that is contributing to the rise of teachers' attrition as well as leading to discontent to the area of operation. The results also noted lack of orientation and capacity building for the newly employed staff.

The absence of guidance and mentoring made the workers not to be aware of their work requirements, roles and the entire job expectation. This yielded to workers finding it not possible to complete critical work, the workers were discontented with their work as well as the organization and this highly caused negative impact to the production. Failure to give guidance from the beginning contributed to teachers' attrition in the learning institutions. In spite of the kind of capacity building technique involved, it is having many advantages especially when it is well organised. This is the best approach to recognize and handle the workers' incompetence. Different kinds of capacity building programs assist workers to build up effectiveness which has been difficult to realize. It assembles the workers as a team hence learning, working together and discovering how to improve the value of the task rather than depending on one after the other, the workers participates as a team instead of relying on each other, the employees learn to work together to complete a particular duty thus creation of conducive working ground in which workers enjoy freedom without anyone following yet practising transparency and accountability remains key (Brum, 2007).

Capacity building assists in improving the workers and making them to do a better and valuable job. Workers are richly skilled and filled with experience of their work and are aware of what is required of them and knows the fines the way to move in order to yield excellent productions. Workers gain knowledge on process of carrying out fundamental duties in a workplace set up hence being observant to taking precaution to avoid any danger. The training helps them to gain courage since they now understand the roles and the organization's requirements and this gives them

encouragement to be the fountain of knowledge hence well positioned to discover and initiate excellent ways to improve organization and ensure it performs to greater heights. (Brum, 2007)

Capacity building remains the key aspect in an organization as all the activities taking place revolve around a well-trained human resource for an effective and efficient service delivery hence addressing and resolving problems that may lead to labour turnover when workers leave to join other organization (Huckman& Ton, 2008). Moreover, Mchia (2013) asserts that workers are retained in job when their capacity is built hence improvement of their efficiency. Workers wants to improve their self-worth by advancing through training hence remain knowledgeable and skilled. In the absence of such opportunities there is mostly high rate of labour turnover. Workers need to be given opportunity to attend all the activities that are geared towards building their capacity especially the refresher courses to renew their knowledge and keep in touch with contemporary issues.

In Sweden, Corda, Murtokangas, Klimplová and Hugosson (2016) conducted a research to find out the main reason for teachers' attrition decisions in particular Swedish schools. Varieties of the findings were logical with documented statistics. Aspects such as the drive to teach, managerial assistance, task, learning space and cooperation was discovered to have connection to workers' attrition decisions hence proven right other findings. It is perceived that workers whose capacities are built are retained in their jobs unlike those who have not gone through any training. The most important fact about training is that the employee obtains the aspect of Mastery Specific Skills(MSS) allowing one to effectively and efficiently carry out the task hence develops vision to a consistence career path thus on-job training is an ideal idea to an excellent service, career path and job security (Ndunguru, 2015).

Mrema (2007) came up with finding to discover elements that are connected to staff turnover in a primary school in Tanzania Kisarawe District. The research discovery showed that individual issues were the main reasons that caused teachers attrition. The findings suggested sense of belonging, capacity building, supporting of staff at district level, collaboration and good rapport prioritized to ensure staff retention.

Heathfield (2018) observes that on-the-job training is typically one-on-one learning period planned to provide workers with extra knowledge, tools, resources and relevant experience for successful job performance. Capacity building is a significant resource, organizations and workers ought to understand the impact and make the decision for justification for it to be a prioritized human resource asset. Similarly, Olaniyan and Ojo (2008) recognized capacity building as significant since it raises output, ensures improvement on the value of job done, the individual become skilled, knowledgeable, better perception on issues, good utilization of equipment and tools, conservative, taking precautions hence low turn over.Mchia (2013) reports that when the place of work is not conducive, working in such set up becomes difficult hence characterised by delays in upgrading. Income and complains are reasons for teachers' attrition. Some other staff associated reasons include employer related factors which are insufficient allowance, inadequate profit and less income, poor facilities and substandard concept delivery.

Most currently, there has been availability of increased lessons that offer assistance, help and training for teachers who are beginners in the evolution of the first step teaching job. Specifically, research has documented that beginning teachers Staff training methods are very important in formal education and a prerequisite for improvement of a nation production capacity. A nation that embraces education has a productive population (Olaniyan&Ojo, 2008). AccordingMetcalfe (2008) from his observation he noted that human resource managers and heads of departments lack the necessary skills to improve self-worth of staff hence they don't see the sense of staff improvement and are less concerned of their responsibility as far as employee development is concerned. When duty calls for training and development of the employee, the managers opt to remain behind as they lack skills required to mentor workers.

When there are chances for capacity building and academic advancement, it becomes so significant to workers to make an obvious decision to remain in their job particularly the youthful aggressive cohort (Ng'ethe, 2013). Nevertheless, it is a good idea for capacity building to be constructive and objectively oriented, systematic and procedural, based perfectly on the right measuring tools like appraisals among others,

based on need assessment that identifies the learning gap, and founded on competitive structure that corresponds to organizational objectives and vision.

Martinelli (2018) observes that in situation faced by lack of trained staff there is substandard quality hence out-dated research facilities in higher learning institutions. Library and laboratories may lack necessary equipment's or completely unavailability of resources. Since technology is also important, a well-organized institution needs to put into consideration science courses hence internet connectivity. On job training, programs, and workshops should be put into consideration to build the employee.

2.3.3 Leadership Practices and Labour Turnover

Leadership practices and work contentment compliments one another and are never in separation (Machumu&Kaitila, 2014). In satisfying the administrative duties and task, head teachers are expected to provide vision and directions to teachers. Various reports states that administration determines staff attrition decisions or the ability to retain the job and remain in the education system (Ndoye, Imig, & Parker, 2010). In the learning set up, teachers anticipate for fundamental regulations to govern their services, assistance, good communication, and reliability. Kiboss and Jemiryott (2014) affirm that administrative knowledge has a significant affection the working environment of a school and as a result the teachers' job contentment. Gardner (2010), finding revealed significant relationship between job contentment and teacher maintenance. In a finding on music teachers, Gardner discovered that job contentment had an important part to teachers' intention to remain or let go their jobs. Most particularly, administration has significant role in teachers' viewpoint on their profession and their general skills.

In a study examining teachers' turnover in private schools in Lebanon, Ghamrawi and Jammal (2013) found that the leadership attribute of school leaders has a major impact of teachers' turnover decisions. In particular, findings showed that schools whose leaders have greater interpersonal and human relations skills, delegate responsibilities, support teachers, create secure working environment, provide situational assistance to teachers, and encourage teamwork tend to experience low turnover than schools whose leaders do not have these attributes. Moore, Latimer, and Villate (2016) also observed that attribution rate was lower among teachers who reported that their school administrators communicated a clear vision, acknowledged

and encouraged staff, and ran the schools well. These findings suggest that being visionary and effectively communicating the vision, ability to inspire employees and the capability to run the school effectively are among the leadership practices that discourage teacher turnover. The study by Moore*et al.* (2016) was however conducted in the USA where the context is different in terms of economic and social condition of teachers and thus teachers in that setting may have different priorities and needs from teachers in Kenya.

Still in the USA, Miller (2010) noted that there were three leadership issues that were responsible for teacher turnover. The first issue was lack of knowledge of the business of the school where the leader could not support teachers, make connections with other stakeholders and build relationships, and transform the school into a vibrant community (Miller, 2010). The second issue was lack of professionalism where leaders fail to show respect, consistent behaviour, and trust. The final issue was lack of personal moral among school leaders. The study by Miller (2010) highlights leadership attributes that are critical to the teacher turnover intentions. The study is however limited by the contextual difference between USA and Kenya. It is not evident whether the three issues identified by Miller (2010) are a major problem in Kenya private primary schools' set-up.

In Kenya, Mwamuye, Mulambe, and Cherutich (2012) found that head teachers in the majority of primary schools in Mombasa had vast experience in school leadership. Over half of the head teachers had at least the bachelors' level of education suggesting that they were well trained to hold their position. About 86.7% of the head teachers had established a school management committee in line with the best practices recommended by the Ministry of Education. The majority of the head teachers (66.7%) held monthly meetings with teachers and other stakeholders. The study by Mwamuye*et al.* (2012) provides useful insights regarding the leadership practices and practices of head teachers of primary school in Kenya. This study is however limited by the fact that it did not link these leadership attributes to turnover of teachers but instead focused on assessing how leadership affected the performance of students. Another limitation of the study by Mwamuye*at al.* (2012) is that it was not specific to private primary schools. The proposed study seeks to examine how leadership practices determine teacher turnover within private primary schools.

The study by Mutune, Onyango and Olembo (2018) examined the leadership practices among catholic private primary schools in Nairobi and Nakuru County. Results revealed that leaders in the private primary schools were more concerned with school processes such as ensuring teachers completed scheme of work preparation and ensuring teachers followed school regulations. The leaders were least concerned with human relations aspects such as providing teachers with feedback regarding their performance, educating teachers on methods of improving performance, and rewarding teachers who achieve set target. Although the leadership issues identified by Mutune*et al.* (2018) could lead to high teacher turnover, this relationship was not explicitly tested in this study. The current study sought to address this gap by using inferential statistics to test the relationship between teacher turnover and skills exhibited by leaders in different primary schools in Rongai.

