ORGANIZATIONAL STABILITY AND EMPLOYEE TURNOVER IN SELECTED SECONDARY SCHOOLS IN NANDI NORTH DISTRICT, KENYA

A   Thesis

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In Partial Fulfillment of the Requirements for the Degree

Master of Educational Administration and Management

By:

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DECLARATION A

"This dissertation is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

KIPROTICH SIMION TIONY

Name and Signature of Candidate

28/4/ 2011

Date

DECLARATION B

"I/We confirm that the work reported in this dissertation was carried out by the candidate under my/our supervision".

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Name and Signature of Supervisor   Name and Signature of Supervisor

28. 04. 11
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APPROVAL SHEET

This dissertation entitled "**Organizational Stability and Employee Turnover in Selected Secondary Schools in Nandi Central District, Kenya**" prepared and submitted by **Kiprotich Simion Tiony** in partial fulfillment of the requirements for the degree of **Masters in Educational Administration and Management** has been examined and approved by the panel on oral examination with a grade of <u>PASSED</u>.

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DEDICATION

To my loving parents, Jemeli Tarus and the late Kiptiony Arap Tarus

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ABSTRACT

In has been observed that in organizational management, every one aims for the growth and the stability of the organization which can be guaranteed if stability of people is ensured. Employee turnover occurs when employees leave the organization and need to be replaced by new recruits. It can occur through resignation, dismissals and retirement. High employee turn over can be expensive to the organization leading to organizational instability. This study is therefore undertaken to find the level of organizational stability and employee turn over and find if they are correlated.

Descriptive design was used with simple random sampling technique to select the target schools. From a sample frame of 35 public secondary schools, 186 respondents were selected from a population of 346. Data was collected by the use of questionnaires and analyzed using both descriptive and inferential statistics.

The results has shown that most schools in the district have defined purpose, clear structure, sound leadership, healthy relationship, competitive rewards, helpful mechanism and positive attitude towards change. This has made majority of schools to achieve high level of stability

On employee turnover, results have shown that the level of turnover is low. This is because majority of employees are satisfied with achievements, considered for positions of responsibilities and promotions, have manageable workload, accorded opportunity to grow in the profession, provided with favorable working conditions, receive attractive salary, included in policy making, have adequate internal supervision and build a healthy relationship.

Finally, in order to reduce employee turnover the managers of organization should address the indicators of organizational stability and factors contributing to employee turnover in organizations.

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

A job satisfaction is an essential element for the maintenance of the work force numbers of any organization. However, the lack of job satisfaction among employees not only lead to high employee turnover rates but could also have detrimental effects on the individual, like burnout (Mrayyan, 2005). Although employee turnover is a normal process that can provide an organization with new ideas, it does not need to be unnecessary and excessive. A high employee turnover rate leads to the inability of an organization to provide quality care and job satisfaction to its employees (Fisher, 2000; marquis and Huston, 2003)

Normally, organizations experiencing the employee turnover either benefit or suffer the cost of turn over depending on the various factors having an influence on the job turnover (Oliver, 1998). These factors can be very disruptive and costly when their ratifications are not identified and can cause chaos in the organization if not maintained to a minimum. But if well maintained, it helps in retaining the best employees that will in turn improve their performance, thus enhancing productivity in the organization.

According to Khali, Fern and Budhwar (2001), employee turnover creates redundant monetary and non monetary costs such as costs of separation, recruitment, training and job search for the organizations. Thus, employee turnover is related to organizational ineffectiveness. This ineffectiveness could be in terms of lowering productivity and also in terms of costs incurred to organizations for direct investments in human capital, man power training and

recruitment (Weisberg and Kirschenbaum, 1991). In many countries in the world, employee turnover has been an issue of concern for human resource managers in various organization including institutions of learning.

Since employee turnover remains a challenging issue, it is important for any organization to identify whether turnover is voluntary or involuntary. If an organization has high rates of involuntary turnover, then careful examination of recruitment, selection, training and motivation strategies are important. But if turnover is voluntary, then organization has to look at the conditions surrounding the job and the factors that are directly related to the job itself (Ngala and Odebero, 2009). These are referred to as extrinsic and intrinsic factors (Sullivan, Decker and Javerson, 2008).

Statement of the Problem

The existing issues in secondary schools in Kenya with regard to organizational stability and employee turnover are as follows;

A. Organizational Stability

A.1   Employees are likely to stay where there is a predictable work environment. However, the inverse relationship has been found to be true. This implies that in organization where there is high level of inefficiency there is high level of employee turnover (Zuber, 2001).

A.2   Teacher management determinants like adequate and regular pay, professional development , progression along a clear path, teacher recognition, enhanced teacher social status and performance bench marks for promotion are the incentives that foster and reward good teaching (Ngala and Odebero, 2009 Otembo, Wanga and Kiragu, 1992).

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A.3 Failure to address these determinants causes teacher discontentment with the system causing organizational stability that will eventually lead to employee turnover (Mobley, 1982).

A.4 Most employees have greater loyalty to careers and skills than their employers and employees move on. Quite often, reasons why people leave their jobs are not discussed resulting to instability in the organization (Dribble, 1999).

A.5 In a broader perspective, it is alleged that employees will no longer endure what they do not like in their employment situations caused by organizational instability (Arthur, 2000).

B. Employee Turnover

B.1 Employee turnover has reduced the quality of teachers available to many schools, potentially causing professional teacher shortage if the most able teachers are the most likely to leave (Susu, 2008).

B.2 On employment and deployment, teacher's perception on the preferred choice of schools and poor working conditions have caused them experience apathy often seen in their low motivation for and duty non-commitment behaviours like tardiness and absenteeism (MOE, 2005).

B.3 Employee occasionally express predictive behaviours indicating their displeasure and unwillingness to continue serving as teachers in their current stations especially through persistent applications of transfers, withdrawal and constant search for other jobs (Susu, 2008).

B.4 A recent study conducted in Sigor District in Kenya indicated that the teachers' turnover in public secondary schools is about 38.16%.

As measure to meet the deficit for shortage of teachers, the government incurs a lot of costs in recruitment of large number of fresh graduates and inexperienced teachers from colleges and universities. This scenario has compromised quality teaching and learning (Susu, 2008).

B.5 The Ministry of Education spends considerable funds on personnel recruitment, selection and training of new recruits has resulted in fewer resources available for initiatives to promote staff retention and development for instance pay rise and in-service training.

B.6 Kenya's population is rising at an alarming rate based on recent statistics and the increase in population will lead to increased demands for education, making it important for Kenya to retain its professional employees in public secondary schools (MOE, 2005)

B.7 The high turnover of employees in school organization in the country is an impediment that stands in the path to realization of national education aspirations as a vehicle for attaining education for all (EFA) and Vision 2030.

It is therefore against this backdrop that the study was set to establish the relationship between the level of organizational stability and employee turnover in the selected secondary school in Nandi Central District.

Purposes of the Study

1. To test the hypothesis of no significance relationship between the levels of organizational stability and employee turnover.
2. To bridge on the gaps identified in the previous studies.
3. To generate information based on the findings of the study and with reference to the theory to which the study was based.

