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**INFLUENCE OF NON-FINANCIAL REWARDS ON
TEACHING STAFF TURNOVER IN PRIVATE PRIMARY
SCHOOLS IN EMBAKASI SUB COUNTY**

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INFLUENCE OF NON-FINANCIAL REWARDS ON TEACHING STAFF TURNOVER IN PRIVATE PRIMARY SCHOOLS IN EMBAKASI SUB COUNTY

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ABSTRACT

Teacher turnover over the last few decades has been a global challenge that continues to inspire much debate. The teaching profession globally suffers from increasingly high rates of turnover with annual rates standing at 45 percent. The rising levels of teaching staff turnover poses a challenge to the effectiveness of learning programs in many private primary schools. In the United States, for instance, research estimates that between 40 and 50 percent of new teachers wish to leave the profession within the first five years of entry into the teaching field. In Kenya, research infers that satisfaction of intrinsic needs helps with building trust, loyalty, and morale in teaching staff in private schools. The study purposed to assess the influence of non-financial rewards to teaching staff turnover in private primary schools in Embakasi sub-county. The specific objectives of this study were; to assess the influence of job security on teaching staff turnover in private primary schools in Embakasi sub-county, to establish the influence of working conditions on teaching staff turnover in private primary schools in Embakasi sub-county, to assess the influence of training on teaching staff turnover in private primary schools in Embakasi sub-county and to establish the influence of fringe benefits on teaching staff turnover in private primary schools in Embakasi Sub-county. The target population was 3609 teaching staff, the sample size was 360 participants identified via a stratified sampling technique after adopting the Yamane formula to compute the sample size. The research used questionnaires for data collection and analyzed the qualitative and quantitative data using the Statistical Package for Social Sciences (SPSS version 23). The results were computed to establish frequencies, percentages, mean and standard deviation and were presented in form of tables and charts. Multiple linear regression model was applied to find out the relationship between the independent variables and the dependent variable. The study results revealed that there was positive linear effect of job security on staff turnover ($\beta_1=.315$, $p=0.001$). It was further established that working conditions has a positive and significant effect on staff turnover ($\beta_2=.213$, $p=0.012$). It was further established that training has a positive and significant effect on staff turnover ($\beta_3=.198$, $p=0.017$). Finally, fringe benefits were found to have a positive and significant effect on staff turnover ($\beta_4=.240$, $p=0.003$). The study results concluded that job security has a positive effect on teaching staff turnover in private primary schools in Embakasi sub-County. The study results also concluded that working conditions has a positive effect on teaching staff turnover in private primary schools in Embakasi sub-County. The study results further concluded that training has a positive effect on teaching staff turnover in private primary schools in Embakasi sub-County. The study results finally concluded that fringe benefits have a positive effect on teaching staff turnover in private primary schools in Embakasi sub-County. Provision of health insurance to teachers to cater for their medication goes a long way to reduce teacher turnover in schools. The study recommends that the teacher service commission should

employ teachers on permanent contracts this will ensure increased teacher retention as opposed to short-term and fixed contracts. The teacher service commission should ensure flexible working arrangements encourage high retention of teachers in private primary schools. Provision of health insurance to teachers to cater for their medication goes a long way to reduce teacher turnover in schools.

INTRODUCTION

The teaching staff plays a central role in the education system. They are the building blocks of education and therefore, the most important employees in a learning institution. In this way, the progress, effectiveness, and success of any school are dependent on the teachers (Aleixo, Leal, & Azeiteiro, 2018). This brings into question the issue of consistency which is especially critical in private schooling system which strives to attract and retain the most talented and suitable teaching staff for their entities. However, staff turnover is one of the most critical challenges facing organizations in today's world. Employees in the current world are looking for opportunities to learn, develop, and advance the challenge of new responsibility, and the prospect of professional and personal growth (Noe & Kodwani, 2018).

An organization's capability to satisfy these intrinsic needs therefore helps in building trust, loyalty, satisfaction, and improved morale among the workforce (Victor & Hoole, 2017). Entities that have reward practices and policies that are future-oriented and strategic have increased awareness of this issue and can therefore institute and take actions aimed at addressing the problem of turnover among its staff (Nawaz & Yasin, 2015). Such organizations may develop practices that assist in the identification, selection, development, and retention of a workforce that is promising and progressive.