2.4 Conceptual Framework

A conceptual framework is a graphical representation of the study variables and the presumed relationship between them. Figure 2.1 presents the conceptual framework of the study.

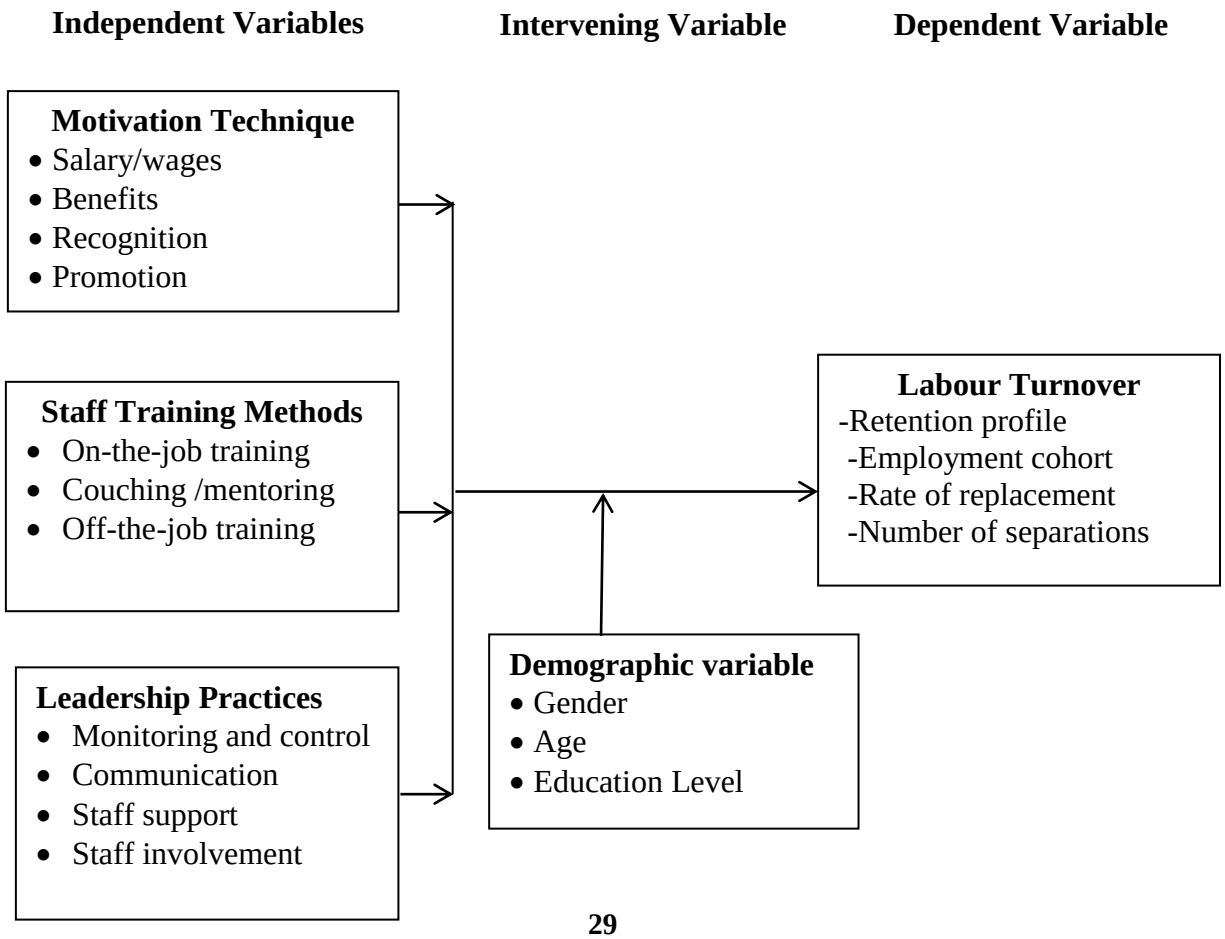


Figure 2.1: Relationship between Organization Development Practices and Labour Turnover

Figure 2.1 illustrates that the study had three independent variables related to organization development namely motivation technique, staff training methods, and leadership practices. Motivation techniques were assessed in terms of salary/ wages, benefits offered to employees, recognition and promotion practices within the private primary schools. Concerning on the staff training methods, the study focused on on-the-job training practices, couching and mentoring practices, and off-the-job training practices. Four leadership practices were interrogated including monitoring and control, communication, staff support, and staff involvement.

The study presumed that the three OD variables shape labour turnover as measured in terms of staff retention profile, employment cohort, rate of replacement, and number of separations in the private primary schools. The study further theorized that the relationship between the three OD practices and labour turnover is also shaped by background information which includes gender, age, and level of education of the teachers.

2.5 Summary and Gap.

Teacher turnover rates are one indicator of the schools' health that administrators should consider when designing school development interventions. Schools with high teacher turnover rates have difficulty in planning and implementing a coherent curriculum and sustaining positive working relationships among teachers. The reality of these organizational challenges is particularly alarming, given that high turnover rate schools are more likely to serve low-income and minority students (Kacey, 2004).

From the literature review, various studies have indicated how organizations have dealt with the issue of labour turnover through motivation techniques, staff training methods, and adopting the right Leadership practices. Organizations that have entrenched the right OD practices have succeeded in retaining their employees while those who have not considered these practices have witnessed high labour turnover. Most of the reviewed studies have however been conducted outside the Kenyan context. It is for this reason that the current study sought to fill this gap by assessing the relationship between OD practices and labour turnover among private primary

schools in RongaiSub-County, NakuruKenya with the view of capturing the best OD practicesthat would be effective in reducing labour turnover.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the research procedures which were used to get answers to the research questions. It also has research design, target population, sampling procedures and sample size, data collection methods, instruments of data collection, reliability and validity of the data collection instruments and finally the data analysis and ethical considerations.

3.2 Research Design

The data was collected using a descriptive study design. The goal of descriptive research is to describe the features of a selected phenomenon and involving the collection of data without manipulation of variables (Creswell, 2014). The main reason for descriptive research is to give a correct and true image about causes or variables related to the research questions. The design was used because it looked at the events and issues as they existed (Ary, Jacobs, Irvine, & Walker, 2018). The design was also used since it observed the problem at hand carefully, described and explained it in details and found relevant information which would be of importance in learning institutions. The design also provided bigger sample sizes and was quite fine in generality of the results. It was also easy to administer and record answers in this design.

3.3 Target Population of the Study

The target population was 680 teachers from all the 34 private primary schools in Rongai Sub–County in Nakuru, Kenya. In Rongai Sub-County, the total number of private primary schools is 34 private primary schools were selected because statistics indicated that they were unduly affected by the pandemic of staff turnover as compared to public primary schools (Wamalwa& Burns, 2018). Staffs in governmental institutions are employed by the Teacher Service Commission and thus most of their issues are managed by the commission rather than management of the schools (Macharia, 2016). The target population consisted of head teachers, deputies, senior teachers and teachers. Rongai Sub-County was selected because there was evidence indicating the existence of a gap in the management of teachers. The study by Cherutich (2015) revealed that there was a problem of time management and

syllabus coverage in primary schools within the area. In addition, there was inadequate supervision of teachers and head teachers did not involve teachers in making administrative decisions. Table 3.1 shows presentations of employees in every category of the target population.

Table 3.1: Targeted Population

Category	Total
Head teacher	34
Deputies	34
Teachers	612
Total	**680**

Rongai Sub-County Education Office (2019)

3.4 Sampling Design and Sample Size

The study employed systematic random sampling in order to obtain the sample. This design was chosen because it eliminates biasness during sampling process. The first step in creating the simple random sampling entailed determining the sample size. Borg and Gall (2003) suggests that at least 30% of the total population provides a representative sample. A sample population of 30% was selected from the different categories of school teachers. The sample size for the study was 204 respondents.

Table 3.2: Sample Size of 30% of Target Population

The Staff	Frequency	30%
Head teachers	34	10
Deputy Head teachers	34	10
Teachers	612	184
Total	**680**	**200**

Source: Author (2019)

The second step entails listing the population of private primary schools in the study areas. From this list, the research picked every 3rd school until the desired sample size of 10 schools was obtained. The head teachers and deputies of the 10 schools were automatically included in the sample. From each of the 10 schools, a sample of teacher that was proportional to the total number of teachers in the school was selected.

3.5 Data Collection Instruments

Two instruments were used in data collection and that was questionnaires for teachers and interview guides for head teachers and their deputies.

3.5.1 Questionnaires for Teachers

Questionnaires were used to gather quantitative data from teachers. The questionnaires contained closed-ended questions to enable easier analysis as they are in direct usable form. Questionnaires were most suitable instrument for collecting data from teachers because they were cheap to administer to the large number of respondents who were scattered over a big area in a short span of duration (Kumar, 2010). The questionnaire also promoted anonymity and thus encouraged accurate reporting.