Research Objectives

1. To determine the profile of the respondents as to;

    1.1   Age

    1.2   Gender

    1.3   Marital Status

    1.4   Educational Qualifications.

    1.5   Number of years Teaching in Secondary School.

2. To determine the level of organizational stability in selected secondary schools in Nandi Central District.

3. To determine the level of employee turnover in selected secondary schools in Nandi Central District.

4. To establish if there was a significant relationship between the levels of organizational stability and the employee turnover in selected secondary schools in Nandi Central District.

Research Questions

1. what was the profile of the respondents as to;

    1.1   Age

    1.2   Gender

    1.3   Marital Status

    1.4   Educational Qualifications

    1.5   Number of years Teaching in Secondary Schools?

2. What was the level of organizational stability in selected secondary schools in Nandi Central District?

3. What was the level of employee turnover in the selected secondary schools in Nandi Central District?

4. Was there a significant relationship between the level of organizational stability and the level of employee turnover?

Significance of the Study

The findings of the study were to benefit the following;

The respondents (teachers) will get useful ideas on the cause of high organizational stability and the reasons attributed to employee turnover. Ultimately they will devise home growth solutions to remedy the high rate of teacher turnover.

Secondly, School managers, TSC and Ministry of Education (MOE) will draw useful lessons on staffing issues in the teaching profession. They will make recommendations to improve retention of teachers in schools by identifying factors that should be targeted for attention to decrease the rate of teacher turnover. This may assist schools to realize improved performance.

Finally, it is also hoped that this study will assist generate research interest in organizational stability and employee turnover in other organizations. This way, the study may extend knowledge in this field.

Operational Definitions of Key Terms

Organizational Stability

It is the condition in which the organization experiences peace and tranqulity with high performance level by the employees.

Employee Turnover

Refers to voluntary change in jobs by employee citing organizational, environmental or individual reasons.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The Literature relevant to this study was reviewed with the aim of evaluating opinions, knowledge and attitudes towards organizational stability and employee turnover.

Concepts, ideas, opinions from authors /experts

A. Organization Stability

It is observed that in organizational management, every one aims for the growth of their organization, that is getting more projects and sales orders, increasing turnovers and employing more people are always the top priorities of business heads (Weisbach 1995). On indicators of organizational stability, (Weisbach 1995), lists the following: Finance stability - ensure that the cash flow into the organization is regular and long-term. Out standings have to be reduced. Collections from customers should be in time. A good banking and accounting system should be in place. Monitor finance reports regularly to keep an eye on these. People stability: Stability of people has to be ensured. That is, before the recruit of new people, their existing one should not leave, a case of enduring that there is no or negligible attrition. Learning stability: It is important to maintain a steady search for knowledge. Continuous innovation and upgrading to latest changes is the secret of success of all great organization. The decline starts when one thinks he knows it all. Learn from others and you own experiences. Vision Stability: To fulfill the above requirements, a stable vision is very important. Before anyone starts an organization, it is important to have a clear vision and a mission. If the company's sole motive is only to earn profits, the future is going to

be dark. It is also important to impart the vision of the leader to every single employee to inspire them to work. Only when this is maintained will the organization grow.

Maintaining a healthy business has proven difficult for may, costing them their clients, quality employees and even their business. Consistency and a commitment to balancing the fundamentals of the business offer an effective plan for future success.

Murphy, K.J. (1986) explains that finding one's personal direction is important. But to an organization, finding a direction is critical to its very existence. He argues that the following questions are critical: Has a direction been established for your company? Where is your company headed in the near and distant future? Have any strategies been developed and put into action? Is everyone aware of the direction and if so, are there any conflicts with it? Without direction you will never arrive. In essence, you are heading nowhere. Both employees and management need to be aware of the roles they play in the overall direction of the company. If this is missing, the drive for accomplishment and working as a team can be diminished. He therefore advises that one should do a quick survey with several employees within the company to measure if the staff is on the right track or if a road map needs to be distributed! Consider employee suggestions about the direction and update if necessary. Allowing the employees to be part of the planning process brings a sense of ownership and satisfaction in their purpose within the company. Re-evaluate the direction on a regular basis and make adjustments when they are needed.

Murphy, K. J. (1986) further explains that the success of a plan relies on many factors. He therefore argues that advices begin by determining which steps needed to implement a plan. Incorporate a

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strategy and determine a timeframe for each step. By utilizing a timetable, appropriate allocations can be made for required employees and resources necessary to complete the plan. Don't allow a vision to fail because of a lack of planning. Know what you're up against and remove as may obstacles as possible. Planning can be effective by first reviewing the plan as a group with other leaders who will be involved. Ideas and input as well as concerns should be encouraged. Once a plan has been shaped by leadership, meet with the staff involved to fine tune and pinpoint potential issues with it and to assess the staffs attitude towards the plan. If a hostile attitude is evident, reassess and make changes where necessary. Before any hiring or development of teams, remember that structure is necessary in completing any plan. A detailed, attainable plan will direct a company through the ups and downs, giving merit to the old saying "If you fail to plan, you plan to fail."

Building a knowledgeable staff capable of accomplishing the set goals becomes the next logical step after determining a direction. To begin, revisit the direction of the company to influence your plan. Begin formulating the plan listing requirements necessary to accomplish the goals, types of staff needed, how delegation of authority will take place, the policies and procedures necessary to guide the staff and a system to monitor it all. A vital part of leadership is ensuring that appropriate training is given to every employee so that they can feel confident in their position and as a leader you will be able to rest easy about their competency. Follow up should be done with your staff on a regular basis to uncover issues or confusion. The process of building a staff can be long and tedious, but with a strong resolve to find the best employee with longevity is worth the extra effort. When reviewing resumes, a quick scan for typos and structure

can tell you much about a candidate. With the mountains of applications most employers are receiving today, a weak resume can be dismissed immediately.

Steckmest (1982) says that motivating a staff is necessary and will typically guarantee a return on investment. Motivation can be as simple as a comment from leadership about a job well done. Offering sincere praise to a team or individual can go a long way to boost morale. Positive reinforcement of one's work is encouraging and appreciated. Contributing fosters a sense of pride and belonging. Without these, he validity of the contribution and company vision may be questioned. Utilize motivation as a regular par of your management style. Just as negative breeds negative, positive breeds positive. Fire up your staff with positive reinforcement, encouraging them to put their best foot forward. As productivity increases, everyone prospers.

Stability and order is a direct result of maintaining control. A stable company can face challenges and roadblocks with a sense of calm and confidence. A company struggling with stability is in a state of confusion and stress or perhaps denial. When a group is confused, the goal becomes skewed and the result is failure. Management should be able to recognize if the team is headed in this direction and will direct and refocus the staff. Take inventory of your staff to determine the weak links, if they exist. Why has the team gone off track and how can it be adjusted? Stability and order can lower the stress of employees and management. Once a healthy level of stress is beached, work quality goes down and the ability to make good decisions becomes less regular. Consider ways to lower stress levels for yourself and your staff. To establish an environment where growth, productivity and satisfaction can flourish, looking for ways to maximize stability and order within your organization (Steckmest 1982).