The reality today in the global world is that people influence critical aspects of institutional performance in myriad ways. Rewards occupy a significantly prominent position, and there is an agreement that rewards work to motivate employees to improve their performance and ultimately, their turnover and retention rate within organizations. Employee turnover, according to Ongaki (2015), is a global phenomenon, for instance, in Brazil, where turnover is one of the highest in the world. In the global education system, teacher turnover has been a major challenge as well as a complex phenomenon, which is why it has been the subject of numerous studies and research. (Mason & Matas, 2015).

In Uganda, the Ministry of Education and Sports controls the entire sector of education (Ezati, Madanda & Ahikire, 2018). Since independence in 1962, the post-primary school system has continued to expand, through service providers such as government and the private sector that have been encouraged to open up schools. Government has recommended the use of distance education and opening up of learning centres which have created challenges of increased demand for education and expansion of the education system. There is a growing fear that perhaps with the massive number of teachers without commensurate development in facilities, learning and teaching materials may have comprised the quality of education along with remuneration (Bello & Jakada, 2017).

Like most education systems in developing countries, over the past 20 years, Tanzania's educational system has been largely driven by the global Millennium Development Goals (MDGs) and Education for All (EFA) (Birchler & Michaelowa, 2016). Besides, Tanzania's National Strategy for Growth and Reduction of Poverty (NSGPR) campaign goals provide an additional framework for consideration. As would be expected, one of the outcomes of these combined efforts is the rapid increase in primary education enrollment rates. Despite this massive new enrollment in primary education, there has been little planning in terms of increasing space, facilities, and human resource (teachers) to accommodate these children as they rise to higher education levels (secondary and tertiary education). Although the Secondary Education Development Plan (SEDP) implemented in 2004 has led to significant improvements in secondary school student enrollment in the country (El Bouhali & Rwiza, 2017).

In Kenyan schools, there has been an effort to adopt the use of reward systems, albeit with significant challenges (Al-Azawei, Parslow & Lundqvist, 2016). The inadequate attention given to the use of non-financial rewards has left most teaching staff dissatisfied with teaching as a career which has consequently led to a mass exodus of teachers to other sectors in search for more satisfying jobs. Effect of labour policies and practices, as well as work conditions and workload in private schools in Nairobi, provides evidence of the important link between non-monetary reward systems and teacher turnover (Miring'u, 2018).

In Kenyan private schools, teachers and pupils are always on the lookout to gain fame, to be praised, to be promoted or even to gain material rewards from their supervisor, parents, guardians, teachers and the like (Namuswa, 2018). The reverse may mean low morale in performance or even abandoning the activity. Motivating the staff is a necessary tool at the workplace for it influences one's actions and behaviours towards the intended, desired goals and depending on how they are motivated, determines the efforts exerted at a particular time, situation and needs of individuals (Njue, 2015).

Private primary schools are non-government, non-state or privately funded schools. They are not run by the county government, the state or national government. Private schools in Nairobi County do not exist in isolation since they compete with the state-owned public schools. Nairobi County has 1288 schools in total. Embakasi Sub-County has a total of 462 registered private primary schools; out of which 12 are registered examination centers. Private schools in Kenya have formed an association that lobbies for the interest of all private schools in Kenya.

Statement of the Problem

Teacher turnover has been a global challenge that continues to inspire much debate. The teaching profession globally suffers from increasingly high turnover rates, with annual rates standing at 45 percent (Donitsa-Schmidt & Zuzovsky 2016). For instance, in the United States, research estimates that between 40 and 50 percent of new teachers wish to leave the profession within the first five years of entry into the teaching field (Riggs, 2013). There is a rising concern that an unacceptable proportion of teachers working in private schools in Kenya are poorly motivated due to a combination of low morale, insufficient incentives, and job satisfaction. Poor human resource rewards strategies play a critical role in the turnover of teaching staff. Teachers' management is short of chaotic in many developing countries (Synar & Maiden, 2012). Although

salary and benefits play a role in recruiting and retaining employees, people are looking for opportunities to learn new things, the challenges for new responsibilities, and personal and professional growth (McInerney et al., 2015). Satisfaction of intrinsic needs helps build trust, loyalty, and morale in teaching staff. Teachers' plight in private schools in Kenya varies from one institution to the other (Carver-Thomas & Darling-Hammond 2017). Most teachers work overtime without being paid. Some are not allowed to break for holidays, and even during this time, they are either not paid adequately or given rewards that motivate them to stay on (Nyaga, 2015). The high rate of teacher attrition has substantially contributed to the teacher shortage in Kenya (Muguongo et al., 2015). In Nairobi County, general teacher retention is overwhelmingly low in private schools. In 2011 alone, out of 200 new teachers hired, over 100 left their schools in the 934 registered private primary schools in the county (Ministry of Education Science and Technology, 2014). The purpose of the study was to establish the relationship between nonfinancial rewards and the retention/turnover levels of the teaching staff in private schools.