3.5.2 Interview Guide for Head Teachers and Deputy Head Teachers

Interview guides were used to collect qualitative data from the head teachers and their deputies. The interview guide was semi-structured so as to make the respondent to provide detailed and felt responses willingly without holding back information at the same time the tool ensured that the interview did not deviate from the study issues. Head teachers and their deputies were targeted for the interview because they were likely to possess rich and detailed information regarding the schools OD practices and labour turnover owing to their position and experience.

3.6 Pilot Study

A pilot study was carried out in 2 schools in NaivashaSub-County in Nakuru County, Kenya and involved 1 head teacher, 1 deputy head teacher and 8 teachers from each school hence 20 teachers for both schools. Out of the 20 pilot study participants, 12 (60%) were female while 8 (40%) were male. The study was carried out in advance deliberately, precisely to test features of the research design and to permit required adjustment before final obligation to the design. Results of the pilot study are discussed under the validity and reliability sub-sections below.

3.6.1 Validity of the Instruments

The pilot study data confirmed the research instruments accuracy in eliciting information needed to address the study's research questions. The data also showed that most of the items/ questions in the instruments were comprehensible and

appropriate as the respondents were able to complete them without problems. The respondents demonstrated the ability to comprehend the instructions and items in the instruments. Only one question with the questionnaire was adjusted because it was skipped by 4 out of the 16 questionnaire respondents. Most questionnaire respondents took less than 15 minutes to complete the questionnaire while interviews did not take more than 1 hour suggesting that the items were fairly comprehensible and the length of the instrument was appropriate. Validity of the instruments was further enhanced through expert judgement where the researcher sought the views of university research supervisors regarding the content, construct and face validity of the instruments. The criterion validity of the instruments was measured by assessing the pilot test data using the Pearson correlation method (Kimberlin&Winterstein, 2008). The results showed that the three organization development practices have potential of predicting the rate of turnover in the private primary schools.

3.6.2 Reliability of the Instruments

Reliability of the instrument was assessed by analysing the pilot test data using the Cronbach's alpha method. This method assesses whether all the questions selected to measure a given variable provide consistent responses (Yang & Green, 2011). The test gives an alpha for the set of questions assessing each variable whose value falls between 0 and 1.A value of 0.7 and above indicates that all the questions are consistent. Findings of the analysis are presented in Table 3.3.

Table 3.3: Cronbach Test Results

Variables	Number of Items	Cronbach Alpa
Motivation techniques	10	0.816
Staff training methods	10	0.797
Leadership practices	10	0.738
Labour turnover	9	0.768

Source: Pilot Data (2020)

Table 3.3 indicates that the set of questions measuring each study variables had a Cronbach alpha that is greater than 0.7 indicating that the questions provided reliable measures of these variables.

3.7 Data Analysis Techniques

The questionnaires were verified to ensure that they are complete and clear. The appropriately concluded questionnaires were coded and entered into the Statistical Package for Social Sciences (SPSS) version 25. Descriptive statistics such as percentages, frequencies and mean were used to bring out existing situation in the study area with regard to the three OD practices and labour turnover. Pearson correlation method was used to test the relationship between the OD practices against labour turnover. The quantitative results were presented using tables and figures. Qualitative data was analysed using the thematic content analysis method. According to Bryman (2016), this method entails identifying themes which are frequently mentioned during the interview in relation to each research questions. Themes are discussed in relation to the results of the quantitative analyses and supported by illustrative quotes.

3.8 Ethical Considerations

The researcher got an authorization letter from St. Paul's University, Nakuru campus, NACOSTI, County commissioner and County Director of Ministry of Education which permitted the Researcher to proceed with the study hence accessibility to the targeted institutions.

The researcher also informed all respondents about the study and asked them to give consent for participation. All the respondents were not forced to take part in the study. To ensure that no harm was done, respondents were directed not to write anything that would connect them to the study such as identity and employment number. Codes were used to refer to the interview participants when reporting qualitative data.

The researcher was sincere and objective throughout the study especially in the collection of data, analysis, and interpretation of data. Results of the study were reported with accuracy and honesty. All information obtained from other sources was acknowledged through h in-text citation and the list of references.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

This chapter has covered the procedures that were used to analyse data as well as presented and interpreted the findings. It is in segments comprising the response rate, respondent's background information, labour turnover in private primary schools in Rongai Sub-County, motivation techniques and labour turnover, staff training and labour turnover, and leadership practices and labour turnover.

4.2 Response Rate

Out of the 204 individuals were expected to participate in the study, 159 responded translating to a response rate of 77.9%. According to Saldivar (2012), a response rate of 60% and above is the gold standard for most research and the expectation of most journal editors. Table 4.1 presents a breakdown of the response rate for the different categories of respondents.

Table 4.1: Response Rate

Respondent Category	Expected No.	Actual No.	Response Rate
Head teachers	10	7	70%
Deputy Head teachers	10	8	80%
Teachers	184	144	78.3%
Total	**204**	**159**	**77.9%**

Source: Field Data (2020)

Table 4.1 shows that the response rate for head teachers was 70% while that of deputy head teachers was 80%. The response rate for teachers was 78.3%. The response rate for all the respondent categories meet the 60% minimum threshold recommend by Saldivar.

4.3 Respondents Background Information

The study sought to find out the background features of respondents in terms of gender, age, highest education, and number of years worked at the school.

4.3.1 Gender of Respondents

Gender of respondents was essential in this study because the study by Camgoz, Ekmekci, Karapinar, and Guler (2016) observed that gender played a moderating role in the relationship between job insecurity and turnover intentions. The current study thus presumed that gender may also play a moderating role in the relationship between OD practices and labour turnover in primary schools within the study area. It was thus essential to ensure both genders were adequately represented in the sample so as to control this variable. The gender of the respondents is summarised in Figure 4.1.

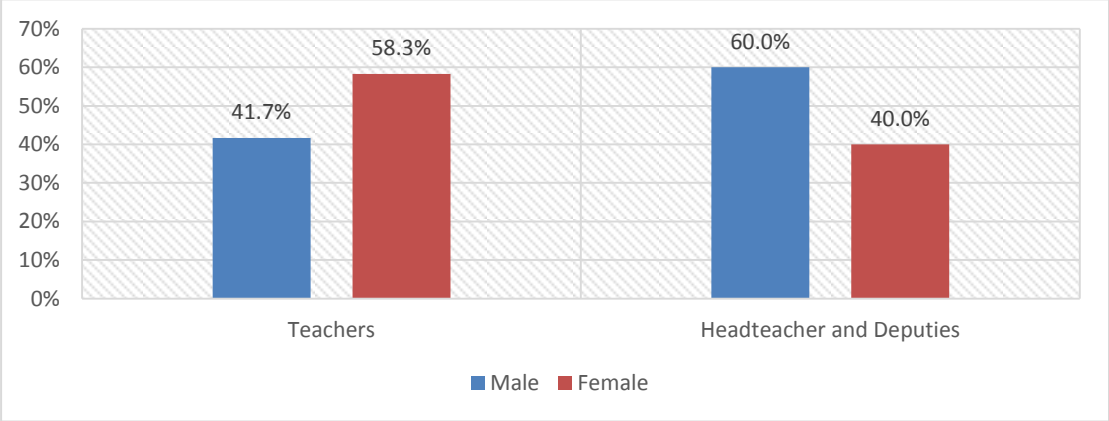


Figure 4.1: Distribution of Respondents by Gender
Source: Field Data (2020)

Data in Figure 4.1 illustrates that the majority of the teachers were female (58.3%) while male accounted for 41.7%. Given that the respondents were selected randomly, this finding suggests that the majority of teachers in private primary schools in the study area and the country at large are female. However, the head teacher and deputy head teacher positions were dominated by males at 60% as compared to 40% for female. These findings are consistent with Combat (2014) who found that despite female constituting the majority of teachers in Kenyan primary schools, they are lowly represented in school administrative positions.

4.3.2 Age of Respondents

Age of respondents was also of interest to the study because Hayes (2015) found that age was one of the demographic characteristics that predicted the turnover intentions of full times employees in Texas. The study thus presumed that age is bound to have

an influence on the relationship between OD practices and labour turnover in primary schools in Rongai Sub-County. The age of the respondents is summarized in Table 4.2.

Table 4.2: Respondents Age Statistics

Statistics	Teachers	Head Teachers and Deputies
N	144	15
Mean	28.51 years	39.68
Minimum	22 years	34 years
Maximum	42 years	46 years

Source: Field Data (2020)

Table 4.2show that the average age of the teachers was 28.51 years while that of head teachers and their deputies was 39.68 years. The age of the teachers ranged from 22 to 42 years while head teachers and deputies were between 34 years and 46 years. The mean age of 28.51 years suggests that most of staff in privately owned schools are young. It also means that teachers in privately owned schools in the study area tend to either transfer to other schools or exit the teaching profession as they grow older. These findings are congruent with the study by Wamalwa and Burns (2017) who found that staff in privately owned primary schools in Kenya were younger when compared to teachers in governmental primary schools.