B. Concept of Employee turnover

Employee turnover is the movement of employees in and out of an organizational. It is known to be related to organizational and work environment factors. For instance, a review of the literature shows two distinctions regarding employee turnover. The first is between turnover that is voluntary and involuntary (Fitz-ezn, 1987). In voluntary turnover, an employee initiate's cessation of employment through resignations, while with involuntary turnover cessation occurs through dismissals, layoffs, retirements and deaths. Research shows that voluntary turnover is more frequent, most costly and disruptive to the organization, and is the most amenable to curtailment under normal business conditions voluntary turnover is greater than involuntary. According to Grobler, Warnich, Carrell, Elbert & Hatfield (2002) there is functional and dysfunctional turnover. They argue that functional turnover is necessary in an organization because among other thing it brings in new employees who might have good ideas on how to improve organizational productivity. On the other hand, excessive turnover created an unstable workforce and increase human resources costs and organizational ineffectiveness and this is referred to as dysfunctional turnover.

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

Related to the argument raised by Gobler et al (2002) on functional turnover, Fitz-enz (1987) further explains that zero turnover

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is not desirable in an organization because employees who have stayed in the organization for many years generally have higher salaries. Assuming the organization grows at a normal rate and all employees remain, "most employees would soon be at or near the top of their pay ranges and total salary expense would be very high" (Fitz-enz 1987). The concept of employee turnover is highly linked to several Human Resource Management (HRM) functions such as motivation, commitment and morale, selection, recruitment, inducting and others. If there is high turnover, it is an indication that there may be problems in other HRM related functions in the organization.

C. Employee Turnover in Secondary Schools in Kenya

Within the teaching profession, there are several factors that cause turnover. According to Xaba (2003) the causes of teacher turnover can be attributed to organizational factors. These could be categorized into; commitment to the organization, long term prospects, and job satisfaction. Similarly, Herbert and Ramsay (2003) while acknowledging the fact that decisions about whether to enter and remain in teaching are ultimately personal, according to individuals' needs and circumstances, they attributed turnover among teachers to several factors such as salaries and incentives, working conditions, induction and professional development and assignments. It is also evident that some of the causal factors cited by Shaw (1999) are similar to those also raised by Herbert and Ramsay (2003). Show (1999) added that factors such as recruitment and selection practices, the work itself, compensation, career opportunities and the work environment contributed to turnover.

C.1 Salaries, Incentives and General Working Conditions

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

Among other points, Schuler and Jackson (1996) stated that in assessing how effectively an organization administers its compensation program, the following major purposes of total compensation have to be kept in mind: (a) attracting potentially qualified employees, (b) motivating employees, and (c) retaining qualified employees. The compensation program in the education sector of Kenya did not seem to be fulfilling these conditions.

Salaries of teachers in Kenya have been extremely low and irregular compared to those of civil servants. Teachers have on several occasions gone on strike for pay increments and only small percentage increment was implemented. The unmotivated and uncommitted teacher can have serious negative consequences on the learning process of the pupils. The critical factor is that the future of the

children is at stake. The teacher contributes much to the educational advancement or regression of the pupils and the remark by Livingstone (2003) vividly captured this point when he says: Most parents are aware that teacher expectations about individual children becomes self fulfilling prophecies because of teacher believes a child is slow, the child will come to believe that, too, and will indeed learn slowly. The lucky child who strikes a teacher as bright also picks up on that expectations and will rise to fulfill it.

C.2 Recruitment and Selection Practices

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

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

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The Teachers Service Commission of Kenya (TSC) is mandated to ensure an adequate qualified teaching force to serve in all public schools in the country. Though centrally run from it headquarters in Nairobi it has field units (TSC units) at all district headquarters to bring services closer and to ease communication with the teachers. Among other policy documents, TSC has a code of regulations (COR) for guiding the teachers.

The Teachers Service Commission, among other roles, registers recruits, and appoints teachers; deploys them to deserving public schools in the country: remunerates and transfers them when need arises. Since 2001 a demand driven approach in employment has been adopted contrasting the period before 1998, when teacher employment was supply driven. This new approach is part of the wider national structural adjustment strategy on checking over expenditure in public sector employment. It is aimed at trimming the public budget, as part of the overall national budget, hitherto seen as bloated and a strain on the country's economy. In the approach the needs of districts and schools are identified country wide and declared before employment is considered (Nzomo, Kariuki & Guantai (2001) and MOE, 2003). Fundamentally no new employment has been undertaken since 1998. What TSC has basically done is to establish and fill gaps resulting from the normal attrition in order to maintain the countries teaching force at 235,000 (Susu, 2008).

District Education Board (DEBs) and (BOGs) are mandated to identify interested and qualified candidates and short list them for consideration for employment of teachers at primary and secondary schools respectively. The decision to delegate this sensitive, yet key function to DEBs and BOGs is aimed at making the exercise participatory and accountable at the grass root level and therefore

minimize allegations of malpractices such as nepotism, tribalism, political arm-twisting, among other hitherto leveled at TSC. Successful candidates are appointed and directly posted by TSC to specified secondary schools where they are bonded to serve for minimum period of five years before being considered for transfer. This is envisaged to regularize employment as well as help solve the parental challenges of understanding and or overstaffing coexistence in certain areas (World Bank, 2004).

Yet despite the good intensions of TSC, criticisms or shortcomings continue to emerge about the exercise. The exercise is sometimes marred by tribalism and ethnicity and class factors take the centre stage since, MPs and Councilors and other local leaders disregard the TSC recruitment guide lines and set their own. Other shortcomings of the approach include allegations that it creates conflicts of interest in relation to professional commitment and personal interest, has contributed to in-breeding in the profession, promotes ethnicity and politicize the profession (MOE, 2005).

C.3 Lack of Administrative Support System

Due to limited resources, the government has been cutting expenditure in educational administration and management, leading to reduction of the administration department within the Ministry of Education. Taking into consideration that the government has been building more schools and employing more teachers, the reduction in the administration entails that there are serious problems in human resources functions within the organization. Teachers therefore are expected to work hard yet those who can ably handle their welfare are not adequately available.

By reducing the administrative component, the government rationale is to empower the school principals so that they can ably handle all the relevant teachers' welfare. Research however has revealed that the relationship between teachers and school principals is not desirable because the school principals have not been given the appropriate training.

C.4 Poor Housing and School Infrastructure

It widely agreed that the immediate working conditions can greatly enhance and enrich an employee's job. However the Kenyan teachers are subjected to very poor physical working conditions.

After the introduction of free secondary school education in 2003, enrolment increased and there was not appropriate infrastructure to accommodate all the pupils. The increase did not match with teacher capability hence over-stretched the human resources available (MOE, 2005 Word Bank 2004). In some schools, classrooms were too small to accommodate the large number of pupils because they were packed like sardines in one classroom, as many as 60 pupils faced one teacher, yet the recommended ratio is 1:45.

Typically, classrooms were old, dusty and equipped with at most a chalkboard and limited number of desks and chairs. Often they did not have glasses in the windows, and were vulnerable to prevailing weather conditions: leaky in the rainy season, stifling during hot summer month, freezing in cold months. Teachers' housing mirrored this pattern, with teachers frequently inhabiting dwellings that suffered from poor maintenance and infrastructure and lacked electricity; running water, good sanitation and cooking facilities.