Objectives of the Study

- i. To assess the influence of job security on teaching staff turnover in private primary schools in Embakasi sub-County.
- ii. To establish the influence working conditions on teaching staff turnover in private primary schools in Embakasi sub-County.

LITERATURE REVIEW

Theoretical Framework

Maslow's Hierarchy of Needs theory

The theory was suggested by Maslow (1943). It propounded a theory that affirmed people are motivated to achieve certain needs and some needs take precedence over others. The theory supposed that human needs could be arranged in a hierarchy based on the priority with which each emerged as a determinant of behavior.

The financial reward aspect of a job may be the principal motivator but it is often not the sole determinant for whether employees stay in any given work. This argument forms the basis of the Maslow's theory of needs which is a relevant theory for this study. Korir & Kipkebut (2016) state that the hierarchy of needs theory has made a significant contribution to studies concerned with employee turnover and retention especially in relation to aspects such as motivation, morale, job satisfaction, and reward. The theory proposes that people often act in ways aimed at satisfying their needs. The needs of human beings according to this theory are depicted in a hierarchy starting with the most basic need at the bottom. The hierarchy of needs is presented in the form of a pyramid with the base starting with basic physiological needs. After the successful attainment of the basic needs, the next level up the pyramid has security and safety needs. In an industrial environment, safety needs are of primary importance especially in the context of relationship between employees and employers. Safety or security needs include personal security, employment or job security, health, and resources. In the context of employment, security needs include aspects such as having formal contracts of employment and pension schemes as well as consideration given to health and safety of employees in the work environment (Van Eerde, 2015).

Expectancy Theory

Employees are more likely to be inspired to succeed because they believe there is a clear correlation between their success and the incentive they will get, according to the expectancy principle (Mendonca, 2002). Expectancy theory, according to Robbins (2003), refers to the frequency and appeal of an individual's anticipation of a performance's result. The presumed attractiveness of a single input has a significant impact on one's motivation levels and whether or not the incentive corresponds to one's personal goals. Robbins (2003) explained that there are three relationships; effort-performance, performance – reward and rewards – personal goals which will direct one's behavior. The perceived value and significance of the reward is critical in increasing motivation to performance. It is the management's responsibility to establish rewards that are meaningful and attractive to employees in order to win their commitment to high performance. Such rewards need not be financial, non- financial rewards like health insurance, staff children education sponsorship, retirement plans and transport provision among others can be considered. Expectancy theory predicts one's level of motivation depends on the attractiveness of the rewards sought and the probability of obtaining those rewards (Bohlander & Snell, 2007). The theory is relevant to the study since it depicts the relationship between rewards to motivation and performance and ultimately the sense of belonging which in its absence the rate of staff turnover increases.

Empirical Review

Job Security On Teaching Staff Turnover In Private Primary Schools

Rathakrishnan, Imm and Kok, (2016) examined the factors determining the turnover intention of lecturers in private universities in Malaysia. A total of 253 lecturers from private universities around the Klang Valley participated in the questionnaire survey. Results revealed that only four factors: compensation satisfaction, job autonomy, KPI achievability, and job satisfaction explained turnover intention. By understanding the factors that lead to employee resignation, it is hoped that universities would reduce lecturers' turnover intention by introducing relevant retention strategies. This study however was done in Malaysian Universities while my study is done in Kenyan private primary schools.

BolapejuM and Emmanuel, (2018) did a study to investigated job security and teachers' retention in private secondary schools in Akwa Ibom State, Nigeria. The study adopted ex-post facto correlational research design. The target population consisted of 4735 teachers in all the private secondary schools. The result revealed positive significant relationship between job security and teachers' retention. Based on the finding of the study, it was recommended among other things that conditions of service for staff be enacted while improved working environment be considered a priority by the proprietors of the private schools. However, the study was done in Nigeria and it indicated job satisfaction among private secondary schools in Nigeria.

