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Effect of Personal Characteristics on Intentions to Turnover among Secondary School Teachers in Nakuru County, Kenya

Dave Bowen

Ph.D. Student Department of Business Administration, Egerton University, Kenya

Dr. Dinah J. Kipkebut

Senior Lecturer, Department of Business Administration, Egerton University, Kenya

Dr. Simon Kipchumba

Senior Lecturer, Department of Business Administration, Egerton University, Kenya

Abstract:

In school teachers play important role for the efficiency and performance of their institutions. Efficient teachers have been found to be highly committed, motivated and stable in their tenure. However, reports by Education International and Kenya National Union of Teachers established that a high percentage of teachers employed by the government in public schools would want to leave the profession. The trend is worrying and a threat to the teaching profession. It was therefore necessary to establish whether the findings apply to Nakuru County among secondary school teachers and establish whether the teachers' personal characteristics influence teachers' intentions to turnover. Therefore, the main objective of this study was to determine the effect selected personal characteristics on intentions to turnover among teachers in Nakuru County, Kenya. This study used a cross sectional survey design. A sample of 358 Teachers Service Commission public secondary school teachers was drawn from the target population of 3452 Public Secondary school teachers and a sample of 77 schools was drawn from 325 schools in nine (9) Sub counties in Nakuru County. Using Statistical Package for Social Science (SPSS) software, data collected was analyzed using descriptive statistics which included percentages, means and standard deviation and inferential statistics which included Pearson's product moment correlation coefficient and ANOVA at statistical significance of 0.05. The findings showed that selected personal characteristics have an effect on turnover intentions of teachers. The results of the study yielded crucial information that may inform the Ministry of Education, Teachers Service Commission, policy makers, board of management and school top managers on important measures to take in order to reduce turn over intentions and eventual turnover among teachers.

Keywords: Intentions to turnover, teachers, personal characteristics

1. Introduction

Human resources are the most valued asset in any organization. It has been argued that employees are one of the most important sources of competitive advantage as they are an integral part of its success (Wright & Kehoe, 2007). Therefore, the quality of employees the organizations attract, recruit and select is critical to organisational efficiency. Employees who are efficient, effective and committed to their organizations are associated with a number of desirable outcomes such as job satisfaction, lower absenteeism and low labour turnover (Dess & Shaw, 2001). In the education sector teachers are important in driving and achieving the goals of their respective schools. Excellent teachers enable the educational systems to succeed (Rabia, Kamaal & Ali, 2017). Weldeyohannes (2013) has argued that teachers are key people for sustainable development of any country and therefore Kenya is not an exception as far as teachers' contribution is concerned in her development over the years.

The teaching profession has continued to experience high rate of turnover compared with other professions (Grossman & Thomson, 2004). It is important for the education sector in Kenya to address the problem of high turnover among the teachers by focusing on the turnover intention and the factors that enhance teachers desire to quit their jobs. This is because it has been established that turnover intention is the best predictor of actual turnover (Lambert & Hogan, 2009). This study therefore aims to determine the effect of selected personal characteristics on turnover intention of public Secondary schools' teachers in Nakuru County.

2. Statement of the Problem

Teachers in Kenya like in other countries in the world play a crucial role in shaping learners' future destiny. To play their role effectively, teachers are expected to be highly committed, motivated with their job and have low turnover intention. Also, qualified and experienced professional teachers are expected to be efficient and effective in their work (Oluwakemi & Olukayode, 2015). Their performances are superior to those of teachers who are new in the profession. However, a good number of qualified and experienced teachers are quitting the teaching profession for employment in other sectors like private institutions and non-governmental organizations (Susu, 2008). Furthermore, a report by Kenya