The negative impact of poor housing cannot be underestimated. Housing conditions have a majority influence on the health, attitudes,

opportunities and quality of life of individual and communities. Though not largely supported by studies, it can be deduced that the teachers' motivation, quality of work and commitment can also be largely influenced by their housing conditions.

C.5 Work Overload

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

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

Theoretical Perspectives

The study was based on the Systems Theory which was founded by Ludwig Von Bertalanffy (1952). Organizations are systems with the following: (i) they are goal oriented. (ii) Systems are engaged in processing or transformation of inputs into outputs. (iii) systems consist of sub-systems which are interdependent, and they coexist. (iv) Systems are open and dynamic. They have continuous interaction with the environment. (v) They are sensitive to the environment when it comes to government policies, competition in the market and changes in peoples' tastes.

As open systems, organizations are engaged in an exchange relationship with the environment in form of inputs and outputs. Operations are performed upon inputs combined with managerial processes, produce desirable outputs which are distributed back to the environment. There is a feedback loop that enables the system to make appropriate modifications (changes) to its sub-systems in the light of the changing environment. If the environment is happy with the output, activity continues, but if not, changes are initiated until desirable relationship is established. The system with its sub-systems constantly adjusts to achieve equilibrium internally and with its environment: Open systems readily respond to the changes in order to achieve organizational goals. System' thinking is essential for the development of effective organizations.

Organizational stability is of invaluable importance in the realization of organizational goals which include reducing employee turnover. The process of organizational stability in school management depends on whether or not it gets embedded or built into the structure and practice of school management. The system theory first employed by Ludwig Von Bertalanffy (1952) in the study of organizations, provide

a useful framework for the study of organizational stability and turnover in school setups.

According to Kast and R Osenzweg (1985) the school is basically an open socio-technical system composed of five major, partly overlapping and interdependent sub-systems namely managerial, structural, psychosocial, goals and values and technical. These sub-systems are independent and interact with the external environment and therefore introducing a change in one would affect the other sub systems. Consequently, when enhancing stability in school setups it is important to take into consideration the interaction between the sub-systems and the external environment.

The managerial sub-system include: goal setting, planning, organizing, assembling resources, staffing, directing, co-ordinating, budgeting, evaluating, implementing and controlling (Kast and Rosenzweig, 1985). Organizational stability in school management provides teachers, head teachers and employees with tools for fruitful interactions. This thus presents an opportunity for improving overall achievement of school goals (Balem and Gev in Barta et al. 1995).

The structural sub-systems comprise the school's organizational structure, roles, working relationships and rules. Organizational stability in a school would impact on the school's structures, working relationships and even roles of individuals. In school the human resources, group dynamics, leadership, interpersonal relationship, communication and attitudes form the psychosocial sub-system (Kast and Rosenzweig, 1985). Organizational stability in school management may therefore result into a number of psychosocial issues which includes lack of capacity to engage in fruitful interactions necessary for organizational stability (Steven 1982). Some of these challenges related to stability can be overcame by appropriate training

programmes, effective flow of information, adequate communication and constant assurance of the benefits arising from stability, Telem (1991).

Culture, philosophy, overall goals, group and individual goals constitute the school goals and values sub-system. This subsystem justifies the rationale for embracing organizational stability in any organization. Elements that shape the technical sub-system include knowledge, techniques, facilities and equipments each of the elements would need to enhance stability and reduce turnover in schools.

It is therefore observed that in enhancing organizational stability and thus reducing turnover in schools, the school management plays a critical role by way of embracing the five elements as postulated by the systems theory. This can be done through setting goals and nurturing a conducive environment for organizational stability.

RELATED STUDIES
A. Teacher Motivation and Job Satisfaction

A study conducted in Kenya by Nzomo et.al (2001), revealed that the national teacher to student ratio of 1:31 was grossly misleading because disparities between the actual and the norm were quite big. Lack of access to learning for children in disadvantaged rural areas and in slums areas in towns was also found to be a major bottleneck to effective education service delivery. As a result, the study recommend a demand driven strategy in both the recruitment to teacher training college as well as employment with the potential teachers home district and more specifically his home educational zone as the focus. And while the study underscores the element of teacher motivational/job satisfaction as being central to any program designed to improve the quality of education, it notes that teachers perception

of the rating of the most important factors related to job satisfaction varied from province which implies the issue of teacher motivation needs to be addressed differently across the provinces and probably even across districts and divisions. Indeed of the thirteen (13) possible reasons given for satisfaction with their under, among others, the subheadings: living conditions, school facilities and equipment, relationships with others, career advancement and education outcomes of pupils, travel distance to school ranked highest than did the availability and quality of teacher housing while the quality of classroom supplies (curriculum material) was ranked highest than was school building and quality of furniture. The categories of relationship with peers or colleagues and career advantage were also perceived as quite important reasons for satisfaction saw teacher salary being ranked highest followed by seeing students learn, opportunity for professional development, quality of classroom supplies and quality of school management / administration.

Thompson (1995) identifies crucial areas being addressed by the International Institute for Educational Planning (IIEP) a project under UNESCO on equitable distribution of teachers among the different areas and in schools as constituting the following; (1) establishing measures to employ so as to overcome imbalance; (2) ascertaining efforts made to ensure a better match is achieved between requirements of a teaching post and the profile and motivation of the teaching staff available; (3) finding out steps being taken to ensure the right teachers are allocated or promoted to positions of responsibility and commensurately remunerated; (4) finding out the policies and structures of teacher remuneration and promotion in place that help to improve the motivation and utilization of teachers; (5) enhancing teachers' actual presence on the job; among others.

He also asserts that optimal utilization of staff expensively selected trained should not only concern itself with their allocation to duty posts but must also embrace problems of morale and motivational as well as general staff development if the fullest value from such investment has to be realized. Indeed the observation on the lack of elaborate literature on deployment of teachers to schools in Kenya confirms the need for more studies in the area.

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

B. Loss of Status of Teachers

The prestige that was preciously bestowed on an African teacher has eroded in society and to restore good quality education, the prestige of the teacher must be increased (Obanya, 1995). The VSO (2002) report also indicates that the teaching profession in developing countries is characterized by high attrition rates, constant

turnover, lack of confidence and varying levels of professional commitment. Originally (from 1940s to 1970s), teaches were seen as bringers of progress, modernity and development and were rewarded and respected accordingly but it is no longer the case.

C. Unfair Measures of Performance

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

CHAPTER THREE
METHODOLOGY
Research Design

Preparation of a research design facilitates research to be as efficient as possible yielding maximum information (Kothari, 2004). This study employed a descriptive corelational survey combining both quantitative and qualitative research strategies. A descriptive survey is most appropriate for studying user's attitudes, values and beliefs (Sekaran, 2008; Orodho, 2005). The designed was to enable the researcher to rapidly collect data with minimum expenditure of effort, time and money and to understand the population from part of it. By using the descriptive correlation survey design the researcher would obtain precise information about levels of organizational stability and employee turnover and how they are correlated.