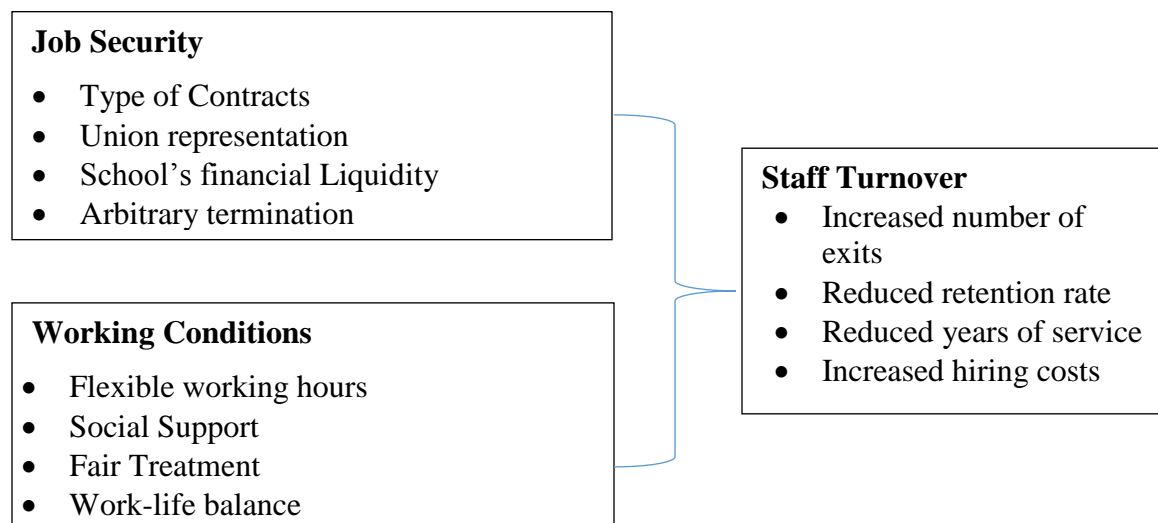
Working Conditions On Teaching Staff Turnover In Private Primary Schools

Mason and Matas, (2015) did a study on teacher attrition and retention research in Australia. Using a thematic content analysis methodology, a study of the Australian literature reveals that the field in this country is still in its infancy, and is dominated by small-scale, qualitative exploratory studies. Furthermore, it shows the lack of consistency amongst studies discussing teacher attrition, as well as the need for a theoretically informed framework that acknowledges

the complex nature of teacher attrition. To fill this void, the authors propose a new theoretical model, arguing that teacher attrition is a complex phenomenon, a product of the interaction of elements from social capital, human capital, positive psychological capital and structural capital intersecting. The study however made use of existing literature, while my study will involve primary data through data collection.

Nambooze, (2019) did a study on factors affecting teacher turnover in private secondary schools a case study Of Mukono District in Uganda. The study was conducted using the descriptive research design where a cross-sectional survey was used because the population to be studied was too big and this study design proved to be less costly and time saving. Simple random sampling was used to select the respondents who were comprised of: school heads, teachers and students. Several findings were made in regard to the study but notable of these were that; loss of group cohesion, poor working conditions, poor pay, poor management supervision which were categorized under employer related factors significantly affected teacher turnover in private secondary schools in Wakiso District. It was also revealed that employee related factors also affected teacher turnover. Many teachers joined the private secondary schools with numerous expectations which were not met and this increased their dissatisfaction causing lack of commitment and the end result was always resignation. The study however was done in Uganda, while my study is done in Kenya.

Conceptual Framework



Rathakrishnan, Imm and Kok, (2016) examined the factors determining the turnover intention of lecturers in private universities in Malaysia. A total of 253 lecturers from private universities around the Klang Valley participated in the questionnaire survey. This study however was done in Malaysian Universities while my study is done in Kenyan private primary schools. Other study on job security by Bolapeju and Emmanuel, (2018) found that there is positive significant relationship between job security and teachers' retention. However, the study was done in Nigeria and it indicated job satisfaction among private secondary schools in Nigeria, while my study looks into job satisfaction among private primary schools' teachers in Kenya.