4.3.3 Highest Education Level

The education level of respondents was also of interest as Hayes (2015) also found that education level also predicted the turnover intentions of full time employees in Texas. Based on this literature, the current study presumed that education level of teachers is one of the factors that moderate the relationship between OD practices and labour turnover in private primary school in Rongai Sub-County. The education level of the respondents is thus summarized in Figure 4.2.

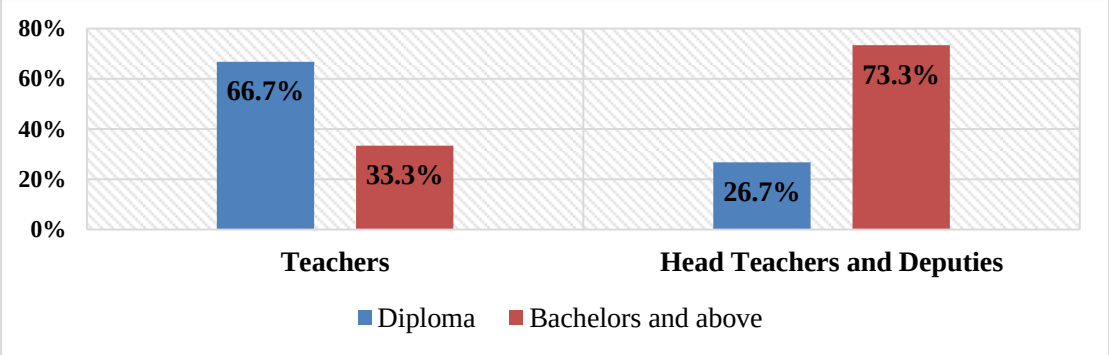


Figure 4.2: Distribution of Respondents by Highest Level of Education
Source: Field Data (2020)

Figure 4.2 illustrate that majorityof teachers (66.7%) attained diploma while the remaining 33.3% had a minimum of a bachelor's degree. Diploma education is the minimally accepted level of education for teachers working at the primary education level in Kenya (Moraa, 2019). These explain why the majority of the sampled teachers had this level of education. Alternatively, the majority of the head teachers and deputies (73.3%) had at least the Bachelor's degree while 26.7% attained the diploma level. The results were reflection of the study by Wamalwa and Burns (2017), which found that most staff in the privately-owned primary schools in Kenya have diploma level of education.

4.3.4 Number of Years worked at Current School

Examining number of years that the respondent had worked in the current school was essential in providing a general picture regarding labour turnover in the schools. This information is summarized in Table 4.3.

Table 4.3: Respondents Work Years Statistics

Statistics	Teachers	Head Teachers and Deputies
N	144	15
Mean	2.80 years	6.78 years
Minimum	1 years	3 years
Maximum	12 years	15 years

Source: Field Data (2020)

Table 4.3 reveals that the teachers had been employed to their present schools for duration of 2.80 years while the head teachers got employed in their present schools

for duration of 6.78 years. These findings suggested a high turnover rate among teachers. They suggested that most teachers stayed in the private schools for duration of 3 years before moving to another workstation.

4.4 Labour Turnover in Private Primary Schools in Rongai Sub-County

Independent variable of the study was labour turnover in private primary schools in Rongai Sub-County. Consequently, it was essential to determine the current situation within the schools relating to this variable. This issue was interrogated by incorporate nine statements in the questionnaires that required respondents to indicate their level of agreement on a five-point scale (1 –Strongly Disagree; 2 – Disagree; 3-Not sure; 4 – Agree; 5 – Strongly Agree). Results are summarized in Table 4.4.

Table 4.4: Labour Turnover in Private Primary Schools in Rongai Sub-County

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

Source: Field Data (2020)

Table 4.4 shows that respondents on average agreed (mean=3.57) with the statement that they have been employed in their present school for not more than 5 years. This statement was directed towards assessing the retention profile of the private primary schools in the study area. Results suggest that there is low retention profile in the schools, which is an indication of high labour turnover in the schools. This finding is

consistent with earlier findings presented in section 4.3.4, which showed that respondents have been employed in their present organization for duration of 2.80 years. Low average length of stay by teachers in the private schools suggests the existence of high turnover in the schools. These findings are reinforced by the qualitative data collected during interviews with head teachers and their deputies. Interviewee6 narrated that:

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

Interviewee14 also lamented that:

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

Results also show that onaverage respondents were not sure (mean=3.25) with item 2, which claimed that the majority of teachers in their schools had been there for less than five years. This question also sought to examine the retention profile of the schools by asking respondents to report about the length of stay of other teachers rather thantheir own length of stay. From the findings, it is evident that most respondent were not privy to the information regarding the period that other teachers have taught in their schools.

Respondents however agreed (mean= 3.75) with the third statement, which stated that they would consider leaving their current jobs for same rank ina different institution. This statement sought to determine the turnover decisions of staff in the privately-owned primary schools in the study area. Findings indicate existence of high level of attrition intention among the teachers. The study shows that most teachers would leave their current schools if they get job opportunities in other areas. Similarly, respondents on average agreed (mean= 3.75) with the statement that they have the intention of looking for a job away from their current schools in the next three years. This finding suggests that great number of staff has no intention of remaining in their current organizations for a long time.

Respondents also agreed (mean= 3.67) with the assertion that most teachers who joined their school in the same year as them have left the school. This statement sought to assess turnover rate in the respondents' employment cohort. Findings suggest that there is a high turnover rate in the majority of the respondents' employment cohorts. Respondents were however on average not sure (mean= 3.42) with the allegation that the number of teachers being replaced in each academic year is more than 10%. This statement sought to assess the rate at which staff are replaced within the private primary schools. Results were however inconclusive as most respondents were not sure about the replacement rate in their schools.

Nonetheless, respondents on average agreed (mean=3.83) with the statement that more than 10% of teachers leave their schools within a given a given academic year. This statement aimed to determine the rate of staff separations within the private primary school. Results show that the rate of separation in most private schools within the study area is greater than 10%. Respondents on average were not sure (mean= 3.33) with the claim that the majority of teachers in their school were not satisfied with their job. This statement sought to assess job satisfaction which is closely connected to staff turnover.

Current findings were not conclusive regarding the state of job contentment within staff in the private primary schools in Rongai Sub-County as many respondents were not sure about this issue. However, the respondents on average agreed (mean=4.00) with the assertion that most teachers in their schools exhibit low levels of commitment to their organization. This item was interested in determining the level of commitment of the staff in the schools, which was closely related to staff turnover. Results suggest that there is low level of organizational commitment among the staff, which could translate to high staff turnover.

To obtain an overall view of the labour turnover situation in the private primary schools with the study area, an aggregate labour turnover score was computed by obtaining the statistical mean of responses to all the 9 items that was used to assess this variable. The aggregate labour turnover mean score is 3.56. Since the variable was measured on a five-point scale, this mean score translates to turnover rating of 71.2%. This result implies that out of all the parameters that the study used to measure labour turnover, the majority of the respondents believe that 71.2% of these

parameters are present in the private primary schools in the study area. This result suggests high existence of staff attrition within the organizations.

4.5 Motivation Techniques and Labour Turnover

The first objective of the study was to evaluate the relationship between motivation techniques and labour turnover in organization development among private primary schools in Rongai Sub County, Nakuru Kenya. To analyse this issue, a set of 10 statements were included in the questionnaire requiring respondents to indicate their level of agreement on five-point scale. Results are summarized in Table 4.5.

Table 4.5: Motivation Technique in Private Primary Schools in Rongai Sub-County

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

Source: Field Data (2020)

Results in Table 4.5 show that on average, respondents disagreed (mean= 2.42) with the statement that they are satisfied with their salary. Salary/wages was one of the parameters that were being investigated under motivation technique. Current findings suggest a great number of staff in private primary schools in the study area are not satisfied with their salaries. The result corresponds with the study by Tourkin et al., (2010) who establish one of the reasons that contribute to high attrition of teachers is low salaries. Similarly, findings in Table 4.5 illustrate that on average respondents disagreed (mean= 2.28) with the claim that there was a salary increment policy in their school. This implies that besides being dissatisfied with the current salaries, most teachers had little hope of earning better salaries in future because their schools did

not have a salary increment policy. Most of the interviewees however gave contradicting views. Interviewee 1 expressed that:

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

Interviewee8 also mentioned that:

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

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

In addition, respondents on average disagreed (mean=2.33) with the statement that their school has system for recognizing highly performing teacher. Recognition is one of the extrinsic rewards that organization offers to employees. The Two-Factor theory suggests that intrinsic motivators have greater effect on employees than extrinsic motivators (Herzberg *et al.,* 1959). Results however suggest that most private primary schools do not have a system for recognizing best performing teachers. Likewise, respondents on average disagreed (mean= 2.00) with the claim that they receive recognition from the school management when they perform their work effectively.