Research Population

Research population is the total number of subjects or the research respondents of the interest to the researcher (Oso and Onen, 2005). The target population comprised of 346 professional teachers in 35 public secondary schools in Nandi Central District that are fully established with classes running from form one to four. (District Education office (DEO, 2010).

Sample Size

A sample is a definite part of statistical population where properties are studied to gain information about a whole (Webster, 1995). Using Sloven's formula, 186 professional teachers were the respondents from a target population of 346 professional teachers. Sloven's formula is as follows;

$$S= \frac{P}{1 + P (0.05)^2}$$

Where;

   S = minimum sample size

   P = target population

   0.05 = margin of error

Therefore, from a sample frame of 246, the minimum sample size was computed as follows;

$$S = \frac{346}{1 + 346 (0.05)^2}$$

$$= 185.52$$

$$\approx 186$$

Sampling Procedure

Sampling is the procedure a researcher uses to gather people, places or things to study. It is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002).

The researcher used the following criteria for selection

1.   Public secondary schools with classes running from form 1 to form 4.

2.   Schools that are boarding and day.

3.   Teachers with permanent employment

4.   Either male or female.

5.   Teachers with one year experience

The researcher used stratified sampling procedure to group schools into boarding and non boarding schools. According to Mutai (2006), stratified sampling is dividing of the survey universe into sub

population called 'strata', which are then sampled independently. After the two groups, boarding and non boarding, the researcher used simple random sampling to obtain the number of respondents as obtained from Sloven's formula. Since 186 respondents are required, 93 came from each of the two categories of school.

Random sampling refers to that simple selection that gives each possible sample a combination of an equal probability of being picked and each item in the entire population to have an equal chance of being included in the sample (Kothari, 2004). The researcher gave a number to a member of the accessible school, place the number into a container, shock the container and then pick any number at random. The schools corresponding to the number picked was included in the sample as shown below.

Schools	Category	Total popn	Sampling	Mini sample size
1. Stephen Kositany	B	13	Yes	11
2. Kebiyet Boys	B	9	Yes	7
3. Kimogoch Sec	D	11	Yes	9
4. Kebulonick Sec	D	12	Yes	10
5. Moi- Sirgoi Sec	B	13	Yes	10
6. St. Francis	B	15	Yes	13
7. Kosirac Sec	D	10	Yes	9
8. Kosirai Girls	B	9	Yes	7
9. Ndaptabwa Sec	D	6	No	-
10. Tulon Sec	D	7	No	-
11. Chepterit Girls	B	21	No	-
12. Chemundu	D	9	No	-

13. Chemuswa Sec	D	8	No	-
14. Christ the King	D	9	Yes	8
15. Kipture Sec	D	10	Yes	8
16. Kipsigat Sec	B	14	Yes	13
17. Kabikwen Sec	D	9	Yes	7
18. Ndurio Sec	D	9	Yes	7
19. Koyo Sec	D	9	Yes	7
20. Kaptumo Boys	B	11	Yes	10
21. Kapsabet Boys	B	23	Yes	20
22. Tegat Sec	D	8	Yes	6
23. Kamobo Sec	D	5	No	-
24. Kapsabet Girls	B	19	No	-
25.Kapnyeberia Girls	B	9	Yes	7
26. Kilibwoni Sec	B	6	No	-
27. Kaptel Boys	B	9	Yes	7
28. Kaptel Girls	B	5	No	-
29. Arwos Sec	D	5	No	-
30. AIC Kamoiywo	B	6	No	-
31. St. Peters Sec	D	7	No	-
32. St. Marys Girls	B	6	No	-
33. Kotwet Sec	D	7	No	-
34. Mosoriot Sec	D	10	No	-
35. Tebeson Sec	D	7	No	-
Total		**346**		**190**

NB **Key**
B – Boarding Schools
D – Day schools
Yes – Sampled
No – Not sampled

Research Instrument

In collecting the data for this study, a standardized questionnaire was employed as the main instrument. According to Brown (2001), questionnaires are written instruments that present respondents with a series of questions or statements to which they are to respond by either writing out their answers or selecting from among the existing answers in which they are efficient in gathering data on large scale basis. Silver (1983), defines questionnaires as instruments that are self administered in that respondents are responsible for reading and responding to the items prepared.

The questionnaires comprised of three sections: Demographic characteristics, level of organizational stability and employee turnover in selected secondary schools in Nandi Central District. The demographic characteristics consisted of Age, gender, marital status, level of education and number of years teaching in secondary school. The section on level of organizational stability contained 21 likert type items based on purpose, structure, leadership, relationships, rewards, helpful mechanism and attitude towards change. On employee turnover, there were 20 likert items responding to achievement, recognition, promotion and responsibility, advancement, working conditions, salary, organization policies, supervision, relationships and work itself.

Respondents were asked to rate their responses to each item on a four point scale ranging from Strongly Agree (SA) to strongly Disagree (SDA). It will be scored as follows;

(SA) Strongly Agree   (=4): You agree with no doubt at all.

(A) Agree   (=3): You agree with some doubt.

(D) Disagree   (=2): You disagree with some doubt.

(SDA) Strongly Disagree (=1): You disagree with no doubt at all.

Data Gathering Procedures

Permission for data collection was acquired from the Ministry of Education.The District Education Office, Kapsabet was then approached and requested to write an introductory letter to the head teachers of public secondary schools in the district. The researcher then visited each selected school and seeks consent from the school administration to collect data. Each of the sampled teachers was approached and their consent was sought.

The respondents were requested to respond to questionnaire items as honestly as they could. They were assured of utmost confidentiality and anonymity. The questionnaires were then distributed to the sampled schools. The filled questionnaires were to be collected after three days in order to give the teachers a humble time to respond to all the items.

Data Analysis

The following statistical tools were used:

1. The frequency and percentage distribution to determine the demographic characteristics of the respondents.

2. The mean and the standard deviation to compute the levels of organizational stability and employee turnover. An item analysis based on the mean scores and ranks shall reflect the strengths and weaknesses of the respondents in terms of levels of organizational stability and employee turnover. To interpret the data, the following numerical values and interpretations below were used.

Mean range	Response mode	Interpretation
3.26 – 4.00	Strongly Agree	Very high
2.51 – 3.25	Agree	High
1.76 – 2.50	Disagree	Low
1.00 – 175	Strongly Disagree	Very low

3. The multiple correlation coefficients were used to test the hypothesis of no significant relationship at 0.05 level of significance.

4. The coefficient of determination of R2 was computed to determine the influence of the dependent variable on the independent variable.

Ethical Considerations

To ensure utmost confidentiality for the respondents and the data provided by them, the following was done; (i) the questionnaires were coded, (ii) the respondents were requested for their consent, (iii) the findings were presented in a generalized way.

Limitations of the Study

Challenges are inevitable in life and the process of carrying out this study was not completed without them.

First is that some teachers that were chosen to respond to the questionnaires were suspicious of the why they were being chosen while those of other schools were left. The researcher was open to the teachers on the reason for the study and assured the respondents of outmost confidentiality.