On working conditions, Wambugu and Busienei, (2015) examined the relationship between working conditions and teacher turnover intentions in public secondary schools in Meru County, Kenya. The study used a descriptive survey design with both quantitative and qualitative approaches in data collection and analysis. The study however was done in Meru County while my study is a case of Embakasi Sub County. Tiplic, Brandmo and Elstad, (2015) aimed at analyzing the factors leading to teachers' turnover in public schools that are in rural local government authorities. The study employed a case study design and sampled 91 teachers from Simanjiro District Council, Tanzania. The study found that, Teachers' turnover rate in Simanjiro District Council is alarming at the average of 31.2%, whereby in general teachers' turnover rate is ranging on the average of 10.4% while national labour turnover rate is ranging at the average of 1.9%. The study however never showed how training affects staff turnover in private primary schools.

RESEARCH METHODOLOGY

This study used descriptive survey research design. Descriptive survey research design deals with gathering distributed information to represent a large area of study (Orodhe, 2005). The study will focus on 462 private primary schools in Embakasi sub-County, Nairobi. The accessible population for this study will be 462 head teachers, 3147 teachers. Therefore, the total accessible population will be 3609 participants. The study employed purposive sampling to select 46 head teachers. Simple random sampling was used to select 314 teachers from each of selected schools. Simple random sampling was done using random numbers generated by computer. During data collection day, the researcher visited the study area, and issue research questionnaires personally. This was done using a drop and pick method.

Response Rate

The sample size of this study was 360 respondents. Out of 360 questionnaires that were distributed, 268 were duly filled and returned, this gives a response rate of 74.4% as shown in Table 4.1. According to (Mugenda & Mugenda,2008) a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent; therefore, this response rate was adequate for analysis and reporting. This response rate indicates a reasonable representation of the sample and of the entire population.

Descriptive Statistics

Job Security

The first specific objective of the study was to determine the influence of Job security on teaching staff turnover in private primary schools in Embakasi Sub-county. A 5-point likert scale was used where SD symbolized strongly disagree, D symbolized disagree, UD symbolized undecided, A symbolized agree and SA symbolized strongly agree. The results were as presented in Table 1.

Table 1: Job Security

Statements		SA	A	UD	D	SD	Mean	Std dev.	
1. The presence of permanent contracts of employment increased teacher retention as opposed to short-term and fixed contracts.	F %	124 46.3	60 22.4	26 9.7	34 12.7	24 8.9	3.84	1.362	
2. Absence of union representation for teachers leads to teacher turnover due to perceived job insecurity.	F %	93 34.7	118 44	12 44.8	27 10.1	18 6.8	3.90	1.181	
3. The school's financial liquidity affects job security and hence leads to high teacher attrition rate.	F %	99 36.9	127 47.4	15 5.6	17 6.4	10 3.7	4.07	1.007	
4. Arbitrary termination practices by the employer increases job insecurity and hence triggers teacher turnover levels.	F %	86 32.1	149 55.6	9 3.4	12 4.5	12 4.5	4.06	0.917	
Valid N		268						3.97	

Table 4.6 shows that 184 (68.7%) of the respondents agree while 56 (20.9%) disagreed with the statement that the presence of permanent contracts of employment increased teacher retention as opposed to short-term and fixed contracts. Further the study findings showed in terms of means and standard deviation that the respondents agreed with the statement that the presence of permanent contracts of employment increased teacher retention as opposed to short-term and fixed contracts (Mean =3.84, Std. dev=1.362). Also, 211 (78.7%) of the respondents agree while 45 (16.8%) disagreed with the statement that absence of Union representation for teachers leads to teacher turnover due to perceived job insecurity. Further the study findings showed in terms of means and standard deviation that the respondents agreed with the statement that absence of Union representation for teachers leads to teacher turnover due to perceived job insecurity (Mean =3.90, Std. dev=1181).

Further, 226 (84.3%) of the respondents agree while 27 (10%) disagreed with the statement that the school's financial liquidity affects job security and hence leads to high teacher attrition rate. Further the study findings showed in terms of means and standard deviation that the respondents agreed with the statement that the school's financial liquidity affects job security and hence leads to high teacher attrition rate (Mean =4.07, Std. dev=1.007). Finally, 235(87.7%) of the respondents agree while 24(8.9%) disagreed with the statement that arbitrary termination practices by the employer increases job insecurity and hence triggers teacher turnover levels. Further the study findings showed in terms of means and standard deviation that the respondents agreed with the statement that arbitrary termination practices by the employer increases job insecurity and hence triggers teacher turnover levels (Mean =4.06, Std. dev=0.917).