Also, respondents on average disagreed (mean= 2.19) with the assertion that they are entitled to free medical assistance from the employer. Otieno (2010) noted that teachers in public primary schools receive medical cover from their employers. It is

therefore fair for private schools to accord similar benefits to their teachers because they perform similar work. Current findings however show that most private primary schools in the study area do not provide this benefit. Respondents on average also disagreed (mean= 2.01) with the claim that there is fair promotion opportunities in their school. Saporta and Farjoun (2003) observed that promotion plans contribute to the retention of workers and when motivated they perform hence reduced expenses in capacity building, recruitment, and teachers' attrition. Current findings suggest that private primary schools in the study area do not offer promotion opportunities to its teachers.

As well, respondents on average disagreed (mean=2.31) with the statement that they are satisfied with their teaching workload. Kirochi (2015) observed that workload was one of the factors that contribute to staff's attrition in private secondary schools in Embakasi Sub-County, Kenya. It is this study that promoted the investigation into the issue of workload in private primary school. Current findings suggest that staff in private primary schools are subjected to heavy workload and thus are not satisfied with their workload.

The aggregate motivation technique mean score was computed by obtaining the statistical mean of responses to all the 10 items that measured this variable. The aggregate motivation technique mean-score was 2.20. The parameters on motivation technique were also measured on a five-point scale. The score of 2.20 thus translates to a percentage score of 44%. This implies that using the parameters that the study used to assess motivation techniques, the respondents gave the motivation techniques in private primary school in Rongai Sub-County a rating of 44%.

4.5.1 Relationship between Motivation Technique and Labour Turnover

Data on labour turnover aggregate scores was correlated against data on motivation techniques aggregate score so as to test the relationship between motivation technique and labour turnover. The findings are as in Table 4.6.

Table 4.6: Correlation between Motivation Technique and Labour Turnover

		Labour Turnover Aggregate score
Motivation Technique aggregate score	Pearson Correlation	-.640**
	Sig. (2-tailed)	.000
	N	144
**. Correlation is significant at the 0.01 level (2-tailed)		

Source: Field Data (2020)

Result in Table 4.6 show that the Pearson correlation coefficient (r=-0.640) was negative, which indicates the existence of a negative relationship between motivation techniques and labour turnover. This implies that poor motivation techniques contributed to high labour turnover and vice versa. The significance value was less than 0.01, which indicates that the relationship between motivation technique and labour turnover is statistically important at the 0.01 level of significance. The findings imply that motivation technique play a notable role in determining trends in labour turnover with private primary learning institutions in the country. The findings suggest that the high level of teacher turnover in the private primary schools are related to gaps in the motivation techniques used in the schools.

These findings are consistent with Tourkin et al., (2010) whowas considering high income to be connected to low labour turnover rates for teachers as well. The findings are also congruent with Hendricks (2015) who asserted that teacher high rate of attrition has direct connection to teachers' income in several locations. The results correspond to the study by Khawary and Ali (2015), which discovered that low salary was one of the reasons for English teachers' attritionin a privately-owned institution in Kabul, Afghanistan. The findings are supported by the interview data where interviewee4 stated that:

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

Interviewee11 also explained that:

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

4.6 Staff Training Methods and Labour Turnover

The second objective of the study was to establish the relationship between staff training methods and labour turnover in organization development among private primary schools in Rongai Sub County, Nakuru Kenya. The study thus assessed the training methods and practices that exist in the private primary schools within the study area. Table 4.7 presents the results.

Table 4.7: Training Methods in Private Primary Schools in Rongai Sub-County

S/N	Statement	N	Mean
1	I am provided with all the training necessary for me to perform my duties as a teacher	144	2.39
2	On-the-job training has given me additional skills to perform my duties effectively	144	2.13
3	I am provided with continuous training on emerging issues in instructional improvement	144	2.09
4	I have been trained on curriculum implementation	144	2.09
5	I attend workshops on career development	144	1.84
6	We are provided with mentorship programs	144	2.19
7	I am well trained on career path identification	144	2.11
8	I have received support and guidance programs on effective teaching	144	2.24
9	I have received Training on work-life balance	144	2.17
10	I have been given adequate opportunities to develop my skills and career	144	2.33
	Training Methods aggregate score	**144**	**2.19**

Source: Field Data (2020)

Table 4.7 reveals that respondents on average disagreed (mean=2.39) with the statement that their capacity is built and are able to handle their duties as teachers. This finding is an indictment of the training practices among private primary schools in the study area. It indicates that the school do not provide adequate training and development opportunities to the staff to enable them to execute their jobs more effectively.Mchia (2013) asserts that workers are retained in their work when their capacity is built to help them to be competent. Current findings suggest that staff in private primary schools in Rongai are not accorded training opportunities. This

position is further reinforced by responses to the second statement where respondents on average disagreed (mean=2.13) with the claim that on-the-job training has given them additional skills to perform duties effectively.

The responses on the second statement suggest that several teachers in private primary schools in Rongai feel that they have not gained any additional skill through on-the-job training. Similarly, respondents on average disagreed (mean= 2.09) with the assertion that they are provided with continuous training on emerging issues in instructional improvement. This finding strengthens the positions that teachers in the private schools are not accorded adequate training opportunities. The position is also supported through the qualitative data where interviewee3 expressed that:

> *"The school does not offer any training. If you want to improve yourself, you have to do it on your own by enrolling to evening or weekend classes in the colleges around." (Interview Data, 2020).*

Interviewee9 also disclosed that:

> *"The school does not have many training programmes because of resource constraints. But it encourages and support teachers who want to advance their education by granting them flexible schedules." (Interview Data, 2020).*

Further, respondents on average disagreed (mean=2.09) with item 4, which alleged that they have been trained on curriculum implementation. Curriculum implementation is of the vital knowledge areas in the teaching profession (Otieno, 2010). Current findings however suggest that no such training has been availed to the teachers by their schools. Additionally, respondents on average disagreed (mean= 1.84) with item 5 that specified that they attend workshop on career development. Yew (2010) argued that organizations that provide employees with career development opportunities create the perception that they care about the wellbeing and progress of their employees. Unfortunately, presented findings suggest that most private primary schools in Rongai Sub-County do not provide these opportunities to their teachers.

In addition, respondents disagreed (mean= 2.19) with item 6, which indicated that they are provided with mentorship programs. Mentorship is one of the methods that organizations use to improve employees' skills and competence (Mchia, 2013).

Tkachyk (2017) discovered that lack of effective mentorship was majorly to blame for the high teacher turnover in international schools in the East Asia Regional Council of Schools. Current findings also suggest that the absence of effective mentorship in private primary schools in Rongai Sub-County, which could also be linked to the problem of teacher turnover in the area. Similarly, respondents disagreed (mean= 2.11) with item 7, which pointed that they were well trained on career path identification. Respondents also disagreed (mean=2.24) with Item 8, which suggested that respondents had received guidance and support programs on teaching. These findings also show that several private primary schools in the study area provide no training to their teachers.

Item 10 assessed whether teachers in the private primary school were trained on work life balance. Kirochi (2015) observed that teachers in Kenyan schools are subjected to heavy workload as they teach many subjects and handle many pupils. Training them on how they can balance these work responsibilities and their personal life can help improve their degree of work contentment and thus reduce their desire to quit their jobs. Unfortunately, present findings indicate that most of the private primary schools in Rongai Sub-County do not provide this kind of training. Most of the schools also do not provide staff with opportunity to improve their skills and career as indicated by teachers' responses to item 10 (mean= 2.33).

To assess the teachers' views regarding the overall process of training within the schools, an aggregate training method score was obtained by computing a statistical mean of responses to all the 10 items. The aggregate training methods mean score was 2.19 out of a highest possible score of 5 since the items were measured on a five-point scale. This score translates to a percentage score of 43.8%, which indicate dismal performance by the private primary schools in the study area in respects to the training parameters assessed.

4.6.1 Relation between Staff Training Methods and Labour Turnover

The data on training method aggregate score was correlated with the labour turnover score so as to find out any statistical important relationship between the two variables. Results are presented in Table 4.7.

Table 4.7: Correlation between Staff Training Methods and Labour Turnover

		Labour Turnover Aggregate score
Training Methods aggregate score	Pearson Correlation	-.683**
	Sig. (2-tailed)	.000
	N	144
**. Correlation is significant at the 0.01 level (2-tailed)		

Source: Field Data (2020)

Table 4.7 show that correlation coefficient is negative (r=-0.683), which indicate a negative relationship between training methods and labour turnover. This implies that schools with quality training methods are likely to have low labour turnover while schools that lack proper methods of training their staff are likely to experience high labour turnover. The significance value (p=.000) was less than 0.01indicating that the relationship between staff training methods and labour turnover is statistically significant at the 0.01 level of significance. These results imply that staff training method play substantial role in determining the rate of labour turnover in private primary schools in Kenya. The results suggest that there are deficiencies in existing staff training practices that are contributing to high rate of labour turnover.

These results are consistently relating to the study by Shamsuzzoha and Shumon (2007), which noted the fact that if workers training is not done properly by an institution, they resort for better alternatives from other institutions especially in the education sector. The findings are also congruent with Mastekaasa and Kalleberg (2001), who observed that lack of training and career development opportunities both leads to high attrition rate, after managing to handle characters of both teachers and schools. The findings are also in line with Brum (2007) who observed that lack of orientation training contributed to high teacher turnover as it shows that workers do not know their work descriptions, roles and job expectation. In the long run, the workers find it hard to achieve main responsibility, get discontented with their task and the organization and this seriously causes negative effect when performing.