Secondly, this study was limited in scope to public secondary schools in Nandi Central District, though the findings were generalized to all public secondary schools in the study area with similar characteristics.

Finally, there were few female respondents in this study which could have influence their perception on organizational stability and employee turnover.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter will present the analysis of the respondents to the specific objectives of the study guided by the following research objectives;

1. To determine the demographic characteristics of the respondents.
2. To determine the level of organizational stability in the selected secondary schools in the district.
3. To determine the level of employee turnover in the selected secondary school in the district.
4. To establish if there was a significant relationship between the levels of organizational stability and employee turnover in the selected secondary schools in the district.

Table 1

Demographic Characteristics of the Respondents

Category	Frequency	Percentage (%)
Age		
20-39 years (early adulthood)	123	66.1
40-59 years (middle adulthood)	61	32.8
60 and above (late adult hood)	2	1.1
Gender		
Male	117	62.9
Female	69	37.1
Marital status		
Married	152	81.7
Not married	34	18.3
Academic qualifications		
Diploma	44	23.7

Degree	137	73.7
Post graduate	5	2.7
Teaching experience		
Less than 10 years	91	48.9
10-20 years	73	39.2
Above 20 years	22	14.4

A. Age

The table shows that 66.1% and 32.8% of the respondents were at the age of adulthood and middle adulthood respectively. The remaining 1.1% are at late adulthood.

B. Gender of the Respondents

It can be observed that majority (62.9%) of the respondents are males while the remaining 37.1% are females

C. Marital Status of Respondents

It was revealed that majority (81.7%) of the respondents are married, while a few (18.3%) are not married.

D. Academic Qualification

It can be observed that more than half (73.7%) of the respondents are degree holders, 23.7% are diploma holders, while the remaining 2.7% have post graduate qualifications.

E. Teaching Experience.

About half (48.9%) of the respondents had taught for less than 10 years while 39.2% had taught for 10-20 years. The rest 11.4% had had an experience of over 20 years.

Table 2

Level of Organizational Stability

Indicators	Mean	Interpretation	Rank
The goals of this organization are clearly stated	3.27	Very high	7
I am in agreement with the stated goals of work in my department	3.25	High	8
The priorities of this organization are understood by the employees	2.98	High	16
The manner in which responsibilities are shared is fair	3.18	Very high	10
The structures of my work /responsibilities are share is fair	3.29	High	5
Division of duties /responsibilities in this organization helps in reaching its goals	3.19	High	9
My immediate supervisor has ideas that are helpful to me and members of my department	3.10	High	12
This organization leadership effort results in the organization fulfilling its	3.09	Very high	13

purpose			
The leadership and management skills in this organization are intended to make it progress	3.28	Very high	6
My relationship with my immediate supervisor is harmonious	3.45	Very high	2
I always talk freely with someone at work if I have a work related problem	3.32	Very high	4
My relationship with members of my department is friendly and professional	3.53	Very high	1
The work I do offers me the opportunity to grow	3.08	High	14
The pay packages I receive is commensurate with the job perform	2.01	Low	21
All the tasks to be accomplished are associated with incentives	2.02	Low	20
The organization provides all the information I need to do a good job	2.61	High	19
It is always clear to me whenever my supervisor is attempting to guide my work	3.04	High	15

efforts			
Other departments are supportive to my department whenever assistance is requested	3.11	High	11
This organization introduces new policies to enhance productivity	2.96	High	17
The organization favours and embraces change	2.91	High	18
Occasionally , I like to change things about my job (creativity and innovation	3.40	Very high	3
Total	**3.05**	**High**	

It is evident from table 2 that majority of the respondents strongly agree that friendly and professional relationship (3.53), harmonious interaction with supervisor (3.45), creativity and innovations (3.40) , talking freely with someone at work (3.22), fair structure of work (3.29), management skills that helps the organization to prosper (3.25), clear statement of organizational goals (3.27) and being in agreement with departmental goals (3.25) are the main reasons sited for high levels of organizational stability

Further, it can be disclosed that most respondents agreed that fair sharing of responsibilities (3.18), inter-departmental support upon request (3.11), supervisors having ideas that are

helpful to the members of the department (3.10), leadership that results in the organization fulfilling its purpose (3.09) , work done offering opportunity to grow (3.08) , clear guidance from the supervisor (3.08), clear organizational priorities(2.98), introduction of new policies to enhance productivity (2.96), organization favouring and embracing change (2.91) and provision of information to do a good job (2.61) are the other factors contributing to high level of organizational stability.

However, it can be revealed that about half of the respondents disagreed that among other factors not mentioned pay package that is commensurate to the job (2.01) and tasks accomplished with incentives (2.02) are the causes of high level of organizational stability.

Finally, from the total mean (3.05), there is a general agreement from the respondents that the level of organization stability is high.

Table 3

Level of Employee Turnover

Indicators	Mean	Interpretation	Rank
I am not satisfied with the performance of my clients (students)	1.85	Low	13
I wish I was working in an organization that is more productive and performance better	2.74	High	1
I am not involved in the policy making process in this organization	2.44	Low	5
My additional qualifications are not recognized by the authorities (BOG, TSC)	2.21	Low	6
The management does not consider me for positions of responsibility in the organization	1.90	Low	10
I do not get satisfaction from the responsibilities I hold as an employee of this organization	1.11	Low	19
My work load in the organization is heavy	2.51	Very low	3
There are no sufficient	1.49	High	17

resources to perform my work in the organization			
There is no professionalism while recommending employees for promotion in this organization	2.03	Very low	7
This organization does not provide adequate opportunities for in-service training through workshops, seminars and academic advancement	1.18	Low	18
This organization does not provides good working conditions (housing , water and electricity)	1.60	Very low	15
The organizational management has no respect to me and the members of my department	0.94	Very low	20
The salary and incentives I get are lower compared to my friends with same level of education but working in other	3.22	Very low	4

organizations			
This organization has no employee fringe benefits schemes eg paid annual leave, travel allowance etc	2.54	High	2
The organizations management approach is dictatorial	1.98	Low	9
There is no professionalism in staffing and employee deployment	1.89	Low	11
This organization has adequate internal supervision mechanism	1.99	Low	8
The management of this organization has a negative intent on the appraisal	1.88	Low	12
I relate poorly with the members of my departments and other staff in this organization	1.60	Very low	15
The management of the organization relates poorly with its employees	1.85	Low	13
Total	**1.95**	**Low**	

It is instructive from the table that majority of the respondents agreed that the possible causes of high level of employee turnover are; wish to work in other organizations that are more productive (2.74), lack of employee fringe benefit schemes (2.54), heavy work load (2.51) and lower salary and incentives compared to other friends with same level of education but working in other organization (3.22)

Other factors that cause employee turnover as disagreed by few respondents are; non involvement in policy making process in the organization (2.44), additional qualification not recognized by the higher authorities (2.21), lack of professionalism while recommending employees for promotion in the organization (2.03) inadequate internal supervision (1.99), management leadership being dictatorial (1.98), top management not considering employee for position of responsibility (1.90), lack of professionalism in staffing and employee deployment (1.89), negative intention in employee annual appraisal (1.88), poor relationship between the management and its employee (1.85) and dissatisfaction with students performance (1.85).