The study results also shows that Job security has a positive influence on teaching staff turnover in private primary schools in Embakasi Sub-County. This implies that the presence of permanent contracts of employment increased teacher retention as opposed to short-term and fixed contracts. Also, absence of union representation for teachers leads to teacher turnover due to

perceived job insecurity. Further, the school’s financial liquidity affects job security and hence leads to high teacher attrition rate. Finally, arbitrary termination practices by the employer increases job insecurity and hence triggers teacher turnover levels. The study results concur with Bolapejum and Emmanuel, (2018) who revealed positive significant relationship between job security and teachers’ retention. Based on the findings of the study, it was recommended among other things that conditions of service for staff be enacted while improved working environment be considered a priority by the proprietors of the private schools. The study results concur with Njung’e (2015) who established that most teachers in the district were not satisfied with most aspects of their work and were thus planning to quit teaching. Inadequate compensation was identified as the main reason for their intention to quit. Those planning to transfer from current schools cited dissatisfaction with type of leadership and motivation strategies adopted in their schools.

Working Conditions

The second specific objective of the study was to determine the influence of working conditions on teaching staff turnover in private primary schools in Nairobi County. A 5-point likert scale was used where SD symbolized strongly disagree, D symbolized disagree, UD symbolized undecided, A symbolized agree and SA symbolized strongly agree. The results were as presented in Table 2.

Table 2 Working Conditions

Statements		SA	A	UD	D	SD	Mean	Std dev.	
1. The presence of flexible working arrangements encourages high retention of teachers in private primary schools	F %	100 37.3	84 31.3	29 10.8	37 13.8	18 6.7	3.79	1.264	
2. Lack of social support initiatives reduce retention levels of teachers in private primary schools.	F %	66 24.6	142 52.9	18 6.7	24 8.9	18 6.7	3.80	1.113	
3. Fair treatment of teachers in the school improves working conditions hence increasing staff retention.	F %	69 25.7	151 56.3	21 7.8	17 6.3	10 3.7	3.94	1.161	
4. The absence of work-life balance results to high teacher turnover levels in private primary schools.	F %	59 22	170 63.4	12 4.5	15 5.6	12 4.5	3.93	0.943	
Valid N		268						3.87	

Table 2 shows that 184 (68.7%) of the respondents agree while 55 (20.5%) disagreed with the statement that the presence of flexible working arrangements encourages high retention of teachers in private primary schools. Further the study findings showed in terms of means and standard deviation that the respondents agreed with the statement that the presence of flexible working arrangements encourages high retention of teachers in private primary schools (Mean =3.79, Std. dev=1.264). Also, 202 (75.4%) of the respondents agree while 42 (15.7%) disagreed with the statement that lack of social support initiatives reduce retention levels of teachers in private primary schools. Further the study findings showed in terms of means and standard

deviation that the respondents agreed with the statement that lack of social support initiatives reduce retention levels of teachers in private primary schools (Mean =3.80, Std. dev=1.113).

Further, 220 (82.1%) of the respondents agree while 27 (10.1%) disagreed with the statement that fair treatment of teachers in the school improves working conditions hence increasing staff retention. Further the study findings showed in terms of means and standard deviation that the respondents agreed with the statement that fair treatment of teachers in the school improves working conditions hence increasing staff retention (Mean =3.94, Std. dev=1.161). Finally, 229 (85.4%) of the respondents agree while 27(10.1%) disagreed with the statement that the absence of work-life balance results to high teacher turnover levels in private primary schools. Further the study findings showed in terms of means and standard deviation that the respondents agreed with the statement that the absence of work-life balance results to high teacher turnover levels in private primary schools (Mean =3.93, Std. dev=0.943).

The study results also show that working conditions has a positive influence on teaching staff turnover in private primary schools in Embakasi Sub County. This implies that the presence of flexible working arrangements encourages high retention of teachers in private primary schools. Also, lack of social support initiatives reduces retention levels of teachers in private primary schools. Further, fair treatment of teachers in the school improves working conditions hence increasing staff retention. Finally, the absence of work-life balance results to high teacher turnover levels in private primary schools. The study results agree with Nambooze, (2019) who revealed that employee related factors also affected teacher turnover. Many teachers joined the private secondary schools with numerous expectations which were not met and this increased their dissatisfaction causing lack of commitment and the end result was always resignation. The study however was done in Uganda, while my study is done in Kenya. The study results also agrees Wambugu and Busienei, (2015) who established that teachers' motivation in secondary schools in Meru County is low due to poor working conditions and the education system appears to be staffed with teachers with poor morale and low levels of commitment to their jobs leading to high turnover intentions.