4.7 Leadership Practices and Labour Turnover

The final objective of the study was to establish the relationship between leadership practices and labour turnover in organizational development among private primary schools in Rongai Sub County, Nakuru Kenya. To analyse leadership practices, a set

of 10 statements were included in the questions requiring respondents to indicate their conformity with each on a five-point scale. Findings are summarized in Table 4.8.

Table 4.8 show that respondents on average agreed (mean=3.78) with item1, which alleged that the school administration closely monitor and control staff to ensure that they are performing correctly. Performance monitoring is a vital leadership quality that helps organization to provide feedback to staff with aim of promoting their development (Ghamrawi&Jammal, 2013). Present findings suggest that administrators in most private schools in Rongai Sub-County monitor the performance of teachers, which is a positive aspect. This position was supported by the qualitative data where interviewee5 described that:

> *"The school has well trained and competent leaders. They ensure that activities of the school are well organized, coordinated, and supervised." (Interview Data, 2020)*

Interview12 also disclosed that:

> *"The leadership of the school is quite okay. They provide proper direction to the rest of the team and ensure that things are running well. They lead by example." (Interview Data, 2020).*

Table 4.8: Leadership Practices in Private Primary Schools in Rongai Sub-County

S/N	Statement	N	Mean
1	The school administration closely monitors and control the staff to ensure that they are performing correctly	144	3.78
2	The school administration provides proper direction on issues that are essential to the schools	144	3.17
3	The school administration effectively communicates its decisions to teachers and other staff.	144	2.67
4	I receive the right amount of support and guidance from the head teacher and deputy head teacher	144	1.98
5	Teachers are encouraged by the school administration to give suggestions on how the running of the schools can be improved.	144	2.00
6	I am a part of the decision-making process	144	1.85
7	Decentralized system of management has been practiced in my school	144	2.09
8	The school leadership has provided me with the resources that I need to perform my duties.	144	3.73

9	I receive constructive feedback from the head teacher and deputy head teacher regarding my performance at work	144	1.86
10	The school administration encourages us to give feedback regarding the decision they make and the actions they take	144	2.26
	Leadership Practices aggregate score	**144**	**2.54**

Source: Field Data (2020)

Respondents were however not sure (Item2, mean= 3.17) their administration provide proper direction on issues that are essential to the school. Providing proper direction to staff is another aspect of good organizational leadership (Ndoye*et al.,* 2010). Available data was however not conclusive on whether the leadership in private primary schools in Rongai Sub-County provide proper direction to the teachers as most respondents were not sure on this issue. Respondents were also not sure (mean= 2.67) with item 3, which alleged that the school administration effectively communicates its decisions to teachers and other staff. Effective communication is also a critical aspect of leadership. Taute and Taute (2014) observed that effective communication help clarify the intention of the leadership teams among staff and thus reducing conflict that in turn increases job satisfaction and reduces turnover intentions. Present findings are however not conclusive on whether there is effective communication between the leadership in private primary schools in Rongai and other staff working in the schools.

On the other hand, respondents on average disagreed (mean=1.98) with item 4, which alleged that they receive the right amount of support and guidance from their head teachers and deputy head teachers. Providing guidance to subordinate and supporting them in their duties is also a critical aspect of good leadership (Machumu*et al.,* 2014). Gardner (2010) noted that offering proper guidance to staff increasing their workplace performance, which in turn improves their self-esteem and job satisfaction, reduces turnover intentions. Present findings however suggest that teachers in most private primary schools in Rongai Sub-County do not get support and guidance that is required of them to perform their duties effectively.

Also, respondents on average disagreed (mean= 2.00) with the statement that teachers are encouraged by the school administration to give suggestions on how the running of the schools can be improved. Involving teachers in the management of the schools

by asking them to give suggestions is also an essential element of good leadership. The study by MastekaasaandKalleberg (2001) found that there is a significant connection between teachers' involvement in decision-making and their intention to leave their schools. Current finding suggests that staff in most private primary schools in Rongai Sub-County are not included in making decision and the running of the schools, which could explain the high turnover rate in the schools. This finding is further reinforced by responses to item 6 where respondents on average, disagreed (mean= 1.85) with the claim that they were part of their school's decision-making process. Similarly, respondents disagreed (mean=2.09) with item 7, which specified that a decentralized system of management was being practiced in the schools. All the findings discussed in this paragraph point to little or no involvement of teachers in the making of key decisions and management of their schools.

Conversely, the respondents agreed (mean= 3.73) with item 8 that alleged that their school leadership has provided them with the resources that they need to perform their duties. Facilitating subordinates by providing them with material, equipment, time, and other resources that they need to execute their duties is also a vital element of good leaders (Gardner, 2010). Present findings suggest that the leadership in most private primary schools in the study area provide their teachers with all the resources that they need to do their job. Consequently, the issue of provision of resources cannot explain the high level of labour turnover in the schools.

Alternatively, respondents disagreed with item 9 that alleged that they receive constructive feedback from their head teachers and deputy head teachers regarding their performance at work. Provision of constructive feedback is another crucial element of good organization leadership. According Mutune*et al.* (2018), giving constructive feedback to employees tend to improve their performance and enhance the growth of their career that in turn increases the job contentment and organizational dedication. These elements lower the turnover intentions of staff. Present findings however suggest that the leadership in most private primary schools in the study area do not give constructive feedback to teachers. Findings also revealed that teachers in the private primary schools are not given the opportunity to give feedback to their leaders (Item 10, mean= 2.26). The findings presented in this paragraph suggest that

there is a breakdown in the feedback loop among school leaders and teachers in the private primary schools.

To obtain an overall view regarding the leadership practices in the private primary schools, an aggregate leadership practices score was computed by obtaining the statistical mean of responses to all the 10 items that measured this variable. A table 4.8 show that the aggregate leadership practices score was 2.54 out of a highest possible score of 5 given that the items were measured on a five-point scale. This score translates to a percentage score of 50.8%. This implies that according to the respondents, the leadership of the private primary schools in Rongai Sub-County exhibit slightly over 50% of all the parameters that were used to measure leadership practices including communication, staff support, and provision of feedback.

4.7.1 Relationship between Leadership Practices and Labour Turnover

Data on leadership practices aggregate score was correlated with data on labour turnover aggregate score with the aim of determining whether there is a significant relationship between the two variables. Results are presented in Table 4.9.

Table 4.9: Correlation between Leadership Practices and Labour Turnover

		Labour Turnover Aggregate score
Leadership Practices aggregate score	Pearson Correlation	-.523**
	Sig. (2-tailed)	.000
	N	144
**. Correlation is significant at the 0.01 level (2-tailed)		

Source: Field Data (2020)

Table 4.9 shows that the correlation coefficient is negative (r=-0.523), which indicate that there is a negative relationship between leadership practices and labour turnover. This implies that schools with better leadership are likely to have low labour turnover while those with poor leadership are likely to experience high labour turnover. The significance value was less than 0.01 (p=.000), which indicate that the relationship between leadership practices and labour turnover is statistically significant at the 0.01 level of significance. This implies that leadership practices have notable impact on the current state in private primary school in matters pertaining to labour turnover. It

suggests that the practices exhibited by leaders of the private institutions are partly to blame for the high rates of turnover among private school teachers.

These findings are congruent with the study by Lebanon *al.* (2013), which found that the leadership attribute of school leaders has a major impact of teachers' turnover decisions. In particular, findings showed that schools whose leaders have greater interpersonal and human relations skills, delegate responsibilities, support teachers, create secure working environment, provide situational assistance to teachers, and encourage teamwork tend to experience low turnover than schools whose leaders do not have these attributes. The findings are also consistent with Moore*et al.* (2016), who also observed that attribution rate was lower among teachers who reported that their school administrators communicated a clear vision, acknowledged and encouraged staff, and ran the schools well.

4.8 Summary

This chapter has discussed how data was analysed, presented and interpretation results of the data analysis. Findings reveal that there is high labour turnover in the private primary schools in Rongai Sub-County. This turnover is significantly and negatively associated with motivation technique, methods of training and leadership practices.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study sought to determine the relationship between organization development (OD) practices and labour turnover on organizational development among private primary schools in Rongai Sub-County. This chapter presents a summary of key findings, conclusions of the study, recommendation of the study, and suggestions for further study.

5.2 Summary of Key Findings

The study sought to collect data from 204 staff of private primary schools in the study area out of which 159 were able to complete the study marking a response rate of 77.9%. Majority of the respondents were female with an average age 28.51 years and the diploma level of education. Respondents indicated that there was a high level labour turnover in their schools rating at 71.2% based on the parameters providing in the study. The study sought to analyse whether the turnover was related to any of the three OD practices namely motivation techniques, staff training, and leadership practices.