Further, it can be revealed that few respondents strongly disagreed that poor relationship with members of other department (1.60), inadequate provision of good working conditions (1.60), lack of sufficient resources to perform work in the organization (1.11) and lack of respect to employees by management (0.94) has no significant effect on employee turnover.

Table 4

Relationship between the Levels of Organizational Stability and Employee Turnover

Variables correlated	r-value	Sig-Value	Interpretation	Decision on Ho
ORGSTABILITY Vs TURNOVER	-0.389	0.000	Negative significant correlation	Rejected

Using the multiple correlation co-efficient (Pearson's linear correlation co-efficient) at 0.05 level of significant, it was found that sig. value = 0.000 rejected the null hypothesis of no significant relationship between the level of organizational stability and employee turnover.

Further, the r- value (-0.389) in the table indicate a significant negative relationship between organizational stability and employee turnover.

Table 5

Regression Analysis of the Influence of Dependent Variable on the Independent Variable

Variables regressed	Beta	Adjusted r Square	F value	Sig.	Interpretation	Decision on Ho
TURNOVER Vs ORGSTABILITY	0.17	0.151	29.241	.000	Negative significant correlation	Rejected

The above table indicates that the independent variables (employee turnover) has an influence on the dependent variable

(organizational stability). This suggests that there is a significant correlation between employee turnover and organizational stability.

INTERPRETATION OF DATA

The following interpretations can be made from the analyzed data

1. Since the majority (48.9%) of the respondents has worked for less than 10 years they are in their lowest salary scale. This is evident by the fact that the pay package and incentives (2.01, 2.02) ranked lowest in levels of organizational stability. The same indicators are ranked highest as the cause of employee turnover.

2. About half (2.21, 1.90) of the respondents had their qualifications not recognized by the management and also not considered for position of responsibilities. This may be attributed to being young and inexperienced.

3. Although most respondents are not comfortable with renumeration (2.01, 2.02) they are satisfied with the responsibility they hold as an employee of the organization (2.89- reverse scoring) which is an intrinsic motivation.

4. Most of the respondents have the wish to work in an organization that is more productive and provide attractive renumeration (3.22, 2.54) because most of them are degree holders who compare themselves with friends with same level but working in other organizations like the banking sector.

CHAPTER FIVE
FINDINGS, CONCLUSIONS, RECOMMENDATION

Introduction

In this chapter, conclusions and recommendations are based on the study.

FINDINGS

The findings of this study are as follows;

A. Demographic Characteristics

A.1 Age

Majority (66.1%) of the respondents are at the age of adulthood (20-39 years).

A.2 Gender

More than half (62.2%) of the respondents are male

A.3 Marital Status

Most (81.7%) of the respondents are married

A.4 Academic Qualifications

Degree holders are the majority(73.7%) in the district

A.5 Teachers Experience

About half (48.9%) of the respondents have taught for less than 10years

B. Level of Organized Stability

The following are strength and weakness of on the level of organization stability of schools in districts.

B.1 Strengths

B.1.1. Friendly and professional relationship with members of the department.

B.1.2. Harmonious relationship with the immediate supervisor in the organization.

B.1.3. Use of creativity and innovation to change things in the organization.

B.1.4. Talking freely with someone at work.

B.1.5. Structure of responsibilities are clear and well defined.

B.1.6 Management skill are intended to make the organization progress.

B.1.7 Clearly stated organizational goals.

B.1.8 Being in agreement with departmental goals

B.2 Weaknesses

B.2.1 All tasks accomplished are associated with incentives.

B.2.2 Pay package received being commensurate with the job performed.

C Level of employee turnover

C.1 Strengths

The following were found to be causes of employee turnover

C.1.1 The wish to work in an organization that is more productive and performs better.

C.1.2 Lack of employee fringe benefit schemes.

C.1.3 Heavy workload of the employee.

C.1.4 Lower salary and incentives compared to friends with same level of education but working in other organization.

C.2 Weakness

The following indicators were found to have negligible effects on level of employee turnover

C.2.1 Lack of respect by the management to the employees of the organization.

C.2.2 No satisfaction from the responsibilities held as an employee of the organization.

C.2.3 Inadequate provision of opportunities for in-service training through workshops, seminars and academic advancement.

C.2.4 Provision of insufficient resources to perform the work in the organization

C.2.5 Poor relationship with the employees of the departments and other staff in the organization

C.2.6 Inadequate provision of good working conditions by the organization (for example housing, water, electricity).

D. Relationship between the level of Organizational Stability and Employee Turnover

The findings have shown that there is a negative relationship between organizational stability and employee turnover. For instance a total mean of 3.05 on organizational stability and a mean of 1.95 on employee turnover implies that the level of organizational stability is high while that of employee turnover is low. This is support by a negative r-value of -0.389.

E. Regression analysis on the Influence of Independent Variable on the Dependent Variable

The findings reveal that the employee turnover (dependent variable) has an influence to organizational stability (independent variable).

CONCLUSIONS

Based on the findings, the following conclusions were made to answer the purposes of the study

1. There is a significant negative relationship between the levels of organizational stability and employee turnover since the null hypothesis was rejected

2. The System Theory by Ludwig Von Bertalanffy (1952) has been proved by the findings. For instance on organizational stability healthy coexistence (mean = 3.53, 3.45) and free interaction (3.32) both internally and externally are of paramount importance in enhancing stability in the organization. Similarly on employee turn over voluntary change in jobs by the employee depends on salary and incentives (3.22), lack of fridge benefits schemes (2.54) and heavy work load (2.51) which are the social-technical factors explained by the theory.

3. The study was able to fill the gaps identified in the previous studies as follows;

   3.1 Effective internal supervision coupled with annual appraisal should be addressed to ensure peoples stability

   3.2 The organizational leadership should introduce change as an agent of progress by encouraging creativity and innovation

   3.3 The managers of the organizations should strive for a work friendly environment that nature's harmonious relationship and that which offers opportunity for growth.

RECOMMENDATIONS

To enhance organizational stability and reduce employee turnover, stake holders should ensure the following;

1. Strengthen and nature healthy relationship amongst the members in the organization in order to create a conducive environment for higher productivity.
2. Clear communication of purpose with defined organizational structure of responsibilities.
3. Provide sound leadership that is helpful, results in organization fulfilling its purpose and is intended to make it progress.
4. Embrace change, welcome new ideas and give room for creativity and innovations in the organization.
5. Improve pay packages; introduce incentives and employee fridge benefits schemes.
6. Reduce the work load to manageable level by way of fair allocation of duties and responsibilities.
7. Involve all stakeholders in formulating organizational policies that are worker-friendly
8. Recognize employee achievements through promotion and academic advancement
9. Use the annual appraisal and frequent internal supervision that are not cohesive.

Suggestion for further studies

1. A similar study in other institutions of higher learning such as universities
2. A study on the relationship between organizational stability and employee productivity.

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APPENDIX I

TRANSMITTAL LETTER

OFFICE OF THE DEPUTY VICE CHANCELLOR
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH

Dear Sir/madam,   December 17, 2010.