Correlation Analysis

Pearson correlation analysis was carried out to show the strength and direction of the association between independent and dependent variables. Table 3 present the results.

Table 3 Multiple Correlation Analysis Results

		Staff turnover	Job security	Working conditions
Staff turnover	Pearson Correlation	1		
Job security	Pearson Correlation	.634**	1	
	Sig. (2-tailed)	.000		
Working conditions	Pearson Correlation	.590**	.731**	1
	Sig. (2-tailed)	.000	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

The study findings in Table 4.16 indicated that job security and staff turnover had a positive strong and statistically significant correlation ($r= 0.634$; $p<0.01$). The findings of the study indicate a strong, positive and statistically significant correlation between working conditions and staff turnover ($r=0.590$; $p< 0.01$).

Regression Model Summary

The coefficient of determination (R^2) and correlation coefficient (R) shows the degree of association between dependent and independent variables. The results are presented in Table 4.

Table 4 Multiple Regression Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.690^a	.477	.469	.66688

The results of the regression in Table 4.17 indicated that R^2 value was 0.477 and R value was 0.690. R value of 0.690 gave an indication that there was a strong linear relationship between dependent and independent variables. The R^2 indicates that explanatory power of the independent variables was 0.477. This implied that about 47.7% of the variation in staff turnover is explained by the regression model. The adjusted R^2 of 0.469 is slightly lower than the value of R^2 .

Regression Model Fitness Test

Model fitness was run to find out if model best fit for the data. The study results were presented in Table 5.

Table 5 Regression Model Fitness Results

	Sum of Squares	df	Mean Square	F	Sig.
Regression	106.578	4	26.644	59.912	.000 ^b
Residual	116.964	263	.445		
Total	223.542	267			

Table 4.18 showed that the respondents F-statistics produced ($F =59.912$) which was significant at $p=0.000$ thus confirming the fitness of the model. This implies that the multiple regression model was fit for the data. Hence the independent variables affect staff turnover. The F value indicates that all the variables in the equation are important hence the overall regression is significant.

Regression Model Coefficients

Regression model coefficients were run in order to use in the regression equation. The study results are presented in Table 6.

Table 6 Regression Model Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.240	.259		.929	.035
Job security	.315	.095	.254	3.309	.001
Working conditions	.213	.084	.178	2.529	.012

The study results in Table 6 revealed that there was positive linear effect of job security on staff turnover ($\beta_1=.315$, $p=0.001$). This reveals that an increase in job security leads to increase in staff turnover by 0.315 units. It was further established that working conditions has a positive and significant effect on staff turnover ($\beta_2=.213$, $p=0.012$). This implies that an increase in working conditions leads to increase in staff turnover by 0.213 units.

It was further established that training has a positive and significant effect on staff turnover ($\beta_3=.198$, $p=0.017$). This implies that an increase in training leads to increase in staff turnover by 0.198 units. Finally, fringe benefits were found to have a positive and significant effect on staff turnover ($\beta_4=.240$, $p=0.003$). This gave an implication that an increase in fringe benefits to increase in staff turnover by 0.240 units. Thus, the regression equation becomes;

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Conclusions of the Study

The study results concluded that job security has a positive effect on teaching staff turnover in private primary schools in Embakasi sub-County. Presence of permanent contracts of employment increased teacher retention as opposed to short-term and fixed contracts. Also, absence of union representation for teachers leads to teacher turnover due to perceived job insecurity. Further, the school's financial liquidity affects job security and hence leads to high teacher attrition rate. Finally, arbitrary termination practices by the employer increases job insecurity and hence triggers teacher turnover levels.

The study results also concluded that working conditions has a positive effect on teaching staff turnover in private primary schools in Embakasi sub-County. Presence of flexible working arrangements encourages high retention of teachers in private primary schools. Also, lack of social support initiatives reduces retention levels of teachers in private primary schools. Further, fair treatment of teachers in the school improves working conditions hence increasing staff retention. Finally, the absence of work-life balance results to high teacher turnover levels in private primary schools.

Recommendations of the Study

The study recommends the following;

1. Private primary schools in Embakasi sub-county should employ teachers on permanent contracts. This will ensure increased teacher retention as opposed to short-term and fixed contracts
2. The management should consider adopting flexible working arrangements to encourage high retention of teachers in private primary schools.

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