5.2.1 Relationship between Motivation Techniques and Labour Turnover

Several motivation techniques were scrutinized including salary/wages, benefit, recognition, and promotion. Findings showed that most of staff in private primary schools were not happy with their salaries. Similarly, most of the staff reported that their schools do not offer benefits like house allowance and paid leaves, do not have elaborate programmes for recognizing performing teachers, and do not have elaborate promotion plan. The qualitative data from the head teachers and deputies however revealed that some schools provide housing for their teachers. Overall, the teachers have the motivation techniques in the private primary school a low rating of 44%. The Pearson correlation test revealed that there is a negative and statistically significant relationship between motivation techniques and labour turnover ($r= -.640$, $p= .000$). This implies that schools with better motivation techniques are likely to have low labour turnover while those with poor motivation techniques are likely to have high labour turnover.

5.2.2 Relationship between Staff Training Methods and Labour Turnover

Various staff training methods were explored including on-the-job training, coaching and mentorship, workshops, and professional courses. The majority of the respondents reported that their schools provide little on-the-job training opportunities, coaching and mentorship, and workshops. The qualitative data from the head teachers and deputies however revealed that some schools support teachers to pursue higher education in surrounding colleges by giving them flexible schedules. Respondents gave the primary schools an overall staff training rating of 43.8%. The Pearson correlation indicated that there is a negative and statistically significant relationship between staff training methods and labour turnover ($r=-.683$, $p=.000$). This implies that schools with better training methods are likely to have low labour turnover while those with poor training methods are bound to experience high labour turnover.

5.2.3 Relationship between Leadership Practices and Labour Turnover

The study paid attention to different leadership practices including monitoring and control, directing, communication, staff support, and staff involvement. The majority of the respondents affirmed that the leadership in the schools were effective in monitoring and control school activities and provided all the resources that the teachers needed to execute their responsibilities. However, the majority of the teachers felt that the leadership in the schools does not provide adequate support and guidance, neither involve them in making key decisions nor managing school affairs as well as providing them with feedback that will help improve their careers. Respondents on average gave the private primary schools in the study area a leadership practices rating of 50.8%. The Pearson correlation test indicated that there is also a negative and statistically significant relationship between leadership practices and labour turnover ($r=-.523$, $p=.000$). This implies that schools with better leadership practices are more likely to have low labour turnover while those with poor leadership practices are likely to experience high labour turnover.

5.3 Conclusions of the Study

Based on the findings, the study concludes that there is high labour turnover in private primary schools in Rongai Sub-County marked by low staff retention profile, high attrition rate in the respondents' employment cohort, high rate of staff replacement, and large number of separations.

The study further concludes that the high labour turnover in most of the private primary schools can be linked to poor motivation techniques. Findings revealed that the majority of the teachers in the schools were not contented with their salaries, benefits offered by schools, and the absence of elaborate recognition and promotion plans.

The study also concludes that the high labour turnover in the private primary schools in Rongai is also significantly associated with poor staff training methods and practices. Findings showed that majority of the primary schools do not offer on-the-job training programmes, coaching and mentorship, workshop, and professional courses to the staff.

In addition, the study concludes that the high labour turnover in the private primary schools is also significantly related to less than optimal leadership practices. Findings revealed that although the leadership in the schools is effective in monitoring and controlling school activities and availing the resources that teachers need, they do not offer proper guidance and support, involve teachers in decision-making and management of the school, nor provide constructive feedback to the teachers.

5.4 Recommendations of the Study

The study recommends that to reduce labour turnover, private primary schools should provide competitive salaries to their teachers and other staff. The schools should offer salaries that match what is offered to teachers in public primary schools in order to prevent movement of teachers to public schools.

The private primary schools should also offer benefits that are accorded to public primary school teachers like house allowances, paid leaves, and medical insurance. Providing such benefits will reduce the teachers desire to switch to public schools.

The schools should also create an elaborate promotion system that rewards teacher who remain in the organization for long time, those who perform exceptionally in their duties, as well as those who advance their skills and competency. The schools should also develop elaborate programmes for recognizing best performing teachers.

Concerning training methods, private schools need to organize on-the-job training programmes that focus on orienting new teachers on traditions and expectations of the school, updating existing teachers' skills on curriculum implementation, and assisting teachers to balance between life and work issues.

In addition, private primary school should consider providing higher education sponsorship to teachers who perform exemplary and who demonstrate high levels of commitment to the school. Rewarding commitment will encourage teachers to remain loyal to the schools. The sponsorship will also provide an additional incentive for teachers to stay as every teacher would love to advance their careers.

The private primary schools should also train senior teachers on how to coach and mentor newly recruited teachers. The study found out that most of the teachers in the private primary schools are young with an average age of 28 years. Mentoring these young teachers will help create attachment between them and the schools. Mentoring should not focus on professional issues only but should also seek to improve the teachers' personal lives. Senior teachers should mentor younger teachers on life issues such as managing finances, investing, and managing family issues.

Regarding leadership practices, the study recommends that head teachers and deputy head teachers in the private primary schools should provide more guidance to teachers throughweekly check-ins where teachers share their success and challenges with the head teachers and deputies, set weekly goals and priorities, and monitor progress. The head teachers and deputies should use their experience to mentor teachers and help them advance their career. This kind of support will strengthen the teachers' attachment to the school.

Also, the leadership in the private primary schools need to involve teachers in making crucial decisions and managing school affairs. Teachers should be given the opportunities to suggest ideas and solutions to school challenges. The ideas and solutions should also be given proper consideration by the management. Involving teachers in decision-making process will make them feel that they form a vital part of the schools resulting to strong attachment to the school.

The head teachers should also delegate some managerial activities such as budgeting, handling pupils' disciplinary issues, organizing activities such as field trips and sports events, and supervising subordinate staff. Delegating such tasks will give teachers a greater sense of ownership. It will also provide them with the opportunity to develop managerial skills such as planning, organizing, and coordinating which is an important aspect in organization development in regard to human resource management.

The school leadership should also evaluate the performance of the teachers and give them constructive feedback on how they can improve their professional and even personal life. The leadership should also accept feedback from the teachers regarding school management issues.

5.5 Suggestions for Further Studies

The current study was confined to private primary schools in Rongai Sub-County. To support generalization of these findings, future studies should replicate this study in other sub-counties. Future studies should also examine the labour turnover situation in private secondary schools in the country.

The present study also focused on three OD practices namely motivation techniques, staff training, and leadership practices. Future studies should explore other OD practices that have the potential of shaping labour turnover in private primary schools like creating staff cohesiveness, promoting and managing staff diversity among others.

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APPENDICIES

Appendix I: Introduction Letter

Beatrice Achieng Omindo

P.O. Box,

Nakuru.

Dear Sir/ Madam

I am a Masters student at St. Paul's University Nakuru Campus and as part of the requirement of Masters in Development Studies I shall be conducting a research on Effect of Organization Development Practices on LabourTurnover in Rongai Private Primary Schools, Nakuru Kenya. In order to collect data I am appealing to you to kindly fill the questionnaire and interview guide attached. Your participation is highly valued. The research is for academic purpose only therefore your responses will be treated with utmost confidence.

Yours faithfully,

Beatrice Achieng Omindo

Appendix II: Questionnaire

SECTION A: BACKGROUND INFORMATION

1. Please indicate your gender

a) Male { } b) Female { }

2. Please indicate your age

3. What is your highest education level?

Secondary { }

Diploma { }

Bachelors and above { }

4. How long have you been in this school?

Less than 5yrs { }

5-9yrs { }

10yrs and above { }

SECTION B: MOTIVATION TECHNIQUES

For each of the statements below, tick the number that indicates the degree to which you are in agreement with the statement.

(1 –Strongly Disagree; 2 – Disagree; 3-Not sure; 4 – Agree; 5 – Strongly Agree)

	Statement	**1**	**2**	**3**	**4**	**5**
1.	I am satisfied with my salary					
2.	There is a salary increment policy which is implemented in our school					
3.	I am entitled to a paid leave					
4.	I am entitled to house allowances					
5.	The school has system for recognizing highly performing teacher					
6.	I receive recognition from the school management when I perform my work effectively					

7.	I am entitled to free medical assistance from my employer					
8.	There is fair opportunities for promotion					
9.	I am satisfied with my teaching workload					
10	We are provided with competitive salaries that are in line with remuneration policy					

SECTION C: STAFF TRAINING METHODS

For each of the statements below, tick the number that indicates the degree to which you are in agreement with the statement.

(1 –Strongly Disagree; 2 – Disagree; 3-Not sure; 4 – Agree; 5 – Strongly Agree)

	Statement	**1**	**2**	**3**	**4**	**5**
1.	On-the-job training has given me additional skills to perform my duties effectively					
2.	I am provided with all the training necessary for me to perform my duties as a teacher					
3.	I am provided with continuous training on emerging issues in instructional improvement					
4.	I have been trained on curriculum implementation					
5.	I attend workshops on career development					
6.	We are provided with mentorship programs					
7.	I am well trained on career path identification					
8.	I have received support and guidance programs on effective teaching					
9.	I have received Training on work-life balance					
10	I have been given adequate opportunities to develop my skills and career					

SECTION D: LEADERSHIP PRACTICES

For each of the statements below, tick the number that indicates the degree to which you are in agreement with the statement.