RE: REQUEST FOR KIPROTICH SIMION TIONY REG. NO MED/20009/82/DF; TO CONDUCT RESEARCH IN YOUR INSTITUION

The above mentioned is a bonafide student of Kampala International university pursuing a master in Educational management and Administration, he is currently conduction a field research of which the title is **"Organizational Stability and Employee Turnover in Selected Secondary Schools in Nandi, Central District, Kenya."** As part of his research work, he is required to collect relevant information through questionnaires, interviews and other relevant reading materials.

Your institution has been identified as a valuable source of information pertaining to his thesis. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him will be used for academic purposes only. Rest assured the data you provide shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Novembrieta R. Sumil, Ph. D.
DV, SPGSR

APPENDIX II

RESEARCH INSTRUMENT

Dear Respondent,

I am conducting a study on Organizational Stability and Employee turnover in selected Secondary School in Nandi District as a requirement for my Masters Degree in Education Management and Administration at Kampala International University. In respect to this, kindly fill out this questionnaire in which I am seeking the relevant data. The information you provide will be kept with outmost confidentiality.

Thanks in advance,

SIMION K. TIONY,
MASTERS IN EDUCATION,
KAMPALA INTERNATIONAL UNIVERSITY.

PART I DEMOGRAPHIC CHARACTERISTIC OF THE RESPONDENTS

1. Name of School _____

2. Age _____

3. Gender _____

4. Marital Status _____

5. Level of Education _____

6. Teaching Experience (Number of years) _____

7. Designation _____

PART II. QUESTIONNAIRE TO DETERMINE THE LEVEL OF ORGANISATINAL STABILITY

DIRECTION

Kindly give your honest response in the blanks provided using the rating guide below

(SA) Strongly Agree   (=4): You agree with no doubt at all.

(A) Agree   (=3): You agree with some doubt.

(D) Disagree   (=2): You disagree with some doubt.

(SDA) Strongly Disagree   (=1): You disagree with no doubt at all.

NB:

Organization in this study refers to your school and the employee refers to the teachers.

_____ 1. The goals of this organization are clearly stated.

_____ 2. I am in agreement with the stated goals of work in my department.

_____ 3 The priorities of this organization are understood by the employees.

_____ 4. The manner in which responsibilities are shared is fair.

_____ 5. The structures of my work/responsibilities in this organizations are well defined.

_____ 6. Division of duties/responsibilities in this organization helps in reaching its goals.

_____ 7. My immediate supervisor has ideas that are helpful to me and members of may department.

_____ 8. This organization's leadership effort results in the organization fulfilling its purpose.

_____9. The leadership and management skills in this organization are intended to make it progress.

_____10. My relationship with my immediate supervisor is harmonious.

_____11. I always talk freely with someone at work if I have a work related problem.

_____12. My relationship with members of my department is friendly and professional.

_____13. The work I do offers me the opportunity to grow.

_____14. The pay package I receive is commensurate with the job I perform.

_____15. All the tasks to be accomplished are associated with incentives.

_____16. The organization provides all the information I need to do a good job.

_____17. It is always clear to me whenever my supervisor is attempting to guide my work efforts.

_____18. Other departments are supportive to my department whenever assistance is requested.

_____19. This organization introduces new policies to enhance productivity.

_____20. This organization favours and embraces Change.

_____21. Occasionally, I like to change things about my job (creativity & innovation)

PART III. QUESTIONNAIRE TO DETERMINE THE LEVEL OF EMPLOYEE TURNOVER.

DIRECTION

Kindly give your honest response in the blanks provided using the rating guide below

(SA) Strongly Agree   (=4): You agree with no doubt at all.

(A) Agree   (=3): You agree with some doubt.

(D) Disagree   (=2): You disagree with some doubt.

(SDA) Strongly Disagree   (=1): You disagree with no doubt at all.

NB
Organization in this study refers to your school and the employees refer to the teachers.

_____1. I am satisfied with the performance of my clients (Students).

_____2. I wish I was working in an organization that is more productive and performs better.

_____3. I am not involve in the policy making process in this organization.

_____4. My additional qualifications are not recognized by the authorities (BOG,TSC).

_____5. The management does not consider me for positions of responsibility in the organization.

_____6. I get satisfaction from the responsibilities I hold as an employee of the organization.

_____7. My work load in the organization is heavy.

_____8. There are sufficient resources to perform my work in   this organization.

_____9. There is no professionalism while recommending employees for promotion in this organization.

_____10. this organization provides adequate opportunities for in-service training through workshops, seminars and academic advancement.

_____11. This organization provides good working conditions (housing, water and electricity.)

_____12. The organizational management has respect to me and the members of my department.

_____13. The salary and incentives I get are lower compared to my friends with same level of education but working in other organizations.

_____14. This organization has no employee fringe benefit scheme e.g. paid annual leave, travel allowances etc.

_____15. The organization's management approach is dictatorial.

_____16. There is no professionalism in staffing and employee deployment.

_____17. This organization has no adequate internal supervision mechanism.

_____18. The management of this organization has a negative intent on the appraisal.

_____19. I relate poorly with the members of my department and other staff in this organization.

_____20. The management of the organization relates poorly with its employees.

CURRICULUM VITAE

Personal Profile

FULL NAME	:	Simion Kiprotich Tiony
DATE OF BIRTH	:	23/08/1968
DISTRICT	:	Nandi
NATIONALITY	:	Kenyan
MARITAL STATUS	:	Married
RELIGION	:	Christian
CURRENT RESPONSIBILITES	:	Senior Master (Director of Studies)

Educational Background

2009 to date : Kampala International University.
M.E.D – Educational Management and Administration. (on course)

1990 -1993 : Egerton University
BED Sciences, Maths and Physics

(Hons.)

1988 – 1989 : Kapsabet High School
KACE 2 Principals, 2 Subsidiaries

1977 – 1983 : Gitero Primary School (Chamamul)
CPE 26 Points

Work Experience

FEB 1994 – MAY 1994 : BOG Teacher – St Mary's Girls Tachasis
Taught Mathematics and Physics

JAN 1995 – JAN 1997 : Games Master

JAN. 1995 – NOV 1998	:	Class Teacher
JAN. 1997 – MAY 2000	:	Head of Sciences Dept.
MAY 2000 – MAR 2000	:	Head of Examination Dept.
MAY 2002 – to date	:	Kapsabet Boys High School Teach Mathematics and teaching time table
JAN 2004 – 2007	:	Class Teacher
JAN 2006 – SEPT 2009	:	Head of Dept. repairs and Maintenance
SEPT 2006 – SEPT 2009	:	Head of Academics Dept.
SEPT 2009 TO DATE	:	Senior Master (Director of Studies)

Other Relevant Data

1997 – TO DATE	:	Exam setter (Physics) and Examiner of Nandi Joint Mocks
2000 – TO DATE	:	National Examiner, KCSE Physics paper 1 (KNEC)
DEC 1997	:	Counting Clerk – General Elections Tindiret Constituency.
DEC 2007	:	Presiding officer–general elections Mosop Constituency
AUG 2010	:	Presiding officer – Referendum Election, Mosop