(1 –Strongly Disagree; 2 – Disagree; 3-Not sure; 4 – Agree; 5 – Strongly Agree)

	Statement	**1**	**2**	**3**	**4**	**5**
1.	The school administration closely monitor and control the staff to ensure that they are performing correctly					
2.	The school administration provide proper direction of issues that are essential to the schools					
3.	The school administration effectively communicates its decisions to teachers and other staff.					
4.	I receive the right amount of support and guidance from the head teacher and deputy head teacher					
5.	Teachers are encouraged by the school administration to give suggestions on how the running of the schools can be improved.					
6.	I am a part of the decision-making process					
7.	Decentralized system of management has been practiced in my school					
8.	The school leadership has provided me with the resources that I need to perform my duties.					
9.	I receive constructive feedback from the head teacher and teacher regarding my performance at work					
10	The school administration encourages us to give feedback regarding the decision they make and the actions they take					

SECTION E: LABOUR TURNOVER

For each of the statements below, tick the number that indicates the degree to which you are in agreement with the statement.

(1 –Strongly Disagree; 2 – Disagree; 3-Not sure; 4 – Agree; 5 – Strongly Agree)

	Statement	**1**	**2**	**3**	**4**	**5**

1.	I have worked in this school for less than 5 years.					
2.	The majority of teachers in this school have been here for less than 5 years					
3.	I would consider leaving my present job for a similar position in another organization					
4.	I have intention of looking for a job away from this school in the next 3 years					
5.	Most of teachers that joined this school in the same years that I joined are have left the school.					
6.	The number of teacher being replaced in each academic year is more than 10%.					
7.	More than 10% of teachers leave the school within a given academic year.					
8.	The majority of teachers in this school are not satisfied with their jobs					
9.	Most teachers in this schools exhibit low level of commitment to the organization					

End. Thank you for your Participation!

Appendix III: Interview Guide

Serial No# ……

1) Collection Date of Data. _____

2) Gender……..

3) Would you mind telling me your age?

4) Would you mind telling me the number of year that you have worked in this school?

5) Please share your view regarding the rate at which teacher leave this school after employment.

6) What challenges does the school experience when a teacher leaves the school earlier than expected?

7) Please share on staff reward system used in your school.

8) In your opinion, how do you think the reward system influence the teachers turnover intention?

9) Please share on the method commonly used in the school to train teacher?

10) In your opinion, how does the training method affect the teachers' decision to stay or leave the school?

11) How do you come up with decision in your school?

12) How do you involve the staff in the decision making processes?

13) In your opinion, how have the leadership practices in your school affected the rate of teachers' turnover?

Thank You.

Appendix IV: Respondents' Consent Form

Title of Study: *Relationship Between Organization Development Practices and Labor Turnover Among Private Primary in Kenya: A Case of Rongai Sub-County, Nakuru County, Kenya*

1. You have been asked to participate in a research study investigating the relationship betweenOrganization Development Practices and Labour Turnover in the private primary schools in this area.

2. If you agree to participate, you will be asked to answer a set of questions regarding yourself and your experiences working at your school. You are being asked for your permission to participate.

3. This study will involve minimal risk and discomfort. The probability of harm and discomfort will not be greater than your daily life encounters. Risks may include emotional discomfort from answering questions.

4. You will not directly benefit from participating in this study. Indirect benefits will include the promotion of our understanding of organization development practices that influence labour turnover at your school leading to improvement in human resource welfare in future.

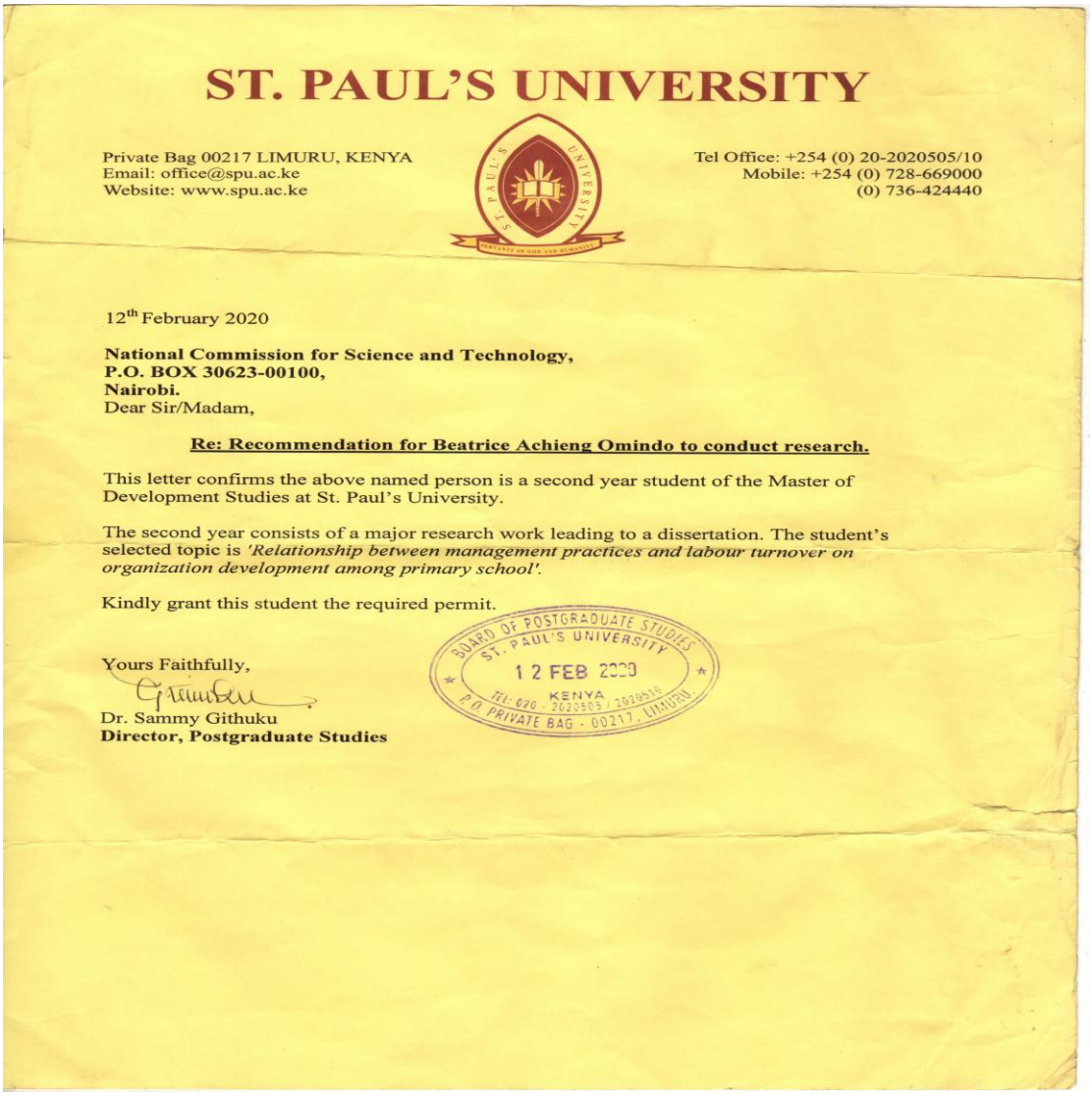
5. Although the findings of this study may be published, no information that can identify you will be included.

6. Your consent is being given voluntarily. You may refuse to participate in the entire study or any part of the study. If you choose to participate in the study, you are free to withdraw at any time without any negative consequences.

_____ _____

Participant's Signature Date

Appendix V: St.Paul's University Letter



ST. PAUL'S UNIVERSITY

Private Bag 00217 LIMURU, KENYA
Email: office@spu.ac.ke
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Tel Office: +254 (0) 20-2020505/10
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(0) 736-424440

12th February 2020

National Commission for Science and Technology,
P.O. BOX 30623-00100,
Nairobi.
Dear Sir/Madam,

Re: Recommendation for Beatrice Achieng Omindo to conduct research.

This letter confirms the above named person is a second year student of the Master of Development Studies at St. Paul's University.

The second year consists of a major research work leading to a dissertation. The student's selected topic is *'Relationship between management practices and labour turnover on organization development among primary school'.*

Kindly grant this student the required permit.

BOARD OF POSTGRADUATE STUDIES
ST. PAUL'S UNIVERSITY
12 FEB 2020
KENYA
TEL: 020 - 2020505 / 2020510
P.O. PRIVATE BAG - 00217 - LIMURU

Yours Faithfully,

Dr. Sammy Githuku
Director, Postgraduate Studies

Appendix VI :Nacosti Licence



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 474778

Date of Issue: 16/March/2020

RESEARCH LICENSE

This is to Certify that Miss. BETTY ACHIENG OMINDO of St. Paul's University, has been licensed to conduct research in Nakuru on the topic: RELATIONSHIP BETWEEN MANAGEMENT PRACTICES AND LABOR TURNOVER ON ORGANIZATION DEVELOPMENT AMONG PRIMARY SCHOOLS, RONGAI, SUBCOUNTY, NAKURU KENYA for the period ending : 16/March/2021.

License No: NACOSTI/P/20/4045

474778

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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